# 416 Anti-Ableism - Administrative Procedure

Updated: October 10, 2025

## Purpose

The North Vancouver Board of Education ("The Board") is committed to actively addressing ableism and disablism in the North Vancouver School District ("NVSD"). NVSD works to raise awareness, promote and advance inclusivity, and implement concrete measures to reduce and eventually eliminate instances of ableism and disablism within its school communities.

NVSD is also committed to working closely with community partners and the disability community to achieve these goals together. The North Vancouver School District Accessibility Plan 2023-2026 sets out specific actions to remove and prevent barriers caused by ableism and disablism. These administrative procedures are informed by, and designed to support, the goals of this plan.

To support the implementation of Policy 416: Anti-Ableism, the following administrative procedures will be followed.

## Scope

These administrative procedures apply to all students as well as school district employees, independent contractors, volunteers, and visitors ("staff") and North Vancouver Board of Education Trustees. These individuals are expected to be aware of and follow these administrative procedures in their learning and work.

## Definitions

*Please see the resources section below to access language guides and definitions.*

## Procedures

These administrative procedures set out the expected actions NVSD will take to establish and maintain inclusive learning environments.

### A) Ableism/Disablism Training and Awareness

i.   NVSD will develop and recommend a comprehensive guide identifying ableist language, euphemisms, and common ableist phrases.
ii.  NVSD will create guidelines for reviewing resources through the lens of ableism, disablism, and disability to be provided to all staff.

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iii. NVSD will review and create guidelines to plan for the inclusion and participation of all students within the NVSD to attend field trips, outdoor school, emergency preparedness drills, and school community events and programs.

iv. In collaboration with people with visible and invisible disabilities, the NVSD will select and/or create professional development, in-service, and/or training focused on the following:

    a. Understanding of disability, accessibility, barriers, inclusion, and ableism/disablism through an intersectional lens.

    b. Promoting and acknowledging significant dates within the disability community including National Accessibility Week and the International Day of Persons with Disabilities.

    c. Enhancing understanding of Individual Education Plan development and implementation, and the application of adaptations, accommodations, and neuro-affirmative supports within the classroom.

    d. Providing professional learning for educators on the applications of Universal Design for Learning (UDL) principles to increase equitable access to learning, particularly for students with disabilities and those who are neurodivergent.

    e. In alignment with the BC Ministry of Education and Child Care K-12 Reporting Order, assessing support needs, accommodations, and student-centred assessment.

    f. Providing opportunities for staff to build their understanding of neuro-affirmative practices.

### B) Technology Proficiency

i. The Information and Communication Technology (ICT) department will develop a comprehensive training plan for staff to use tools within Microsoft 365 that enable inclusive learning. For example, training on "Text to Speech" and "Speech to Text" tool may be helpful.

ii. All staff will ensure best efforts to communicate with students, staff, and families through multiple accessible formats.

iii. Learning Services, in collaboration with other departments, will advance staff training, understanding, and proficiency in Alternative and Augmentative Communication (AAC) devices aimed at communication skill acquisition and development. They will coordinate these efforts with families to best support nonspeaking students.

### C) Human Resources Practices

i. The Human Resources department will review current practices and materials, including job posting templates, application and interview processes, to identify barriers to accessibility, ableist/disablist practices, and terminology.

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ii. The Human Resources department will ensure inclusive language with explicit commitment to provide accommodations and accessibility within all aspects of the hiring process, including recruitment, applications, interviews, and onboarding processes.

iii. The Human Resources department will provide training on accessibility principles in recruitment, employment, awareness of unconscious biases, and ableism.

iv. The Human Resources department will incorporate information on inclusion, accessibility, and anti-ableist practices into NVSD's orientation program.

D) Collaboration and Partnerships

Collaboration is important for the creation of effective educational programs and services.

i. Continue to collaborate with parents/guardians, staff, students, and community partners that support persons with disabilities and enrich/enhance neuro-affirmative and anti-ableist support systems for students, families, and staff.

ii. To eliminate ableism/disablism, ableist/disablist practices, and exclusion, the NVSD Inclusion Committee, the NVSD Accessibility Committee, and the Student Intellectual Disability and Autism Sub Committee will identify and collaborate on addressing barriers to accessing equitable education.

E) Communicating and Reporting Instances of Ableism

i. Proactive and collaborative parent-school relationships positively impact student success and well-being. The purpose of communication between families and school employees is to create, maintain and enhance positive relationships in support of the student's educational plan. (See Collaborative Communications and Policy 406.)

ii. Encourage and empower students and their families to utilize the Expect Respect and a Safe Education (ERASE) website as an online reporting tool available to students and their families to seek help or submit reports if they see, hear, or experience instances of ableism.

iii. When barriers are experienced, any member of the NVSD community can share feedback through the Accessibility Feedback Mechanism.

F) Monitoring and Evaluation

i. Monitor the implementation of these administrative procedures to ensure adherence, consistency, and effectiveness, and to identify and implement potential updates or enhancements.

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ii.  NVSD's Inclusion Committee will gather feedback from students and families on services and support provided.  The Committee will use feedback to identify areas for enhancement and to improve accessible and equitable educational programming and services for students with disabilities or who are neurodivergent.

## Resources

These administrative procedures support Policy 416: Anti-Ableism.

Language guides and definitions are helpful for understanding the terminology used in these Administrative Procedures:

- [Government of Canda language resource](#)
- [Autism Alliance of Canada language guide](#)

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