



Saskatoon Public Schools

ACCESSIBILITY PLAN

2025-2028



TABLE OF CONTENTS

Contents

Table of Contents.....	3
Message from the Director.....	4
Message from the Board Chair	4
About our School Division.....	5
Introduction	5
What Did We Learn?.....	6
Definitions.....	7
Accessibility Goals and Actions.....	8
Goal 1 – Improve employee knowledge and awareness of accessibility	8
Goal 2 – Make school division buildings and properties more accessible	10
Goal 3 – Improve the accessibility of school division programs and services	11
Goal 4 – Make digital content more accessible	13
Goal 5 – Support a diverse and inclusive workforce	14
Goal 6 – Provide leadership to promote accessibility and inclusion	15
Conclusion.....	16
Contact Us	16
Appendix A: Glossary of Common Definitions	17
Appendix B: Accessibility Barriers	20
Appendix C: Accessible Engagement.....	22
Appendix D: Accessible Features of Saskatoon Public Schools Facilities	24

This report is available in alternate format upon request. To request an alternate format please contact the Communications department by email at info@spsd.sk.ca or by phone at (306) 683-8325.

Message from the Director

Saskatoon Public Schools is committed to advancing equity and inclusion by reducing barriers that limit participation and opportunity. The Accessibility Plan outlines clear steps to ensure our schools and workplaces are welcoming, safe and supportive of all students, staff and community members.

This plan is both a responsibility and a call to action. It reflects our shared belief that accessibility is essential to educational excellence and organizational integrity. By working together, we will continue to make progress toward an inclusive environment where everyone can learn, work and contribute fully.

~ **Shane Skjerven**
Director of Education

Message from the Board Chair

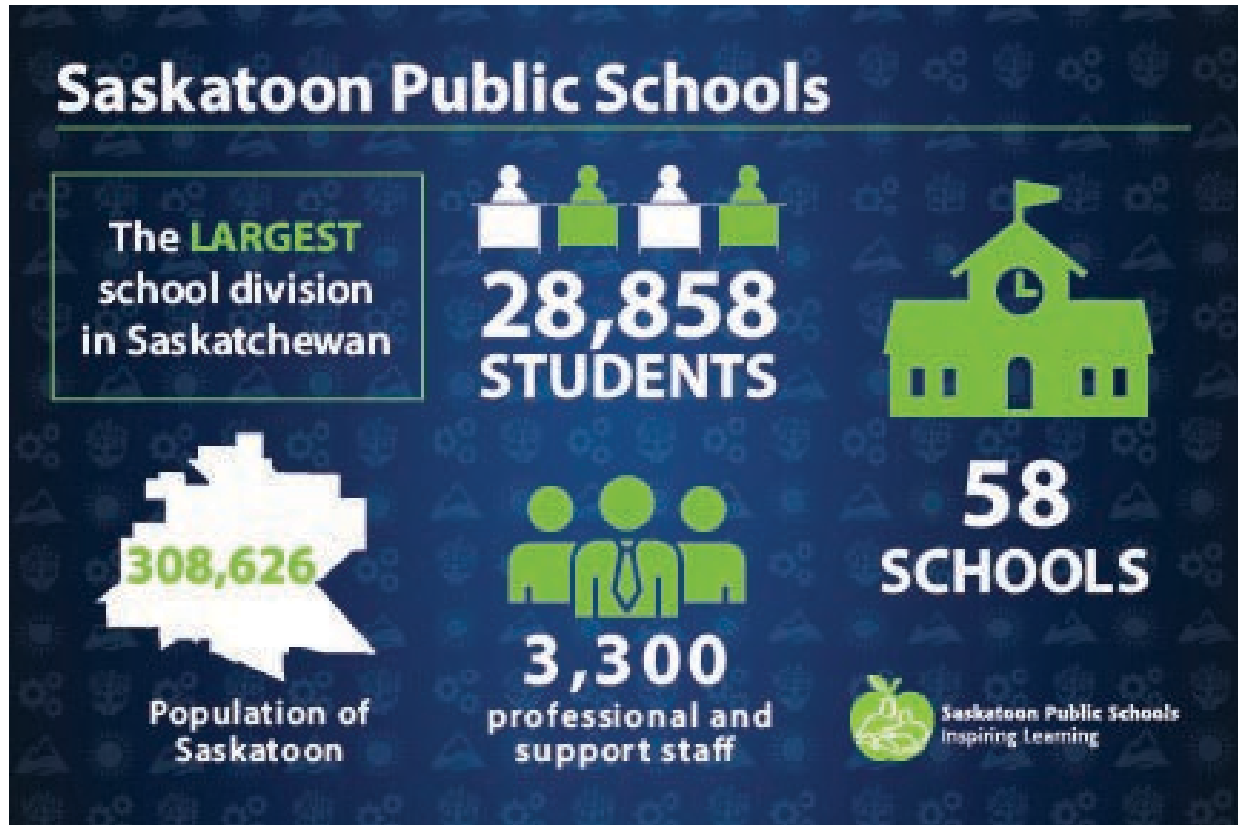
On behalf of the Board of Education, I am proud to share Saskatoon Public Schools' Accessibility Plan. This plan represents our ongoing commitment to creating a division where everyone, students, staff, families and community members feel valued, supported and able to participate fully.

