

Light of Christ Catholic School Division
Accessibility Plan 2026-2029



LIGHT OF CHRIST
Catholic Schools

Table of contents

About Light of Christ Catholic School Division	2
Our Mission	2
Our Vision	2
Our Values.....	2
Introduction	3
Accessibility Achievements.....	3
Accessibility Barriers	6
Physical barriers	6
Information and communications barriers.....	6
Attitudinal barriers	6
Accessibility Goals and Actions.....	7
Conclusion	8
Contact us:.....	9
Appendix A: Glossary of Common Definitions.....	10

This report is available in alternate format upon request.

To request an alternate format, please contact Light of Christ Catholic School Division Office by email at locsd16@gmail.com by phone at 306-445-6158.

About Light of Christ Catholic School Division

Light of Christ Catholic School Division (LOCCSD) is a strength-based organization that provides a high-quality Catholic education to approximately 2000 students with schools located in North Battleford, Unity, and Spiritwood. The Board of Education consists of seven trustees and utilizes a progressive policy governance model to lead the school division. LOCCSD is known for its strong support for professional development, high teacher, student, and community engagement, a 21st century learning environment and many other innovative approaches. The Board of Education of LOCCSD believes in a holistic view of education permeated in the Catholic faith. We strive everyday to provide our students, parents and community with the best educational experience possible given the resources available. Our goal is to provide our students with the most relevant instructional and assessment practices possible in an effort to maximize student engagement and promote the graduation of all of our students.

Our Mission

In a strength-based community centered on Christ, we pray, educate and serve.

Our Vision

Our vision is to create faith-filled school communities where our students and staff wake up every morning inspired to go to school. When at school, we want our staff and students to be fully engaged in the learning process, feel safe and supported, develop their unique talents and strengths, and return home fulfilled and at peace at the end of the day.

Our Values

1. Servant leadership – empowering and serving others.
2. Innovation – cultivating a culture of intellectual bravery.
3. Collaboration – valuing the gifts and talents of people.
4. Strengths-based education – focusing on the inherent strengths of all individuals.
5. Accountability – responding with integrity regarding our faith, academics, and fiscal resources.

6. Positive relationships – seeing dignity and potential in everyone.
7. Respect, equity, and inclusiveness – respecting our resources, perspectives, and differences. We are Catholic schools, not schools for Catholics.

Introduction

LOCCSD is committed to identifying, removing, and preventing accessibility barriers for individuals who work at or access school division facilities, programs, and services. 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. LOCCSD 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. LOCCSD is also committed to the Calls to Action of the TRC and seeks culturally responsive solutions to all aspects of the accessibility plan.

To develop our plan, LOCCSD consulted with people with disabilities to inform the actions outlined in this accessibility plan. As such, a survey was developed and shared with stakeholders to assist in guiding the development of our goals and actions items over the duration of this plan. An accessibility working group was formed, made up of representatives from multiple departments within the division. They worked together to consider the feedback received, shared their expertise and identified actions that the school division will take over the next three years to improve the accessibility of facilities, programs, and services.

Accessibility Achievements

LOCCSD is committed to providing a respectful, safe and caring environment for students, staff and their families. Feedback provided via the survey included many positive comments about the effort and steps we currently take to create safe, accessible and inclusive environments.

Accessibility Achievements to date include:

- All multi-level schools are equipped with elevators and/or lifts for access to the different floors and rooms of the schools.
- All facilities are equipped with an accessible ramp.
- All facilities have accessible washrooms in accessible locations.
- Change tables or mats are provided for students who require toileting needs.
- All facilities have designated accessible parking spots.
- We provide Educational Assistant support on a case-by-case basis to assist according to student needs.
- We use assistive technologies based on student needs. This may include iPad, laptops, C-Pen reading pens, speech to text tools, documents enlargers, visual schedules, wiggle chairs, etc.
- FM speaker systems in classrooms that require it. Students with hearing impairments can connect their hearing aids to the system.
- A variety of tools and equipment to meet students' sensory needs.
- We access the Saskatchewan Deaf and Hard of Hearing Association for support for students.
- We use social media to promote inclusion.
- Playgrounds with accessible equipment.
- We provide professional development to our staff on disabilities, inclusion and diversity.
- Throughout our John Paul II Collegiate renovation, spaces included in the renovation have been updated to be more accessible. For example:
 - Individual washrooms
 - New student entrance and wheelchair ramp
 - Door operator assisted entry
 - Tactile indicators added to several sections of staircases and ramps
 - Wheelchair accessible ramp to new stage

