



Accessible Excellence:

Building an Inclusive Future 2026-2029





miyo wâhkôhtowin – good relations

This Cree phrase expresses the positive value and richness of experience that stems from interconnectedness and relationships. This worldview represents the individual and the community, and encompasses the foundation of all we do at Saskatchewan Polytechnic. We honour this principle in every interaction, institutional practice, procedure, policy and service we provide to learners, faculty, staff, alumni and our communities.

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Saskatchewan Polytechnic serves students through applied learning opportunities on Treaty 4 and Treaty 6 Territories and the homeland of the Métis. Saskatchewan Polytechnic is situated on Treaty 4 and Treaty 6 territories and the ancestral lands of the Cree, Saulteaux, Dene, Dakota, Lakota and Nakoda peoples and the traditional homeland of the Métis.

Message from the President and CEO

Saskatchewan Polytechnic is committed to creating a learning and working environment where each person can thrive, contribute and achieve their goals.

Building on the foundation laid in the Inclusive Excellence: Equity, Diversity and Inclusion (EDI) and Reconciliation Strategy 2025-2030, This accessibility-focused plan is the result of an organization-wide effort that brought together stakeholders from across our administrative services and academic program areas. It reflects the voices of students, faculty and staff, as well as Board and community partners.

Accessible Excellence is a shared blueprint that will guide our efforts to remove barriers, foster belonging and ensure that all members of our Sask Polytech community have equitable access to education, services and opportunities.

At Sask Polytech, accessibility is no single person or group's responsibility. It is a collective commitment.

Our guiding principle of miyo wâhkôhtowin—good relationships—reminds us of the strength found in interconnectedness and community. It requires collaboration, innovation and respect for the diverse experiences of our students, faculty, staff and community partners. Each member of our community plays a vital role in identifying barriers, sharing ideas and taking action.

This plan sets the stage for continued progress and work that will evolve with our community's needs and aspirations. The actions laid out in Accessible Excellence will inform future projects and initiatives, ensuring we remain responsive, innovative and committed to removing barriers for all—in our physical and digital spaces, through our services, supports and resources, and perhaps most importantly, through our culture and leadership.

I commend the great work that has gone into Accessible Excellence and thank everyone who contributed insight and expertise.

I invite and challenge every member of our Sask Polytech community to review the report and identify how we can help bring it to life in our workspaces and learning environments.



Dr. Larry Rosia
President and CEO

A stylized, handwritten signature in black ink, appearing to be 'L. Rosia'.

Dr. Larry S. Rosia
President and CEO

Plan background

Saskatchewan Polytechnic's accessibility plan is grounded in a commitment to equity, dignity and inclusion for all members of our community.

Accessible Excellence: building an inclusive future 2026-2029 is guided by Sask Polytech's broader strategic goals, including those articulated in our recently refreshed strategic plan, *Leading the Rise 2026-2030*, and our *Inclusive Excellence: Equity, Diversity, Inclusion and Reconciliation Strategy 2025-2030*, which emphasizes accessibility as a foundational element.

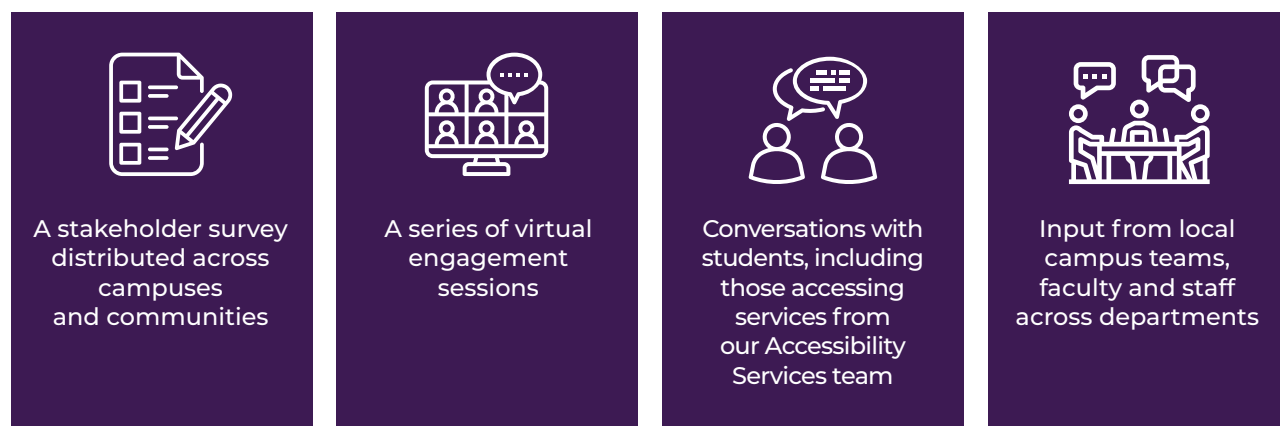
Sask Polytech recognizes accessibility not only as a legal obligation but as a moral and educational imperative—one that supports learner success, employee engagement and community belonging.