Accessibility and inclusion are shared responsibilities that strengthen our entire school community. Through the dedicated work of staff, students and groups, we continue to learn from one another and identify ways to remove barriers that prevent full participation.

The board is committed to taking meaningful action on the priorities outlined in this plan. As resources allow, we will work steadily toward implementing these initiatives and ensuring that our facilities, programs and practices reflect our values of respect, dignity and equity for all.

~ **Kim Stranden**
Chair, Board of Education

About our School Division



Introduction

Saskatoon Public Schools is committed to identifying, reducing and preventing accessibility barriers for all individuals who work in or access school division facilities, programs and services. In alignment with this commitment, the Government of Saskatchewan introduced *The Accessible Saskatchewan Act*, which came into force on December 3, 2023. The Act requires all school divisions to publicly post an accessibility plan outlining actions to remove and prevent barriers for people with disabilities.

An accessibility plan helps organizations identify barriers faced by people who use or interact with them and describes the steps to address those barriers. Saskatoon Public Schools is committed to accessibility for all, guided by the rights of all people protected under The Saskatchewan Human Rights Code. We recognize that accessibility benefits everyone and

we are also committed to the Calls to Action of the Truth and Reconciliation Commission, seeking culturally responsive solutions in all aspects of our accessibility plan.

To support this work, a school division Accessibility Committee was established, made up of senior leaders who bring diverse perspectives and expertise. The committee reviewed existing programs and services, acknowledging the efforts already underway to promote an inclusive workplace and to value the contributions of all members.

As part of the consultation process, a survey was shared with all Saskatoon Public Schools' employees, as well as parents, guardians and caregivers. The survey, which remained open for three weeks, consisted of 10 questions and provided opportunities for additional comments. Its purpose was to gather meaningful input on accessibility priorities and barriers across the division. The Accessibility Committee collated, reviewed and analyzed the data to identify actions the school division will take over the next three years to improve the accessibility of its facilities, programs and services.

What Did We Learn?

Survey results from both staff and parents point to a clear emphasis on inclusion and equity within the division, while also highlighting noteworthy accessibility challenges across school facilities. Common themes include improving physical access such as entrances, washrooms, playgrounds and elevators, strengthening snow removal and seasonal maintenance and enhancing digital accessibility.

Both groups emphasized the need for strong supports for students with disabilities, particularly neurodiverse learners. Staff and parents also recognized and appreciated the division's ongoing efforts to honour cultural diversity.

Overall, while their perspectives differ in some areas, staff and parents are closely aligned in calling for consistent and systemic improvements to ensure equitable access for all members of the school community.

Definitions

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.
- 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 people 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

Saskatoon Public Schools has taken steps to improve the accessibility of division facilities, programs and services. However, we recognize that progress will be ongoing. This plan outlines the actions that the school division will prioritize over the next three years to reduce accessibility barriers. Division staff will work together to complete the actions outlined in this plan and raise awareness about accessibility.

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.

Achievements to Date

- Launched the *Four Seasons of Reconciliation* training for all staff, fostering understanding and respect for diverse lived experiences and identities.

