



**REGINA
PUBLIC
SCHOOLS**

Accessibility Plan 2025-2028

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Message From Regina Public Schools

Regina Public Schools is committed to fostering an inclusive and accessible environment for our school communities. We believe every student and employee deserves an equitable opportunity to succeed and thrive. In support of this belief, we are committed to working to ensure our facilities, resources, programs and services are accessible to everyone.

Inclusion is at the heart of the Division's mission. We would appreciate hearing any recommendations you have to improve accessibility in Regina Public Schools. This includes accessibility in the areas of school building and grounds, attitudes, policies and practices, employment and human resources, information technology and communications. Your feedback will help us identify the barriers and possible solutions.

Please share your experiences, concerns, and suggestions with the Regina Public Schools Accessibility Committee by:

- Emailing info@rbe.sk.ca,
- Calling the Division Office at 306-523-3000 and the receptionist will connect you to a committee member,
- Mailing written feedback to the Regina Public Schools Division Office at 1600 4th Avenue, Regina, SK S4R 8C8.

Thank you in advance for helping to build a more inclusive and accessible future for Regina Public Schools!

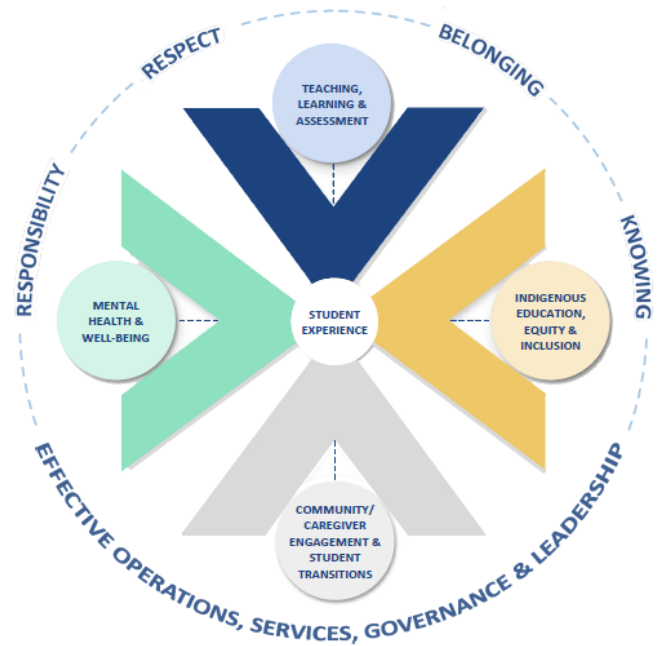
About Regina Public School Division

Regina School Division No. 4 of Saskatchewan (Regina Public Schools) is one of the largest school divisions in the province, serving the educational needs of more than 27,000 students in 43 public elementary schools, eight public high schools, four faith-based associate schools, as well as at Campus Regina Public and the Allan Blakeney Adult Campus. Over 3,000 employees work to provide the programs and services offered by the Regina Public Schools.

Our schools operate on Treaty 4 Territory and the traditional lands of the Cree, Saulteaux, Dakota, Nakota, and Lakota peoples, as well as the homeland of the Métis/Michif Nation.

Regina Public Schools is guided by:

- Our mission statement – Regina Public Schools provides student-centred learning in inclusive, safe and welcoming environments; and
- Our Shared Values: I belong; I am responsible; I respect; and I want to know.



REGINA PUBLIC SCHOOLS AT A GLANCE



Largest School Division in Saskatchewan



Over 27,000 K to 12 Students



43 Elementary Schools



8 High Schools and 2 Alternative Campuses



4 Associate Schools



Over 3,000 Employees

Introduction

Regina Public Schools (RPS) 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 RPS 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. RPS is committed to Accessibility for All guided by all people protected under the Saskatchewan Human Rights Code and recognizing that accessibility benefits everyone. RPS is also committed to the Calls to Action of the Truth and Reconciliation Commission of Canada and seeks culturally responsive solutions to all aspects of the accessibility plan.

A Regina Public Schools Accessibility Committee was formed to work together and to review feedback received and identify actions that the School Division will take over the next three years to improve the accessibility of facilities, programs, and services.

When developing the accessibility plan, RPS examined existing programs and services. We want to recognize the hard work of everyone on the team who exemplified and championed an inclusive workplace. At RPS, we value the contributions of all members.

Engagement

In support of the development of the RPS Accessibility Plan, engagements occurred to inform on accessibility barriers, challenges and opportunities from both an organizational and a local school community perspective.

