



SUNCREST
College

Accessibility Plan

August 2025 - December 2028

suncrestcollege.ca

Land Acknowledgment

As a sign of respect and in recognition of the ties Indigenous People have to the land, Suncrest College acknowledges that we live, work, and study in Treaty 4, 5 and 6 territories, and upon the Homeland of the Métis Nation of Saskatchewan.

Table of Contents

Acknowledgements

What Is an Accessibility Plan

Introduction

Engagement

Accessibility Achievements

Goals and Actions

Learn About Accessibility

Conclusion

Appendix A Glossary

Appendix B Barriers to Identify

Appendix C Survey Results

Acknowledgements

Suncrest College Accessibility Plan is the result of a coordinated and collaborative effort between employees and learners. We would like to thank all those who participated and contributed their valuable time, input, and perspectives to help shape this plan.

What is an accessibility plan?

The *Accessible Saskatchewan Act* (Bill 103) requires all public sector bodies, including colleges, to create accessibility plans that identify, remove, and prevent accessibility barriers that persons with disabilities experience. The Act emphasizes principles of inclusion, adaptability, collaboration, and universal design. The Government of Saskatchewan defines accessibility as:

“Accessibility means that all people can take part in their communities through work, play and other daily activities. Accessibility is about removing barriers so people can feel included and have independence. Accessibility is important for everyone, especially people with disabilities.”

According to Stats Canada, 29.8% of Saskatchewan’s population over the age of fifteen identifies as having a disability (2022). This plan will include areas such as physical space, recruitment and hiring of staff, learner recruitment and retention, inclusive programming, customer service, information, and communication.

Introduction

At Suncrest College, our employees, learners, and partners are at the heart of our organization. Suncrest College recognizes the importance of accessibility for all people and is committed to identifying and removing barriers for the people we serve.

Our accessibility plan outlines the steps we will take over the next three years to improve accessibility and opportunities for persons with disabilities.

The college is committed to ensuring all policies, practices, and programs are inclusive and accessible. When barriers are identified, or when a policy or practice has a negative impact on an individual or a protected group, we will provide reasonable accommodations to address these concerns, up to a point of undue hardship.

These accommodations may involve adjusting employment requirements, policies or procedures that could otherwise result in discrimination, or removing barriers that limit access or full participation. This commitment applies equally to employees and learners who may require accommodations to support their engagement and success.

If you are a learner with a disability and would like to access accommodations, please contact your local Advisor. If you are an employee requiring accommodations, please contact Human Resources.

Engagement

We recognize the importance of hearing from persons with disabilities to contribute to the development of the accessibility plan. During the summer of 2025, the college attended a presentation with Andy Livingston from Dexterity Consulting to gather insights and ideas for content development. To further inform our approach, an online survey of Suncrest College employees and learners was conducted. This survey was distributed through email and our Learning Management System (Brightspace). There was a total of 139 participants whose suggestions helped inform the accessibility plan. See Appendix C for results.

Accessibility Achievements

When developing the Accessibility Plan, Suncrest College examined existing programs and services. We want to recognize the hard work of everyone to promote an inclusive workplace as we value the contributions of all members. The following departments were consulted and had opportunity to contribute.

Departments consulted and dates:

Admissions & Registration	Fall 2025
Adult Education	Fall 2025
Applied Research	Fall 2025
Facilities	Fall 2025
Human Resources	August, September, October 2025
International & Inclusion	Ongoing
Learner Experience	May, July, September, October 2025
Payroll & Systems	Fall 2025
Post Secondary Education	Fall 2025
Public Relations & Marketing	Fall 2025
Teaching & Learning	Fall 2025
Technology & Security	Fall 2025

Goals and Actions

Overarching Goals:

- Improve the accessibility of information and communications.
- Identify, remove, and prevent barriers to employees, learners, partners, and community.

Short Term Goals (within the next two years):

