



Aberdeen Hall Preparatory School Three-Year Plan (2026-2029)

Overview:

This Accessibility Plan outlines the measures Aberdeen Hall Preparatory School will take to remove and prevent barriers and to promote inclusion for individuals with disabilities in our school community. The plan is based on the Accessibility Principles of Adaptability, Collaboration, Diversity, Inclusion, Self-Determination, and Universal Design, as set out in the Accessible B.C. Act.

2026-2029 Summary Statement:

Between 2026 and 2029, Aberdeen Hall will continue to evolve its campus and culture to ensure a barrier-free environment where every student, staff member, and family can thrive. Our focus will remain on the thoughtful integration of accessibility into new infrastructure, the enrichment of our curriculum through inclusive and diverse perspectives, and the optimization of technology to support various learning needs. By embedding these priorities into our daily operations and long-term planning, we remain dedicated to fostering a welcoming, equitable community that proactively responds to the diverse needs of all its members.

Accessibility Priorities:

Based on the feedback gathered from staff, parents/guardians, and students, and the Physical and Architectural Environment Audit, the Accessibility Committee has identified the following areas as the top priority for improving accessibility in the school community.

Priority #1: Physical and Architectural

Aberdeen Hall Preparatory School will improve the accessibility of the physical and architectural environment for all individuals, including those with disabilities, through the following actions

Objectives	Action	Timeline
Improve physical access to all programming areas on our school site, including parking, access to gym and playground spaces,	Conduct a needs assessment for wheelchair, vision-impaired, and hearing-impaired	In Progress



washrooms, specialty classrooms and amenities.	access	
Provide alternative learning spaces for students with diverse needs and disabilities	• Determine the current needs of students who may require alternate learning spaces from time to time • Conduct an audit of current alternate learning spaces that can meet the identified needs • Establish options for students with specific needs	In progress
Explore options for improved parking and parent drop-off/pick-ups	• Form a Board Committee • Initiate research on potential options for traffic circles, student, staff and visitor parking	Completed in September 2024, the formation of a Campus Planning & Development Committee Completed January 2026 added parking to the Junior lot and a second entrance to ease congestion, and a daily traffic control program for safer flow with staff support.
Reallocate programming to incorporate Phase 6	• Assess how the new gymnasium can meet/improve accessibility for all students • redesign parking and	Completed March 2024 We improved accessibility by adding large doorways, automatic handicap-accessible doors with push buttons, and other general inclusive design features. Completed September 2025



	traffic flow in response to the new building, and to improve efficiency and safety • Design guidelines and protocols for showers/change room usage	We have added extra support for traffic management during peak times to improve efficiency and safety in both the junior and senior school parking lots. Completed September 2025 Appropriate design guidelines and usage protocols for showers and change rooms have been developed to ensure safe and respectful use of the facilities.
Identify and mitigate areas of physical risk on campus	• gather and collate data on past incidents/near misses • Present findings to the risk management committee • initiate changes to policy and/or make adjustments to the physical spaces	September 2024 - ongoing Data on past incidents and near misses is gathered and collated, with findings presented to the risk management committee. Based on this information, changes are made to policies and/or adjustments are implemented in the physical spaces as needed.
Improve school signage to maximize accessibility	• Conduct a needs assessment for school signage with consideration for locations of: ○ accessible washrooms ○ front office/reception	Incomplete



	○ specialty classrooms ○ administration	
Install emergency response intercom/siren	● explore options for sirens/intercoms that could be used to communicate during lockdowns, earthquakes and hold and secure situations ● Install and test the new system ● Build guidelines for how the new system would function	February 2026 - In Progress Implementing the use of intercom, air horn, and SMS notifications to alert everyone in the school during emergency response drills. February 2026 - In Progress Two Hold & secure drills have been completed using these new notification methods February 2026 - In Progress Currently piloting the use of SMS notifications as part of the emergency communication system
NEW - In phase 7, prioritize a more accessible building	● Access to the athletic dome is presently limited. Phase 7 will focus on enhancing accessibility to better serve all individuals. ● Assess the design plans to meet/improve accessibility for all students	



