



CAMPBELL RIVER CHRISTIAN SCHOOL

Accessibility Plan

2026-2029

Campbell River, British Columbia

Plan Period: 2026-2029

Prepared using school information current to June 2026

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Section 1: Introduction

About Campbell River Christian School

Campbell River Christian School (CRCS) is an independent Kindergarten to Grade 12 school serving students and families from Campbell River and surrounding communities.

As of June 2026, CRCS serves 223 students. Our school team includes a Principal, a part-time Vice-Principal, 19 teaching staff, and 21 support staff. Our current seven-member volunteer Board governs CRCS, establishes policy, and provides direction for the school. CRCS is committed to providing a school environment in which students, staff, families, volunteers, and visitors are treated with dignity and have meaningful opportunities to participate in the life of the school community.

Accessibility is an important part of this commitment.

A Message from the Principal

At Campbell River Christian School, we believe that we are called to assist parents in raising, educating, and training their children in a biblical worldview so that they may become active disciples of Jesus Christ.

Our mission calls us to recognize the God-given value and dignity of each person. We are committed to helping students achieve their potential academically, spiritually, physically, mentally, socially, and emotionally. As part of that responsibility, we seek to provide learning and working environments that recognize the different ways people experience and interact with our school.

Accessibility is more than responding to an individual need when it arises. It requires us to continually examine our facilities, programs, communication, policies, practices, and school culture to identify barriers that may prevent people with disabilities from participating fully and equally.

Our first Accessibility Plan established a framework for this work. During the 2023-2026 planning cycle, CRCS established and maintained an Accessibility Committee, created a public feedback mechanism, made several physical and instructional accessibility improvements, and worked with Inclusion Outreach to identify areas requiring further attention.

The 2026-2029 Accessibility Plan builds on that foundation. It identifies specific areas where barriers remain and establishes practical commitments to address them over the next three years.

We recognize that accessibility is an ongoing process. Not every barrier can be removed immediately, and some improvements will require significant planning, expertise, and financial resources. Our commitment is to listen, learn, prioritize, act where we are able, and continue working toward a school environment in which all members of our community can participate with dignity, safety, and a sense of belonging.

A Note About Disability and Language

Language relating to disability continues to evolve, and individuals may have different preferences regarding how they describe themselves.

Within this plan, CRCS generally uses the terms “people with disabilities” and “persons with disabilities.” We recognize that some individuals prefer identity-first language such as “disabled person.” When communicating with an individual, CRCS seeks to respect that person’s preferred language.

This plan uses the understanding of disability reflected in the Accessible British Columbia Act: disability occurs through the interaction between an impairment and a barrier that prevents or limits full and equal participation.

An impairment may be physical, sensory, mental, intellectual, or cognitive and may be permanent, temporary, or episodic.

A barrier is anything that hinders the full and equal participation of a person with an impairment. Barriers may arise from:

- physical environments;
- attitudes;
- practices or procedures;
- policies;
- information and communication;
- technology;
- learning environments; or
- sensory and social-emotional conditions.

This approach recognizes that accessibility is not primarily about changing the individual. It is about identifying, preventing, reducing, and removing barriers within the environments and systems in which people participate.

Section 2: Framework Guiding Our Work

The Accessible British Columbia Act

The Accessible British Columbia Act provides the primary provincial framework guiding accessibility planning at Campbell River Christian School.

Under the Act and its regulations, prescribed organizations, including independent schools, are required to:

- establish an Accessibility Committee;
- develop and publish an Accessibility Plan;
- review and update the Accessibility Plan at least every three years; and
- establish a process through which members of the public may provide feedback regarding accessibility and barriers.

The purpose of this work is to improve opportunities for people with disabilities by involving them in identifying, removing, and preventing barriers to their full and equal participation.

Principles Guiding Accessibility at CRCS

Inclusion

People with disabilities should be able to participate meaningfully in school life, programs, services, and activities.

Adaptability

Accessibility planning must recognize that needs, environments, technology, and best practices change over time.

Diversity

People with disabilities have varied experiences, needs, identities, strengths, and perspectives. There is no single accessibility solution that meets every person's needs.

Collaboration

Meaningful accessibility improvements require communication and cooperation among students, families, staff, the Inclusive Education Department, the Accessibility Committee, the Board, community partners, and people with lived experience.

