



ACCESSIBILITY PLAN 2026–2029

Acton Academy Victoria | Kindergarten–Grade 4

Campus	4277 Quadra Street, Victoria, BC V8X 1L5
Plan period	September 2026–August 2029
Applies to	Learners, Guides, staff, families, volunteers, visitors, and applicants
Plan owner	Head of School
Feedback	info@actonacademyvictoria.ca Subject: Accessibility Feedback
Status	Draft for Accessibility Committee consultation and adoption
Important adoption step: The Accessible British Columbia Act requires AAV to consult its Accessibility Committee when developing this plan. Because AAV is a new school, the committee membership and consultation record must be completed before the plan is formally adopted and published.	

1. Introduction

About our school community

Acton Academy Victoria (AAV) is an independent, learner-driven microschool serving learners in Kindergarten through Grade 4. Our mixed-age studio is designed around the belief that every child is capable, curious, and growing toward greater independence. Guides create the conditions for learning through Socratic discussion, individualized learning pathways, hands-on quests, collaborative work, and meaningful opportunities to build character and agency.

AAV operates from one campus at 4277 Quadra Street in Victoria. As a new and growing school, we have an opportunity to build accessibility into our culture, systems, learning design, communication, and use of space from the beginning.

Message from the founders and Head of School

Accessibility belongs at the heart of a learner-driven community. Learners cannot take meaningful ownership of their education when preventable barriers keep them from entering, understanding, participating, communicating, or belonging. We are committed to listening carefully, responding with



humility, and taking practical steps that respect the dignity, strengths, choices, and individual needs of people with disabilities.

2. Purpose, scope, and definitions

This plan identifies how AAV will find, remove, and prevent barriers experienced by individuals who interact with the school. It covers learning, the built environment, attitudes, policies and practices, information and communication, technology, resources, timing, employment, and school events.

Term	Working definition
Accessibility	The degree to which environments, information, services, programs, and experiences can be approached, understood, used, and enjoyed by people with a wide range of abilities.
Barrier	Anything that hinders the full and equal participation in society of a person with an impairment. A barrier may be physical, architectural, attitudinal, technological, informational, policy-based, resource-based, or related to timing.
Disability	An inability to participate fully and equally in society as a result of the interaction between an impairment and a barrier.
Impairment	A physical, sensory (including visual), mental, intellectual, cognitive, or communication-related limitation, whether permanent, temporary, or episodic.
Universal design	Designing environments, learning experiences, communication, and services so they can be accessed, understood, and used by the widest practical range of people from the outset.

3. Framework guiding our work

The Accessible British Columbia Act and Accessible British Columbia Regulation apply accessibility-planning requirements to independent schools. AAV will maintain an Accessibility Committee, an accessibility plan reviewed at least every three years, and a public process for receiving feedback about the plan and barriers.

Our work is guided by the following principles named in the Act:

- **Inclusion:** People with disabilities should be able to participate fully and equally in our school community.



- **Adaptability:** Our practices must evolve as people, technology, knowledge, and circumstances change.
- **Collaboration:** Identifying and removing barriers is shared work shaped by people who experience those barriers.
- **Self-determination:** People with disabilities should be supported to make choices about their participation and supports.
- **Universal design:** We aim to design well for a broad range of people before individual accommodation is required.

This plan also reflects AAV's obligations under applicable human-rights, privacy, employment, education, building, fire-safety, and occupational health and safety requirements. This plan does not replace the school's duty to consider individual accommodation.

4. Accessibility Committee and consultation

Committee purpose

The Accessibility Committee assists AAV in identifying barriers and advises the school on removing and preventing them. To the extent possible, membership will reflect the statutory goals: at least half the members will be persons with disabilities or people who support persons with disabilities; disability experiences will be diverse; at least one member will be Indigenous; and the committee will reflect the diversity of people in British Columbia.

Founding committee appointment record

Member	Role / perspective	Term	Appointment status
Kim Scott	Person with a disability or disability-support perspective	2026–2029	Appointed
Jill Yendrys	AAV family or community member	2026–2029	Appointed
Reinet Leach	Guide/staff representative	2026–2029	Appointed
Shannon Haws	School leadership representative	2026–2029	Appointed



Consultation record

Before final adoption, AAV will provide this draft to the Accessibility Committee, record the dates and methods of consultation, summarize the barriers and recommendations raised, and document resulting revisions. The Head of School will retain the detailed consultation record while publishing a privacy-respecting summary.

