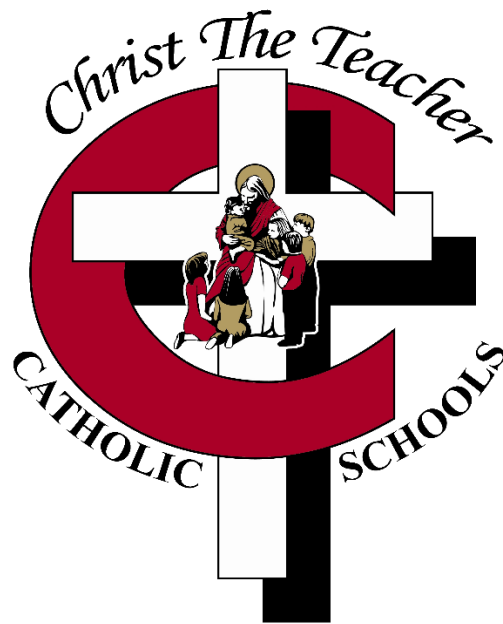


Accessibility Plan 2025-2028

CHRIST THE TEACHER CATHOLIC SCHOOL DIVISION NO. 212



BELIEVE...BELONG...BECOME

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To request an alternate format, please contact Christ the Teacher Catholic School
Division Office by [email](#) or by phone at **(306) 783-8787**

Message From the Board Chair and Director

Christ the Teacher Catholic Schools is committed to providing a faith-based learning and working environment that supports all students, staff, and visitors to our facilities. We are committed to ongoing and meaningful community engagement. A key part of this work is the development of a Three-Year Accessibility Plan. This plan identifies system needs, priorities, and action plans. It draws on feedback from our school community and the work of the Accessibility Committee to enhance equity of access to programming and facilities.

The plan is based on the pillars of the Accessibility Act, with the aim of supporting equal opportunity for persons with disabilities by identifying, removing, and preventing barriers to access.

We recognize the importance of accessibility not only for those with disabilities, but also for the benefit of the entire community. We are dedicated to advancing the efforts of the Accessibility Committee to improve equity and ease of access to services and access to our facilities. Through the actions in this Three-Year Accessibility Plan, we commit to continuous improvements in developing and environment that supports all students, staff, and the larger school community.

Our Mission:

As a Christ-centred
learning community, we...
engage and challenge all learners,
model and form character,
know Christ and make Him known.

Our Core Values:

Faith: We develop a relationship with Christ, following his example by loving and serving others.

Respect: We value all people and treat one another with dignity and compassion.

Learning: We continually grow in our expertise and proficiency to support the learning of all students.

Integrity: We adhere to moral principles in our words and actions.

Stewardship: We use the gifts God has given us to do the work God is calling us to do.

Pat Zaryski
Board Chair

Barb MacKeseey
Director of Education

About our School Division

Christ the Teacher Roman Catholic Separate School Division No. 212, with schools in the communities of Melville, Theodore, and Yorkton, has 9 schools that are attended by over 1,900 students in PreK to Grade 12 faith-based educational programming. Over 250 full and part-time staff are committed to supporting the students in our care.

We offer a variety of quality programs to meet the unique learning needs that engage students in stimulating and relevant educational experiences. We support students with disabilities through school-based inclusive education programs.

Our board and staff are committed to providing a positive educational experience that fosters each child's learning in an accessible and inclusive environment.

Christ the Teacher Catholic School Division acknowledges our place on Treaty 4 Territory, the traditional lands of the nehiyawak, Anishinaabe, and Dakota, Lakota and Nakota Nations.

It is also the homeland of the Métis People.

We honour the spirit and intent of our sacred Treaty relationship, and journey together to reaffirm our relation to one another and the land.