Self-Determination

People with disabilities should have opportunities to communicate their needs, preferences, experiences, and priorities and to participate in decisions that affect them.

Universal Design

Where reasonably possible, environments, communications, programs, and practices should be designed from the beginning to be usable by the widest range of people rather than relying only on individual adaptations after a barrier has been encountered.

Our Commitment to Accessibility

Campbell River Christian School is committed to identifying, preventing, reducing, and removing barriers that limit full and equal participation in our school community.

CRCS commits to:

- engaging people with disabilities and those who support them in accessibility planning and review;
- maintaining a public process for reporting accessibility barriers;
- considering accessibility when developing and reviewing policies, programs, practices, services, and facilities;
- improving access to school facilities and learning environments;
- considering physical, sensory, learning, communication, technological, and social-emotional accessibility;
- responding reasonably to individual accessibility needs and accommodations;
- reviewing accessibility priorities regularly; and
- communicating progress and remaining challenges transparently.

Our Approach

Accessibility at CRCS is an ongoing process rather than a one-time project.

Our approach includes:

- listening to students, staff, families, and community members;
- learning from people with lived experience of disability;
- reviewing our physical environment;
- identifying barriers in school policies and practices;
- considering sensory and social-emotional accessibility as well as physical accessibility;
- prioritizing barriers according to safety, impact, urgency, feasibility, and available resources;
- balancing achievable short-term improvements with longer-term projects;
- assigning responsibility and timelines for action;
- monitoring progress; and
- adapting our plans as we learn.

CRCS recognizes that some accessibility improvements can be completed quickly while others may involve significant construction, consultation, funding, or long-term planning. Identifying a barrier does not always mean that it can be completely eliminated immediately. It does, however, require the school to consider the barrier seriously and determine reasonable next steps.

Section 3: The Accessibility Committee

Purpose

The CRCS Accessibility Committee supports the school in identifying, preventing, reducing, and removing barriers experienced by people with disabilities.

The committee provides advice to school administration and the Board and assists with:

- identifying accessibility barriers;
- considering feedback received from the school community;
- reviewing progress on accessibility priorities;
- recommending accessibility improvements;
- contributing to the development and review of the Accessibility Plan;
- considering the experiences and perspectives of people with disabilities; and
- identifying areas requiring further assessment, consultation, or expertise.

The committee's work considers accessibility throughout the school community, including the experiences of students, staff, families, volunteers, visitors, and community members who interact with CRCS.

Committee Membership and Meetings

As of June 2026, the CRCS Accessibility Committee consists of nine members.

CRCS seeks to maintain a committee that includes a range of perspectives and, to the extent possible, reflects the membership considerations established by the Accessible British Columbia Act.

The committee normally meets three times each school year:

- September;
- January; and
- May.

Additional consultation or work may occur between meetings when required.

During its regular meetings, the committee reviews:

- progress on the current Accessibility Plan;
- newly identified barriers;
- accessibility feedback received by the school;
- emerging accessibility needs;
- potential solutions and priorities; and
- recommendations for school administration or the Board.

Current information regarding the Accessibility Committee may be obtained by contacting the CRCS school office.

Section 4: Consultation and Accessibility Feedback

Identifying Barriers

CRCS recognizes that effective accessibility planning must be informed by the experiences of people who encounter barriers.

During the 2023-2026 Accessibility Plan cycle, barriers and accessibility priorities were identified through several processes, including:

- Accessibility Committee meetings;
- discussion with students, staff, families, and members of the school community;
- review of the school's physical environment;
- observations made through day-to-day school operations;
- an accessibility feedback mechanism available to the public; and
- consultation with Inclusion Outreach.

CRCS's work with Inclusion Outreach helped identify areas where further attention was needed. In particular, this consultation identified:

- accessibility challenges associated with CRCS playground spaces; and
- the need to strengthen procedures for safely supporting individuals with mobility limitations who may need to move or evacuate between different levels of the school.

The Accessibility Committee will continue to use consultation and lived experience to inform priorities throughout the 2026-2029 cycle.

Accessibility Feedback Mechanism

CRCS maintains an active Accessibility Feedback Form through which students, parents/guardians/caregivers, staff, visitors, and community members may identify:

- accessibility barriers;
- concerns about accessing CRCS facilities, programs, services, or information;
- suggestions for improving accessibility; or
- positive accessibility experiences.