Date	Participants / method	Key input	Change to plan
09/09/26	Committee consultation	Member suggested more clarity to be given to terms around visual impairment. These were added and ratified.	To be documented

5. Starting point and barrier-identification process

AAV is opening in September 2026 and does not yet have multi-year accessibility data. This inaugural plan therefore begins with a baseline process rather than claiming that another school's audits, accomplishments, or identified barriers apply to our campus.

Accessibility strengths in AAV's planned model

- A small, mixed-age studio that allows Guides to know learners well and respond flexibly.
- Individualized learning pathways and multiple ways to engage with and demonstrate learning.
- Hands-on quests, outdoor learning, collaborative work, and reduced dependence on whole-class lecture.
- A culture that emphasizes learner agency, respectful communication, growth, and belonging.
- Direct relationships between families, Guides, and school leadership, supporting timely problem-solving.
- Elevator access as well as wheelchair accessible entry points

Baseline methods for 2026–2027

- A physical-accessibility walkthrough with the facility operator, including arrival, parking, entrances, routes, washrooms, studio furniture, lighting, acoustics, signage, emergency exits, and outdoor areas.
- A review of admissions, enrolment, learning, behaviour, employment, communications, events, emergency, and privacy practices for unintended barriers.
- A digital review of the school website, forms, documents, videos, and family communications.
- An accessibility questionnaire and feedback invitation for learners, families, Guides, staff, volunteers, and the public.



- Individual, age-appropriate conversations with learners, including non-written ways to share what makes participation easier or harder.
- Review and prioritization by the Accessibility Committee, with privacy protected.

6. Three-year accessibility priorities

Priorities will be refined after committee consultation and baseline review. Actions are subject to individual needs, safety, available resources, the school's legal duties, and coordination with the facility owner.

Priority 1: Governance, feedback, and accountability

Objective	Actions	Timing	Evidence of progress
Establish compliant governance	Appoint the Accessibility Committee; adopt terms of reference; consult on and approve this plan.	Fall 2026	Membership and consultation record completed; final plan published.
Make feedback easy	Publish clear feedback instructions; accept feedback by email, mail, conversation, and an online option when available; permit anonymous feedback where practical.	Fall 2026 and ongoing	Feedback routes publicized; submissions logged without unnecessary personal information.
Report progress	Review actions and feedback at least annually; prepare a concise public status update.	Each June	Annual update completed and action register revised.



Priority 2: Accessible learning and studio participation

Objective	Actions	Timing	Evidence of progress
Apply universal design	Train Guides in practical universal design for learning; plan multiple ways to engage, access information, and demonstrate growth.	2026–2027; refresh annually	Training completed; planning examples reviewed; learner/family feedback considered.
Support sensory and attention needs	Assess lighting, noise, movement, seating, quiet-space, and transition needs; provide flexible options where feasible as well as tools to assist those who may be visually impaired, where appropriate (ex. Books with larger lettering).	Baseline by Dec. 2026; ongoing	Studio checklist complete; identified low-cost changes implemented.
Improve accessible tools	Identify and teach useful accessibility features on learner devices and platforms, such as text-to-speech, speech-to-text, display, caption, and focus tools.	2026–2028	Guide and learner orientation completed; tool needs reviewed annually.
Strengthen individual planning	Use collaborative, strengths-based planning with learners and families when individual barriers or accommodations are identified.	As needed	Plans document barriers, agreed supports, responsibilities, and review dates.

Priority 3: Physical environment and emergency readiness

Objective	Actions	Timing	Evidence of progress
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Objective	Actions	Timing	Evidence of progress
Complete a campus audit	Review routes from arrival through learning and community spaces with the facility operator and people with relevant lived experience.	By Dec. 2026	Audit and prioritized action list completed.
Address priority barriers	Implement feasible signage, layout, furniture, contrast, lighting, acoustic, route, or access improvements; refer structural items to the facility operator.	2026–2029	Completed actions recorded; unresolved items assigned and tracked.
Plan inclusive emergencies	Identify evacuation, shelter-in-place, communication, mobility, sensory, and medication considerations; create individualized support plans when required.	By Jan. 2027; review annually	Procedures updated; staff oriented; drills reviewed for accessibility.
Plan accessible events	Include access questions in field-trip, exhibition, celebration, and off-site planning.	Beginning Fall 2026	Event/field-trip planning checklist in use.