Introduction

Christ the Teacher Catholic School Division is committed to identifying, removing, and preventing accessibility barriers for individuals who work at or access school division facilities, programs, and services. As part of this commitment, the government of Saskatchewan introduced [*The Accessible Saskatchewan Act*](#), which came into force on December 3, 2023. The Act requires Christ the Teacher Catholic School Division to publicly post an accessibility plan to remove and prevent accessibility barriers for persons with disabilities. An accessibility plan is intended to help identify accessibility barriers for people who are in, or interact with, an organization and describes the actions that will be taken to remove and prevent accessibility barriers. Christ the Teacher Catholic School Division is committed to *Accessibility for All* guided by all people protected under the [*Saskatchewan Human Rights Code*](#) and recognizing that accessibility is good for everyone. Christ the Teacher Catholic School Division is also committed to the Calls to Action of the TRC and seeks culturally responsive solutions to all aspects of the accessibility plan.



A school division committee worked together to consider the feedback received and identified actions that the school division will take over the next three years to improve the accessibility of facilities, programs, and services.

When developing our accessibility plan, Christ the Teacher Catholic School

Division examined existing programs and services. Christ the Teacher Catholic School Division promotes inclusion through a comprehensive Student Services approach that centers on inclusion in the classroom. Key programs include the Early Learning Intensive Supports (ELIS) program in Prekindergarten, which provides enhanced staffing, professional consultation, and accommodations to facilitate the inclusion of children with intensive needs. Beyond academic support, the division focuses on transition support for students moving between grades, schools, and programs, including joint processes with other divisions to ensure smooth continuity. Furthermore, the school division actively promotes broader societal inclusion through a Career and Work Exploration course in partnership with the Saskatchewan Abilities Council's Transitioning Youth to Employment program and ensures the inclusion of newcomer learners through collaboration with the East Central Newcomer Welcome Centre.

We want to recognize the hard work of everyone on our team to promote an inclusive workplace. At Christ the Teacher Catholic School Division, we value the contributions of all members.

To ensure an inclusive and comprehensive **Accessibility Plan**, Christ the Teacher Catholic Schools invited participants from the division and community — specifically board members, community partners, staff, students, and parents, including those with disabilities—to provide valuable input. In addition to the focus group dialogue, an online survey was conducted in the Spring of 2025 and again in the Fall of 2025 via the Christ the Teacher website to allow for broader participation from parents and community members. A total of 63 responses were collected from the online survey.

What We Learned

During this engagement process, we heard about physical accessibility barriers that people experience related to entrances, parking, and navigation when accessing school division properties. We also heard about information and communication barriers related to finding and understanding information about school and division programs and services. Increasing education and awareness among staff and the public was encouraged to foster a welcoming culture and address Attitudinal Barriers.

Christ the Teacher Catholic School Division acknowledges that while many positive measures are currently in place, such as accessible washrooms, the use of sound field systems, and a commitment to finding solutions, the feedback gathered from stakeholders reveals significant work remains to be done to improve accessibility across the division. This consultation confirms the necessity of a concerted effort to systematically identify and remove these barriers to ensure an equitable and inclusive environment for all students and staff.

Definitions:

Accessibility barriers

The Accessible Saskatchewan Act defines a barrier as anything that hinders or challenges the full and equal participation in society of persons with disabilities.

There are many types of barriers that persons with disabilities may experience, including physical barriers, information and communications barriers, and attitudinal barriers. Definitions and examples of each barrier type are outlined below to help people understand the experiences of people with disabilities.

Physical barriers

Physical barriers exist when spaces are designed in ways that prevent or limit mobility or access.

For example:

- Hosting public events at a venue that is only accessible by stairs.
- Parking lots with no curb cuts that make it difficult to access sidewalks.
- Washrooms that lack accessible stalls or automatic door openers.



Information and Communications barriers

Information and communications barriers exist when information or material is shared in a way that is not accessible to all people.

For example:

- Using small print that is hard to read.
- Websites and documents that are not accessible for screen readers or convert text to multiple languages.
- Videos that do not have closed captioning.



Attitudinal barriers

Attitudinal barriers exist when people act or think based on false assumptions. For example:

- Not including persons with disabilities in decisions that impact them.
- Making assumptions about a person's ability to communicate or do things for themselves.
- Avoiding a person with a disability for fear of offending them.

Accessibility Priorities and Actions



Christ the Teacher Catholic School Division has taken steps to improve the accessibility of division facilities, programs, and services. However, we recognize that progress will be ongoing as we aim to become more inclusive.

