



Lloydminster Catholic School Division

Accessibility Plan 2025-2028

In Accordance with The Accessible Saskatchewan Act (2023)

Prepared by: Lloydminster Catholic School Division

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"A commitment to faith and a tradition of academic excellence."

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Message from the Director and Board Chair

The Lloydminster Catholic School Division is committed to creating inclusive learning and working environments where every person belongs.

Everyone has a role in making our Division accessible. As a Catholic school division, we believe in the inherent dignity of each individual and affirm our responsibility to support all students, staff, and families in fully participating in school life.

The development of this plan was guided by meaningful consultation with students, parents, caregivers, staff, and community partners. The insights provided reflect the experiences of those who navigate our schools daily, and they form the foundation of our commitments for 2025–2028.

We would like to thank everyone who contributed their time, honesty, and lived experience. Together, we will continue building an accessible and welcoming division.



Glenda Kary
Director of
Education
gkary@lcsd.ca



Paula Scott
Board Chair
pscott@lcsd.ca

Lloydminster Catholic School Division Statistics and Facts

LLOYDMINSTER CATHOLIC SCHOOL DIVISION

A COMMITMENT TO FAITH AND A TRADITION OF ACADEMIC EXCELLENCE

AT A GLANCE

Lloydminster Catholic School Division will nurture the spiritual, intellectual, social and physical development of each student in a faith-centered community.

CATHOLIC FAITH
ACADEMIC EXCELLENCE
COMMUNICATION & COMMUNITY
HONESTY, LEADERSHIP, LOVE & RESPECT



31,582

City Population

6

Schools

LCSD is comprised of 6 schools:

- 4 elementary
- 1 high school
- 1 early childhood education centre

3,105

Students

368

Staff

Created for LCSD's
Accessibility Survey 2025



Introduction

Lloydminster Catholic School Division (LCSD) is committed to identifying, removing, and preventing accessibility barriers for individuals who work at or access school division facilities, programs, and services. LCSD has developed this Accessibility Plan which is in alignment with *The Accessible Saskatchewan Act (2023)*—requiring all public sector organizations to publicly post an accessibility plan. The plan outlines the actions we will continue to implement and future actions that will continue to remove and prevent barriers for persons with disabilities. Guided by the principles of dignity, independence, integration, equal opportunity, self-determination, and universal design, this plan reflects our commitment to “Accessibility for All” and recognizes that accessibility benefits everyone in our school communities. LCSD is also committed to the Calls to Action of the Truth and Reconciliation Commission and seeks culturally responsive approaches to accessibility.

To develop this plan, LCSD reviewed existing programs and services and engaged others through the 2025 LCSD Accessibility Survey and Focus Groups with staff, students, families, community members, and community agencies to learn more about their experiences and thoughts on how to proceed. This feedback was essential in identifying barriers and shaping the actions outlined in this three-year plan. LCSD commits to review and update this plan at least once every three years.



What We Learned

LCSD's consultation process included:

A division-wide survey that included students, parents, employees, and community members. Several respondents either had a disability, were a parent with a child who has a disability or worked directly with someone who has a disability.

Focus groups with:

- School staff and families (who support students with a disability).
- Community members with knowledge and expertise on accessibility and inclusion. Including organizations that support individuals with accessibility needs. Also, one of the focus group members has a disability and shared personal insights.

Identified Strengths:

- Caring, supportive staff.
- A strong sense of community and belonging.
- Willingness to learn and improve accessibility.
- Staff work together and respond quickly when accessibility barriers are identified.

Areas for Consideration:

Physical Barriers:

- Continued access improvements to entrances and washrooms.
- Clearer signage in certain areas (E.G. Wheelchair Accessible Washrooms)

- Challenges at high traffic times with drop off and pick up at certain locations.

Information and Communication Barriers:

- Website can be hard to navigate, and plain language is required.
- Provide clearer guidance to users on how to request documents using other available methods.
- Ensure translation support is accessible to all students and parents.

