

ALEXANDER ACADEMY

Accessibility Plan

2026–2029

DRAFT FOR REVIEW — NOT YET APPROVED

Prepared for consultation and policy review
August 2026

Document status and approvals

Review status: This document is a proposed 2026–2029 plan. It does not amend an approved Alexander Academy policy until the school completes consultation and approval through its established governance process. Feedback is encouraged to be sent to info@alexanderacademy.ca or by phone 604-687-8832.

Field	Draft information
Organization	Alexander Academy
Location	#400 – 570 Dunsmuir Street, Vancouver, British Columbia
Plan period	September 1, 2026 to August 31, 2029
Prepared with	Alexander Academy Accessibility Committee and Head of School
Committee consultation date	[September 1, 2026]
Public consultation on draft	[August 31, 2026]
Approval authority and date	[To be Confirm]
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1. About Alexander Academy

Alexander Academy is a co-educational independent high school serving students in Grades 10–12 in downtown Vancouver, British Columbia. The school is committed to a student-centered, inclusive and community-oriented learning environment in which students, staff, families and visitors can participate with dignity and as independently as possible.

Alexander Academy is situated on the fourth floor of 570 Dunsmuir Street. Because the school occupies upper floors in a shared building, accessibility planning includes the school-controlled environment as well as coordination with building management concerning entrances, elevators, stairwells, washrooms, emergency routes, cleaning, security and common areas.

Territorial acknowledgement

Alexander Academy is located on the unceded traditional territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations. The school recognizes that inclusive education should be culturally safe and should respect Indigenous identities, perspectives and ways of knowing.

Leadership commitment

The Board of Directors, Head of School, administrative team, support staff and teachers recognize accessibility as an organization-wide responsibility. Alexander Academy is committed to identifying, removing and preventing barriers in its programs, services, learning environments, information, technology, policies, and physical spaces.

2. Purpose, legal framework and principles

The purpose of this plan is to identify, remove, and prevent barriers experienced by people in or interacting with Alexander Academy. Independent schools became prescribed organizations under the Accessible British Columbia Regulation effective September 1, 2023. The Accessible British Columbia Act requires prescribed organizations to establish an accessibility committee, develop an accessibility plan, review and update the plan at least once every three years, consult the committee, consider public feedback when updating the plan, and establish a process for receiving public comments on both the plan and accessibility barriers. [1–3]

Definitions

Term	Working definition
Barrier	Anything that hinders the full and equal participation in society of a person with an impairment. Barriers may arise from environments, attitudes, practices, policies, information, communications, or technologies and may be affected by intersecting forms of discrimination. [1]

Term	Working definition
Disability	An inability to participate fully and equally in society as a result of the interaction of an impairment and a barrier. [1]
Impairment	A physical, sensory, mental, intellectual or cognitive impairment, whether permanent, temporary or episodic. [1]
Ableism	Discrimination or social prejudice against people with disabilities, including attitudes, assumptions, language, practices or systems that produce exclusion, unequal treatment or reduced opportunity. [7]
Inclusive education	Educational environments, supports and processes designed to provide equitable access, opportunity and outcomes for students, including students with disabilities or diverse abilities. [4–5]

Note about language

Language preferences differ among individuals and disability communities and continue to evolve. This plan primarily uses person-first language, such as ‘people with disabilities,’ while recognizing that some people prefer identity-first language, such as ‘disabled people’ or ‘autistic people.’ When communicating with an individual, Alexander Academy will respect the language that person uses for themselves. The school will use current, person-centered language; avoid outdated or euphemistic terms; and align policy definitions with the Accessible British Columbia Act. [1,7]

Accessibility principles

11. **Inclusion:** People should be able to participate fully and with dignity.
12. **Adaptability:** Accessibility work must evolve as needs, environments and technologies change.
13. **Diversity:** People’s experiences of disability are diverse and may intersect with culture, race, language, gender, socioeconomic circumstances and other identities.
14. **Collaboration:** The school works with students, families, staff, community organizations, specialists, building management, and its accessibility committee.
15. **Self-determination:** People affected by barriers should be supported to identify their needs, express preferences, and participate meaningfully in decisions.
16. **Universal design:** Programs, environments, information and services should be usable by as many people as possible without requiring after-the-fact adaptation.
17. **Nothing About Us Without Us:** People with disabilities should directly influence decisions, policies and actions that affect their participation in the school community.