This plan outlines the actions that the school division will prioritize over the next three years to remove accessibility barriers that people with disabilities experience. Division staff will work together to complete the actions outlined in this plan and raise awareness about accessibility. An Accessibility Working Group will meet a minimum of once per year to discuss and address barriers with respect to accessibility. Christ the Teacher Catholic School Division will work to identify and remove barriers that people with disabilities experience in the school division and facilities.

Priority 1 – Improve employee knowledge and awareness of accessibility

Increasing employee awareness about accessibility and understanding the importance of inclusion are key to improving the quality of services provided to all individuals, including persons with disabilities.

Achievements to date:

- Processes in place to develop accommodation plans for students and staff.
- Inclusion and Intervention Plans (IIP) provide a collaborative process for families and school staff to support students with additional needs.
- Staff and community agencies maintain solution-focused collaborative planning to identify and support accessibility barriers.

Actions for 2025-28:

- Christ the Teacher Catholic Schools will seek to remove attitudinal barriers through ongoing learning opportunities for staff, starting with the following actions:
 - Explore opportunities to provide and promote accessibility-focused training to increase accessibility awareness and promote more welcoming and accommodating culture.
 - Assist staff to understand how to accommodate students and staff with various types of disabilities.
 - Christ the Teacher Catholic Schools will continue to promote inclusionary practices for all students, staff, and community

members.

- Review administrative procedures using an accessibility lens to ensure they reflect principles of accessibility, equity, and inclusive design.

Priority 2 – Make school division buildings and properties more accessible

Christ the Teacher Catholic School Division recognizes that accessible buildings are an important part of improving the accessibility of school division services.

Achievements to date:

- Most schools in our division are one level, which assists with mobility and the use of wheelchairs. Multi-level schools are equipped with elevators or chair lifts.
- Access to sensory rooms is available in the majority of schools in the division.
- Some schools have accessible private spaces with specialized equipment such as lifts and track systems.

Actions for 2025-2028:

Christ the Teacher Catholic Schools is committed to greater accessibility in, out of, and around the buildings for which we are responsible. We will continue to monitor, and address identified barriers as budgets and timelines permit.

- Conduct an accessibility review at every school division facility to gain a better overview of accessibility needs and strengths across the division.
- Research accessibility options to consider.
- Include accessibility requirements in the construction and design of

buildings and spaces.

- Engage employees, students, families, and community members to provide feedback to the division about any building or property - related accessibility barriers.



Priority 3 – Improve the accessibility of school division programs and services

Christ the Teacher Catholic School Division is taking steps to remove accessibility barriers that limit access to division programs and services.

Achievements to date:

- Adaptive equipment, including adjustable furniture and desks. Having adjustable furniture allows persons who have mobility limitations to access desks and tables, improving access and dignity for persons with disabilities.
- Free wifi accessibility to allow devices that support communication for all students, families, staff, and community members. Free wifi helps all people to access information. Providing access to Wi-Fi also ensures persons who are Deaf and Hard of Hearing can use internet-based sign language interpretation services and allows them to access information and

forms on their mobile devices without impacting their mobile data usage.

- The school division has access to programs as well as speech and language screens, phonological awareness assessments, and phonics assessments that help identify dyslexia and provide resources to support student literacy.
- The school division has ensured that students have access to technology that supports their learning in many ways based on the individual needs of the student. These include, but are not limited to: Apps and technology to support communication, soundfield systems, adaptive readers, voice to text and text to audio technology, etc.
- Students requiring intensive interventions are supported by a team that may include Teachers, Responsive Support Teachers, Student Support Services Teachers, Educational Assistants, Counsellors, Student Liaison, Occupational and Physical Therapist, Speech Language Pathologist, Behaviour and Learning Specialist, Psychologist, and Coordinator of Student Achievement and Supports. As students gain independence, support is gradually reduced to promote independence, autonomy, and empowerment.



Actions for 2025-28:

- The division is committed to ensuring equitable access and successful participation for all students across curricular, co-curricular, and extracurricular activities. This requires enhancing pre-planning processes to guarantee that all students can access all programs and services.
- Support school staff in making accessible communications for students and the public.
- Review and update division documents to ensure information is easy to find, easy to read, and easy to understand.