LOCCSD also examined existing programs and services. We want to recognize the commitment

and hard work of everyone on our team to promote an inclusive workplace. At LOCCSD, we value the contributions of all members in the development and implementation of several policies and programs. Those that promote accessibility are:

Administrative Procedures

- AP 123: Pre-Kindergarten Program
- AP 140: Enterprise Risk Management
- AP 157: Visits and Involvement by External Providers
- AP 160: Health and Safety of Students and Staff
- AP 170: Human Rights Equity
- AP 206: Facilities Planning
- AP 233: Maintenance, Inspection and Safety
- AP 330: Transportation of Students with Special Needs
- AP 422: Services for Special Needs
- AP 450: Special Programs
- AP 623: Changerooms
- AP 705: Occupational Health and Safety Committee
- AP 707: Employee Assistance Program

Programs

- Following Their Voices
- Invitational Shared Services Initiative (Braided Journeys)
- Connections Program
- Rise Program
- Early Learning Intensive Supports
- Specialized Support Classrooms

Accessibility Barriers

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

There are many types of barriers that people 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.
- Using colours that are difficult for people with colour blindness to see.
- 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 Goals and Actions

LOCCSD has taken many steps to improve the accessibility of division facilities, programs, and services as noted above. However, we recognize that progress will be ongoing as we aim to become more inclusive and accessible to all people. This plan outlines the actions that the school division will prioritize over the next three years to remove accessibility barriers that persons with disabilities experience. Division staff will work together to complete the actions outlined in this plan and raise awareness about accessibility. LOCCSD will work to identify and remove barriers that people with disabilities experience in the school division and facilities.

Goal 1 – Ensuring that accessibility to facilities is reviewed and addressed during renovation or when new construction takes place.	
Initiatives/Actions for 2025-2028	Expected Outcomes
Ensure any new construction includes identifying possible barriers and a commitment to reducing those barriers.	As applicable, any new construction will be more accessible.
Ensure that the renovation process includes identifying barriers and making the necessary updates or changes needed to enhance the accessibility of the space.	As applicable, any renovation projects that occur will increase accessibility within the scope of the project.

Goal 2 – Improve employee knowledge and awareness of accessibility.	
Initiatives/Actions for 2025-2028	Expected Outcomes
Increased signage throughout our facilities to identify accessible entrances, washrooms, etc.	Individuals that use our facilities will be able to seek and access these accessible spaces more easily.
Create accessibility guides for each building to share with stakeholders and the public. Each guide will include an email to provide feedback.	All individuals are able to access our buildings in a way that works for them. Feedback will assist in future discussions and accessibility plans.
Provide more awareness of our Student Services Online Learning modules, which are available to staff to increase their knowledge of different disabilities.	Staff become more educated with regards to those who experience disabilities, which will promote a more inclusive and accepting environment.

Goal 3 – Monitor progress and feedback.	
Initiatives/Actions for 2025-2028	Expected Outcomes
The accessibility working group will track progress and challenges.	The information tracked will inform our discussions regarding future updates to our plan.
The accessibility working group will review and use feedback to guide the changes and updates of our plan. Feedback can be provided to accessibility@loccsd.ca	A channel for stakeholders and the public, especially members with disabilities, to provide feedback and/or suggestions on making our facilities more accessible.

Conclusion

LOCCSD 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: 306-445-6158

Email: accessability@loccsd.ca

Address: 10211 12 Avenue,
North Battleford, SK S9A 3X5

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 is unique and has different backgrounds. Diversity means including or involving people from a range of different social or ethnic backgrounds and of different genders, sexual orientations, disabilities, etc.

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.

Gender Diversity: Gender diversity encompasses the recognition and celebration of individuals whose gender identities and expressions fall outside of the traditional binary of male and female. It includes transgender, non-binary, and gender-nonconforming individuals, among others.

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.