- Incorporated inclusive education practices and accessibility awareness into professional learning opportunities for administrators, teachers and support staff.
- Established a division-wide Accessibility Committee to guide implementation of *The Accessible Saskatchewan Act* and promote awareness of accessibility priorities.
- Conducted accessibility surveys with staff and families to identify barriers and gather feedback on priorities for improvement.
- Policies and procedures have been developed using an accessibility lens to strengthen inclusive and equitable practices across the division. These efforts, along with initiatives such as *Four Seasons of Reconciliation* training, professional learning on culturally responsive practices and the ongoing development of the *Inclusive Education Framework*, reinforce Saskatoon Public Schools' commitment to barrier-free participation for all students, staff and community members.

Related Administrative Procedures and Committees:

- Anti-Racism and Response to Racism Administrative Procedure
- Duty to Accommodate Administrative Procedure
- Representative Workforce Committee
- Utilized internal communication channels (SharePoint, Teams and intranet updates) to promote awareness of inclusion-related initiatives and training opportunities.

Actions for 2025-28

- Develop a communication plan to ensure all staff, students and community are aware of the Saskatoon Public Schools accessibility plan and the updates.
- Continue to offer professional development and training that promote understanding and implementation of inclusive and accessible practices across the division.
- Develop and conduct an accessibility audit with school-based administrators for every school.

Goal 2 – Make School Division Buildings and Properties

More Accessible

Saskatoon Public Schools recognizes that accessible buildings are an important part of improving the accessibility of school division services. Please see Appendix D for a list of accessible features within our buildings.



Achievements to Date

- Completed a division-wide audit of non-gendered washrooms and ensured that every Saskatoon Public Schools' building now includes at least one non-gendered washroom through renovations and retrofits.
- Ongoing inclusion of braille on all new and renovated washroom and change room signage to enhance accessibility for individuals who have a visual impairment.
- Conducted a division-wide audit of existing entrance door push buttons across all schools.
- Installed at least one entrance door push button per school, prioritizing main entrances where it is possible to maximize ease of access.
- Completed an accessibility audit of all school stages to identify locations with and without lifts, ensuring planning for equitable access to performance and assembly spaces.
- Completed a comprehensive Facilities Accessibility Audit of all Saskatoon Public Schools in 2015, establishing a foundational understanding of accessibility needs across the division.
- Provide ongoing education for staff and students on the proper use and purpose of accessibility features that are part of renovation projects to ensure all spaces are used as intended and remain inclusive of everyone.

Actions for 2025-2028

- Review findings from the Saskatoon Public Schools Accessibility Survey Summary to identify and prioritize existing barriers not currently tracked and integrate them into future planning.
- Increase access to inclusive washroom facilities by designing and constructing one new non-gendered, barrier free washroom annually across all Saskatoon Public Schools' facilities.
- Expand personal care facilities by designing and constructing one personal care washroom each year, ensuring availability for all building occupants.
- Improve accessible key entry points of school facilities, when possible (i.e., main entrance, staff entrances, gym entrances, entrances off tarmacs), by incorporating asphalt ramps, regraded pathways and entrance renovations.
- Integrate accessibility needs into all construction and renovation projects including features such as lower counters and sinks, wider doors and high-contrast materials.
- Enhance accessibility audits to include braille, signage and visual strips.
- Review accessible parking strategies and collaborate with local authorities regarding on street and off-street accessible parking at school division facilities.
- Ensuring new play structure designs include equipment that supports students of all abilities - addressing physical, social, sensory, cognitive and communicative play experiences.

Goal 3 – Improve the Accessibility of School Division

Programs and Services

Saskatoon Public Schools is taking steps to reduce accessibility barriers that limit access to division programs and services.

Achievements to Date

- With support from the Special Education Department, expanded the use of assistive technologies that enhance communication, literacy and learning for students who require them.
- Ensured access to division-wide Wi-Fi in all schools and facilities, enabling the use of assistive technology, online learning supports and communication platforms for all students and staff.
- Provided adjustable desks, height-appropriate tables and specialized seating options to support mobility and comfort for students and staff with physical disabilities.
- Expanded the selection of books accessible to individuals with a specific learning disability (dyslexia) to create more accessible reading experiences for students with print disabilities.
- Supported inclusive programming through educational assistants, resource teachers, occupational therapists, physical therapists, speech-language pathologists, psychologists and specialized itinerant teams.
- Offered American Sign Language interpretation and Deaf and Hard of Hearing programming, including specialized classrooms and supports for communication between students, families and staff.
- Implemented Individualized Program Plans and Student Support Plans to ensure equitable access to learning and participation based on individual needs.
- Provided culturally responsive supports through English as an Additional Language programming, Indigenous education initiatives and community partnerships that promote inclusive access to services.
- Ensured the division website meets Web Content Accessibility Guidelines standards, including translation tools, font size adjustment and readability features to improve accessibility for all users.
- Staff have been hired to support inclusion and equitable programming for students with varying disabilities.