This plan responds directly to the *Accessibility Saskatchewan Act (2023)*, which sets out a provincial framework for identifying, removing and preventing barriers to accessibility. It also aligns with the Saskatchewan Human Rights Code, which affirms the right of every person to equal opportunity and freedom from discrimination, including on the basis of disability.

Plan development

To ensure the plan reflects the lived experiences and priorities of those most impacted, Sask Polytech undertook a robust engagement process.

This included:



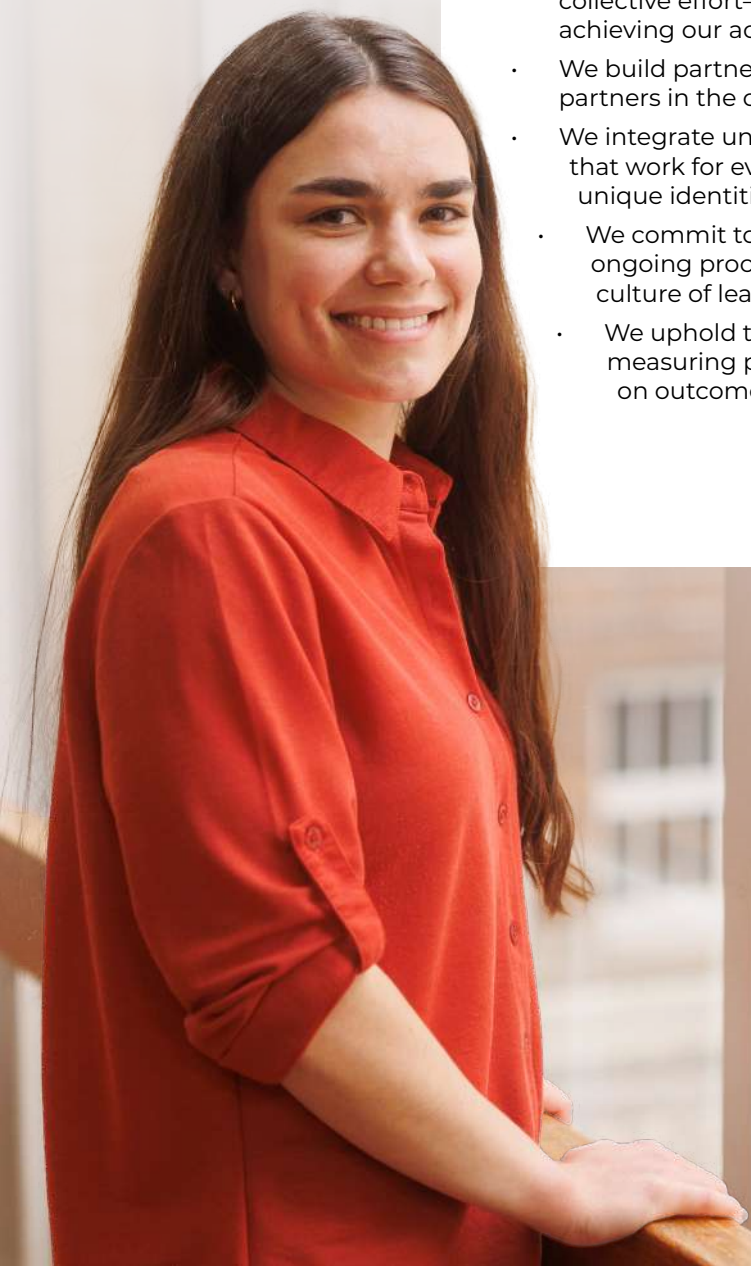
This feedback laid the foundation for the themes and strategic actions that follow. The plan builds on what we heard—barriers identified, aspirations shared and ideas proposed—and translates them into a structured framework for change. What follows is a detailed outline of the plan's core themes and the strategic actions that will guide Sask Polytech's journey toward a more accessible and inclusive future.