Attitudinal Barriers:

- Assumptions are sometimes made about an individual's ability based on their disability.
- Awareness of available specific services/supports for persons with a disability.
- Lack of knowledge regarding specific disabilities and how this affects accommodation required.

Technological Barriers:

- Limited access to assistive technology.
- Families access to Wi-Fi can be a barrier.
- Device limitations for specialized learning needs.

The division must consider the needs of students and ensure that school experiences are accessible to parents and caregivers with disabilities, as well as to staff and the broader community—in other words, anyone who may access or use school spaces, whether physical or digital.

LCSD Existing Best Practices in Accessibility and Inclusion

- Diverse learning and cultural communities.
- Strong supports for inclusive education and a culture of belonging.
- Partnerships with families, parishes, and community agencies.
- Routine maintenance to ensure safety and basic accessibility.
- Annual reviews of our buildings, programs, and services.
- Ongoing dedication to removing barriers and strengthening student success.
- Supportive environment with a strong Student Services Team and where all staff demonstrate readiness to learn and improve accessibility practices.
- Access to counseling and mental health instruction is delivered and accessible at all grade levels.
- Provision of ongoing professional learning in inclusive education and student support practices.
- Hiring of staff with diverse backgrounds and skills.
- Digital access strategies to ensure accessibility.
- Software platforms that allow school administrators to send emergent messages to parents and families and ensure they have opened them.
- Access to a lending library of Augmentative and Alternative Communication devices and resources (through Eastern Edge Low Incident Team.)
- Division leadership review of accessibility requirements under *The Accessible Saskatchewan Act (2023)*.
- Physical Accessibility considerations meet or exceed code.

- Behaviour Matters program to ensure six zones (outside the classroom) have clear procedures for safety and accessibility in physical spaces.

Available Supports to Students

Students requiring intensive interventions are supported by a Student Services team that may include:

- Full time School Based Administrators
- Classroom Teachers
- Classroom Complexity Teachers
- Learning Assistant Teachers (LATs)
- Educational Assistants (EAs)
- Speech-Language Pathologists (SLPs)
- School Counselors
- Behaviour Analyst
- Specialized Classroom Teachers
- Career Counselors and Academic Advisor
- Family Liaisons

LCSD Provided Contracted Services including:

- Occupational Therapist (OT)
- Educational Psychologist
- Eastern Edge Low Incident Team-including Deaf and Hard of Hearing Specialist, Blind and Low Vision Specialist, Augmentative and Alternative Communication Specialist (SLP)

- Anat Baniel Classroom Consultant and Functional Synthesis Lessons

As students gain independence, support is gradually reduced to promote independence, autonomy, and empowerment.

Documentation

Supports and accommodations are determined collaboratively and captured in one or more of the following documents:

- Inclusion and intervention plans (IIPs): Developed for students requiring intensive, individualized support. These plans focus on key outcomes, typically longer-term, that will most impact student success.
- Behaviour intervention plans (BIPs): Used when behavioural interventions are necessary to support learning and wellbeing.
- Necessary record of accommodations: Developed to remove barriers so students can access the provincial curriculum.
- Adjusted Learning Plans: Developed for students Grade 1-9 that have difficulty in specific areas of curricular learning.
- Success plans: Developed for students who require short-term support to meet outcomes.

Duty to Accommodate

The LCSD is guided by its Duty to Accommodate, ensuring staff and students with cognitive, emotional, physical, or behavioural barriers receive appropriate support and inclusion. Student accommodation plans are recorded in Necessary Record of Accommodations and shared annually at spring transition plans.

This responsibility benefits everyone by creating a supportive culture and improving the work and learning environments for everyone. Staff accommodation is supported and promoted through regular meetings with our partners Lloydminster Teachers Association, the Occupational Health and Safety Team and the Saskatchewan Teachers Federation (STF), ensuring staff voices are heard and their needs are addressed. Student and staff accommodations are also addressed through our Administrative Procedures.