Legal basis: Accessible British Columbia Act, ss. 9–12 and 28; Accessible British Columbia Regulation, s. 3. [1–2]

Relationship to inclusive education

Accessibility planning is broader than individual accommodation and is not limited to physical access. Consistent with BC CAISE guidance, Alexander Academy considers access to curriculum, instruction, assessment, individualized planning, school-based support, meaningful consultation, student voice, family communication, culturally responsive practice and resolution pathways. Independent-school governance may differ from the public-school structures described in parts of the guide; Alexander Academy therefore adapts the principles to its own authority, policies and procedures. [4]

3. Accessibility Committee and responsibilities

Alexander Academy has established an in-school Accessibility Committee. The committee assists the school to identify barriers experienced by people in or interacting with the school and advises on how to remove and prevent those barriers. It contributes to the development, review, implementation and monitoring of this plan.

The Accessibility committee was established in the 2024 – 2025 school year. It is made up of the Head of School, the administrative assistant, and two teachers. The committee meets quarterly to do a safety and accessibility walk to identify new accessibility barriers and monitor previous barriers to ensure appropriate actions have been taken.

Committee responsibilities

18. Review information from safety and accessibility walks, student surveys, the Voicing Concerns box and other consultation activities.
19. Identify accessibility achievements and barriers across learning, physical, sensory, attitudinal, communication, technological, resource and systemic domains.
20. Recommend priorities, actions and success measures to school leadership.
21. Consult on updates to the Accessibility Plan and review implementation progress.
22. Promote participation by people with lived experience of disability and support meaningful student and family voice.
23. Maintain an anonymized record of feedback themes, actions and unresolved barriers.

4. Consultation and evidence reviewed

This draft draws on school records and sector guidance available through August 2026. The committee should confirm that it reviewed the final evidence summary and record how its advice changed the plan before approval.

Evidence or method	Period	Contribution to the plan
Published 2023 Accessibility Plan	2023–2026	Established initial commitments, principles, and planned mechanisms. [I1]

Evidence or method	Period	Contribution to the plan
In-school committee safety and accessibility walks	Aug. 2024–June 2025	Identified recurring physical, environmental, maintenance, and safety-related conditions. [I14–I17]
Building-entry action update	Apr.–May 2025	Documented planned daily security and entrance-cleaning measures. [I18]
Anonymized student surveys	2023–24, 2024–25, 2025–26	Provided aggregate evidence about belonging, voice, safety, bullying, stress, teaching, supports and facilities. [I19–I21]
Voicing Concerns box	Ongoing	Provides an on-site route for public concerns and feedback; located outside the Head of School's office and checked periodically by the Head of School. [I22]
AMS implementation resources	2023	Provided committee, audit, survey, feedback and three-year planning tools. [I3–I13]
BC CAISE inclusive-education guidance	2026	Informed the review of educational access, roles, supports, student voice and meaningful consultation. [4]
BC CAISE accessible-policy guide	2025	Informed disability language, lived-experience engagement, consistency review, gap analysis, communications and evaluation. [7]

Student survey evidence

The annual surveys, broad school-experience surveys, provide relevant evidence of participation barriers and support. The respondent groups may differ each year, so results are annual snapshots and should not be interpreted as causal or longitudinal findings.

Measure	2023–24 (n=77)	2024–25 (n=76)	2025–26 (n=64)
Belonging — mean / % rating 8–10	7.25 / 46.8%	7.21 / 51.3%	7.03 / 43.8%
Questions valued/being heard — mean / % 8–10	8.19 / 68.8%	7.72 / 65.8%	7.47 / 50.0%
Feeling safe — mean / % 8–10	8.62 / 81.8%	7.88 / 69.7%	7.66 / 54.7%
School stress — mean / % 8–10	6.69 / 41.6%	6.79 / 48.7%	6.84 / 53.1%
Bullying — mean / % 8–10*	2.34 / 5.2%	2.71 / 9.2%	2.30 / 3.1%

*For the bullying question, a higher score indicates more reported bullying. Percentages are calculated from the anonymized survey files supplied by Alexander Academy. [I19–I21]

