



Coquitlam College – Brookmere High School Accessibility Plan Update 2027–2030

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Next Review: Fall 2030

Table of Contents

Section 1 – Overview.....	2
Section 2 – Accessibility and EDI Committee Update	2
Section 3 – Accessibility Feedback.....	3
Section 4 – Progress Under the 2023–2026 Accessibility Plan.....	3
Review and Consultation	4
Section 5 – Accessibility Plan 2027–2030.....	6
Priority 1: Learning, Technology, and Resources.....	6
Priority 2: Communication.....	7
Priority 3: Physical Environment	8
Priority 4: Policies and Practices.....	8
Section 6 – Moving Forward.....	9

Section 1 – Overview

Coquitlam College – Brookmere High School (the “School”) is an independent school in British Columbia offering Grades 10–12 to domestic and international students. The School includes the broader Coquitlam College community and shares facilities, services and resources with the College’s post-secondary programs.

This Accessibility Plan Update builds on the School’s first Accessibility Plan, which covered 2023–2026. It reports on progress made, identifies barriers and remaining work, and establishes practical priorities for 2027–2030. This update focuses on what has been learned, what has changed and where further attention is needed.

The Plan considers barriers experienced by students, employees, parents/guardians, visitors and others who interact with the School. Its focus extends beyond individual accommodation to the physical environment, learning and communication practices, technology, policies and routine ways of working that may affect access and participation.

The [Accessible British Columbia Act](#) (the “Act”) and [Accessible British Columbia Regulation](#) require independent schools to maintain an accessibility committee, develop and update an accessibility plan at least once every three years, and provide a process for receiving feedback about the plan and accessibility barriers. The School also has responsibilities under the [British Columbia Human Rights Code](#), including the duty to accommodate disability-related needs in education, services and employment to the point of undue hardship. Personal information collected through accessibility, accommodation and feedback processes is managed in keeping with the [Personal Information Protection Act](#).

In preparing this update, the School reviewed progress under the previous Plan, considered feedback from the School community and consulted the Accessibility and EDI Committee. The review was guided by the principles identified in the Act: adaptability, collaboration, diversity, inclusion, self-determination and universal design.

Section 2 – Accessibility and EDI Committee Update

The Accessibility and EDI Committee assists the School in identifying barriers experienced by people in or interacting with the School and provides advice on how those barriers may be removed or prevented. Accessibility remains a core responsibility of the Committee, including contributing to the development, review and monitoring of the Accessibility Plan and considering themes arising through accessibility feedback. The Committee also advises the School on equity, diversity and inclusion in its policies, practices and activities.

The School’s first Accessibility Committee was established in December 2023. During the 2023–2026 plan period, the Committee met twice to:

- contribute to the development and early implementation of the Accessibility Plan by reviewing legislative requirements, accessibility principles, existing practices and barriers;
- develop and review proposed surveys and the accessibility feedback process and consider ways to increase participation; and
- identify areas for follow-up, including accessible teaching practices and technology, employee training, physical and sensory barriers, communication and emergency planning.

Membership will be renewed for the 2027–2030 plan period to reflect the School’s current structure, provide broader representation from across the School community and align with the membership goals established in the Act.

The Committee will operate under approved Terms of Reference and will meet twice each year, with additional meetings scheduled when needed. It will review general themes arising from accessibility feedback, consider progress under the Plan and provide advice on adjustments or emerging priorities. The Committee reports to the Principal/President, who oversees the response to its recommendations and reports to the Board as appropriate.

Section 3 – Accessibility Feedback

The School welcomes feedback about this Plan and barriers experienced by people in or interacting with the School. Feedback helps the School understand where barriers exist, identify broader patterns and determine where further attention may be needed.

Feedback may be submitted anonymously. Contact information is only required when the person would like a response. Feedback may be submitted through the online accessibility feedback form, email, telephone, or in person or with assistance from an Academic Advisor.

Feedback will be reviewed by Principal/President. Relevant themes will be summarized and shared regularly with the Accessibility and EDI Committee. A response will be provided where requested and contact information is included. Individual accommodation requests will continue to be addressed through the applicable College policy and process.

Section 4 – Progress Under the 2023–2026 Accessibility Plan

The 2023–2026 Accessibility Plan marked the School’s first formal cycle of accessibility planning. It established four priority areas and provided a starting point for examining accessibility across learning and communication, the physical environment, School policies and practices, and available resources.

Over the three-year period, the Plan helped increase awareness, encourage discussion and identify opportunities to improve accessibility across the School community. This section summarizes the progress made and what was learned through that work.

