

INCLUSION AND ACCESSIBILITY

PREAMBLE

The Burnaby School District strives to provide welcoming, equitable and inclusive school communities that foster the growth and development of every learner in all aspects of their education. This policy aims to meet the needs of all students with disabilities or diverse abilities, while also providing support to families, staff, and the broader community.

POLICY

THE BOARD IS COMMITTED TO PROVIDING STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES MEANINGFUL ACCESS TO INSTRUCTIONAL SERVICES AND SUPPORTS. WE BELIEVE EVERY STUDENT HAS THE RIGHT TO SUCH ACCESS AND ENGAGEMENT IN UNIVERSALLY DESIGNED LEARNING OPPORTUNITIES WITHIN SAFE, WELCOMING AND INCLUSIVE SETTINGS.

FURTHER, THE BOARD IS COMMITTED TO CULTIVATING A WELCOMING AND SUPPORTING ENVIRONMENT FOR STAFF, FAMILIES, AND COMMUNITY MEMBERS LIVING WITH DISABILITIES. TOGETHER WE CELEBRATE DIVERSITY, PROMOTE EQUITY, AND STRIVE TO CREATE ENVIRONMENTS WHERE EVERYONE FEELS VALUED, REPRESENTED, AND EMPOWERED TO CONTRIBUTE TO OUR COLLECTIVE SUCCESS.

OBJECTIVES

In our commitment to celebrate diversity, promote equality, and strive to create environments where everyone feels valued, represented, and empowered to contribute to our collective success, the Board will:

1. Deepen engagement by actively including diverse voices and perspectives, helping to inform those making decisions and developing programs for the District;
2. Advocate for community-based capacity building to support specific needs, including those of people with disabilities or diverse abilities;
3. Advance systemic change through the development of oversight structures and strategic policies that promote long-term inclusivity and equity and are inclusive and responsive to the needs of all members of the District's community;

4. Increase accessibility to learning opportunities in support of each learner's capacity to thrive by addressing barriers through designing inclusive learning environments that provide multiple ways for learners to access information, demonstrate knowledge and stay engaged; and,
5. Create Individual Education Plans (IEPs) that guide and support each learner's journey and:
 - a. build on the student's strengths;
 - b. reinforce alternative ways to monitor, assess, and support the growth and success of students with disabilities or diverse abilities;
 - c. are developed through meaningful consultation and input from parent(s) and/or guardian(s), ensuring that the student's voice is at the forefront; and,
 - d. are implemented by the student's learning support teacher, who works collaboratively with the administrator, classroom teacher, and educational assistants.

Date Adopted: 2026-03
Date(s) Revised:

Cross References: