



LANGLEY SCHOOL DISTRICT

ACCESSIBILITY PLAN 2026-2029

An innovative, inspiring and unified learning community.



INTRODUCTION & LEGISLATIVE REQUIREMENT

TABLE OF CONTENTS

2. INTRODUCTION
2. LEGISLATIVE REQUIREMENTS
3. GUIDING FRAMEWORK
3. ACCESSIBILITY COMMITTEE
4. CONSULTATION
4. FEEDBACK
5. FOUNDATIONS OF ACCESSIBILITY
6. STRATEGIC ACCESSIBILITY ACTIONS
7. CLOSING STATEMENT
7. HOW TO GIVE FEEDBACK

The Langley School District is committed to being an innovative, inspiring, and unified learning community where all students, staff, families, and community members can participate fully and equitably.

In June 2021, the Government of British Columbia passed the Accessible British Columbia Act, establishing a legal framework to identify, remove, and prevent barriers for people with disabilities. Under this legislation, public sector organizations—including school districts—are required to:

- Establish an accessibility committee
- Develop and publicly post an accessibility plan
- Provide a public mechanism for receiving accessibility feedback
- Review and update the accessibility plan at least once every three years

The Langley School District's first Accessibility Plan (2023–2026) focused on creating a strong foundation for this work by building relationships, centering lived experience, and establishing mechanisms for listening and engagement. The 2026-2029 Accessibility Plan builds on the foundation of the previous plan by strengthening accountability for progress, continuing systematic identification of barriers, expanding education and awareness, while intentionally celebrating accessibility leadership and improvements.

Accessibility in the Langley School District is understood as both a legal responsibility and an expression of our values. It supports the District's mission to inspire all learners to reach their full potential by ensuring systems, environments, and practices are designed to enable access rather than create barriers.

GUIDING FRAMEWORK

The Langley School District’s accessibility work is guided by provincial accessibility principles, along with the District’s vision, mission, and core values of Integrity, Excellence, Courage, and Community.

In alignment with the Accessible British Columbia Act, the District considers the following principles in its accessibility planning:

- **Inclusion** – People with disabilities should be able to participate fully and equally in school and community life.
- **Adaptability** – Accessibility needs change as environments, technology, and understanding evolve.
- **Diversity** – People with disabilities have diverse identities, needs, and lived experiences.
- **Collaboration** – Accessibility is a shared responsibility across the District and with the broader community.
- **Self Determination** – People with disabilities are central to identifying barriers and informing solutions.
- **Universal Design** – Systems and environments should be designed to work for as many people as possible from the outset.

ACCESSIBILITY COMMITTEE

The Langley School District Accessibility Committee plays a central role in advising and supporting the District’s accessibility work. The committee was established in response to the Accessible British Columbia Act and is grounded in the belief that people with disabilities are best positioned to identify barriers and inform change.

The committee includes people with lived experience of disability and individuals who support people with disabilities. Building on the initial formation of the committee during the 2023–2026 plan, the District continues to review and strengthen its composition to ensure representation, diversity, and strong community connections.

The work of the Accessibility Committee includes:

- Identifying and discussing accessibility barriers across physical, digital, attitudinal, and systemic contexts
- Providing advice on accessibility priorities and improvement opportunities
- Supporting accessibility audits, barrier identification processes, and feedback review
- Contributing to education, awareness, and celebration initiatives such as National AccessAbility Week
- Informing the development, implementation, and review of the Accessibility Plan

The committee functions as an advisory body and works collaboratively with District leadership and strategic teams to ensure accessibility decisions are informed by lived experience and aligned with District priorities.

Building on the 2023–2026 plan, this Accessibility Plan is guided by a clear and practical framework:

- Identifying barriers through lived experience, feedback, and recognized accessibility assessment tools
- Educating the system and community to prevent barriers and build shared understanding
- Inspiring and celebrating progress to reinforce accessibility as a collective achievement

This framework reflects the District’s commitment to moving from establishing foundations toward demonstrating progress and sustaining change.



CONSULTATION

The Langley School District recognizes that people with disabilities have historically had limited influence over decisions affecting their access and participation. For this reason, consultation and engagement are central to the District’s accessibility work.