Review and Consultation

In Fall 2026, the School reviewed progress under the Plan by examining feedback gathered through the Accessibility Feedback Survey, and consulting with the Accessibility and EDI Committee. The review considered changes made during the plan period, current accessibility practices, and matters that inform the next stage of the School's work.

The School received 68 responses through its accessibility feedback form. Most respondents reported that they had not experienced a barrier to learning or completing their regular workplace duties. Fourteen respondents (21%) reported experiencing a barrier. Thirteen of these respondents were students and one was an employee.

The written comments most often referred to physical access, including access to elevators, stairs and doorways, and the amount of space available in classrooms. Other comments referred to signage and communication, digital course materials and platforms, employee awareness of disability-related needs, and interactions with College services. Some responses related to broader student concerns rather than accessibility and were not used to identify accessibility priorities.

The review also considered the School's Physical Accessibility Audit Checklist, which covers entrances, internal routes, doors, signage, lighting and acoustics, washrooms, learning spaces, facilities and emergency preparedness. The audit confirmed a number of accessible features and identified routine matters for continued monitoring, including parking, door operation, visual contrast and signage, quiet or calming spaces, washroom access, adjustable furniture, and emergency evacuation equipment and procedures.

Together, the feedback and audit findings helped the School review its progress under the four original priority areas and identify priorities for 2027–2030.

Priority 1: Learning

Previous Focus

The accessibility of information and communication for individuals, including learning materials, classroom practices, and the School's website.

Progress and Learning

- The School began a full redesign of its website to improve navigation, search functions and access to important information. The new design considers colour contrast, readable typography, assistive technology and language translation.
- Teachers and instructors participated in professional development on culturally responsive pedagogy, intersectionality, inclusive classrooms, neurodiversity, Universal Design for Learning, and accessible and transparent assessment design. The workshops provided practical strategies for adapting instruction, course materials, classroom practices and assessment to support diverse learners.

- High School teachers received focused training on learning differences, classroom barriers, accommodations, flexible learning pathways and supportive classroom culture.
- Training needs continue to be reviewed so that future professional development responds to student needs and changes in teaching practice.

Priority 2: Physical and Architectural

Previous Focus

Improving the accessibility of the School’s physical environment, including sensory considerations and access to suitable learning spaces.

Progress and Learning

- The School introduced several spaces for students seeking a quieter, private or lower-stimulation environment, including private study rooms, a designated “chill zone” and a colouring lounge.
- Teachers were assigned to learning-support blocks, giving students access to additional assistance in a quieter and more private learning environment.
- The School reviewed individual accessibility requests and arranged classroom accommodations in consultation with students and instructors.
- Noise affecting Library study spaces was identified as a barrier. Options for reducing its impact continue to be reviewed.
- The School has a process for providing elevator access cards to students with temporary or permanent mobility-related needs. Feedback about elevator access indicates that this process may need to be communicated more clearly.
- The physical accessibility audit did not identify any significant concerns.

Priority 3: School Policy and Practice

Previous Focus

Strengthening policies and practices, employee knowledge, emergency planning, and transition support for students.

Progress and Learning

- The Emergency Response Plan includes procedures for assisting people with disabilities during an evacuation.
- Emergency drills are conducted regularly, and evacuation procedures are reviewed as part of the School’s emergency planning.
- The School reviewed and updated its policy template and considered plain language and accessibility when revising policies. As part of the website redesign, policies will be presented as accessible web content rather than only as downloadable PDF documents.
- New Course Syllabus Guidelines and Template were implemented in January 2026 to provide clearer and more consistent information about learning expectations, assessment requirements, course policies and available supports.
- The revised Assessment of Student Learning Policy, implemented in Summer 2026, removed the

institutional requirement for final examinations and supports more flexible ways for students to demonstrate their learning.

- Support is arranged based on each student’s needs. When an existing support or transition plan is provided, the School reviews it and considers any updates or supports needed in the new learning environment.

Priority 4: Resources

Previous Focus

Identifying assistive technology needs and improving access to and knowledge of tools that support students with disabilities.

Progress and Learning

- Library and technology resources continue to be reviewed. Assistive technology needs are considered through the School’s individual accommodation process.
- The review identified a need for clearer information for employees and students about available assistive technology and how to request support.

Section 5 – Accessibility Plan 2027–2030

The priorities for 2027–2030 reflect the feedback received, the review of progress under the previous Plan and work already underway. They focus on clearer communication, accessible learning and facilities, consistent policies and processes, better use of feedback, and practical improvements to technology and Library resources.