Accessible Excellence: building an inclusive future 2026-2029

Guiding principles

This plan is grounded in the following principles, which guide all actions and decisions:

- We prioritize equity by removing systemic and physical barriers to ensure everyone has fair access to opportunities, resources and experiences.
- We foster inclusion by actively shaping attitudes, practices and our physical and digital spaces to promote belonging for people of all abilities.
- We embrace shared responsibility by recognizing that accessibility is a collective effort—every unit and role within the institution contributes to achieving our accessibility goals.
- We build partnerships by engaging students, employees and community partners in the co-creation of accessibility policies, initiatives and solutions.
- We integrate universal design by creating spaces, services and experiences that work for everyone, while adapting to individual needs and honouring unique identities and circumstances.
- We commit to continuous improvement by treating accessibility as an ongoing process—evolving with changing needs, user feedback and a culture of learning and innovation.
- We uphold transparency and accountability by setting clear goals, measuring progress and reporting publicly on outcomes and challenges.



1

Theme one: culture of accessibility and inclusion

Goal: Accessibility and inclusion are woven into all areas and levels of our institution. Everyone understands, promotes and integrates accessibility principles into all that we do.

Focus	Actions
1.	Build knowledge and skills. <ul style="list-style-type: none">• Establish a common glossary of accessibility-related terms and language for use across the institution.• Provide clear, accessible information and resources to all students and employees about accessibility supports, accountability and inclusive practices.• Deliver tailored training to enable staff, faculty, managers and leaders to apply accessibility principles and practices in their roles.
2.	Embed universal design. <ul style="list-style-type: none">• Facilitate the adoption and application of universal design principles across all departments.• Incorporate universal design and accessibility supports into all work and learning experiences.
3.	Empower accessibility champions. <ul style="list-style-type: none">• Create mechanisms for reporting accessibility barriers and identifying opportunities for improvement.• Develop channels for sharing accessibility wins.• Establish an executive-led advisory group to engage employees and students on accessibility priorities.



2

Theme two: accessible physical and digital experiences

Goal: Physical and digital spaces are intentionally designed and maintained to remove barriers and promote accessible experiences for people of all abilities.

Focus	Actions
1.	Optimize our physical spaces. <ul style="list-style-type: none">• Design new or renovated physical spaces to meet or exceed Uniform Building and Accessibility Standards (UBAS).• Audit existing campus spaces to identify accessibility gaps and prioritize updates or renovations accordingly.• Implement clear and visible signage to support wayfinding on campuses.• Partner with SaskBuilds and Procurement (SBP) to assess and integrate accessibility standards.
2.	Promote usability of digital spaces. <ul style="list-style-type: none">• Require all digital content to meet or exceed Web Content Accessibility Guidelines (WCAG) standards.• Leverage universal design principles to improve digital platforms and technologies.• Design an intuitive approach for users to navigate our digital platforms.• Onboard employees and students to institutional technologies.
3.	Prioritize accessibility-supporting solutions. <ul style="list-style-type: none">• Embed accessibility requirements into procurement policies and decisions.• Develop accessibility guidelines for building accessibility into all institutional materials, procedures and practices.• Establish a process for auditing accessibility challenges across our facilities and digital systems.



3

Theme three: person-centred services, supports and resources

Goal: Everyone at Sask Polytech has timely and equitable access to accessibility services, supports and resources that are responsive to their diverse needs.

Focus	Actions
1.	Streamline accessibility services. <ul style="list-style-type: none">• Provide clear, timely and appropriate accessibility services for students and employees.• Optimize processes for employees and students so access to service areas and resources is seamless.• Gather user feedback to evaluate and improve accessibility services and supports.
2.	Improve supports and resources. <ul style="list-style-type: none">• Ensure a shared understanding of our legal duty and collective roles in accommodating accessibility needs.• Build a centralized resource hub with information about accessibility roles, processes and supports.• Develop competence for supporting student and employee accommodations.
3.	Strengthen collaboration across areas. <ul style="list-style-type: none">• Improve workflows across departments to enable more coordinated support for individuals with accessibility needs.• Facilitate ongoing dialogue across program and service areas to identify gaps, share updates and co-develop solutions.