The feedback form is available through the Accessibility Plan section of the CRCS website.

CRCS Accessibility Information: [CRCS Accessibility Plan webpage](#)

Accessibility Feedback Form: [Submit accessibility feedback](#)

As of June 2026, no accessibility feedback submissions have been received through the online form. Feedback has been received verbally through in-person discussions and during the committee meetings.

The absence of submitted feedback does not mean that accessibility barriers do not exist. CRCS will continue to make the feedback tool publicly available and will seek additional opportunities to invite feedback from people with lived experience.

Feedback received will be reviewed by school administration and, where appropriate, brought to the Accessibility Committee for consideration.

Accessibility concerns may also be directed to: office@crs.bc.ca

Section 5: Progress During the 2023-2026 Accessibility Plan

CRCS's first Accessibility Plan established a foundation for ongoing accessibility planning and resulted in several practical improvements.

Wheelchair-Accessible Washroom

CRCS installed a wheelchair-accessible washroom within the school.

This improvement provides a more accessible washroom option for students, staff, families, visitors, and community members with mobility disabilities.

Accessible Main Entrance

CRCS installed an automatic accessibility button at the school's front entrance.

The button allows the main exterior doors to be opened automatically from outside the building. The front doors can also be opened through the school office.

This improvement reduces a physical barrier for individuals who may have difficulty opening the entrance doors independently.

Classroom Soundfield Systems

CRCS purchased three auditory soundfield systems for classroom use.

Soundfield systems distribute the teacher's voice more consistently throughout the learning space. They can benefit students who experience auditory barriers while also improving access to clear verbal instruction for the classroom as a whole.

Accessibility Review with Inclusion Outreach

During the 2023-2026 planning cycle, CRCS worked with Inclusion Outreach to identify areas where accessibility could be improved.

This process helped confirm both existing strengths and areas requiring future attention.

Two significant areas identified through this work were:

1. improving physical accessibility to the school's playground areas; and
2. developing safe procedures for supporting students with mobility limitations when accessing or evacuating from different levels of the school.

These areas have become priorities within the 2026-2029 Accessibility Plan.

Establishment of Ongoing Accessibility Processes

During the first planning cycle, CRCS also:

- maintained an eight-member Accessibility Committee;
- established regular committee meetings three times each year;
- developed and published an online accessibility feedback mechanism;
- made accessibility information available through the CRCS website; and
- established accessibility as an ongoing area of school planning and review.

These actions provide the foundation for the more specific commitments contained in the 2026-2029 plan.

Section 6: Barriers Identified for 2026-2029

Through committee discussion, school observations, consultation, and work with Inclusion Outreach, CRCS has identified several barriers requiring further attention.

1. Playground Accessibility

CRCS has two playground areas. Both playgrounds are surrounded by wooden borders and contain loose, small-rock surfacing.

These conditions may make it difficult or impossible for a student, family member, staff member, or visitor who uses a wheelchair or other mobility device to independently enter or move through the playground environment.

The current design may also limit meaningful participation in outdoor play for students with mobility disabilities.

2. Movement and Emergency Evacuation Between Floors

CRCS is a multi-level school.

Individuals with mobility or walking disabilities may experience barriers when moving between levels, particularly where stairs are required.

This becomes especially important in an emergency when normal movement routes may not be usable and individuals must be evacuated quickly and safely.

CRCS requires a clear, documented, communicated, and practised process for supporting individuals who cannot independently use stairs or standard evacuation routes.

3. Sensory Accessibility in the Chapel/Music Room

The chapel/music room is used for music, worship, instruction, and large-group gatherings.

The room can experience significant sound levels and speaker feedback. These conditions may create barriers for individuals who are sensitive to loud or unpredictable noise, have auditory processing needs, experience sensory overstimulation, or require a quieter environment.

CRCS needs to investigate both environmental improvements and reasonable alternatives for individuals who require reduced sensory stimulation.

4. Accessibility Within Policies and Practices

Physical accessibility is only one part of an accessible school.

Policies and common practices may unintentionally create barriers if accessibility is not considered during their development and review.