Lived-experience engagement and engagement record

Consistent with 'Nothing About Us Without Us,' consultation on this draft should intentionally invite students, staff, parents, guardians, caregivers and community members with disabilities. Participation

should be voluntary, accessible and designed so that people are not required to disclose diagnoses or personal information. The school should offer more than one participation method and address barriers involving timing, format, technology, communication, sensory access, physical access and confidentiality. [7]

The Accessibility Committee will maintain an anonymized engagement record documenting: groups invited; participation methods and accessible formats offered; participation barriers identified and addressed; themes received; committee recommendations; decisions made; and how feedback changed—or did not change—the final plan, with reasons. An accessible public summary of ‘what we heard and what we did’ will accompany approval or the first progress update.

5. Accessibility achievements, barriers and priority themes

Achievements and established practices since 2023

1. The Accessibility Plan is publicly available on the school website. [I22]
2. An in-school Accessibility Committee has been established. [I22]
3. The school conducted repeated safety and accessibility walks in since 2023 and documented follow-up items. [I14–I17]
4. The school collected student feedback over three school years. [I19–I21]
5. Teacher tutorials were repeatedly identified as a beneficial learning support. [I19–I21]
6. The school established an on-site Voicing Concerns box for public feedback. [I22]
7. A May 2025 action plan introduced daily morning security and entrance cleaning, subject to confirmation of ongoing implementation and effectiveness. [I18]
8. The 2025–26 survey included questions about the Sanctuary Space, wellness, mental-health supports, stress factors, and technology learning. [I21]

Barrier themes identified

Theme	Evidence	Current interpretation
Student stress and mental health	Stress averaged 6.69–6.84; 53.1% rated stress 8–10 in 2025–26. Tests, assignments, and presentations were leading factors. [I19–I21]	Continuing educational and social-emotional accessibility priority.
Student voice and belonging	Being-heard and safety ratings declined across annual snapshots; belonging averaged about 7/10. [I19–I21]	Strengthen meaningful consultation and feedback follow-through.
Accessible instruction and assessment	Students requested assessment options, clearer information, slower speech, tutorials, and timely mark updates. [I19–I21]	Review universal supports, communication and assessment flexibility.

Theme	Evidence	Current interpretation
Physical and environmental access	Safety walks documented stair runners, doors, lighting, unsecured fixtures, carpets, washroom conditions and recurring maintenance. [I14–I17]	Create a barrier register and verify closure; separate maintenance from accessibility impacts.
Elevator, stairs, temperature and spaces	Open survey responses raised elevator/stair, air-conditioning, seating, space, cleanliness, Wi-Fi and washroom concerns. [I20–I21]	Assess mobility, sensory, concentration, and participation impacts.
Feedback access	The on-site box is available inside the school and checked periodically. [I22]	Define check frequency, keep a log and add a remote alternative for people unable to enter the building.
Emergency access	The school occupies upper floors; safety records identify stairwell conditions. [I14–I17]	Verify individualized evacuation planning, equipment, training, drills, and building coordination.

Status of recurring physical findings

Some findings appeared in multiple walk records. Repetition demonstrates monitoring but does not demonstrate resolution. Before publication, the committee should confirm completion dates, outstanding responsibility, and interim mitigation.

Finding	Recorded	Plan status
Cracked or missing ceiling tiles	Aug. 2024, Oct. 2024, Jan. 2025, June 2025	Verify repaired locations and remaining items
Damaged or flickering lighting/light covers	Aug. 2024–June 2025	Verify repairs and sensory/visibility impact
Stairwell doors	Aug. 2024–Jan. 2025	Confirm repair and current operation
Missing or damaged stair runner	Oct. 2024–Jan. 2025	Confirm repair and route safety
Unsecured lockers, shelving or fixtures	Oct. 2024–June 2025	Confirm completion or escalation
Fourth-floor washroom stall	Aug. 2024–Jan. 2025	Confirm restoration and accessible alternative

6. Accessibility feedback process

Alexander Academy receives on-site public feedback through a Voicing Concerns box located outside the Head Teacher’s office. The Head of School checks the box periodically and reviews concerns. Feedback may identify a barrier, comment on this plan, describe an effective support or suggest an improvement. Accessibility-related themes should be shared with the Accessibility Committee and considered in future plan updates.