The first Accessibility Plan (2023–2026) was developed through consultation with: The Accessibility Committee, Inclusive Education Committee, Learning Support Services staff, Community organizations and accessibility partners. This consultation emphasized relationship-building, listening, and creating space for lived experience to shape understanding and direction.

- Building on this foundation, consultation under this plan continues to:
- Engage people with disabilities, families, staff, and community members
 - Use input from barrier identification mechanisms and accessibility audits
 - Inform education initiatives, accessibility priorities, and celebration efforts

FEEDBACK

The Langley School District is committed to providing accessible and meaningful ways for the public to share feedback related to accessibility.

- Feedback is essential to:
- Identifying existing and emerging barriers
 - Understanding lived experience across the District
 - Improving accessibility planning and decision making

- Members of the public can provide accessibility feedback in multiple ways, including:
- Completing the District’s Accessibility Feedback Form
 - Submitting feedback by email accessibility@sd35.bc.ca
 - Requesting alternate ways to provide feedback by phone (604-534-7891) or mail (Accessibility Feedback, Langley School District, 4875 - 222nd Street, Langley, BC, V3A 3Z7)

Digital spaces, including websites and online tools, can themselves present barriers. Improving access to online information remains an active part of the District’s accessibility work.



What is Accessibility

The committee looks to find the barriers that prevent a person living with diverse abilities from fully participating in all aspects of society.



Barriers can be:

Physical/ architectural barriers	Attitudinal	Communication	Information	Policy or practices	Technology
--	-------------	---------------	-------------	------------------------	------------

Feedback received is reviewed and shared with appropriate staff and committees, including the Accessibility Committee, and informs barrier identification, education efforts, and accessibility priorities.

The District is committed to using feedback not only to respond to individual concerns but also to identify broader patterns and system level opportunities for improvement.

Josette Dandurand Elementary: Accessible by Design

FOUNDATIONS OF ACCESSIBILITY

Accessibility in the Langley School District is supported through everyday District operations and longstanding practices that address access across physical environments, employment, and educational programming. The first Accessibility Plan (2023–2026) identified this work as foundational, and it continues to inform the District’s accessibility efforts.



Facilities and Operations

Facilities and Operations play a central role in accessibility by planning, maintaining, and improving physical environments across District sites. Through initiatives such as the Annual Facilities Grant (AFG) Accessibility Fund, the District has prioritized physical accessibility improvements in collaboration with Learning Support Services and allied professionals. This work supports access as part of routine capital planning and site operations.

Human Resources

Human Resources contributes to accessibility by supporting equitable access to employment and inclusive workplace practices. Initiatives such as the Hiring to Diversity Program reflects a focus on reducing barriers to employment and supporting participation in the workplace.

Ramp Installation: RC Garnett
Demonstration Elementary School

Ensouling Our Schools

Through collaboration among the Aboriginal Program, Instructional Services, Learning Support Services, and Student Support Services, the District has adopted a three-block model that supports both academic access and social inclusion. This work recognizes that accessibility is not only about accommodations, but about designing learning environments that anticipate diversity and support participation for all students.

Ensouling Our Schools reflects the District’s belief that students with disabilities are indispensable members of the learning community, and that inclusion strengthens schools for everyone.



ENSOULING OUR SCHOOLS



Creating compassionate and inclusive social and academic learning communities that provide access for every learner.

SYSTEMS & STRUCTURES

Response to Intervention

INSTRUCTIONAL PRACTICE

Framework for Teaching & Learning

SOCIAL & EMOTIONAL LEARNING

Creating Compassionate Classroom Communities

STRATEGIC ACCESSIBILITY ACTIONS

Building on the 2023–2026 Accessibility Plan in three key areas: to identify, to educate, and to celebrate accessibility.

Strengthen Accountability by Identifying Accessibility Barriers

We will continue and strengthen our commitment to identifying accessibility barriers in a transparent, and evidence Informed way, building directly on the barrier identification mechanisms.

This includes:

- Continuing to use and refine public feedback and lived experience input coordinated through the Accessibility Committee (accessibility@sd35.bc.ca)
- Ongoing use of recognized accessibility audits and assessment tools, such as the Rick Hansen Foundation accessibility assessment and BC CAISE aligned approaches
- Ensuring that accessibility hubs, schools, and departments contribute to identifying barriers across physical, digital, attitudinal, and systemic contexts

By grounding accessibility decisions in both lived experience and credible assessment tools, we demonstrate integrity—being honest about barriers that remain—and excellence by making informed, decisions. This work supports the District’s vision of a unified learning community by ensuring accessibility is addressed consistently.

