

ACCESSIBILITY PLAN

BRIERCREST COLLEGE AND SEMINARY

(December 2025 to August 2028)

INTRODUCTION

Briercrest is an educational institution with a long history of serving students and working to meet their needs including accessibility. Over the years, there has been a general concern for accessibility, and this is best displayed in our main academic building. Our main building is two floors with many ramped areas and a centrally located elevator. There are wheelchair accessible washrooms, classrooms, and main spaces, though further enhancements will be undertaken. Our accessibility plan outlines the steps we will take in the short term and document our future aspirations for macro-campus planning.

ENGAGEMENT

In deriving this Accessibility Plan, a committee was formed of key persons to create and execute the plan ensuring it moves forward, including Don Taylor, Provost (chair), Wes Thiessen, Chief Financial Officer; Dan Buck, Director of Operations; Caleb Willems, Director of Student Development. The chair met with officials from the Saskatchewan Disabilities Counsel to discuss the scope and nature of the plan. It was also learned that there was no funding provided to implement changes. We were directed to focus on the primary audience of our services, which would be our students. Nonetheless, the committee felt that we should also pay attention to the needs of our staff and faculty. The committee met several times to review materials and consider how best to engage and consult with our target group. The Student Development staff were commissioned to seek out students with current disabilities and conduct interviews to determine their challenges, as did the individual committee members. In all seven disabled persons were interviewed (four students, and three staff & faculty). The types of challenges varied but one was related to sight, two to hearing, and four to mobility. The committee was also aware of historic issues that were considered as part of making our plan. A review was conducted of our current facilities to assess our readiness.

ACCESSIBILITY ACHIEVEMENTS

Each year several students will suffer from a concussion or head injury, mostly derived from sporting events. As such we have a thorough protocol related to athletes with concussion and head injury. In similar fashion as a school, we have multiple students with learning and cognitive disabilities which are addressed by our Academic Resource Centre. Several resources and academic accommodations are directed by our Student Success Coordinator. Further, we have counselling services available to

students struggling with emotional and mental health issues. We have also attended to disabled students who may be on campus needing short term accommodations and created a ground level suite with a fully wheelchair accessible washroom and shower.

GOALS AND ACTIONS

Our goal is to address issues highlighted by our consultation group with particular attention to student needs and especially mobility. The committee noted that assistive technologies are growing and improving rapidly for hearing and sight disabilities and we will continue to explore solutions as they arise. There are a couple important variables in completion of the goals below. First, some of the projects are exterior and can only be completed in the clement time of year. Likewise, the availability of our Operations team is relative to their ongoing campus duties. Second, funding for these projects will have to be provided within the capital budget though there is competition for these monies. Each year's spending priorities will have to be considered according to our annual budgeting cycle (July 1 to June 30). Third, the larger projects must be considered as part of the Campus Plan that considers the macro design of the campus. No sense doing a small, short-term fix if a larger project will overtake it in the near future. However, the plan below reflects our priorities over the next 3 years.

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Challenge	Solution/Goal	Timeline	Approx. Cost	Priority
Entry door to Library difficult for mobility (crutches or wheelchair)	Add two Handicap automatic door openers to library (in and out)	2026/27	\$4000	1
Door Entry to East side of Crossroads	Add two Handicap automatic door openers	2026/27	\$5000	1
Arena Entry Door	Needs improved function	Spring 2026	\$1000	1
Gym seating for wheelchair spectators	Establish designated seating inside doors (floor level)	Spring 2026	\$100	1
Walkway uneven outside the gym	Concrete and brick work	Summer 2026	\$3000	1

Uneven brickwork outside east Crossroads entry	Concrete and brick work	Summer 2026	\$10,000 (basic fix) to \$75,000 (full remodel)	2
Stairs to faculty row entrance lacks handrailing	Add handrailing on faculty side (explore library side at the same time). Mostly for employee convenience.	2027-29	\$5000 each	3
Access to Dining Hall (Whit 2) SE side	Needs a full ramp that is easy to navigate (maybe covered). Major renovation/addition that will take considerable engineering and funds.	2027-29	\$200,000+	3
Elevation changes in BCA	Add a second elevator at far end of BCA	2027-29	\$500,000	4

PLAN REVIEW

This committee will assemble each fall to review:

- any feedback received from the students, staff and faculty, or the public
- assess any changing disability needs with our incoming class of students
- consider progress on plan’s execution and adjust any priorities

FEEDBACK

This plan shall be enshrined in a suitable location on our webpage along with an email link back to Operations (campusoperations@briercrest.ca).

CONCLUSION

Briercrest will begin implementing this disability plan for our campus core that is essential to fostering an inclusive and accessible environment that meets the diverse needs of students, staff, and visitors. By prioritizing physical accessibility, such as ramps, elevators, and accessible restrooms, alongside accommodations. Our committee will continue to collect input and make adjustments to the plan. It is noteworthy that our student body changes each year and there may be new students with new challenges to address. Our active engagement with the disability community is vital to maintaining and

enhancing these efforts. Ultimately, a well-structured and intentional disability plan promotes a culture of respect, understanding, and empowerment, enabling the campus to serve as a model of inclusivity and support for everyone involved.