Organizational Feedback

The Saskatchewan Association of School Business Officials (SASBO) conducted accessibility engagements in Winter/Spring 2025 with several provincial organizations. This feedback was shared with school divisions across Saskatchewan to support accessibility planning.

Organizations engaged in this process included:

- Socialization Communication and Education Program (SCEP),
- Early Childhood Intervention Program (ECIP),
- Autism Resource Centre,
- Cosmopolitan Learning Centre,
- Creative Options Regina (COR),
- South Saskatchewan Independent Living Community,
- Regina Residential Resource Centre,
- Regina Early Learning Centre,
- Regina Education and Action on Child Hunger, and
- Chip and Dale Homes.

What Did We Learn?

From the engagements conducted, some common themes regarding accessibility were identified that were consistent across several stakeholder groups. Examples of these themes include:

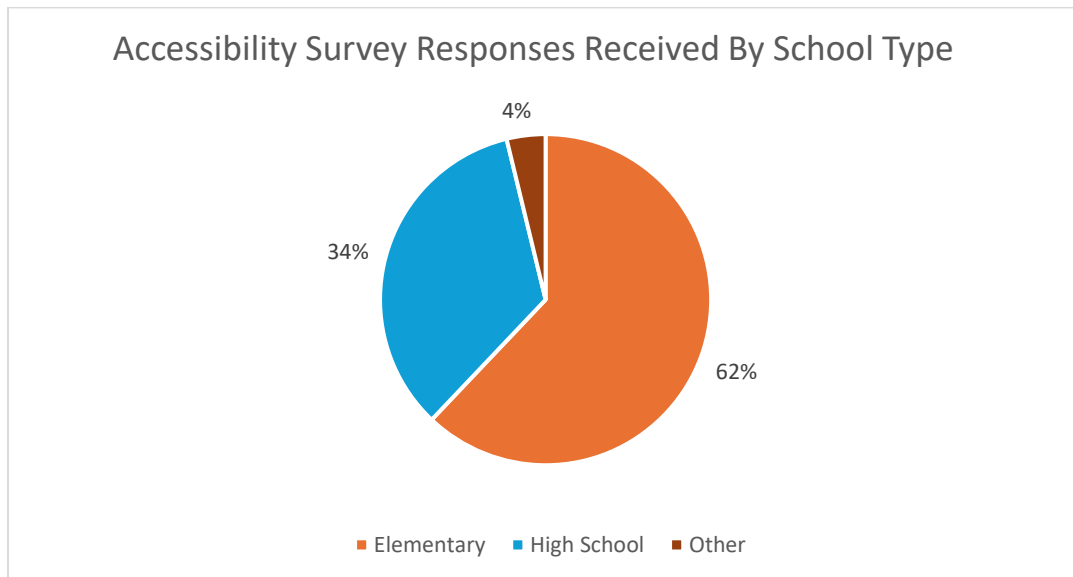
- Employee knowledge and training – The majority of organizations engaged with identified employee knowledge and training as the number one priority action for Saskatchewan school divisions to take to improve accessibility in school communities. This training included both general training for all employees about accessibility and specialized training for those employees working directly with students who have accessibility needs.
- Flexible and timely accessibility actions – When accessibility accommodations are needed for a student or employee, action should be taken in a timely manner (length of time to address accommodation needs was flagged as a challenge). Flexibility is needed to ensure that the accommodation meets the needs of the individual.

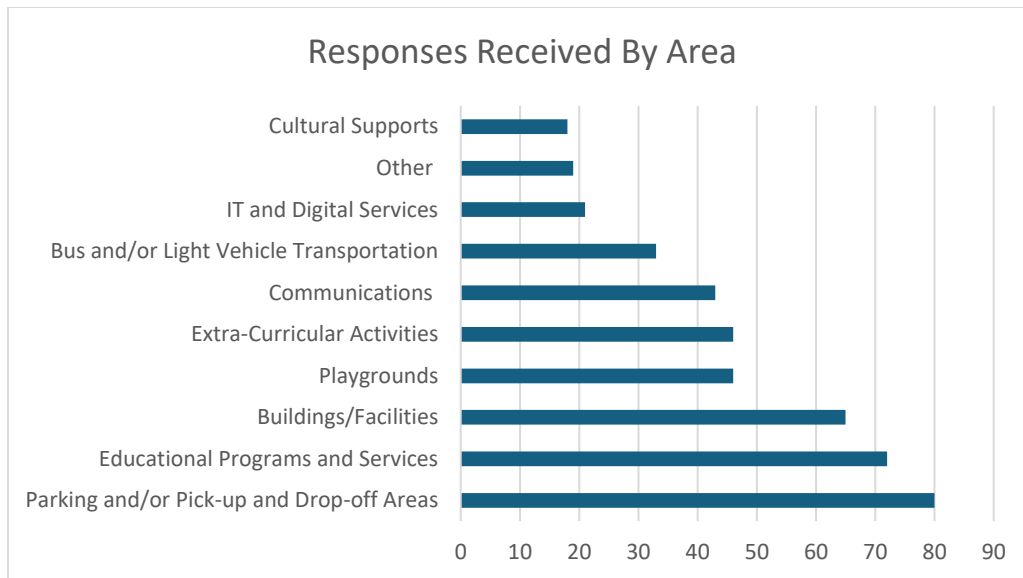
- Need for Resources – Comments from the engagements recognized the need for continued investment to support accessibility in our schools. While Saskatchewan school divisions are working with the limited resources available, additional government and NGO funding and innovative fundraising should be explored to continue making progress in improving accessibility.