Feedback options

1. On site: submit written feedback through the Voicing Concerns box outside the Head Teacher's office.
2. Anonymous feedback: a name or contact information is not required unless the person wishes to receive a response.
3. Alternative method: email: info@alexanderacademy.ca, phone number: 604-687-8832.
4. Urgent safety concern or individual accommodation request: contact school administration directly rather than waiting for the next box review.

Feedback handling

1. The Head of School checks the box on the documented schedule established under Priority 1.
2. Submissions are screened for urgent safety issues, individual accommodation matters, and school-wide accessibility feedback.
3. School-wide accessibility themes are recorded without unnecessary identifying information and referred to the Accessibility Committee.
4. The committee considers themes when advising on barriers, actions, monitoring and future plan updates.
5. The school records the decision or action and communicates a response when contact information was provided and a response is appropriate.

Privacy: Public reporting will use aggregate or anonymized themes. Student and staff personal information will not be included in the public plan or progress reports.

Accessible communication of the plan

The school will communicate the approved plan through channels suited to students, families, staff, and the public. Communications will place key information first, use concise headings and plain language, explain unfamiliar terms, and provide accessible digital and alternative formats such as presentations and videos. [7]

7. 2026–2029 accessibility priorities and actions

The following actions are proposed for consultation and approval. Leadership and the Accessibility Committee should confirm owners, resources and dates before the plan is finalized.

Priority	Barrier/evidence	Actions	Owner	Timeline	Success measures
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Priority	Barrier/evidence	Actions	Owner	Timeline	Success measures
1. Governance and public feedback	Committee and feedback arrangements need clearer documentation and more accessible public routes.	Adopt committee terms of reference; document role-based composition and consultation; set and log a regular Voicing Concerns check schedule; add a remote feedback option; publish feedback instructions with the plan.	Head of School; Accessibility Committee	By Dec. 2026; maintain annually	Terms approved; schedule/log active; remote option published; feedback themes reviewed
2. Accessible teaching and assessment	Students request assessment options, clearer instructions, slower speech, tutorials, and timely feedback.	Complete the AMS Universal and Essential Supports scan; establish expectations for accessible assignment information; provide professional learning on universal design for learning, accessible materials and flexible assessment; sustain tutorials.	School administrators; teaching staff; Accessibility Committee	Scan by Jan. 2027; implementation 2026–29	Scan completed; staff learning recorded; improved student responses; examples of accessible practice
3. Mental health, stress and belonging	High stress increased in annual snapshots; tests, assignments, and presentations are leading factors.	Review assessment scheduling and workload patterns; evaluate Sanctuary Space and wellness supports; strengthen classroom-based responses and referral routes; close the feedback loop with students through an annual 'what we heard' update.	Health and Wellness Committee; Head Teacher; Head of School	Initial review by Mar. 2027; annual	Assessment coordination process; support-use awareness; improved stress, belonging and voice indicators
4. Physical, sensory and emergency access	Recurring walk findings and survey concerns affect route safety, lighting, temperature, elevators, stairs, spaces and washrooms.	Create a barrier register; verify status of recurring items; complete an accessibility-focused site audit; coordinate landlord items; assess accessible evacuation routes, individual plans, equipment, training and drills; document interim measures during disruptions.	Head of School; facilities/building liaison; Accessibility Committee	Register by Nov. 2026; audit by Mar. 2027; ongoing	Barrier status documented; high-priority items closed or mitigated; evacuation review completed
5. Information, communication and technology	Students and AMS resources identify communication, website, technology and accessible-format needs.	Audit the accessibility-plan webpage and key public documents; provide accessible-format request information; review captioning, headings, alternative text, contrast, plain language and technology procurement	Administration; technology support; Accessibility Committee	Audit by June 2027; improvements 2027–29	Audit and remediation log; accessible-format route published; procurement checklist used

