



Unisus School Accessibility Plan 2026-29

Effective: 2026

Plan period: 2026–2029

Next formal review: No later than June 2029

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1. Introduction

About Unisus School

Unisus School is an independent JK–12 school located in Summerland, British Columbia. The school serves local, boarding and international students and provides educational programming within a diverse learning community.

Our Commitment to Accessibility

Unisus School is committed to providing an inclusive learning, working and community environment in which students, staff, families and visitors can participate as fully and independently as possible.

We recognize that people experience accessibility differently and that some barriers are readily visible while others are not. Barriers may arise from the physical environment, communication, technology, attitudes, policies, practices or the way programs and services are designed.

Staff and Workplace Accessibility:

Unisus recognizes that employees and guests may also experience disabilities or accessibility barriers. The school will work with employees individually to identify reasonable workplace accommodations and remove barriers related to communication, technology, physical spaces, meetings, training, emergency procedures, and other aspects of employment.

Our goal is not simply to respond when an accessibility concern arises. We aim to develop a school culture in which accessibility is considered proactively when decisions are made about teaching and learning, communication, facilities, technology, activities, policies and school operations.

The school is committed to:

- identifying barriers to participation;
- responding to identified accessibility needs;
- removing barriers where reasonably possible;
- preventing new barriers from being created;
- listening to people who experience barriers;
- providing appropriate accommodations based on individual needs; and
- reviewing our practices regularly so that accessibility continues to improve.

2. Legislative Framework

The *Accessible British Columbia Act* and *Accessible British Columbia Regulation* establish accessibility requirements for prescribed organizations, including independent schools in British Columbia.

Under the Act, Unisus School is required to:

1. establish an Accessibility Committee;
2. develop an Accessibility Plan to identify, remove and prevent barriers; and
3. establish a process for receiving comments from the public about the Accessibility Plan and barriers experienced by people in or interacting with the school.

The Accessibility Plan must be reviewed and updated at least once every three years.

In developing and updating the plan, Unisus School considers the six accessibility principles identified in the *Accessible British Columbia Act*.

Accessibility Principles

Inclusion

People with disabilities should be able to participate fully and equally in the school community.

Adaptability

Accessibility needs, practices, technologies and solutions change over time. The school must therefore be willing to adapt its approach.

Diversity

People with disabilities have diverse identities, experiences, strengths and needs. There is no single accessibility solution that will work for everyone.

Collaboration

Identifying and removing accessibility barriers is a shared responsibility. Effective solutions are strengthened by listening to the individuals who experience barriers.

Self-Determination

People with disabilities should be supported in making choices about the supports and accommodations that work for them.

Universal Design

Wherever reasonably possible, environments, programs, services, communications and learning experiences should be designed from the outset so they can be accessed and used by as many people as possible.

3. Understanding Accessibility and Barriers

For the purposes of this plan, Unisus School uses the definitions established in the *Accessible British Columbia Act*.

Disability refers to an inability to participate fully and equally in society as a result of the interaction between an impairment and a barrier.

Barrier means anything that hinders the full and equal participation in society of a person with an impairment.

Barriers may arise from:

- physical environments;
- attitudes;
- practices;
- policies;
- information;
- communication;
- technology; or
- a combination of factors.

At Unisus, barriers may therefore occur in classrooms, school buildings and grounds, online systems, communications, extracurricular activities, boarding, transportation, school events or policies and procedures. Students are encouraged to speak with their advisors if they need support overcoming a barrier related to accessibility.

The school recognizes that disability may be permanent, temporary or episodic and that many disabilities and accessibility needs are not visible.

4. Accessibility Committee

The Unisus School Accessibility Committee supports the school in meeting its responsibilities under the *Accessible British Columbia Act*.

The Committee has two central purposes:

1. to assist the school in identifying barriers experienced by people in or interacting with Unisus School; and
2. to advise school leadership on ways to remove and prevent those barriers.

Committee Members

1. **Chair**
 - a. **Deputy Head of School**
2. **Senior Leadership representative(s)**
 - a. **Principal**
3. **Student Support representatives**
 - a. **Director of Student Support**
 - b. **Student Services Administrator**
4. **Administration, Human Resources, and support staff representative(s)**
 - a. **Manager, HR & Office Administration**
5. **School site and Maintenance representative(s)**
 - a. **Facilities Manager**

Committee membership may include representatives from school leadership, teaching, learning support, administration, facilities, boarding, families and the wider school community.

In establishing and renewing its membership, Unisus School will seek, to the extent possible, representation consistent with the goals set out in the *Accessible British Columbia Act*, including representation from persons with disabilities or individuals who support persons with disabilities, Indigenous representation, and broader diversity reflective of British Columbia.

Committee Responsibilities

The Accessibility Committee will:

- consider accessibility feedback received by the school;
- identify recurring or significant barriers;
- advise leadership about reasonable actions to remove or reduce barriers;
- review progress on the priorities contained in this plan;
- consider emerging accessibility needs within the school community; and
- contribute to the formal review and update of this plan.

The Committee will meet at least once during each school year and more frequently when significant accessibility issues require consideration.

5. Consultation and Feedback to Date

Unisus School recognizes that meaningful accessibility planning should be informed by the experiences of people who interact with the school.

Formal accessibility feedback received to date has been limited. The previous Accessibility Plan identified the development of a public accessibility feedback mechanism as an area for improvement.

For the 2026–2029 planning cycle, increasing awareness of and engagement with our public accessibility feedback process is a significant priority. An Accessibility Feedback Form has been developed and is publicly available on the Unisus School website. While no formal feedback has been received through the tool to date, our next priority is to increase awareness of the feedback process and actively encourage participation from students, families, staff and the broader community.

At the same time, accessibility needs are regularly identified through normal school processes, including:

- student learning-support planning;
- communication between families and the school;
- teacher observations;
- accommodations for individual students;
- health and safety planning;
- facilities and maintenance discussions; and
- feedback received informally from members of the school community.

These experiences have helped inform the priorities contained in this plan.

The school recognizes that informal experience alone is not sufficient. During the 2026–2029 planning cycle, Unisus will strengthen opportunities for students, families, staff and visitors to identify accessibility barriers and suggest improvements.

5.1 Accessibility Progress and Achievements, 2023–2026

During the review period, Unisus School made progress in establishing accessibility processes and strengthening support for members of the school community. While formal accessibility feedback remained limited, accessibility needs were identified and addressed through student

support, family communication, teaching practice and school operations. Key achievements include:

During the review period, Unisus School made progress in the following areas:

- Developed a public Accessibility Feedback Form and provided ways for people to submit accessibility feedback.
- Identified accessibility needs through student learning-support planning, communication with families, teacher observations and individual accommodations.
- Provided accommodations to support hearing, vision and learning access, including accessible materials, assistive technology and reduced-distraction assessment spaces.
- Provided students with access to the Student Success Centre as an additional learning and support environment, including quieter learning and alternative assessment settings.
- Considered accessibility needs across classrooms, school buildings and grounds, online systems, communications, extracurricular activities, boarding, transportation and school policies and procedures.

6. Accessibility Engagement and Community Consultation

Unisus School recognizes that meaningful accessibility planning requires more than providing a mechanism for people to submit feedback. The school is committed to actively seeking perspectives from people who may experience barriers and from members of the broader school community.

During the 2026–2029 planning period, Unisus School will develop and implement an accessibility engagement process designed to bring people together, encourage dialogue, and identify barriers that may not otherwise be reported.

The purpose of the engagement process will be to:

- hear directly from students, families, staff and community members about accessibility experiences;
- better understand barriers affecting participation in learning, school life, facilities, communication and services;
- identify accessibility practices that are working well;
- gather suggestions for improvement;
- involve people with lived experience of disability in accessibility planning;
- strengthen the work of the Accessibility Committee; and
- use community feedback to inform future priorities and updates to the Accessibility Plan.

Engagement Activities

During the term of this plan, Unisus School will seek opportunities to engage members of the school and wider community through a combination of approaches, which may include:

- accessibility-focused surveys;
- student, parent and staff discussion groups;
- community consultation sessions;
- individual conversations or interviews;
- meetings with people with disabilities or organizations that support people with disabilities;
- consultation with Indigenous community members or organizations;
- targeted requests for feedback on specific accessibility issues;
- consultation related to significant facility, program or policy changes; and
- review of feedback received through the school's public Accessibility Feedback process.

The school will seek to make engagement activities accessible and inclusive. Where possible, participants will be given different ways to contribute, including written, verbal and anonymous options.

Participation will be voluntary.

Accessibility Engagement Cycle

Unisus School will use a simple cycle of engagement:

Listen → Identify → Prioritize → Act → Review

Listen

Actively seek feedback from people who interact with the school.

Identify

Consider barriers, positive practices and recurring themes emerging from the feedback.

Prioritize

Determine which issues require immediate action, further investigation or longer-term planning.

Act

Assign responsibility and take reasonable steps to address identified barriers.

Review

Communicate progress where appropriate and consider whether the action taken has improved accessibility.

Accountability

The Accessibility Committee and school leadership will review engagement activities and significant feedback annually.

A brief record will be maintained of:

- engagement activities conducted;
- groups or stakeholders consulted;
- key themes identified;
- barriers requiring follow-up;
- actions agreed upon;
- responsibility for those actions; and
- progress or outcomes.

The school will use the results of community engagement when reviewing priorities within this plan and when developing the next Accessibility Plan.

Unisus School recognizes that building meaningful engagement takes time. The goal during the 2026–2029 planning period is to establish sustainable opportunities for people to contribute to accessibility planning and to increase participation over time.

7. Accessibility in Practice at Unisus

Accessibility planning is most effective when it responds to actual barriers experienced by members of the school community.

Unisus currently supports students with a range of individual learning and accessibility needs. Supports and accommodations are determined according to the needs of the individual student rather than by applying a single approach to all students with a particular disability.

Hearing Access

For students with hearing access requirements, accommodations may include consideration of:

- the student's use of hearing aids or other assistive devices;
- classroom seating and proximity to instruction;
- minimizing unnecessary background noise where reasonably possible;
- ensuring that teachers face students when speaking;
- checking for understanding;

- providing written or visual reinforcement of important information;
- considering classroom acoustics when assigning learning spaces; and
- consulting with the student and family regarding strategies that are most effective.
- Adding captioning on videos whenever possible.

The school recognizes that hearing aids can improve access to sound but do not necessarily eliminate all barriers to hearing or communication.

Vision Access

For students with vision access requirements, accommodations may include:

- preferential seating near the front of the classroom;
- providing lesson materials or printouts in advance whenever reasonably possible;
- maintaining appropriate classroom lighting;
- providing clear visual contrast;
- using black or other high-contrast markers on classroom whiteboards;
- ensuring digital or printed materials are accessible and legible;
- verbally communicating information that might otherwise be provided only visually;
- reducing unnecessary visual clutter where appropriate; and
- reviewing accommodations with the student, family and teachers as needs become clearer.

These supports will be adjusted if feedback from the student, family or teachers indicates that different approaches would improve access.

Learning Access

Unisus School is committed to an inclusive approach in which all students are welcomed as members of their regular classroom learning community. Students with diverse learning and accessibility needs are supported to participate alongside their peers, with accommodations and supports provided to remove barriers to learning and participation.

The **Student Success Centre is available to all students** as an additional learning and support environment. Access to the Student Success Centre is not based on disability or designation and does not replace a student's inclusion in their regular classroom. Students may choose to use the space when they would benefit from additional support, a quieter learning environment, or an alternative setting for assessments.

Students who benefit from a reduced-distraction environment are given the option to complete assessments in a quiet space. Wherever possible, supports are designed to provide students

with choice and access while maintaining their connection to the classroom and wider school community.

Teachers and support staff work collaboratively to identify and reduce barriers to learning. Depending on individual needs, supports may include:

- differentiated learning materials;
- assistive technology;
- digital text;
- text-to-speech or speech-to-text tools;
- visual schedules and organizational supports;
- additional processing time;
- alternative or accessible formats;
- quiet or reduced-distraction spaces for assessments;
- adjustments to the learning environment; and
- different ways for students to demonstrate their learning.

Accessibility accommodations are intended to remove barriers and provide equitable access to learning. They are implemented in ways that respect student dignity, independence, choice and full participation in the school community.

8. Communication and Information Accessibility

Clear communication is an important component of accessibility.

Unisus School communicates with a diverse community that includes students and families with different language, learning, sensory and communication needs.

During the period of this plan, the school will work toward communication that is:

- clear and concise;
- logically organized;
- available digitally when appropriate;
- readable and appropriately formatted;
- capable of being provided in an alternative format upon request where reasonably possible; and
- accessible through commonly used digital accessibility tools.

Important school documents should avoid unnecessarily complex language and formatting.

When significant new websites, platforms or digital services are introduced, accessibility should be considered as part of the selection or implementation process.

9. Physical Accessibility

Unisus School recognizes that the design and condition of the physical environment can create barriers to participation.

The school will consider accessibility as part of ongoing facilities planning, maintenance and renovation.

Areas that may be considered include:

- entrances and exits;
- pathways;
- parking;
- classroom access;
- washrooms;
- lighting;
- signage;
- furniture arrangement;
- acoustics;
- access to common areas;
- access to school events; and
- emergency evacuation.

The school does not assume that every physical accessibility need can be predicted in advance. When a student, staff member, family member or visitor identifies an individual access requirement, school personnel will work with the person to determine an appropriate and reasonable solution.

Where a significant physical barrier cannot be removed immediately, the school will consider whether an alternative means of access can be provided.

10. Accessibility Priorities 2026–2029

The following priorities will guide the school's accessibility work during this planning cycle.

Priority 1: Community Engagement and Accessibility Feedback

Goal

Actively engage students, families, staff and the broader community in identifying accessibility barriers, sharing experiences and informing improvements to accessibility at Unisus School. The school will provide multiple opportunities for participation, including a public feedback mechanism and proactive consultation and engagement activities.

Actions

Unisus School will:

- monitor the Accessibility Feedback Form on the school website;
- permit anonymous feedback and provide telephone and email alternatives to the online form;
- periodically remind members of the school community that accessibility feedback is welcomed;
- actively seek accessibility feedback from students, families, staff and members of the broader community;
- provide opportunities for consultation through approaches such as surveys, small-group discussions, individual conversations or community engagement sessions;
- seek opportunities to hear from people with lived experience of disability and organizations or individuals who support people with disabilities;
- review feedback to identify recurring themes, barriers and areas of effective practice; and
- document significant barriers identified and actions taken in response.

Responsibility

Principal / designate and Accessibility Committee.

Timeline

Accessibility Feedback Form launched in the 2025-2026 school year. Initial community engagement activities will begin during 2026–2027, with opportunities for engagement and feedback continuing throughout the 2026–2029 plan period.

Evidence of Progress

- Accessibility Feedback Form and alternative feedback methods are publicly available;
- students, families, staff and community members are provided with opportunities to contribute;
- engagement activities and groups consulted are documented;
- feedback received and key themes are recorded;
- identified barriers requiring action are documented; and
- actions taken or planned in response to significant feedback are recorded.

Priority 2: Strengthen Individual Accessibility Planning

Goal

Ensure identified accessibility needs translate into clear and consistent classroom and school practices.

Actions

For students requiring specific accessibility accommodations, the school will:

- identify relevant accommodations;
- communicate those accommodations to staff who need to know;
- implement agreed classroom strategies;
- seek feedback about whether the accommodations are effective;
- adjust supports when needed; and
- revisit accommodations when students transition between grades, teachers or programs.

Current examples include accommodations supporting hearing and vision access and supporting learning for all students.

Responsibility

Principal, Learning Support personnel and relevant teachers.

Timeline

Ongoing throughout 2026–2029.

Evidence of Progress

- accommodations are documented where appropriate;
- relevant staff receive necessary information;
- accommodations are reviewed periodically;
- concerns identified by students or families are followed up.

Priority 3: Improve Staff Accessibility Awareness

Goal

Ensure staff understand that accessibility is a shared responsibility and know how to respond when barriers are identified.

Actions

The school will:

- provide staff with information about the *Accessible British Columbia Act* and the school's Accessibility Plan;
- include accessibility in staff induction or annual policy review processes;
- build staff awareness of common accessibility features available through school technology;

- share practical strategies for supporting sensory, physical and learning access;
- reinforce the importance of asking individuals what support works best for them rather than making assumptions; and
- identify additional professional learning when emerging needs require it.

Responsibility

School leadership and Learning Support personnel.

Timeline

Beginning in 2026–2027 and continuing throughout the plan period.

Evidence of Progress

- accessibility information included in staff orientation or professional learning;
- relevant resources shared with staff;
- additional training provided where identified needs warrant it.

Priority 4: Physical and Environmental Accessibility

Goal

Continue to identify and address physical or environmental barriers affecting participation.

Actions

The school will:

- respond to barriers identified through feedback;
- consider accessibility in facilities planning;
- consider lighting, acoustics, signage, pathways, entrances and classroom arrangements;
- review environmental requirements for individuals with identified accessibility needs;
- consider accessibility when planning significant school events and activities; and
- incorporate individual accessibility requirements into safety and emergency planning where necessary.

Responsibility

School leadership and Facilities personnel, with input from the Accessibility Committee.

Timeline

Ongoing throughout 2026–2029.

Evidence of Progress

- identified barriers are recorded;
- reasonable corrective actions are documented;
- accessibility is considered in relevant facility projects;
- individual safety requirements are incorporated into planning where required.

11. Accountability

Unisus School recognizes that an Accessibility Plan is only meaningful if identified actions are followed through.

Accountability for this plan will therefore be supported through a simple annual review process.

At least once each school year, school leadership and/or the Accessibility Committee will review:

Area	Review Question
Feedback	What accessibility feedback did we receive?
Barriers	What barriers were identified?
Response	What action did we take or decide to take?
Individual supports	Are identified accommodations being implemented consistently?
Physical environment	Have any new physical or environmental barriers emerged?
Staff awareness	What accessibility information or training was provided?
Outstanding actions	What remains to be completed?
Priorities	Do any priorities in the plan need to change?

Where a barrier is identified, the school should record, as appropriate:

Barrier identified → Person/role responsible → Proposed action → Target date → Outcome/status

The purpose of this process is not to create unnecessary administrative work. It is to ensure that significant accessibility concerns do not disappear after they have been raised.

Responsibility for implementation ultimately rests with school leadership, with advice and support from the Accessibility Committee and relevant members of staff.

12. Monitoring Progress

Progress will be monitored throughout the three-year period rather than only when the plan expires.

The Accessibility Committee and school leadership will consider:

- accessibility feedback received;
- recurring themes or barriers;
- progress against the actions in this plan;
- the effectiveness of accommodations;
- emerging needs within the school community; and
- opportunities to prevent future barriers.

Not every accessibility concern will require a school-wide response. Some can be resolved directly with an individual student, family, staff member or visitor.

Where feedback identifies a broader or recurring barrier, the school will consider whether changes to facilities, communication, technology, policy, practice or professional learning are appropriate.

13. Public Accessibility Feedback

Unisus School welcomes comments from students, families, staff, visitors and members of the public regarding:

- this Accessibility Plan;
- barriers experienced when interacting with Unisus School;
- accessibility practices that are working well; and
- suggestions for improving accessibility.

Feedback may be provided through the **Accessibility Feedback Form** available on the Unisus School website.

Feedback can also be submitted through:



Email: info@unisus.ca

Telephone: 250-404-3232

Feedback may be submitted anonymously.

Individuals who would like the school to respond may provide their name and preferred contact information.

If the online feedback mechanism itself presents an accessibility barrier, the school will work with the individual to provide another means of submitting feedback.

Accessibility feedback will be reviewed by appropriate school personnel. Significant or recurring accessibility barriers may also be referred to the Accessibility Committee for consideration.

14. Review of this Plan

This Accessibility Plan covers the period 2026–2029 and will be formally reviewed and updated at least once every three years.

In reviewing the plan, Unisus School will consider feedback received through its accessibility feedback and community engagement processes, consult with the Accessibility Committee, review progress against the priorities identified in this plan, and consider barriers and accessibility needs that have emerged during the planning period.

The plan may also be amended before 2029 if circumstances or accessibility needs change significantly.

15. Availability of the Plan

The Unisus School Accessibility Plan will be made publicly available through the school website.

Questions or comments regarding accessibility may be directed to:

Unisus School

Telephone: 250-404-3232

Email: info@unisus.ca

An accessible or alternative format of this plan will be provided upon request where required.

Accessibility Plan Accountability Summary

Priority	Responsibility	Timing	Evidence
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Public feedback mechanism	Principal/designate	Ongoing	Form and contact options published
Review accessibility feedback	Accessibility Committee / leadership	At least annually	Feedback/action record
Individual accessibility planning	Learning Support / teachers / Principal	Ongoing	Accommodations communicated and reviewed
Staff awareness	School leadership	Annually	Orientation, resources or professional learning
Physical/environmental barriers	Leadership / Facilities	Ongoing	Barrier and action records
Formal plan review	Accessibility Committee / leadership	By 2029	Updated Accessibility Plan