



CAMPBELL RIVER
School District 72

Accessibility Plan

2024





Land Acknowledgement.

School District 72 operates throughout a large geographic area. Campbell River and Quadra Island schools and our school board office are located on the traditional territory of the Liḡwít̓daʷ people. School District 72 also encompasses the traditional territory of the Klahoose (Cortes), K'ómoks (Sayward), and Xwe'malhkwa (Bute Inlet) First Nations.

Our Commitment to Accessibility.

The Campbell River School District is dedicated to the inclusion, accessibility and equity of staff, students, and all who interact with the district.

We believe that all members of our community have the right to be treated with dignity and to be given the opportunity to participate. We are committed to providing an environment that is accessible for all members of our diverse community.

We recognize the importance of conscious planning, design, and effort in ensuring that barriers are removed, and accessibility is increased.

We are committed to working collaboratively with the community to provide equitable treatment to all, including people with disabilities and in a manner that respects their dignity.

We will engage with staff, community members, and people with disabilities in the development and review of an accessibility plan.

We will ensure that our school district procedures align with the principles of accessibility.

We will improve access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers, and community members.

We will continually strive to improve accessibility for people with disabilities in our school community.

Definitions.

- Accessibility:** The state of having programs, services and environments that allow all individuals to participate fully without encountering barriers.
- Accessibility Committee:** A committee established by the school district to assist with the identification, removal, and prevention of barriers to individuals in or interacting with the school district.
- Accessibility Plan:** A plan developed by the school district in consultation with the accessibility committee to identify challenges and solutions for addressing accessibility barriers within the district.
- Barrier:** Anything that prevents a person with a disability from fully and equally participating including a physical barrier, a structural barrier, an information or communication barrier, an attitudinal barrier, a technological barrier, a socio-economic barrier, policy, or practice.

Types of barriers:

- Physical/Environmental Barrier:** A barrier resulting from architectural design or outdoor spaces which can include certain smells or sounds, internal lighting, the configuration of classrooms and meeting rooms, and the size and width of hallways and doorways.
- Attitudinal Barrier:** A barrier that arises from the attitudes of people, including discriminatory behaviours, false assumptions, and a lack of disability awareness.
- Communication or Information Barrier:** A barrier that arises when communicating, locating, or accessing information including in-person, by telephone or online. This could include the use of signage, alternate formats (i.e. sign language), fonts, brochures, forms, manuals, and equipment labels.

- Policy or Practice Barrier:** A barrier resulting from rules, regulations or protocols within processes, policies, and standard operating practices.
- Technological Barrier:** Barriers that result from the use of inaccessible devices, platforms, software, programs, photocopiers, fax machines, telephones, and switches, including the lack of assistive technologies.
- Disability:** A physical, mental, intellectual, learning, or sensory impairment or condition that, in interaction with a barrier, hinders an individual’s full and effective participation.
- Impairment:** A physical, sensory, mental, intellectual, cognitive limitation, whether permanent, temporary, or episodic.





About the Accessibility Committee.

The accessibility committee helps the district by ensuring the spirit of “nothing about us, without us” is at the heart of the district’s work to improve the experience of people with disabilities. The committee works to identify, reduce, and remove barriers and improve accessibility for people with disabilities and neurodiverse conditions within district programs, schools, and offices. The committee reviews feedback received through the district’s public feedback mechanisms and advises the Board of Education and district as it develops, updates, and implements the district’s accessibility plan.

Committee Membership.

The district’s accessibility committee reflects the diversity of persons with disabilities in BC and the diverse backgrounds and experiences of staff, students, and parents or caregivers who either personally or professionally support persons with disabilities. Our accessibility committee is comprised of people who either personally live with or support others with physical impairment, mobility challenges, visual impairment, deaf or hard of hearing, neuro divergence, brain injuries, and developmental or learning challenges.

At least one member is an Indigenous person and membership includes but is not limited to:

- CRDTA staff member (1)
- CUPE support staff member (1)
- A principal or vice-principal (1)

To the extent possible, members of the committee will also include a current SD72 student and a parent/guardian/caregiver of a current SD72 student.

What We Have Done to Date.

Our ongoing work to identify, remove and prevent barriers for persons with disabilities builds upon the [Accessible BC Act](#) enacted in June 2021, and the [Accessible BC Regulation](#) which requires schools to be accessible organizations that improve opportunities for people with disabilities and ensure their full participation.