Priority 4: Information, communication, and digital access

Objective	Actions	Timing	Evidence of progress
Use clear communication	Use plain language, descriptive headings, readable layouts, and clear action steps in family and public communication.	Ongoing	Sample communications reviewed annually.
Offer alternate formats	Invite requests for accessible formats and provide reasonable alternatives, such as large print, accessible digital text, captioned content, or verbal explanation.	Beginning Fall 2026	Request process communicated; responses tracked.



Objective	Actions	Timing	Evidence of progress
Review digital access	Audit priority website pages, enrolment forms, and core documents for keyboard access, contrast, headings, labels, alt text, captions, and mobile usability.	2026–2028	Priority issues documented and remediated in stages.

Priority 5: Culture, training, and policy

Objective	Actions	Timing	Evidence of progress
Build disability confidence	Provide age-appropriate learning and staff development on disability, respectful language, asking before helping, invisible disabilities, and the prevention of stigma.	Annual	Training/learning activity recorded; feedback reviewed.
Audit policies and practices	Review policies for barriers affecting learners, applicants, families, employees, volunteers, and visitors.	Core policies by June 2027; then rolling	Policy review log maintained; revisions approved as needed.
Improve transitions	Plan proactively for entry to AAV, movement between learning experiences, and transition to the learner’s next school or program.	As needed; review annually	Transition conversations and agreed supports documented.

7. Accessibility feedback process

AAV welcomes comments about this plan and barriers experienced by people interacting with the school. Feedback may be provided by a learner, family member, applicant, employee, volunteer, visitor, service provider, or member of the public.

- Email info@actonacademyvictoria.ca with the subject line “Accessibility Feedback.”
- Mail written feedback to Acton Academy Victoria, 4277 Quadra Street, Victoria, BC V8X 1L5.
- Ask the Head of School to receive feedback through a conversation or another reasonable format.



- Submit feedback without a name where practical. Contact information is needed only if a response is requested.

The Head of School will acknowledge feedback when contact information is provided, protect personal information, record the barrier and proposed response, refer relevant themes to the Accessibility Committee, and communicate follow-up when appropriate. Accessibility feedback will not negatively affect admission, enrolment, employment, service, or participation.

8. Monitoring, evaluation, and review

- The Head of School will maintain an accessibility action register showing the barrier, proposed action, responsibility, timing, status, and evidence of completion.
- The Accessibility Committee will review progress and feedback at least annually and may recommend changes at any time.
- AAV will publish a concise annual progress update and make the plan available in an accessible format upon request.
- The plan will be formally reviewed and updated no later than August 2029, with consideration of public feedback and consultation with the Accessibility Committee.
- Urgent safety, discrimination, or accommodation concerns will be addressed promptly rather than waiting for the annual review.

Appendix A: Accessibility feedback prompts

People may answer any or all of the following questions in writing, by conversation, or in another workable format:

- What part of AAV were you trying to access or participate in?
- What barrier did you experience or observe?
- How did the barrier affect participation, safety, communication, learning, employment, or belonging?
- What change or support might remove or reduce the barrier?
- Is there something AAV is already doing that supports accessibility and should continue?
- Would you like AAV to contact you? If yes, what contact method and format work best?

Privacy note: Please do not include diagnostic or medical information unless it is necessary to explain the barrier or request an accommodation. AAV may follow up privately when more information is reasonably required.



Appendix B: Annual accessibility review checklist

- Committee membership continues to reflect the goals in the Accessible British Columbia Act to the extent possible.
- New feedback has been reviewed, themes summarized, and actions assigned.
- Campus access and emergency procedures have been reviewed with the facility operator.
- Learner, family, Guide, staff, and visitor experiences have been considered.
- Priority website pages, forms, documents, and communications have been checked for accessibility.
- Guides and staff have received relevant accessibility and accommodation training.
- Progress, delays, resource needs, and next-year priorities have been documented.
- The public progress update and accessible-format notice have been refreshed.