Actions for 2025-28

- Continue to provide professional development via specialized staff members to support classroom teachers.
- Consider additional programming for students with diverse needs.
- Support schools in the development of sensory spaces that provide students with the environment that allows them to target specific goals in their learning plan.

Goal 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

- Updated the division website to include accessibility features such as adjustable text size, high contrast viewing options and translation tools to support access for multilingual users.
- Ensured all new digital materials are reviewed for readability and clarity, incorporating plain language and consistent formatting.
- Transitioned several forms and applications to online formats with fillable fields, reducing paper barriers and increasing accessibility for users.
- Implemented Microsoft 365 division-wide, providing accessible communication and collaboration tools (including closed captioning, immersive readers and screen-reader compatibility).
- Introduced multi-platform communication through SchoolMessenger and Edsby, enabling families to access information in multiple formats and on mobile devices.

Actions for 2025-28

- Provide accessibility guidance for digital communications shared through school newsletters, social media and public postings to ensure inclusive messaging.
- Launch internal training and support for employees on creating accessible documents, including Word, PowerPoint and PDF files.

Goal 5 – Support a Diverse and Inclusive Workforce

Saskatoon Public Schools recognizes the importance of fostering an inclusive environment for all employees.

Achievements to Date

- When required, adaptation plans, adaptive technology, furniture adjustments and workplace modifications are provided.
- Managers and supervisors are provided with expert advice on supporting medical accommodations for staff.
- Saskatoon Public Schools has purchased a subscription to Not Myself Today, a resource developed by the Canadian Mental Health Association to support the well-being of staff.
- Recruitment and retention practices were updated to ensure people with disabilities are not limited in accessing workplace opportunities.

Actions for 2025-28

- Review all Human Resource policies and procedures with an accessibility lens.
- Explore processes for school division employees to self-declare a disability to identify opportunities for improvement.

Goal 6 – Provide Leadership to Promote Accessibility and Inclusion

Guided by *The Accessible Saskatchewan Act*, Saskatoon Public Schools has committed to following any new requirements created by the Act and the regulations created under it.

Achievements to Date

- Established a broad-based Accessibility Committee to guide the division’s response to *The Accessible Saskatchewan Act*.
- Engaged senior leadership in the development of the division’s first Accessibility Plan, ensuring that accessibility and inclusion are recognized as shared organizational priorities.
- Conducted staff and parent/caregiver accessibility surveys to gather insight into barriers and opportunities for improvement, providing a foundation for evidence-based planning.
- Embedded accessibility awareness and inclusive practice discussions within Administrative Council and school division leadership team meetings.
- Reviewed existing programs and administrative procedures through an accessibility and inclusion lens to identify alignment with *The Accessible Saskatchewan Act*.
- Communicated the division’s commitment to accessibility and inclusion through staff updates, internal newsletters and leadership messages.

Actions for 2025-28

- Saskatoon Public Schools will include accessibility requirements during the procurement and tendering processes where applicable. Including accessibility considerations will ensure that the school division proactively considers accessibility

when purchasing goods and services.

- Develop the School Wellness Ambassador Initiative.
- Support ongoing training and capacity building for leaders, ensuring accessibility is understood as a leadership responsibility across departments and schools.

Conclusion

Saskatoon Public Schools is committed to improving accessibility in our schools, facilities and communications. Our processes will be reviewed and updated every three years. The actions outlined in this plan are intended to improve the accessibility of school division services and remove barriers that people with disabilities experience. As this work continues, feedback from community members about accessibility barriers affecting people with disabilities will remain essential.

Implementation of these actions is dependent on the availability of appropriate funding and resources. Saskatoon Public Schools remains committed to advancing accessibility and inclusion across all areas of operation; however, progress on specific initiatives will be prioritized based on budget allocations to ensure sustainable and equitable outcomes.

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) 683-8200

Email: info@spsd.sk.ca

Address: 310-21st Street East, Saskatoon, SK, S7K 1M7

Questionnaire Link: <https://forms.office.com/r/bjPJGDpiPx>

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 people 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 diverse 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.

Appendix B: Accessibility Barriers

There are many types of accessibility barriers that people with disabilities may experience. Examples of different types of barriers are outlined below.

Physical and Architectural

Structural and design-based obstacles that prevent or limit mobility or access.

Examples of physical barriers include:

- Doorknobs that cannot be turned by a person with limited dexterity or strength instead of easier to use lever-style handles.
- Public events hosted at venues that can only be accessed by steps; and walkways with obstacles, such as snow-covered paths into buildings.

Information and Communications

Obstacles experienced by people with disabilities related to hearing, speaking, reading, writing or understanding and those who communicate in different ways.

Examples of information and communication barriers include:

- Using small print and poor color contrast.
- Creating websites and documents without considering how some people with vision impairments use screen readers, writing documents with complex language instead of simple and easy to understand words.
- Only providing customers with one option to contact your organization such as by phone instead of multiple options like email, text message and in-person.

Attitudinal

When people act or think based on false assumptions.

Examples of attitudinal barriers include:

- Assuming that someone with an intellectual disability cannot make decisions, instead of

asking them if they would need any support.

- Speaking to an aid or interpreter instead of directly to a person with a disability.
- Assuming that all people with disabilities require the same accommodations instead of asking how you can support them.
- Not considering the needs of people with different types of disabilities when planning events.

Appendix C: Accessible Engagement

Consulting people with disabilities is a key requirement in developing an accessibility plan. As your organization develops an engagement approach, there are steps you can take to make resources and events more accessible so that people with disabilities can participate more easily.

The following information is provided to help your organization plan accessible engagement.

Begin the Conversation

Everyone communicates differently and accessibility is not one size fits all. When planning your engagement, consider how people will engage with your organization and whether everyone will be able to access the same information.

Accessible Communication

When you communicate with people during your engagement there are a couple of things to consider ensuring that the information is accessible to people with disabilities. Ensuring that your staff know how to communicate with people with different types of disabilities is important to facilitate respectful conversations.

Writing in plain language, by using simple, common terms is easier for all people to understand. If complex terms are needed, providing a definition or using examples can be beneficial. Offering to provide documents in alternate formats upon request can also ensure that people are able to access information.

Accessible Engagement

You may want to consider offering different ways to engage people with disabilities. Online engagement is a popular strategy, but it might not work for everyone as technology barriers can prevent people with disabilities from accessing information.

The following are some considerations to help ensure online and in-person engagement opportunities are accessible to people with disabilities.

Online Engagement

If you are hosting engagement sessions online, you may want to consider how you format your information. Including alternative text for images like pictures and charts helps people who use screen readers access information that is presented visually. To make content easier to read use a minimum of 14pt text and use easy to read fonts like Aptos, Arial, or Calibri. If you are using a website to host your information and engagement tools, ensure that when users zoom in on the page that things are resized so that they do not have to scroll the page left or right to find information and are able to navigate the page without using a mouse.

In-person Engagement

If you are conducting in person engagement there are a few things that you may want to consider ensuring an accessible event. To ensure that the entrance to the venue is accessible consider the availability of drop-off and pick up areas close to the entrance, as well as the availability of accessible parking spaces near the entrance. Also consider the paths to all venue entrances and meeting rooms to ensure they are safe and free from obstacles. Ensuring that all doorways have automatic door openers or can be propped open makes navigating spaces easier for people who use wheelchairs and other assistive devices. Within meeting rooms consider having multiple seating options available, like chairs with and without armrests and empty spaces at adjustable height tables for people who use wheelchairs.