Department Lead	Goals	Timeline/ Completed	Actions
Inclusion	Consult persons with disabilities	ongoing	Andy Livingston, Dexterity Consulting (May 2025)
Inclusion	Inclusion Strategy	2025	completed
Inclusion	Establish Accessibility Committee	Summer 2025	Include members from multiple college departments.
Inclusion	Create & distribute surveys to employees & learners identifying barriers	October 2025	Online survey – completed.
Learner Experience	Learner Accommodation Forms	annually	Review all forms to ensure they are accessible and easy to locate.
Inclusion/Learner Experience	Suncrest Central-Accessibility & Accommodation	ongoing	Update links, resources, & forms. Publish committee member names.
Human Resources	Onboarding	ongoing	Ensure new staff are aware of accessibility processes and available resources.
Human Resources	Hiring Process	ongoing	Provide written interview questions, if requested, for in person interviews.
Teaching & Learning/Learner Experience	Lunch & Learn Sessions	annually	Duty to Accommodate/Processes
Facilities	Accessible Parking Spaces	ongoing	Ensure there are adequate & accessible parking spaces at each campus location.
Human Resources/ Inclusion	Collection of self ID data & metrics	quarterly	Data will be shared with leadership, board, and executive.
Leadership Council/ Executive	Strengthening leadership accountability & capabilities	ongoing	This includes EDI & Accessibility informed practices
Admissions	Online registration/payments	2026	Ensure they are accessible
Facilities	Adequate inclusive classroom environment	ongoing	E.g., Lighting, temperature, space, set up of equipment
Marketing	Establish accessible communication standards.	ongoing	Ensure color and fonts are inclusive in marketing tools. Use clear language.
Post Secondary Education	Design & delivery of programs		Ensure programs are accessible.
All	Ensure mandatory forms are accessible	ongoing	Using plain language for all comprehension levels. (e.g., writing/language should be at a grade 8 reading level)

Information Technology/Learner Experience	Expand access or investigate the needs of assistive technology.	ongoing	Check into screen readers, voice recognition tools, and alternative input devices.
Information Technology	Work to ensure systems (Hardware and Software) strive to meet accessibility compliance in IT purchases.	ongoing	
Facilities	Create a facilities checklist.	2026	Collaborate with departments to ensure the needs of learners & employees are being met.

Long term goals (3-5 years):

Department	Goals	Timeline	Actions
All	Review & improve the accessibility of the website and web-based services including a section for Accessibility and Accommodations.	ongoing	Eg/ system does not time out when applying online, forms & resources are accessible, Screen reader compatibility, & Text to speech compatibility.
Leadership Council	Review & update documents & policies.	ongoing	Ensure accessibility policies are included (e.g., Service dogs, Work Integrated Learning, and mental health supports).
Registration & Admissions	Collect self ID data with current and future learners.	annually	Challenges & barriers for learners living with disabilities.
Facilities	Create inclusive physical learning spaces.		Spaces that foster a sense of belonging & a safe place to learn. (e.g., Elders, quiet areas for overstimulated or mental health breaks)
Teaching & Learning	Develop inclusive learning practices and instruction that embrace accessibility.		Lunch & Learn sessions & Suncrest Central
Human Resources	Increase recruitment & hiring of persons with disabilities.	ongoing	
Learner Experience/ All	Better informed awareness for accessing supports	ongoing	Improve awareness re: process to access supports. Eg/ What's Up Wednesdays, Suncrest Central, website, Lunch & Learn, onboarding, Orientations
Facilities/ Programming	Ensure inclusive learning spaces on campus and in community.	ongoing	

Conclusion

Suncrest College supports the values of inclusion and accessibility. We are committed to improving accessibility by removing barriers so people can feel included and have independence.

The Accessibility Plan will be reviewed every three years and updated as required.

Feedback

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

Email: advising@suncrestcollege.ca

Appendix A: Glossary

Ableism – A belief system, analogous to racism, sexism or ageism that sees persons with accessibility needs as being less worthy of respect and consideration, less able to contribute and participate, or of less inherent value than others. Ableism may be conscious or unconscious and may be embedded in institutions, systems, or the broader culture of a society.

Accessibility: means that all people can take part in their communities through work, education, and other daily activities. Accessibility is about removing barriers so people can feel included and have independence.

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.

Assistive Technology: In the digital learning context, assistive technology is any piece of equipment or software program that is used to maintain or improve the functional capabilities of students with disabilities for digital engagement in learning and related activities.

Attitudinal Barrier: Behaviors, perceptions, and assumptions that discriminate against persons with disabilities. These barriers often emerge from a lack of understanding, which can lead people to ignore, to judge, or have misconceptions about a person with a disability.

Barriers: Anything that hinders the full and equal participation of a person with an impairment.

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.

Duty to Accommodate: The duty to accommodate refers to steps Suncrest College must take to treat all people equally regarding their accessibility needs. It requires Suncrest College to take all reasonable steps, to the point of undue hardship, to ensure that its spaces and services are accessible to all.

Equity: Fairness, impartiality, even-handedness. A distinct process of recognizing differences within groups of individuals and using this understanding to achieve substantive equality in all aspects of a person's life.

EDI: Equity, Diversity, and Inclusion

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.

Inclusive Design: Concepts which underlie and support a mindset and practice of "design that considers the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human difference."