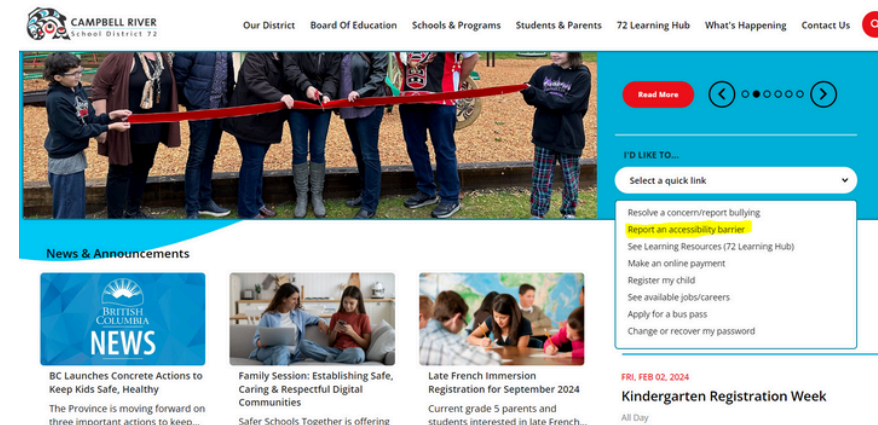
We have formed a diverse committee of individuals with lived experience, collaboratively designed an accessible feedback mechanism for people to communicate with the accessibility committee, created the three-year accessibility plan, and the accessibility committee meets regularly to identify and resolve barriers preventing access to schools.

Feedback Mechanism.

The district developed an online feedback tool that includes a series of questions about accessibility experiences that students, staff and members of the school district community can complete. This tool is posted on the main page of the district website, under 'I'd like to' quick links. Feedback can be anonymous, or people can provide their name and contact information if they wish to be contacted.

All feedback is reviewed by the district's accessibility committee who all live with or support others with physical impairment, mobility challenges, visual impairment, deaf or hard of hearing, neurodiversity, brain injuries, or developmental or learning challenges.

Individuals can also provide feedback over the phone by calling (250) 830.2300 ext. 0 or by sending an email to accessibility@sd72.bc.ca.





Our Three-Year Plan.

This accessibility plan outlines the actions that the Campbell River School District will take to remove and prevent barriers and to promote inclusion for individuals with disabilities within our school district community over the next three years.

The accessibility plan will be renewed on a three-year cycle.

Priority 1: Gathering Feedback and Identifying Barriers.

Conducting surveys and interviews to understand the issues, challenges, and priorities within our school district. We want to better understand the experiences and needs of persons with disabilities within our schools, programs, and offices, and when accessing our services. This process is ongoing.

Priority 2: The Built Environment/Accessible Schools and District Facilities.

Assess the accessibility of all schools and district facilities in consultation with the director of operations to gather baseline information and inform future upgrades and renovations. This will include both indoor and outdoor spaces.

The accessibility committee will explore options for and recommend an appropriate physical site accessibility assessment. This may include the creation of or selection of an existing building accessibility audit with key criteria in alignment with provincial and federal standards. Physical site accessibility assessments will be conducted at all schools and district facilities. Results of the assessments will be collated and reviewed by the accessibility committee and results of the assessments and the advice of the accessibility committee will be considered when determining the district's annual facility priorities and during future renovations.

Priority 3: A Common Understanding of Accessibility.

Build a common understanding of “disability”, “accessibility”, “barriers”, “universal design for learning”, and “inclusion”. We will review and revise policies and practices for staff to ensure that they align with the principles of accessibility, and to address gaps in staff training or knowledge on accessibility issues.

We will increase the accessibility of information and communication for all individuals, including those with disabilities.

Monitoring and Evaluation.

The accessibility committee meets five times a year to review feedback and hear directly from individuals who are experiencing barriers, as well as those who support individuals with barriers.

The committee will provide an update to the board regarding progress towards the goals of the accessibility plan once a year. This update will be shared on the accessibility page on the district website.

Feedback regarding the accessibility plan and whether the goals within the plan are having a positive impact on the lived experience of our students, staff and community members will be sought each year and shared as part of the progress report to the Board of Education.





CAMPBELL RIVER

School District 72