Priority	Barrier/evidence	Actions	Owner	Timeline	Success measures
6. Ongoing consultation and accountability	Survey evidence is useful, but broader public and lived-experience engagement is needed.	Continue annual anonymized student consultation; invite family, staff and public input; offer accessible formats and participation options; publish an annual progress summary; consult the Accessibility Committee on findings and plan adjustments.	Head of School; Accessibility Committee	Annual through 2029	Annual evidence summary and progress report; documented committee consultation; next plan updated by Sept. 1, 2029
7. Accessibility-focused policy review	School policies and procedures may create attitudinal, procedural, communication or systemic barriers even when they appear neutral.	Create a policy-review schedule; screen relevant policies for current disability language, ableism, unintended barriers and impacts across disability types; revise linked procedures and communicate approved changes in accessible formats.	Head of School; policy owners; Accessibility Committee	Framework by June 2027; priority reviews 2027–29	Review tool and schedule approved; priority policies reviewed; engagement record completed; linked procedures updated

8. Monitoring, evaluation and public reporting

The Accessibility Committee will review implementation quarterly. School leadership will maintain the barrier/action register and evidence supporting completion. The plan will be reviewed annually for progress and updated at least once every three years, with committee consultation and consideration of public feedback.

Evaluation will consider both results and process: whether barriers were reduced; whether actions and related procedures were implemented; whether people with disabilities meaningfully influenced decisions; whether participation barriers were addressed; and whether communications were understandable and available in needed formats. Findings will inform the next annual work plan and the 2029 plan update. [7]

Monitoring activity	Frequency	Evidence
Voicing Concerns box check	twice monthly	Dated check log; anonymized feedback/action log
Accessibility Committee progress review	quarterly	Agenda/minutes; barrier register; recommendations
Student and community consultation	annually	Aggregate survey/consultation themes and response actions

Monitoring activity	Frequency	Evidence
Lived-experience engagement review	At each annual review and full plan update	Anonymized engagement record; participation barriers addressed; ‘what we heard and what we did’ summary
Safety/accessibility walk and site review	quarterly and after significant change	Completed audit; photographs/notes as appropriate; action status
Public progress summary	Annually	Website posting showing commitments, progress and remaining challenges
Full plan review	At least every three years	Updated plan, committee consultation and feedback consideration

Accessible publication

The approved plan will remain publicly available on Alexander Academy’s website. On request, the school will provide the plan in an accessible format at no charge and within a reasonable period, consistent with s. 28 of the Accessible British Columbia Act and any applicable prescribed-format requirements. [1]

The school will also provide a concise plain-language summary and state a contact method for requesting an alternative format or communication support. Publication and implementation of communications will be adapted for their audiences and distributed through more than one appropriate channel. [7]

9. Proposed section changes and rationale

The following changes from the 2023 plan are proposed because the first plan primarily described future implementation. The 2026 plan must document what was established, learned, and achieved during the first cycle. These are recommendations for approval, not automatically adopted policy changes.

Proposed change	Rationale
Replace the long general disability overview with the Act’s current definitions	Keeps the plan legally grounded, concise and consistent with the social model of disability. [1,4]
Add a documented committee section	The Act requires a committee and consultation; inspection evidence should show the current arrangement rather than a 2023–24 intention. [1–3]
Add consultation methodology and evidence	Shows how barriers and achievements were identified and how lived experience informed priorities. [4,6,13,113]
Add achievements and barriers	Directly addresses the inspection evidence requirement and the AMS sample-plan structure. [18–110,113]
Add a measurable three-year action table	Assigns owners, timelines and outcomes, consistent with current FISA guidance on actionable commitments and accountability. [6]

Proposed change	Rationale
Expand beyond physical barriers	The Act includes environmental, attitudinal, policy, information, communication and technology barriers; BC CAISE extends the review into educational access. [1,4]
Replace ‘shareholders’ with ‘the public’	Section 12 requires a process for comments from the public on both the plan and barriers. [1]
Document the Voicing Concerns process and add a remote option	The on-site box is operational, but a remote route improves access for people unable to enter the building.
Add annual monitoring and progress reporting	Makes implementation transparent and responds to AMS/FISA guidance. [6,18–110,113]
Separate organization-wide planning from individual student supports	Protects privacy and clarifies the different functions of the Accessibility Committee and school-based support processes. [4]
Add a note about disability language and define ableism	Reflects current person-centered terminology, respects individual language preferences and supports identification of overt and subtle ableism. [7]
Strengthen ‘Nothing About Us Without Us’ and maintain an engagement record	General surveys alone do not demonstrate meaningful participation by people with disabilities or show how their input affected decisions. [7]
Add internal, vertical and horizontal consistency checks	Connects the plan to operating practices and related policies so that conflicting requirements do not recreate barriers. [7]
Add an accessibility-focused policy review action	Policies that appear neutral can create attitudinal, procedural or systemic barriers; a scheduled review supports prevention as well as removal. [7]
Strengthen accessible communications and process evaluation	Plain language, multiple formats and audience-appropriate channels improve access; process measures show whether lived experience meaningfully shaped the work. [7]

