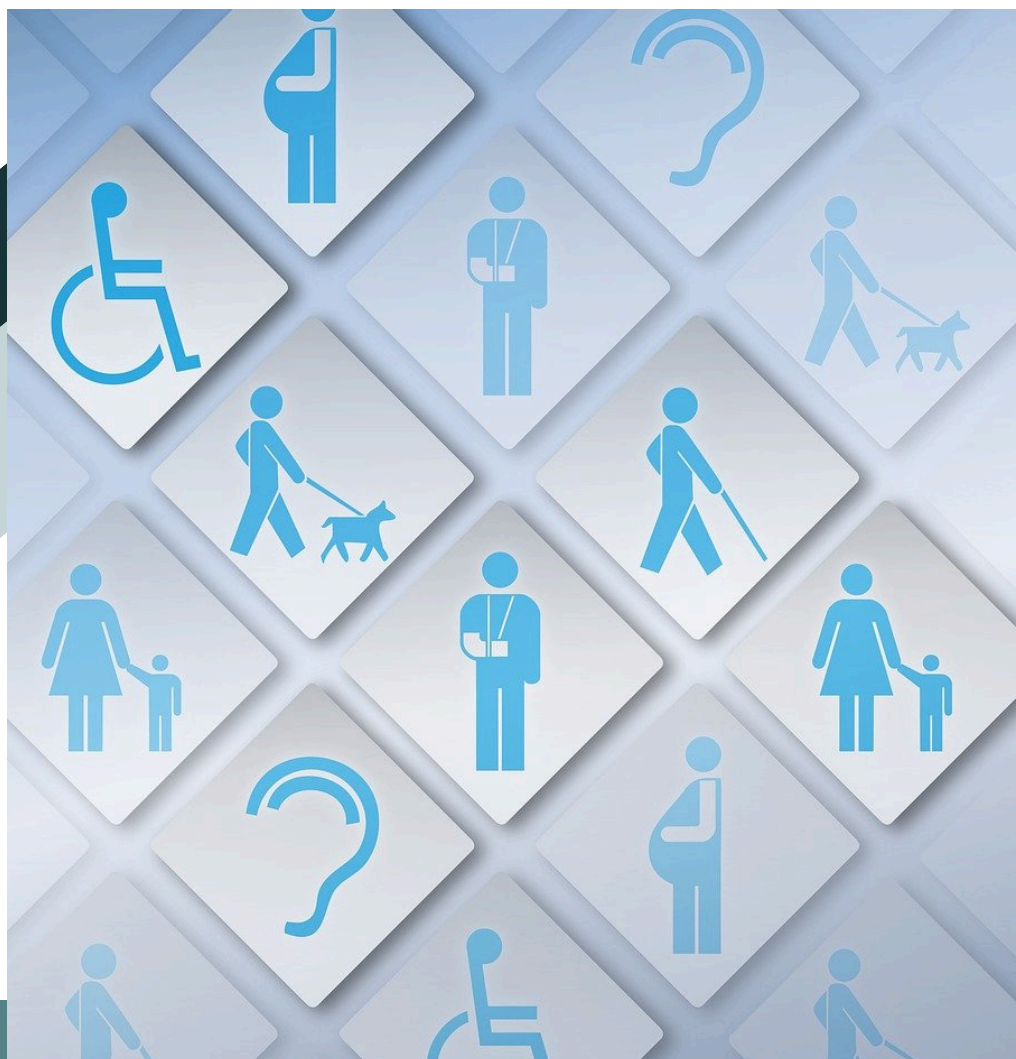


Accessibility Plan

Qualicum School District



Qualicum School District

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Always growing
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About Qualicum School District

Education is the shared responsibility of the home, school and community. In a caring, cooperative and safe environment, each student will prepare for lifelong learning and living in a diverse society.

The Qualicum School District is centrally situated on east Vancouver Island and serves a student population of approximately 4000 students. There are eight elementary schools (Grades K-7), two secondary schools (Grades 8-12), an alternate school (PASS) and an online learning program, the Collaborative Education Alternative Program (CEAP). The district French Immersion program is available at École Oceanside Elementary and École Ballenas Secondary Schools.

Qualicum School District welcomes community organizations and community members into our schools. Parents, seniors, peer and intergenerational mentors can be found in various programs throughout our district. The Board of Education's mandate has expanded beyond K-12 to include early and adult learning. This underscores the work the district has undertaken both in the early years - through Building Learning Together, and in adult years - through Adult and Continuing Education programs.



Qualicum School District resides on Coast Salish Territory and within the shared territory of the Snaw'naw'as and Qualicum First Nations.

Accessibility in Qualicum School District

In the Qualicum School District, we are committed to providing a learning and working environment that supports each student and staff member and provides equitable opportunities to support our diverse community. Our three-year Accessibility Plan includes steps to identify system needs, priorities, and corrective actions and draws feedback from our school community. The work of the Accessibility Working Group is to enhance equity of access to our programming and our facilities.

Our Accessibility Working Group is a diverse and multi-disciplinary team that meets regularly to affirm our commitment to identify priorities and develop and monitor corrective actions. The district Accessibility Plan identifies measurable actions across the pillars of the BC Accessibilities Act, supporting equal opportunities for persons with disabilities by identifying, removing and preventing barriers of access.

Qualicum School District is committed to:

- recognizing the importance of accessibility not only for those with disabilities, but also for the benefit of the entire community
- advancing the efforts of the Accessibility Working Group to improve equity and ease of access to services and facilities
- providing services, employment, learning and working environments that create spaces that have Indigenous rights, human rights and equity at their centre and are welcoming, respectful, safe, inclusive, equitable, accessible and free from all forms of discrimination
- continuous improvement in developing an environment that supports each student, staff member and the larger school community.

Definitions

Accessibility

The state of having programs, services and environments that allow each individual to participate fully in society without encountering barriers.

Accessibility Working Group

An official group formed by one or more organizations in collaboration with people with disabilities, to create an accessibility plan and feedback mechanism.

Accessibility Plan

A plan developed by an Accessibility Working Group that identifies challenges and solutions for addressing accessibility barriers.

Disability

The state of being unable to participate fully and equally in society as a result of the interaction between an impairment and a barrier.

Impairment

A physical, sensory, mental, intellectual, cognitive limitation, whether permanent, temporary or episodic.

Barrier

Anything that prevents a person with a disability from fully participating in all aspects of society because of their disability. This includes physical/environmental, attitudinal, information, communications, policy or practice, and technological barriers.

Universal Design

Planning to build physical, learning and work environments so that they are accessible by a wide range of people. While universal design promotes access for individuals with disabilities, it also benefits others.




TYPES OF BARRIERS

Physical/Environmental	Barrier that arises from such things as: building design, sounds, lighting, access to the building, shape of rooms and the size of doorways.
Attitudinal	Barrier that arises from the attitudes of staff, students and the school community, including discriminatory behaviours and a lack of disability awareness and/or understanding.
Communication	Barrier that arises from difficulties giving and receiving information (ie. person, by telephone or online); and/or interacting with others.
Information	Barrier that arises from such things as: inadequate or incomprehensible signage and difficulty reading (ie. brochures, forms, manuals, websites, equipment labels, computer screens).
Policy or Practice	Barrier with rules, regulations and protocols that prevent a person from performing their job satisfactorily or participating in the school community. Policy, practice, and procedures that prevent a student from accessing the curriculum and fully participating in the school community.
Technological	Barrier resulting from accessing or utilizing technology based tools and equipment (ie. computers, photocopiers, telephones, and switches).

Accessibility Working Group Membership

The district Accessibility Working Group will be comprised of a diverse and multi-disciplinary team that:

- have a disability, or represent those with disabilities
- have Indigenous ancestry

Members may include:

Member of Senior District Leadership

Member of Learning Support Team

Member of Indigenous Education Team

Member of Operations Leadership Team

Member of Technology Leadership Team

Member of Mount Arrowsmith Teachers' Association

Member of Canadian Union of Public Employees

Member of District Parent Advisory Council



Steps Towards Ensuring Accessibility Within the Qualicum School District

COMPLETED	
<p>Step: Acceptance of training provided by government and creation of district Accessibility Working Group (recruitment of initial members).</p>	MAY 2023
<p>Step: Initial assessment to identify and address accessibility shortcomings that create barriers at district sites and with district practices based on Working Group member experiences and knowledge and best practice provided by government.</p>	MAY - JUNE 2023
<p>Step: Creation and distribution of district Accessibility Survey to gather input from stakeholders on experiences, concerns and barriers encountered at district sites or with district practices.</p>	SEPTEMBER - OCTOBER 2023
<p>Step: Continue to engage, consult with and seek input from students, families, employees and community partners about their experiences, concerns and barriers encountered. Adjust practices or environments where and when practical.</p> <p>How:</p> <ul style="list-style-type: none"> • Ongoing use and maintenance of district Online Accessibility Survey. Feedback to be evaluated regularly by district Accessibility Working Group to identify accessibility shortcomings. • Creation and maintenance of an Accessibility Concern Action Plan to track specific commitments and plans set in motion by the district to address acknowledged shortcomings. 	APRIL 2024 ONGOING

Step:

Maintain records of Working Group business (including: concerns evaluated, shortcomings identified, actions committed to and actions completed) and ensure accountability to commitments.

How:

Regular minuted meetings of the Accessibility Working Group with standing agenda items including:

- Review of any new Accessibility Survey responses.
- Review and updating of Accessibility Concern Action Plan documented in the minutes.

ONGOING

Step:


Raise awareness, share information, enhance learning and build capacity about accessibility, ableism and inclusion.

How:

- Continue established inclusive practices as a district.
- Share accessibility related communications and publications when available.
- Present accessibility commitments and progress in the district to stakeholders through meetings when appropriate.

ONGOING





INCREASING ACCESSIBILITY

Developed by the Accessibility Planning Working Group in accordance with:

- Global Context - United Nations
- Canadian Context & Legislation - Canadian Charter of Rights and Freedoms
- BC Context and Legislation - Accessible BC Act
- Principles of the Accessible BC Act
- Qualicum School District's Strategic Plan

Contact Information

To give feedback or request information about accessibility within the Accessibility Planning Working Group, please contact:



250-248-4241



accessibility@sd69.bc.ca