CRCS will strengthen its process for considering accessibility when reviewing areas such as:

- emergency procedures;
- field trips and off-site activities;
- school events and assemblies;
- student attendance and support practices;
- communications;
- transportation;
- extracurricular participation; and
- other policies or procedures that may affect equitable participation.

5. Ongoing Feedback and Lived Experience

CRCS has established an accessibility feedback mechanism but, as of June 2026, has not received submissions through the online form.

The school recognizes the importance of not relying solely on passive feedback.

During the next planning cycle, CRCS will continue providing an open feedback mechanism while also looking for appropriate opportunities to hear directly from people with disabilities and those who support them.

Section 7: CRCS Three-Year Accessibility Plan: 2026-2029

Priority 1: Accessible Playground Spaces

Barrier

The wooden borders surrounding CRCS's playgrounds and the loose-rock surfacing create significant barriers for wheelchair users and others with mobility disabilities.

Commitment

CRCS will assess and progressively improve physical access to its playground areas so students and other members of the school community with mobility disabilities have increased opportunities to enter, move through, and meaningfully participate in outdoor play spaces.

Actions

2026-2027

- Conduct a focused accessibility review of both playground areas.
- Identify barriers associated with playground entrances, wooden borders, loose-rock surfacing, accessible pathways, access to playground equipment, and movement between surrounding school areas and the playground.
- Seek input from people with lived experience where possible.
- Research accessible surfacing, pathways, entrance modifications, and inclusive-play options.
- Work collaboratively with the Parent Teacher Fellowship (PTF) and the Campbell River Baptist Church (CRBC) Committee when considering improvements, priorities, funding, and implementation.
- Obtain preliminary costs for potential improvements.
- Identify improvements that can be completed as short-term changes and those requiring capital planning.

2027-2028

- Prioritize improvements based on accessibility impact, safety, feasibility, available funding, and long-term playground planning.
- Complete achievable priority improvements where resources permit.
- Work with the PTF and CRBC Committee to explore fundraising, grants, community partnerships, or other funding opportunities for larger accessibility improvements.

2028-2029

- Continue phased implementation of identified playground improvements.
- Review progress and remaining barriers.
- Establish future capital priorities for any work that cannot reasonably be completed within the three-year cycle.

Responsibilities

- Principal
- Inclusive Education Department
- Accessibility Committee
- CRCS Board
- Parent Teacher Fellowship (PTF)
- Campbell River Baptist Church (CRBC) Committee
- Designated facilities and maintenance personnel

- External accessibility or playground specialists, where required

Evidence of Progress

- completion of a playground accessibility assessment;
- documented recommendations and cost estimates;
- creation of accessible routes or entry points;
- improvements to playground surfacing or borders;
- increased access to play areas;
- documented funding or capital plans; and
- feedback from students, families, or others with lived experience.

Priority 2: Accessible Emergency Response and Evacuation

Barrier

Students, staff members, visitors, or others with mobility limitations may not be able to independently use stairs to move between school levels or evacuate the building during an emergency.

Commitment

CRCS will establish and maintain safe emergency-response procedures for individuals who cannot independently use standard evacuation routes.

Actions

September 2026

- Review current emergency evacuation procedures through an accessibility lens.
- Identify the areas of the school where stairs or level changes create barriers.
- Determine procedures for assisting individuals with mobility limitations during an emergency.
- Clarify staff roles and responsibilities.
- Consider the need for specialized equipment, designated safe locations, alternate routes, or other appropriate emergency measures.
- Seek appropriate professional advice where necessary.

2026-2027

- Document the accessible evacuation process within school emergency procedures.
- Communicate responsibilities to relevant staff.
- Develop individual emergency plans when a student's or staff member's specific needs require one.
- Include accessible evacuation considerations in staff emergency training.
- Practise relevant procedures as appropriate during school drills.

2027-2029

- Review the process at least annually.
- Update procedures when student or staff needs change, building use changes, new equipment becomes available, emergency procedures are revised, or practice identifies an area needing improvement.

Responsibilities

- Principal
- Vice-Principal
- Inclusive Education Department
- Accessibility Committee
- School emergency-response personnel

- Designated staff supporting affected individuals
- External emergency, fire, building, or accessibility professionals where appropriate

Evidence of Progress

- a documented accessible evacuation procedure;
- defined staff responsibilities;
- relevant staff training;
- individual emergency plans where needed;
- emergency-drill review;
- identified or purchased accessibility equipment, if appropriate; and
- annual review of procedures.