Priority 4 – Make digital content more accessible

As many individuals access information through digital platforms like websites and social media, it is important to make sure that digital content is understandable and accessible on the devices that people use.

Achievements to date:

- Website ability to adjust font size.
- The division provides assistive technology including sound field systems, Chromebooks, and laptops.
- Staff utilize technology such as Google Translate and other text reader services for EAL families.
- Talk to text and audio textbooks are effective and are valued assets.
- The division uses social media as tools to communicate with families and the greater community.

Actions for 2025-28:

- Continue to review and improve the accessibility of the school division website and web-based services.
- Review Web Content Accessibility Guidelines (WCAG) and identify actionable items to attain Level AA.

Conclusion

Christ the Teacher Catholic School Division is committed to improving accessibility in our schools, facilities, communications, and our processes and will review and update this plan every three years. The actions outlined in this plan are intended to improve the accessibility of the school division services and remove barriers that persons with disabilities experience. As we move forward, we want to continue to hear from members of our community about accessibility barriers that impact the lives of persons with disabilities.

Contact us:

We value your feedback and welcome members of the public to submit comments about our accessibility plan using the form and contact information below.

Phone: (306) 783-8787

Email: <https://www.christtheteacher.ca/contact-us>

Address:

45A Palliser Way

Yorkton, SK S3N 4C5

Click [HERE](#) to access the CTTCS Accessibility Survey

Appendix A: Glossary of Common Definitions

Ableism and Disability Oppression: Ableism or disability oppression is the discrimination of and social prejudice against people with disabilities based on the belief that typical abilities are superior. At its heart, ableism is rooted in the assumption that disabled people require 'fixing' and defines people by their disability. Ableism views typical abilities as the norm and devalues people who have physical, intellectual, psychiatric, sensory, or other disabilities.

Accommodation: Any technical aid or device, personal support or disability-related support that a person may require. This can include, but is not limited to, accessible document formats, mobility supports to attend a meeting, interpretation or captioning services, or ensuring space has sensory sensitive features.

Adaptability: The ability to be modified for a new use or purpose. Disability and accessibility are evolving concepts that change as services, technology and attitudes change.

Alternate formats: Alternate ways of providing information beyond traditional printed material. Examples include large print, text-only documents and Braille.

Alternative text: Also referred to as alt tags or alt attributes. Alternative text provides a verbal description of a visual or graph for individuals with visual impairments who use screen readers.

Barrier: Anything that hinders or challenges the full and equal participation in society of persons with disabilities.

Captioning: Text at the bottom of the screen (television/video) allows people to follow spoken dialogue and distinct noises. Closed captioning is similar, but the text must be decoded to appear on the screen.

Disability: Any impairment that, in interaction with a barrier, hinders an individual's full and equal participation in society. Disabilities can be permanent, temporary or episodic in nature, and may or may not be evident. There are many types of disabilities that people experience, including physical, mental, intellectual, cognitive, learning, communication and sensory impairments.

Diversity: Recognizing that each person has been created in the image and likeness of God and has the right to be treated with dignity and respect.

Inclusion: Providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as individuals with physical or intellectual disabilities and members of other minority groups.

Large print: Printed information provided in a large font size (18 pt or larger) for people who have low vision. For easier reading, select “sans serif” fonts.

Neurodiversity: Neurodiversity acknowledges that differences in how brains function are normal variations, not deficits, and embraces the diverse ways people think, learn, and interact with the world.

Plain language: Clear, conversational communication that makes sense to the intended audience. The goal of plain language is to communicate so clearly that the intended audience can easily find what they need, understand what they find, and use the information.

Self-determination: People are empowered to make their own choices and control their own lives.

Service animal: The Saskatchewan Human Rights Commission defines a service animal as an animal with specialized training to assist a person with a recognized physical and/or mental disability.

Universal design: Universal design means making things safer, easier and more convenient for everyone. It involves a range of design concepts, including design of products, or spaces and environments, to provide access in a way that respects all abilities.