Regina Public School Community (Local Feedback)

RPS conducted an Accessibility Survey in September 2025 that requested school community feedback on accessibility barriers, challenges and opportunities and potential future actions to improve accessibility. The survey was shared through Edsby directly to students, parents and caregivers, and through the RPS websites, Facebook page and September 2025 newsletter to reach the broader school community.

The Accessibility Survey received over 210 responses over a two-week period. The survey asked respondents to identify which school/facility their comments aligned with and what areas their comments are most applicable to. The following two graphs show the breakdown of responses by school type and applicable area.





What Did We Learn?

The survey resulted in very valuable feedback from our school community. The following are just some of the highlights of what was heard.

- Accessibility improvements can be made across all areas of RPS.
- Parking, pick-up and drop-off areas are a point of concern at many Regina Public schools with traffic congestion, parking availability and pedestrian safety concerns being raised most frequently. This is an area that RPS will continue to work to improve in collaboration with the City of Regina and other stakeholders.
- Many comments related to Educational Programs and Supports focused on the need for more resources for teaching and learning and specialized supports (e.g., occupational and speech therapists, and educational assistants). Accommodation planning and implementation for students needs to be a collaborative process. This was reinforced through respondent feedback.
- There is a recognized need to continue to invest in RPS building, facilities, furniture, technology and playgrounds to improve accessibility. The survey highlighted the need for continued improvement in support of building, parking lot and washroom accessibility (e.g., ramps, elevators) and more accessible signage.
- RPS can improve how we communicate with our students, parents and caregivers, employees and broader school community. Recommended actions to improve communications included the use of closed captioning and reviewing the use of different file formats of documents and announcements to ensure they are accessible to all in a timely manner.

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 and architectural 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. This includes obstacles experienced by persons with disabilities related to hearing, speaking, reading, writing or understanding, and those who communicate in different ways. For example:

- Using small print or poor colour contrast that is hard to read
- Websites and documents that are not accessible for screen readers or cannot be converted/translated to multiple languages
- Writing documents with complex language and grammar instead of simple and easy-to-understand words and sentence structure
- 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

RPS 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 persons with disabilities experience. Division staff will work together to complete the actions outlined in this plan and raise awareness about accessibility. RPS will work to identify and remove barriers that people with disabilities experience in the School Division and facilities.

Goal 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:

RPS has taken several actions to support employee awareness of accessibility and related programs and services available. Some of the achievements to date include:

- Delivering training to RPS employees that educated on inclusiveness and accessibility. Examples of training include Respect in the Workplace, Psychologically Safe Workplaces, Diversity, Equity and Inclusion training, and Using Neurodiversity Affirming Approaches.
- Providing ongoing professional development support for employees to access specialized training and educational opportunities. For example, specialized training for employees that support the RPS Program for Students with a Visual Impairment and Deaf and Hard of Hearing Resource Room Program.
- Offering and promoting the Employee and Family Assistance Program (EFAP), which provides support and resources related to mental health and wellness.
- Ongoing update of RPS Administrative Procedures (APs) to reflect changes to best practices and accessibility and human rights legislation.
 - Human Resource APs were reviewed for inclusive language and to enhance flexibility of leave conditions. These APs were relaunched at Principal Administrative meetings and on the RPS website for employees to reference.



Actions for 2025-2028:

- Deliver new accessibility-focused training for RPS employees to increase accessibility awareness and promote a more inclusive and accepting work environment. This training will help employees identify and remove accessibility barriers, more confidently interact with persons with disabilities, and create more inclusive spaces for all.
- Deliver additional specialized training for RPS employees related to the services that they provide and students they work with.
- Continuously improve through ongoing engagement with our school community and collection of feedback on the Accessibility Plan.