Appendix D: Accessible Features of Saskatoon Public Schools Facilities

Appendix D: Accessible Features of Saskatoon Public Schools Facilities

	Student			Barrier-Free Main Entrance	Barrier-Free Entrance	Access to Upper Levels	Access to Lower Levels	Stage Access
	Non-Gendered / Single Use Washroom	Personal Care Washroom within a Classroom	Personal Care Washroom Accessible from Corridor					
Elementary Schools								
Alvin Buckwold	✓		✓		✓	✓	n/a	
Brevoort Park	✓		✓			n/a	n/a	✓
Brownell	✓		✓	✓		n/a	n/a	
Brunskill	✓		✓	✓	✓	n/a	n/a	✓
Buena Vista	✓		✓		✓	✓	✓	✓
Caroline Robins	✓		✓	✓		✓	n/a	
Caswell	✓				✓			
Chief Whitecap	✓		✓	✓	✓	✓	n/a	n/a
City Park	✓			✓		✓	✓	
Colette Bourgonje	✓		✓	✓	✓	✓	n/a	n/a
College Park	✓			✓			n/a	
Dr. John G. Egnatoff	✓			✓		n/a	n/a	✓
Dundonald	✓	✓		✓		n/a	n/a	✓
Ernest Lindner	✓		✓	✓	✓	✓	n/a	n/a
Fairhaven	✓		✓	✓		n/a	n/a	
Forest Grove	✓			✓		n/a	n/a	
Greystone Heights	✓		✓	✓	✓	n/a	n/a	
Henry Kelsey	✓			✓		n/a	✓	✓
Holliston	✓				✓	n/a		
Howard Coad	✓		✓	✓		n/a	n/a	
Hugh Cairns	✓		✓	✓	✓	n/a	n/a	
James L. Alexander	✓		✓	✓		n/a	n/a	✓
John Dolan	✓	✓	✓	✓		n/a	n/a	
John Lake	✓		✓	✓		n/a	n/a	
King George	✓			✓				
Lakeridge	✓		✓	✓		n/a	n/a	✓
Lakeview	✓			✓		n/a	n/a	
Lawson Heights	✓			✓		n/a	n/a	✓
Lester B. Pearson	✓		✓	✓		n/a	n/a	
Mayfair	✓							
Montgomery	✓			✓		n/a	n/a	✓
North Park Wilson	✓			✓		n/a	n/a	✓
Prince Philip	✓		✓	✓	✓	n/a	n/a	
Queen Elizabeth	✓		✓	✓	✓			
River Heights	✓			✓		n/a	n/a	
Roland Michener	✓		✓	✓		n/a	n/a	
Silverspring	✓		✓	✓	✓	n/a	n/a	✓
Silverwood Heights	✓		✓	✓		n/a	n/a	✓
Sutherland	✓			✓		n/a	n/a	
Sylvia Fedoruk	✓		✓	✓	✓	✓	n/a	n/a
Victoria	✓			✓				
Vincent Massey wāhkōhtowin	✓		✓	✓		n/a	n/a	✓
Westmount	✓				✓			
Wildwood	✓		✓	✓		n/a	n/a	✓
Willowgrove	✓		✓	✓	✓	✓	n/a	✓
W.P. Bate	✓		✓	✓		n/a	n/a	✓
Secondary Schools								
Aden Bowman	✓		✓	✓	✓	✓		✓
Bedford Road	✓			✓	✓	✓	n/a	✓
Centennial	✓	✓		✓	✓	✓	n/a	
Estey	✓		n/a	✓	✓	n/a	n/a	n/a
Evan Hardy	✓	✓	✓	✓	✓	✓	✓	✓
Marion Graham	✓	✓		✓	✓	✓	n/a	✓
Mount Royal	✓			✓	✓	✓		n/a
Nutana	✓			✓	✓	✓	✓	
Tommy Douglas	✓	✓		✓	✓	✓	n/a	✓
Walter Murray	✓			✓	✓	✓	n/a	
Administration Buildings								
Avenue G Maintenance	✓							
Brightwater	✓			✓		n/a	n/a	
Education Building	✓					✓	✓	

Definitions

Non-Gendered / Single Use Washroom: washroom designed for use by single occupant at one time

Personal Care Washroom within a Classroom: includes lift (fixed or moveable), toilet, change table, and sink serving a specific Special Education program - not accessible to other building occupants

Personal Care Washroom Accessible from Corridor: includes lift (fixed or moveable), toilet, change table, and sink

Barrier-Free Main Entrance: entry at sidewalk level and/or ramp landing with push button

Barrier-Free Entrance: entry at sidewalk level and/or ramp landing with push button (excludes main entrance)

Access to Upper Floors: access to upper floors of building by enclosed elevator, open air or wall mount lift, or ramp (excludes mechanical areas)

Access to Lower Floors/Basement: access to lower floors/basement of building by enclosed elevator, open air or wall mount lift, or ramp (excludes mechanical areas)

Stage Access: access to stage area by enclosed elevator, open air or wall mount lift, ramp, or is at floor level

n/a: no need by building design