10. Sources

Legislation and provincial sources

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- [2] British Columbia. Accessible British Columbia Regulation, B.C. Reg. 105/2022, s. 3. Current consolidation accessed August 2026. https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/105_2022
- [3] Government of British Columbia. Accessible B.C. Act. Updated January 21, 2026. <https://www2.gov.bc.ca/gov/content/governments/about-the-bc-government/initiatives/accessibility/legislation>
- [4] BC Council of Administrators of Inclusive Support in Education. Navigating K–12 Inclusive Education in BC: Roles, Responsibilities and Processes. 2026. <https://bccaise.org/wp-content/uploads/2026/06/BC-CAISE-Navigating-K-12-Inclusive-Education-in-BC.pdf>

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- [6] Federation of Independent Schools Association in BC / Untapped Accessibility. Creating Your Next Accessibility Plan. May 2026. <https://fisabc.ca/wp-content/uploads/2026/05/FISA-Creating-your-next-accessibility-plan-session-slides-May-2026.pdf>
- [7] BC Council of Administrators of Inclusive Support in Education, in partnership with Untapped Accessibility, Disability Alliance BC and the Province of British Columbia. Guide for Developing Accessibility-Focused School District Policies and Reviewing Existing Policies Through an Accessibility Lens. 2025. <https://bccaise.org/wp-content/uploads/2025/08/Guide-for-Developing-Accessibility-Focused-School-District-Policies-and-Reviewing-Existing-Policies-Through-an-Accessibility-Lens-Final.pdf>

Alexander Academy and AMS source records

- [I1] Alexander Academy. 6.03 Accessibility Plan. Created August 24, 2023; approved September 1, 2023.
- [I2] Independent-school inspection accessibility checklist screenshot supplied for this review.
- [I3] AMS. Accessible BC Act Implementation — Discussion Questions. 2023.
- [I4] AMS. Call for Accessibility Committee Members — Sample. 2023.
- [I5] AMS. School Physical Accessibility Audit. April 2023.
- [I6] AMS. Universal and Essential Supports. February 2023.
- [I7] AMS. Accessibility Survey — Sample. May 8, 2023.
- [I8] AMS. Potential Barriers and Solutions in K–12 Education Settings. Revised May 17, 2023.
- [I9] AMS. Three-Year Accessibility Plan — Sample, school-level committee. May 17, 2023.
- [I10] AMS. Three-Year Accessibility Plan — Sample, AMS-level committee. May 17, 2023.
- [I11] AMS. School Accessibility Feedback Tool — Sample, school-level committee. May 2023.
- [I12] AMS. School Accessibility Feedback Tool — Sample, AMS-level committee. May 2023.
- [I13] AMS. Accessible BC Act Implementation presentation. May 23, 2023.
- [I14] Alexander Academy. Safety and Accessibility Check / Safety Walk notes. August 30, 2024.
- [I15] Alexander Academy. Safety and Accessibility Check / Safety Walk notes. October 16, 2024.
- [I16] Alexander Academy. Safety and Accessibility Check / Safety Walk notes. January 15, 2025.
- [I17] Alexander Academy. Safety and Accessibility Check / Safety Walk notes. June 6, 2025.
- [I18] Alexander Academy / building management communication. Update on Building Safety. April 30, 2025.
- [I19] Alexander Academy. 2023–2024 Student Survey, Semester One. 77 anonymized responses.
- [I20] Alexander Academy. 2024–2025 Student Survey, Semester Two. 76 anonymized responses.
- [I21] Alexander Academy. 2025–2026 Student Survey. May 28, 2026. 64 anonymized responses.
- [I22] Information supplied by the Head of School for this review: plan publication, in-school Accessibility Committee, and Voicing Concerns box location and review process. August 2026.