Priority 3: Sensory Accessibility in Chapel and Music Spaces

Barrier

Loud sound levels and speaker feedback in the chapel/music room may create barriers for students and others who experience auditory sensitivity, sensory overstimulation, auditory-processing difficulties, or other sensory needs.

Commitment

CRCS will work to reduce unnecessary sensory barriers during chapel, music, and large-group activities while maintaining meaningful opportunities for students to participate in the life of the school community.

Actions

2026-2027

- Review the room's current sound environment.
- Investigate speaker placement, speaker settings, microphone setup, amplification levels, sources of audio feedback, room acoustics, and possible acoustic treatment.
- Seek technical advice if required.
- Identify seating areas that may provide reduced sound exposure.
- Establish a reasonable process for students who require a quieter or lower-stimulation environment.
- Consider an alternative supervised space when remaining in the main room creates a significant accessibility barrier.

2027-2028

- Implement reasonable sound-system or room adjustments identified through the review.
- Consider acoustic treatments or equipment upgrades where appropriate and financially feasible.
- Gather feedback from students and staff about whether changes have reduced sensory barriers.

2028-2029

- Review the effectiveness of implemented changes.
- Identify any remaining sensory barriers.
- Incorporate sensory-accessibility considerations into future room upgrades and audiovisual purchases.

Responsibilities

- Principal
- Inclusive Education Department
- Accessibility Committee
- Music and chapel staff

- IT or audiovisual staff
- Facilities personnel
- External audio or acoustic professionals where needed

Evidence of Progress

- completion of an auditory/sensory review;
- reduced frequency of speaker feedback;
- adjusted sound-system settings or equipment;
- installation of acoustic improvements;
- designated lower-sensory seating or alternative space;
- documented student support procedures; and
- feedback indicating improved accessibility.

Priority 4: Accessibility Lens for Policies and Practices

Barrier

School policies and practices may unintentionally create accessibility barriers when the needs and experiences of people with disabilities have not been considered.

Commitment

CRCS will progressively incorporate an accessibility lens into the review and development of school policies, procedures, and common practices.

Actions

2026-2027

- Develop a simple accessibility review process or checklist to be used during relevant policy review.
- Begin by considering policies and procedures with significant implications for participation, including emergency response, field trips and off-site activities, school events and assemblies, transportation, communication, attendance and student support, and extracurricular activities.
- Review terminology to identify outdated or unnecessarily stigmatizing disability language.

2027-2028

- Continue accessibility review as policies are scheduled for revision.
- Consider whether policies unintentionally exclude people with disabilities, place responsibility for accommodation on the person experiencing the barrier, provide reasonable flexibility, are communicated in clear and understandable language, and are consistent with related CRCS policies and practices.

2028-2029

- Review progress made during the three-year cycle.
- Identify policy areas requiring continued attention in the next Accessibility Plan.
- Incorporate accessibility review into CRCS's ongoing policy-development process.

Responsibilities

- Principal
- Inclusive Education Department
- CRCS Board
- Policy committees or designated policy reviewers
- Accessibility Committee

Evidence of Progress

- development of an accessibility review checklist;
- number of policies reviewed through an accessibility lens;
- revised disability terminology;
- accessibility considerations documented during policy development;
- identified and corrected policy barriers; and
- greater consistency across related school policies.

Priority 5: Feedback, Consultation, and Accountability

Barrier

A public accessibility feedback mechanism exists, but no online submissions had been received as of June 2026. Reliance on passive feedback alone may not provide CRCS with sufficient information about the experiences of people with disabilities.

Commitment

CRCS will maintain accessible opportunities for feedback, strengthen engagement with people who have lived experience of disability, and report transparently on accessibility progress and remaining barriers.

Actions

Annually, 2026-2029

- Maintain the online Accessibility Feedback Form.
- Maintain accessibility information on the CRCS website.
- Review feedback received at Accessibility Committee meetings.
- Provide other methods of submitting feedback where reasonably required.
- Consider opportunities for anonymous feedback, student input, family input, staff input, and consultation with individuals or organizations with accessibility expertise.
- Protect privacy when reporting feedback or consultation themes.
- Provide an annual update on the progress of accessibility commitments.
- Identify actions completed, actions underway, and barriers that remain.

