



LANGLEY SCHOOL DISTRICT

ACCESSIBILITY PLAN 2023-2026

An innovative, inspiring and unified learning community.



INTRODUCTION

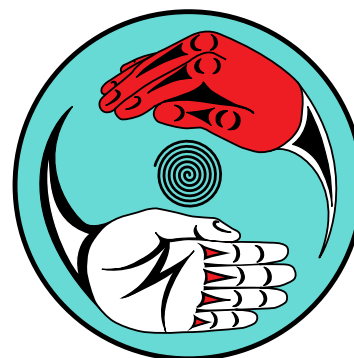


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The Langley School District operates on the traditional, ancestral and unceded territories of the Matsqui, Kwantlen, Katzie and Semiahmoo First Nations. It is comprised of the Township of Langley and the City of Langley. The District serves 24,600 students in 45 school sites and employs more than 3,800 staff. The Langley Board of Education consists of seven Trustees, five elected from the Township of Langley and two elected from the City of Langley.

The District’s Vision is to be an innovative, inspiring and unified learning community and its purpose is to inspire all learners to reach their full potential and create a positive legacy for the future.



LEGISLATIVE BACKGROUND

The Government of British Columbia is working towards being an inclusive province. In June 2021, the province passed the Accessible British Columbia Act, to provide a framework to identify, remove, and prevent barriers to accessibility.

Under this legislation, public sector organizations, including school districts, are required to develop an accessibility committee, accessibility plan and public feedback tool by September 1, 2023.

To comply with the Act, the Langley School District has taken steps to meet the requirements, which are communicated in this plan. Under the law, the plan and related information will be available to the public on the

District's website.

In alignment with the province and other public sector organizations, the District, in consultation with its accessibility committee, will consider specified principles:

- Inclusion
- Adaptability
- Diversity
- Collaboration
- Self-determination
- Universal design

In accordance with legislation, the plan should be reviewed and updated at least once every three years.

GUIDING FRAMEWORK

In alignment with the province, the Langley School District is working towards being an inclusive district. The District believes that every child matters and its Strategic Plan outlines a continuous improvement process.

Through the Ensouling Our Schools process, the District is committed to ensuring all students have equitable access to compassionate learning communities that are socially and academically inclusive.

Students, caregivers, and staff with disabilities are indispensable and their gifts and strengths must be nurtured for the community of Langley to reach its full potential.

To create systemic change, the District will use a social innovation approach to address inaccessibility:

- Examine the District holistically, centering the viewpoints of people with disabilities.
- Identify a new strategy for impact.
- Realign the District around the strategy.



- Design a District-wide change process.
- Lead, communicate and continue to engage.

The District will consult with the Accessibility Committee and the public through the District Strategic Education Team and the District Strategic Operations Team through formal meetings.



ACCESSIBILITY COMMITTEE

The District believes that people with disabilities are best able to identify barriers that stop them from fully accessing and/or serving the District. The formation of the first version of the Accessibility Committee is guided by this core belief.

The Inclusive Education Committee and Learning Support Services Department have advocated for, equipped, and supported students with disabilities and their families for several decades. Learning Support Services staff recommended that people with disabilities make up the majority of the Accessibility Committee.

Community is one of the District's core values. Learning Support Services staff have built relationships with self-advocates while serving them. The Director of Learning Support Services connected with potential committee members through these pre-existing relationships. The first

version of the committee was intentionally kept small, and one of its first objectives is to review its composition. The District welcomes feedback on the selection process and future composition of the committee.

As of September 1, 2023, members of the Accessibility Committee include:

- Allaya A
- Lisa Davidson
- Ben Fullerton
- Terry Maloney
- Michael Morgan
- Sandy Morgan
- Jinnie Saran

CONSULTATION CONDUCTED

This plan was developed in consultation with the Inclusive Education Committee, Learning Support Services staff, Inclusion Langley, and Untapped Accessibility.

The District recognizes that traditionally people with disabilities have not had a great deal of influence in its decision-making process. This plan was built with that historical context in mind. Year one of the plan is focused on centering the voices of people with disabilities to allow them time and space for greater influence on current and future decisions.

FEEDBACK MECHANISM

Early consultation has made the District aware that its website is not yet accessible for many people. An important portion of the Accessibility Plan is to make the District website accessible for more people.

The public can give feedback on this plan and identify barriers in the following ways:

- 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



IDENTIFYING BARRIERS

The Accessible British Columbia Act recognizes barriers caused by environments, attitudes, practices, policies, information, communications, or technology. The Accessibility Committee and the public will be offered the opportunity to examine the District from the above lenses with a particular focus on how they impact:

- Access to Education and Delivery of Service
- Employment
- The Built Environment
- Information and Communications

ACTIONS TO DATE

FACILITIES

Annual Facilities Grant (AFG) Accessibility Fund Five-Year Plan

The District's Facilities Department has collaborated with Occupational Therapist and Physiotherapist staff members in the Learning Support Services Department to prioritize changes to the physical structures of schools. Using funds allocated specifically to make schools more accessible, the plan is currently in its fourth year, and has led to the completion of 21 projects at 16 schools.

HUMAN RESOURCES

Hiring to Diversity Program

In January 2023, a letter of understanding (LOU) was established between the Langley Board of Education, School District, and employee partner group CUPE 1851 confirming work to facilitate employment opportunities and placements for individuals with developmental disabilities.

ACCESS TO EDUCATIONAL PROGRAMMING

Ensouling our Schools

The Aboriginal Program, Instructional Services, Learning Support Services and Student Support Services have collaborated to use a three-block model to ensure that every learner has academic and social access to compassionate classroom communities.



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

THREE-YEAR PLAN

YEAR ONE: SEPTEMBER 2023-AUGUST 2024

September to December

- Create Relationships
 - Within Accessibility Committee
 - Between Accessibility Committee and District Strategic Education Team
 - Between Accessibility Committee and District Strategic Operations Team
 - Between people with lived experience with disabilities and the District
- Examine
 - Examine the District holistically centering the viewpoints of people with disabilities

January to April

- Grow relationships and gather feedback
- Identify a two-year strategy for implementation from September 2024-August 2026

May to August

- Grow relationships and gather feedback
- Embed strategy into the District's Continuous Improvement Plan
- Communicate plan to rights holders, stakeholders, partners, and the public
- Operationalize strategy

YEAR TWO: SEPTEMBER 2024-AUGUST 2025

September to August

- Grow relationships and gather feedback
- Monitor, evaluate, report, and celebrate progress towards targets

YEAR THREE: SEPTEMBER 2025-AUGUST 2026

September to February

- Grow relationships and gather feedback
- Monitor and evaluate progress towards targets
- Evaluate effectiveness of current strategy

February to July

- Report and celebrate progress towards targets
- Create new targets
- If necessary, revise strategies
- Communicate new plan to rights holders, stakeholders, partners, and the public

MONITORING, EVALUATION AND CELEBRATION

Monitoring of the plan and feedback related to it is the responsibility of the District Strategic Education Team and the District Strategic Operations Team.

Evaluation is the responsibility of the District Leadership Team in consultation with the District Accessibility Committee.

Celebration is a vital part of building community and a collective sense of ownership of any process. The District will actively look for opportunities to celebrate large and small accomplishments towards a more equitable, accessible, and inclusive school district.

HOW TO GIVE FEEDBACK

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

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and create a positive legacy for the future.*