Invisible disability: A physical, mental, or neurological condition that is not visible from the outside, yet can limit or challenge a person's movements, senses, or activities.

Intersectionality: The complex, cumulative way in which the effects of multiple forms of discrimination such as racism, sexism and classism combine, overlap, or intersect, especially in the experiences of marginalized individuals or groups.

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

Neurodivergent/neurodiversity: An umbrella term used to describe differences in the way people’s brains work. The term often refers to individuals with autism spectrum disorder but also can refer to other neurological differences including ADHD, sensory integration disorders, etc.

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.

Systemic Barriers: Organizational or systemic barriers are policies, procedures, or practices that unfairly discriminate against individuals and can prevent them from participating fully in an environment.

Undue Hardship: A point in providing an accessible environment where the requirements to provide that environment are too difficult or expensive to be reasonably met.

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: Barriers to Identify

Accessibility barriers are obstacles that make it difficult or impossible for persons with disabilities to do all the things they want and need to do in their communities. Accessibility barriers are created when systems, spaces, objects, and information are designed in a way that does not allow all people to use them.

There are many types of accessibility barriers that persons with disabilities may experience. Examples of several 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 persons with disabilities related to hearing, speaking, reading, writing, or understanding, and those who communicate in diverse 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; and
- only providing customers with one option to contact your organization 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 persons with disabilities require the same accommodations instead of asking how you can support them; and
- not considering the needs of people with diverse types of disabilities when planning events.

Appendix C: Survey Results

During October 2025, an online survey was distributed to all Suncrest College learners and employees. The survey consisted of the following categories:

Demographics

Physical and Campus Accessibility

Digital Accessibility

Service, Policies, and Supports

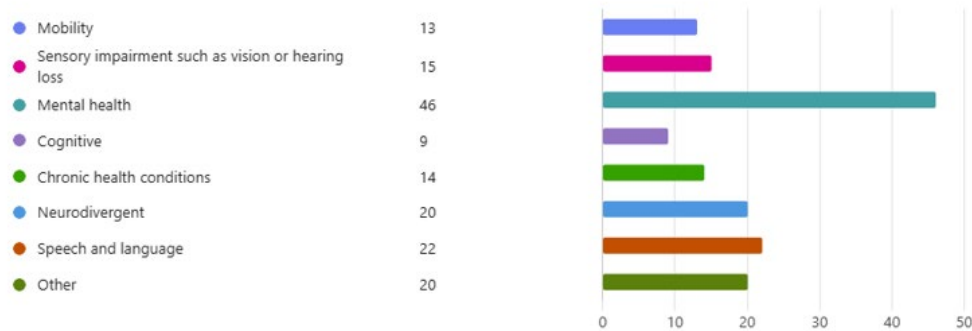
Attitudinal and Cultural Accessibility

Feedback and Recommendations

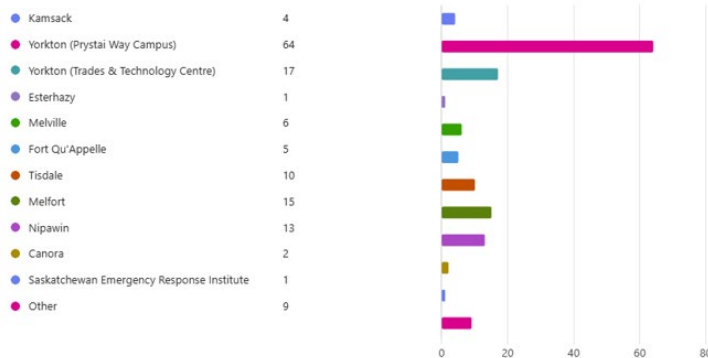
There was a total of 139 survey participants (fifty-five employees and eighty-four learners).

Survey Results Key Points

- Respondents indicated the following disabilities:



- Respondents came from a variety of campus locations:



- Physical barriers identified included inadequate lighting, accessible doors not working consistently, fluorescent lighting, inconsistent room temperature, congested classroom, lack of handrails in bathroom stalls & some bathroom doors not automatic.
- 81% of respondents indicated the college was always or sometimes inclusive of people with accessibility needs.
- 89% of respondents indicated they have never experienced attitudinal barriers.
- 40% of respondents said they knew how to request accommodations for a disability.
- 87% of respondents indicated that instructors always or usually provide course materials in accessible formats.
- Other comments:
 - Have Hearing Assistive Technology/Assistive Listening Systems available
 - Have at least one standing desk at each campus

For a detailed copy of the survey results, please contact advising@suncrestcollege.ca

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