Responsibilities

- Principal
- Inclusive Education Department
- Accessibility Committee
- School administration
- CRCS communications/website personnel, as appropriate

Evidence of Progress

- continued availability of the public feedback mechanism;
- number and themes of submissions received;
- documented accessibility discussions at committee meetings;
- consultations conducted with people with lived experience;
- annual progress updates; and
- evidence showing how feedback influenced accessibility decisions.

Section 8: Monitoring, Evaluation, and Reporting

Accessibility planning is an ongoing process.

The CRCS Accessibility Committee meets in September, January, and May and will use these meetings to monitor implementation of the 2026-2029 Accessibility Plan.

The committee will consider:

- actions completed since the previous meeting;
- actions currently underway;
- barriers preventing progress;
- new accessibility barriers that have been identified;
- feedback received from the school community;
- emerging student, staff, or community needs;
- resources and funding;
- whether priorities or timelines require adjustment; and
- opportunities for additional improvements.

The Inclusive Education Department will provide input as appropriate regarding barriers experienced by students and the effectiveness of accessibility supports and strategies.

Annual Review

CRCS will complete an annual accessibility progress review.

The review should identify:

1. commitments made in the Accessibility Plan;
2. actions completed;
3. progress toward longer-term actions;
4. challenges or limitations encountered;
5. feedback or consultation themes;
6. newly identified barriers; and
7. priorities for the following year.

Progress updates will be communicated through appropriate CRCS channels and made available to the school community.

Three-Year Review

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

Before developing the next plan, CRCS will:

- review progress under the 2026-2029 plan;
- review accessibility feedback received;
- consult the Accessibility Committee;
- seek input from people with disabilities and others with lived experience where reasonably possible;
- consult the Inclusive Education Department;
- identify remaining and emerging barriers; and
- establish priorities for the next planning cycle.

Section 9: How to Give Accessibility Feedback

CRCS welcomes feedback from students, staff, parents/guardians/caregivers, volunteers, visitors, and community members regarding accessibility.

Feedback may relate to:

- physical access;
- learning environments;
- communication;
- technology;
- sensory experiences;
- school programs or events;
- policies or procedures;
- attitudes or practices;
- positive accessibility experiences; or
- suggestions for reducing or preventing barriers.

Online Feedback

The Accessibility Feedback Form is available through the CRCS website.

CRCS Accessibility Information: [CRCS Accessibility Plan webpage](#)

Accessibility Feedback Form: [Submit accessibility feedback](#)

Email

Questions, comments, or accessibility concerns may also be directed to: office@crcs.bc.ca

Individuals who encounter a barrier using the online feedback form may contact the school office to discuss another reasonable method of providing feedback.

Accessible formats of the Accessibility Plan will be made available upon request where reasonably possible.

Section 10: Resources

The following resources support CRCS's ongoing accessibility work:

- [Accessible British Columbia Act](#)
- [Accessible British Columbia Regulation](#)
- [BC Accessibility Hub](#)
- [BC CAISE Accessibility Resources](#)
- [BC Ministry of Education & Childcare Inclusive Education Resources](#)
- [Federation of Independent Schools Association of British Columbia \(FISA BC\)](#)
- [Inclusion Outreach](#)
- [Special Education Technology BC \(SET-BC\)](#)
- [Accessible Resource Centre - British Columbia](#)
- [Provincial Resource Centre for the Visually Impaired](#)
- [Provincial Outreach Program for the Deaf and Hard of Hearing](#)
- [Provincial Inclusion Outreach Program](#)
- [Rick Hansen Foundation School Program](#)

CRCS may draw on additional accessibility specialists, community organizations, professional resources, and provincial programs as needs arise.

Plan Information

Plan Period: June 2026 – June 2029

School: Campbell River Christian School

June 2026 Enrollment: 223 students

June 2026 Board Membership: 7 members

Accessibility Committee: 8 members

Regular Committee Meetings: September, January, and May

Accessibility Contact: office@crs.bc.ca

Accessibility Feedback: [Available through the CRCS website](#)

Next Full Review: 2029