

Annual Report: 2024-2025 Accessibility Plan Committee

For the Period: 2024-2025 Academic Year

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1. Executive Summary

This report outlines the progress and achievements of the Accessibility Plan Committee for the 2024-2025 academic year. Building on our commitment to fostering an inclusive and accessible learning environment, significant strides have been made across various domains, including learning supports, attitudinal shifts, physical environment enhancements, policy implementation, and resource allocation. While many objectives have seen positive progress, this report also identifies areas for continued focus and future development, ensuring our ongoing dedication to universal accessibility.

2. Key Areas of Focus and Progress

2.1. Learning Environment & Supports

Our efforts in the learning domain focused on universal support and normalizing accommodations within the classroom.

- **Objective 1: Universal Support and Normalizing Supports in the Classroom (Headphones)**
 - **Progress:** This objective has seen progress with the purchase of headphones (also noted under Physical and Architectural Environment, Obj 2), contributing to universal support and the normalization of accommodations in the classroom.
- **Objective 2: REAL Supports**
 - **Progress:** This objective is actively supported, indicating alignment with our accessibility goals.
- **Objective 3: Study Skills & Anxiety Management**
 - **Progress:** While individual support is provided, a more universal approach to teaching study skills is still to be addressed. Teachers are informally addressing anxiety, but a more uniform approach with reference ideas is needed.
 - **Future Plan:** Intentional planning for teaching executive function skills to staff 2-3 times during Friday mornings has been established.
- **Objective 4: Intentional Planning for Individual Needs**
 - **Progress:** Supports are currently provided for individuals, but not yet universally. The plan is to move towards more intentional universal planning.

2.2. Attitudinal Accessibility

This area addresses the fostering of an inclusive and understanding mindset within the school community.

- **Objective 1: 4A/B Case-by-Case Basis**
 - **Progress:** This objective is being addressed on a "case by case basis," indicating ongoing individual attention to attitudinal aspects of accessibility.

2.3. Physical and Architectural Environment

Enhancements to the physical spaces of the school are crucial for ensuring accessibility for all.

- **Objective 1: Audible Announcements**
 - **Progress:** To the best of our knowledge, all individuals can hear announcements. Personal headsets have been procured for staff in specific roles (e.g., PE, Rhonda) to ensure clear communication.
- **Objective 2: Purchased Headphones**
 - **Progress:** Headphones have been successfully purchased, contributing to a more inclusive auditory environment.
- **Objective 3: Quiet Spaces**
 - **Progress:** Some classes have built-in quiet spaces. The Resource Room/Learning Commons space is being utilized for this purpose (though it needs to be cleared out), and the office can also be used.
- **Objective 4: LED Lighting**
 - **Progress:** Replacement of lights with LED lights in the main Elementary building is almost complete, significantly improving lighting quality and potentially reducing sensory overstimulation.
- **Objective 5: Accessibility of Exits**
 - **Progress:** Overall accessibility is good, with the exception of the gym exit and upstairs areas. The gym exit is consistently used for storage by rental groups and school groups. The upstairs areas do not have accessibility in terms of a lift to help with mobility up and down.
- **Objective 6: Automatic Door Openers**
 - **Progress:** Automatic door openers are present in the Main building, though they are not always on, indicating a need for consistent functionality.
- **Objective 7: Playground Rubber**
 - **Progress:** The PTL (Parent Teacher League) has considered purchasing rubber for the playground, but it is "very expensive" and there is "no one currently with a need." This remains an area for future consideration.
- **Objective 8: Safety Exit Plans**
 - **Progress:** Safety exit plans are in place.
 - **Future Plan:** Acquisition of an EVAC chair/Sling is planned for June 2026 to further enhance evacuation procedures.

2.4. School Policy and Practice

Review and implementation of policies and practices to align with accessibility principles.

- **Objective 1: UDL Review and Reference**
 - **Progress:** Universal Design for Learning (UDL) principles and a reference sheet were reviewed in staff meetings. This practice will continue in coming year and be integrated into Friday Morning sessions.
- **Objective 2: Policy Alignment**
 - **Progress:** This objective is in good standing, indicating policies are generally aligned with accessibility.
- **Objective 3: Social-Emotional Resources**
 - **Progress:** Resources such as Social Thinking, Open Parachute, and Zones of Regulation are available, supporting students' social-emotional learning and regulation.

2.5. Resources

Ensuring adequate and appropriate resources are available to support accessibility initiatives.

- **Objective 1: Technology Access**
 - **Progress:** Ongoing efforts to ensure adequate technology for students, including voice-to-text/text-to-voice and a device per student in middle school. Check-ins will continue during staff meetings.
- **Objective 2: Resource Availability**
 - **Progress:** This is an ongoing objective, with past and future actions planned to ensure resources are available.

3. Future Outlook and Recommendations

The Committee's work is an ongoing process. Looking ahead, the following are key recommendations and next steps:

- **Comprehensive Review:** The entire Accessibility Plan needs to be revisited and reviewed in June 2026.
- **SCSBC Collaboration:** It is recommended to inquire with SCSBC (Society of Christian Schools in British Columbia) between January and March regarding any updates to their accessibility plan/template, to ensure our plan remains aligned with broader educational accessibility guidelines.
- **Study Skills Program:** Develop and implement a more uniform and intentional program for teaching study skills, potentially integrating it into the planned Friday morning executive function sessions.
- **Uniform Anxiety Management:** Provide teachers with more uniform ideas and resources to reference when addressing informal anxiety in students.
- **Quiet Space Optimization:** Clear out and optimize the Resource Room/Learning Commons space to serve as a more effective quiet area.
- **Automatic Door Maintenance:** Ensure consistent functionality of automatic door openers in the Main building.
- **Gym Exit and Upstairs Accessibility:** Prioritize planning and funding for making the gym exit and upstairs areas accessible.

4. Conclusion

The 2024-2025 academic year has been productive in advancing accessibility and inclusion within our school. The Committee remains dedicated to identifying and removing barriers, fostering an environment where every student and staff member can thrive. We extend our gratitude to all staff, students, and parents for their contributions and commitment to making our school a truly accessible place.