Goal 2 – Make school division buildings, transportation and properties more accessible

RPS recognizes that accessible buildings and transportation are an important part of improving the accessibility of School Division services.

Achievements to date:

- RPS is nearing completion on a facilities assessment project which evaluates all RPS school buildings to identify barriers to accessibility and makes recommendations for improvements. This information will support future prioritization of facility upgrades and accessibility improvements.

- RPS continues to make modifications to its existing buildings to improve accessibility. Examples of these improvements include updates to washrooms (gender neutral, accessible and personal care), addition of ramps, installation of key fobs and levered door handles, and enhanced signage and markers to improve visibility and reduce language barriers.
- In the design and construction of major renovations and new school buildings, accessibility requirements and universal design concepts are incorporated. This helps ensure that accessibility is always a factor in the design of RPS facilities and promotes more consistent user experience.
- All Regina Public schools are equipped with at least one gender-neutral washroom and access to free menstrual products.
- Teams and units throughout RPS collaborate on an ongoing basis to support the accessibility needs of our students and employees. From Intensive Supports, Teaching and Learning, Facilities, Transportation, Information Technology, and the school and teachers, RPS employees work together to develop and implement accessibility action plan with the student and parent/caregiver.
- RPS works closely with our transportation provider to improve school bus and light vehicle accessibility. This includes adding accessible school buses and transitioning students from light vehicle transportation to school buses when available.
- RPS participates in the Pedestrian Traffic Safety Committee that meets monthly to assess school zone safety and accessibility. The Committee, comprised of organizations such as SGI, the City of Regina and CAA, identify and discuss school zone safety concerns and implement improvements (e.g., sidewalk upgrades, new signage and painting) to make school zones safer and more accessible.



Actions for 2025-2028:

- Continue to conduct facility audits to help inform accessibility upgrades (both minor and major) for RPS school facilities. This includes the addition of visual aids and alarms, which were highlighted in the RPS Accessibility Survey.
- Allocate Preventative Maintenance and Renewal funding for continuous accessibility improvements.
- Continue to make priority accessibility upgrades to RPS schools and ensure accessibility requirements and universal design concepts are included in all major capital updates and new school builds.

- Report annually on the progress made on improving RPS facilities accessibility.
- Review RPS policies and procedures related to facilities to ensure they align with best practices and legislative requirements.
- Continue to work collaboratively with students, families, supporting teams, RPS employees, as well as transportation providers and school bus drivers to ensure accessibility for students.

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

RPS is taking steps to remove accessibility barriers that limit access to Division programs and services.

Achievements to date:

- RPS works to ensure that students have access to technology that supports their learning in numerous ways based on the individual needs of the student. These include, but are not limited to, applications and technology to support communication, adaptive readers, voice-to-text and text-to-audio technology.
- RPS employs several positions which support accessibility and inclusive learning in its School Division. In addition to its specialized teaching and teaching assistant staff, this includes, but is not limited to, Occupational Therapists, Speech-Language Pathologists, Braillists, Counsellors, Psychologists, Consultants, Coordinators, and Special Educational Assistants.
- Wi-Fi accessibility is provided at RPS schools and offices in support of devices that assist with communication and learning for students and staff.
- Continued partnerships between schools to increase accessibility of programming and extracurricular activities. For example, flexibility when establishing divisions and teams, providing transportation to and from eligible activities, and allowing students from other schools to join extracurricular activities/sports not offered at their home school.
- The use of student accommodation planning processes that are used by school staff to best plan for student needs.
- Utilizing provincial funding and building upon efforts to address class complexity and support students with additional needs in their neighbourhood school, RPS has placed Specialized Support Classroom Teachers in eight elementary schools and have filled 46 Responsive Support Teacher positions classroom complexity teacher positions in both elementary and high schools to support students.
- RPS currently has 12 Elders and Knowledge Keepers in Residence serving 34 school locations. Schools without an assigned Elder or Knowledge Keeper can still access support on an as-needed basis. This program provides cultural, student, and teacher support to enhance learning experiences, achieve curricular outcomes, and assist educators in developing their pedagogy and worldview through Indigenous perspectives and ways of knowing.