Education and Awareness to Prevent Barriers and Build Shared Responsibility

We will continue education and awareness as central to accessibility, recognizing that many barriers are created—or sustained—by knowledge gaps, assumptions, or inconsistent understanding.

Building on the work of the Accessibility Committee this includes:

- Utilize established opportunities such as National Access Ability Week to raise awareness, share learning, and amplify lived experiences
- Supporting ongoing accessibility learning through Accessibility Hubs, professional learning spaces, District communications, and access to materials and resources
- Reinforcing shared responsibility for accessibility across staff, leadership, and communities

We are committed to excellence in learning and courage in shifting beliefs. This aligns directly with the District’s mission to inspire all learners by ensuring understanding, not accommodation alone, drives accessibility.

Celebrate and Inspire Accessibility Through Recognition and Storytelling

We will intentionally celebrate accessibility progress and leadership, building on existing practices of recognition, celebration, and communication established in the previous plan.

This includes:

- Continuing to highlight accessibility initiatives, improvements, and leadership including the work of the District Operations and Facilities team. For example, Accessible Playgrounds, or Sensory rooms
- Employ District communication channels and social media to share stories of accessibility in action—large and small
- Recognizing the leadership of people with lived experience, schools, community, and teams who contribute to barrier removal and inclusive design

Celebration is sustaining momentum and reinforcing values. By making accessibility progress visible, the District strengthens community, affirms courage to change systems, and inspires continued engagement. This action aligns directly with Langley’s vision to be innovative, inspiring, unified, and reinforces accessibility as a shared achievement.

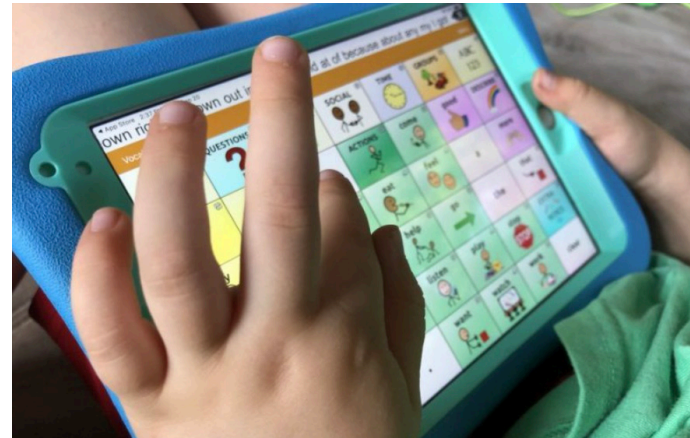
CLOSING STATEMENT

Together, these actions reflect the combined commitment of the Langley School District and the Accessibility Committee to move beyond establishing foundations toward demonstrating progress, deepening understanding, and strengthening shared ownership of accessibility. The Accessibility Plan honours the work of the Accessibility Committee and the commitments of the 2023–2026 plan, while setting a clear, values aligned direction for the next phase of accessibility in Langley School District.

We remain committed to monitoring progress, evaluating effectiveness, and using feedback and evidence to inform ongoing learning and improvement. Equally important is the intentional recognition and celebration of progress—both large and small—as part of fostering community, reinforcing shared responsibility, and sustaining momentum toward a more accessible and inclusive school district for all.

Learning Design

- Accessibility Tools
- Universal Design for Learning
- Ensouling Our Schools in action



Physically Accessible School Environments



- Paving
- Automatic Doors
- Accessible Entrance
- Wide Hallways
- Clear Signage
- Communication



Celebrating Accessibility Progress



- Building Culture & Community
- Education and Awareness
- Inspiring Collective Ownership

HOW TO GIVE FEEDBACK

Feedback on this plan is encouraged and can be submitted by:

District Accessibility Feedback Form located on the District website.

Email: accessibility@sd35.bc.ca

Phone: 604-534-7891 The public can ask to provide feedback on the District's Accessibility Plan.

Mail: Accessibility Feedback, Langley School District 4875 222nd Street, Langley, BC, V3A 3Z7

*To inspire all learners to reach their full potential
and create a positive legacy for the future.*