4

Theme four: institutional leadership and accountability

Goal: Our commitment to equity and inclusion as a core value is evident through visible leadership and sustained oversight over accessibility.

Focus	Actions
1.	Demonstrate leadership commitment. <ul style="list-style-type: none">• Empower leaders to model equitable and inclusive practices.• Align policy and program review processes with accessibility standards and commitments.
2.	Establish internal accountability. <ul style="list-style-type: none">• Refine institutional guidelines for responding to accessibility needs.• Establish clear accountability structures for accessibility across areas.
3.	Apply institutional metrics and reporting structures. <ul style="list-style-type: none">• Develop common indicators and metrics for assessing accessibility across the institution.• Incorporate accessibility goals into institutional planning, implementation and evaluation processes.• Report on institutional progress toward accessibility goals.





Provide feedback

Saskatchewan Polytechnic is committed to ongoing accessibility improvement and values the input of all community members.

To identify an accessibility barrier or challenge you have experienced at Sask Polytech, or to share feedback on this plan, email



EDI_reconciliation@saskpolytech.ca

This feedback will be used to help prioritize learning initiatives as well as updates and renovations to our physical and digital environments, and will guide future actions and updates to this plan. Together, we will drive meaningful change to create an institutional culture grounded in accessibility and inclusion.

Glossary of accessibility-related terms

Accessibility

The quality of being readily usable—or the extent to which something is readily usable—by a person, regardless of their physical ability or any limitations. Can be applied to buildings, facilities, structures, programs, activities and resources.

Accommodation (related: Reasonable accommodation)

Adjustments made to policies, programs, practices, facilities or resources to eliminate barriers and allow for equitable access. Reasonable accommodations are adjustments that support individual needs without causing undue hardship – see Undue hardship, below.

Assistive technology

Devices, equipment, software and hardware used to assist with or make tasks and activities accessible. Examples include screen readers, hearing aids and mobility aids.

Barrier

Any obstacle—physical, technological, attitudinal, or systemic—that prevents full participation or access. Examples include stairs, inaccessible websites or exclusionary policies or practices.

Continuous improvement

An ongoing process of evaluating and enhancing accessibility practices based on feedback, changing needs and innovation. This principle is embedded in Sask Polytech's plan.

Digital accessibility

Designing digital content and platforms to be usable by people of all abilities, including those using assistive technologies. This includes meeting standards like the Web Content Accessibility Guidelines (WCAG).

Disclosure of disability

When someone shares information about their disability, often to request accommodations or supports.

Duty to accommodate

The duty to accommodate refers to Sask Polytech's legal obligation in certain circumstances to address or correct situations involving discrimination by reasonably varying educational or employment rules, standards, policies or practices to ensure individuals or groups protected under The Saskatchewan Human Rights Code, 2018 are provided equal educational and employment opportunities. The duty to accommodate is part of Sask Polytech's larger legal duty not to discriminate.

Duty to inquire

If an employee notices a student or direct report may benefit from an accommodation, they have a duty to inquire and make them aware of our Reasonable Accommodation policy and the process to accessing supports.

Environmental barrier

A physical feature that limits access or mobility, such as narrow doorways, lack of ramps or poor signage.

Equity

Actively and intentionally reducing barriers. In accessibility, equity means providing people with the support they need so they can participate fully.

Inclusion

The active and intentional promotion of a sense of belonging and dignity that ensures all people are safe, respected and valued.

Notice of the need for accommodation

The duty of an individual needing an accommodation to provide notice of needing such accommodation as early as possible. See, Duty to inquire, above.

Person-centred

An approach that respects each individual's unique experiences, identities and needs. It emphasizes designing supports that are responsive and inclusive.

Shared responsibility

The principle that accessibility is a collective effort. Everyone—students, employees, leaders—has a role in advancing accessibility goals.

Transparency and accountability

Commitment to setting clear goals, measuring progress and reporting publicly on accessibility outcomes. It ensures visibility and trust in institutional efforts.

Undue hardship

The duty to accommodate extends only to the point of undue hardship. Decisions regarding undue hardship shall be made at the institutional level.

Universal design

Universal design (UD) is a proactive design approach that ensures spaces, services and experiences are usable by all people, without the need for adaptation. It benefits everyone, not just those with disabilities. In learning, often referred to as universal design for learning (UDL).