Actions have been selected based on their relevance to the School community, available resources, and potential to improve access and participation. The School may adjust an action where circumstances change, new information becomes available, or a different approach would better address the identified barrier.

Priority 1: Learning, Technology, and Resources

Definition: Support accessible teaching and learning through professional development, Library services, course materials, and commonly used digital platforms.

ACTION 1

Action: Complete and begin implementing the Library accessibility plan. Progress, identified needs, and recommended improvements will be shared with the Accessibility and EDI Committee.

Responsibility: Librarian

Timeline: Plan completed in 2027; implementation ongoing through 2030

ACTION 2

Action: Review the accessibility features and resources available through the School’s learning management system and other commonly used platforms. Prepare simple information for students

and employees explaining available tools, how to request assistance, and how accessibility-related technology concerns will be addressed.

Responsibility: Administration

Timeline: 2027–2028

ACTION 3

Action: Develop consistent, accessible practices for teachers and instructors to communicate course information, assignment instructions and homework, including where information is posted and how it is shared digitally.

Responsibility: Director of Curriculum and Pedagogy and Department Heads

Timeline: 2027–2028

ACTION 4

Action: Continue to provide practical guidance and professional development for teachers and instructors on accessible course materials, Universal Design for Learning, and strategies that respond to changing student needs. Guidance and professional development provided during the plan period will be recorded and reviewed to help identify future needs.

Responsibility: Director of Curriculum and Pedagogy

Timeline: Ongoing

Priority 2: Communication

Definition: Improve how the School communicates with students, parents/guardians, employees, and visitors so that information is clear, accessible, and easy to find.

ACTION 5

Action: Complete the website redesign and review key public-facing content for accessibility, clear navigation, and plain language, including information about available services, resources, accessibility support, and how to request assistance.

Responsibility: Marketing and Communications

Timeline: 2027

ACTION 6

Action: Review and update the College Communications Policy 1.4.9 and develop brief accessible communication guidelines and practical training for employees who communicate with students, parents/guardians, or the public. The guidelines will address plain language, alternate formats, routine correspondence, email, social media, signage, hallway monitors, and other commonly used communication methods.

Responsibility: Marketing and Communications, with support from Administration

Timeline: 2027–2028

Priority 3: Physical Environment

Definition: Maintain accessible physical learning and working environments and use regular review and feedback to identify practical improvements.

ACTION 7

Action: Continue periodic physical accessibility reviews and document any barriers identified, actions taken and matters requiring further attention. Relevant findings and follow-up will be shared with the Joint Occupational Health and Safety Committee and the Accessibility and EDI Committee, as applicable.

Responsibility: Facilities and Administration

Timeline: Ongoing

ACTION 8

Action: Add a small number of accessibility questions to the annual student survey and review the results for concerns relating to physical access, classroom environments, noise, lighting, and signage.

Responsibility: Administration

Timeline: Annually

ACTION 9

Action: Continue regular emergency drills and review disability-related evacuation procedures, responsibilities and equipment as part of the School’s emergency planning.

Responsibility: Administration

Timeline: Annually

Priority 4: Policies and Practices

Definition: Build accessibility into the School’s policies, forms, service processes, and routine review practices.

ACTION 10

Action: Continue reviewing policies, commonly used forms, and accommodation and support information for plain language and accessibility. Develop flow charts, instructions or other supporting information where they would make a process easier to understand and use.

Responsibility: Administration, with input from relevant College areas

Timeline: Ongoing

ACTION 11

Action: Review the accessibility feedback form and how it is promoted, and establish a simple process for receiving, directing, and recording feedback. Summarized accessibility information from relevant College areas will be provided to the Committee without identifying individuals or including medical information.

Responsibility: Administration, with input from the Accessibility and EDI Committee and Joint Occupational Health and Safety Committee

Timeline: 2027–2028

Section 6 – Moving Forward

The School has made meaningful progress since its first Accessibility Plan was introduced. Accessibility is now considered more deliberately in teaching and learning, communication, policy development, emergency planning, student support and the physical environment. The website redesign, Library accessibility planning and renewed Accessibility and EDI Committee provide a strong foundation for the next stage of this work.

The priorities for 2027–2030 are focused and achievable. They build on work already underway while creating clearer ways to gather feedback, share information, track progress and respond when barriers are identified.

Accessibility is an ongoing responsibility shared across the School community. Over the next three years, the School will continue to learn from experience, respond to changing needs, and make practical improvements that support access and participation. Progress will be reviewed with the Accessibility and EDI Committee, and this Plan will be reviewed and updated in 2030.