Accessibility Goals and Proposed Actions

Lloydminster Catholic School Division has taken steps to improve the accessibility of division facilities, programs, and services. We acknowledge, however, that progress is ongoing and requires thoughtful planning and prioritization as well as advocacy for additional funding.



This plan outlines the actions LCSD will prioritize over the next three years to remove accessibility barriers that persons with disabilities experience. Division staff will work together toward completing the actions outlined in this plan, using a person-centred approach to accessibility and inclusion wherever possible.

While many accessibility barriers can be addressed through planning, consultation, and strategic prioritization, some existing barriers require broader systemic solutions.

For example, some of our school buildings were constructed decades ago, at a time when accessibility standards were not part of the design process. As a result, retrofitting these facilities with accessibility features may exceed current budgets. Addressing these barriers will require strong collaboration with the Province of Saskatchewan and access to new funding opportunities.

LCSD strives to lead and offer innovative approaches to learning through technology. We acknowledge the field is rapidly changing and requires the on-going evolution in how we use, offer and deploy resources with limited funding opportunities to address it.



Accessibility will remain a core consideration in the design and construction of all new schools. Our commitment is to continue to ensure new learning environments are inclusive and accessible from the outset, while also advocating for the investments needed to bring all areas to modern accessibility standards.

We will continue to work to identify and remove barriers that people with disabilities experience within the school division and its facilities.

Goal 1: Increase Awareness of Best Practices in Accessibility to Ensure Inclusion

Proposed Actions for 2025–2028

- Create a plan to regularly share information about accessibility best practices.
- Curate, create and share tools and resources to help students and staff learn about disabilities.
- Continue to promote a division-wide culture of equity, respect, and self-determination for all learners.
- Continue training staff on accessibility constraints, aligned with provincial best practices.

Goal 2: Increase Assessment Processes to Ensure Accessibility Strategies Meet Best Practice Standards

Proposed Actions for 2025–2028

- Ensure the Occupational Health and Safety reviews and annual Minor Renovation lists address accessibility.
- Make sure all new buildings and major renovations use Universal Design.
- Test and put in place a process to check that LCSD information and communication are accessible. (E.G. WCAG 2.1 Level AA audit of division and school websites.)
- Review Human Resource policies to ensure alignment with accessibility legislation.

Goal 3: Improve the Accessibility of School Division Programs and Services

Proposed Actions for 2025–2028

- Based on assessment processes and best practice research, plan for improvement of any identified accessibility barriers.
- Embed accessibility considerations into budget planning and policy review.
- Establish a Division Accessibility Committee to guide implementation and consultation including the continued engagement of students, families, and staff in accessibility improvements.
- Improve planning so students and families can share their needs and be heard.
- Enhance school leader knowledge on accessibility, equity, and inclusion.
- Continue to foster partnerships with community organizations supporting accessibility and inclusion.

Conclusion

LCSD is committed to improving accessibility in our schools, facilities, communications, and our processes. This commitment includes reviewing and updating 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 to ensure we continue to promote inclusion of all people.



Alternate Formats

Please note this document is deliberately spaced and formatted for accessibility. This document is accessible to PDF/UA standards. If you require an alternate format, please contact LCSD front desk at 1-780-808-8585

Contact Information for Feedback

Lloydminster Catholic School Division is interested in your feedback, questions, or comments on our Accessibility Plan. Please forward any comments to the contact information below



Contact:

Lloydminster Catholic School Division

6611B – 39th Street, AB T9V 2Z4

(780) 808-8585

information@lcsd.ca

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.

Physical Barriers

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

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.

Attitudinal Barriers

Attitudinal barriers exist when people act or think based on false assumptions of persons with disabilities.

Technological Barriers

Technological barriers exist when technology itself hinders people with disabilities from accessing information, interacting with systems, or using products and services effectively.