- RPS offers land-based learning at three locations: École Centennial (Grade 6), Thomson School (Grades 7-8), and miskasowin askihk at Campus Regina Public (Grades 11-12). Land-based programs provide a unique, hands-on learning experience rooted in experiential and Indigenous pedagogy. These programs create opportunities for students to engage directly with the land, fostering a deeper understanding of Indigenous knowledge systems, relationships, and worldviews while supporting meaningful learning for all students.



Actions for 2025-2028:

- Review and update of RPS APs to ensure information is easy to find, easy to read, easy to understand and inclusive.
- Work with the Saskatchewan Educational Leadership Unit (SELU) to identify ways to enhance learning for students requiring adaptations and interventions in the learning environment.
- Provide professional development around neuro-affirming approaches, universal design for learning, student accommodation planning, differentiated instruction, and trauma-informed practices for staff that directly support students.
- Continued involvement and consultation on the design of new specialized program spaces.
- Conduct research and planning for continued implementation of Indigenous education that is in alignment with the Indigenous Education Responsibility Framework (IERF). The result of this work will be a three-year work plan.
- Utilizing funding available through the National Food Program, RPS will develop and implement an expanded nutritional program.

Goal 4 – Make digital content and learning options more accessible

As many stakeholders access information through digital platforms, such as websites and social media, it is important to make sure that digital content is understandable and accessible on the devices that the stakeholders are using.

Achievements to date:

- RPS continually refreshes employee and student devices in support of improved accessibility and the adoption of new technology supporting learning.
- RPS uses several tools such as the RPS and school websites, applications such as Edsby, and several social media platforms that are accessible to stationary and mobile devices to help ensure communications are shared and accessible to our school community.
- A project is underway to assess the effectiveness of RPS forms. The project will consider the best methods and applications for creating, sharing and collecting information from forms. User accessibility will be a priority requirement for any recommended solution.

Actions for 2025-2028:

- Refresh the RPS website to improve accessibility so information is easier to find and understand, and applications and processes are not barriers to accessing programs and services.
- Implement improvements to RPS forms, resulting from the project committee recommendations.
- Develop a guide and provide training on how to create content which includes required accessibility standards (e.g., readable fonts, alt text for images, closed captions for videos).

Goal 5 – Support a diverse and inclusive workforce

RPS recognizes the importance of fostering an inclusive environment for all employees.

Achievements to date:

- Recent updates were made to RPS APs to reflect changes to accessibility and human rights legislation and refresh best practices related to return-to-work and disability management and accommodations.
- RPS Human Resource team and other areas of the Division regularly work together in support of a more inclusive workforce at RPS. For example, for employees with disabilities this may include developing and implementing adaptation plans, utilizing adaptive technology provided, and/or making required adjustments to furniture and/or workplace.

- Collaborations with community organizations and educational institutions have helped identify ways to improve employment connectivity and support individuals in accessing employment opportunities at RPS, with the goal of expanding the diversity in our workforce.
- RPS has implemented an updated mental health framework and has launched a mental health steering committee. The committee, co-chaired by Teaching and Learning and Human Resources, has developed an Employee Mental Health Action Plan designed to engage employees in building mental health awareness, reducing stigma, promoting healthy mental health practices, building resilience and encouraging inclusion.
- RPS has built an updated library of resources available on the RPS intranet site related to mental health and wellness. Managers, supervisors and employees can access information on medical accommodation and supports available.



Actions for 2025-2028:

- Look for additional opportunities to partner with external organizations to enhance employment connectivity, support individuals in accessing RPS employment opportunities and enhance recruitment of diverse employees.
- Review, with an accessibility lens, the School Division's HR policies and processes. The goal is to ensure that these policies are equitable and support a diverse and inclusive workplace that is representative of the citizens of the community.
- Review the current process for School Division employees to self-declare a disability and to identify opportunities for improvement. Improving understanding of employee diversity in the context of recruitment, retention, and career advancement, helps the School Division to better support employees with disabilities and realize a more engaged and productive workforce.

- Develop a multi-year strategy to support the achievement of a representative workforce that reflects the diversity of our community and student population. This includes ensuring representation and inclusion at all levels of the Division and removing gaps and barriers to representation in our hiring process and experiences impacting retention within the Division.

Conclusion

RPS 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.

For more information about RPS and our accessibility plan, please contact us by:

- Phone: 306-523-3000 (Reception will transfer you to the appropriate area)
- Email: info@rbe.sk.ca
- Address: Regina Public School Division Office,
1600 4th Avenue, Regina, SK S4R 8C8

For comments and feedback on the RPS Accessibility Plan, including identified barriers and/or recommended enhancements, please complete the [Regina Public Schools Accessibility Plan 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 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.