Priority #2: Policy and Practice

Aberdeen Hall will provide an inclusive learning environment for students with diverse backgrounds and needs:

Objectives	Action	Timeline
Assess the needs of our current community	• survey existing families, students and staff members • collate data relating to inclusivity and accessibility of academic and co-curricular programming • make adjustments to school programming/course offerings and co-curricular clubs to meet the needs of all	May 2026 - All students are currently surveyed regarding their emotional well-being and needs. In May, this process will be expanded to include families, students, and staff members across the broader school community Ongoing - we are committed to strengthening the inclusivity and accessibility of our academic and co-curricular programming. As part of this work, we will gather and review relevant data, including surveying incoming students to better understand their physical capabilities and needs. This information will help inform ongoing adjustments to ensure our programs are accessible and supportive for all students. Ongoing - Our school takes a responsive approach to student wellbeing, regularly adapting programming, coursework, and co-curricular opportunities to



Objectives	Action	Timeline
	stakeholders	meet student needs. For example, we recently modified our middle school program to better align with those needs, reflecting our ongoing commitment to continuous improvement.
Provide training opportunities for staff/faculty in the areas of inclusivity	- Formalize a pluralism/DEI policy - Form a DEI committee	Completed in January 2023 (link to Inclusive ED: pluralism policy) Completed in June 2022 (Link to anti- racism policy) Priorities have changed - our approach to DEI has evolved, and we have not established a formal committee. Instead, the Leadership Team leads DEI education and initiatives across the school, ensuring that inclusivity and equity are embedded in decision-making, programming, and the overall student experience. November 2024 In addition, students have created a committee called the GSA (Gender and Sexuality Alliance) club. (link to the terms of reference here)



Objectives	Action	Timeline
	• Include DEI education in professional development workshops	Our priorities have evolved, and DEI (Diversity, Equity, and Inclusion) education is now fully integrated and embedded within our professional development workshops rather than treated as a separate component.
Include DEI instruction in the school curriculum	• Conduct a scope and sequence of First Peoples Principles of Learning (FPPL) and Diversity, Equity and Inclusion (DEI) instruction K-12 • Build a calendar of formal “days of recognition.”	In Progress - The (FPPL) and (DEI) instructions are already embedded within our curriculum documents across grade levels. We are currently in the process of conducting a K-12 scope and sequence to collate and organize this information into a cohesive, school-wide document. This is an ongoing initiative aimed at clearly mapping how FPPL and DEI concepts are taught and reinforced throughout students' learning. Implemented - 2025-2026, we have created a calendar of recognition for 2025-2026, with days of recognition to ensure that each different division is recognized. (link to calendar)
NEW -Implement strategic,	• Increase the talent	Fall of 2026



Objectives	Action	Timeline
inclusive hiring practices to attract and support a diverse workforce.	pool for the hiring team by casting a broader net to attract more applicants from diverse backgrounds	

Priority #3: Technology

Aberdeen Hall will increase awareness and training on assistive technology for students with disabilities.

Objectives	Action	Timeline
Increase awareness of specific assistive technology needs for students with disabilities	• Conduct class reviews of technology needs for students • Provide training for staff on the various technology needs of students	Ongoing - efforts have increased awareness and use of assistive technologies to support diverse learners. Faculty are exploring generative AI for formative assessments and practice, alongside tools like Speech-to-Text in Google Docs. iPads are also provided to Learning Strategies, upon request, to support students with specialized apps and accessibility tools.
Formalize best practice for use of SIS and LMS for teachers, students and parents	• Publish clear guidelines for MySchool and Google Classrooms • Perform regular audits of MySchool communication	Completed & Updated 2023 • MySchool • Google Classroom



Establish efficient and equitable means of communicating with stakeholders	• Re-design reporting protocols to meet new Ministry Reporting guidelines (including proficiency grades, percentage grades, commentary, and self-reflection as directed) • Revisit the current use of weekly memos for faculty/staff • Review current parent communication practices in light of alignment with the Accessibility Act of BC (ABCA)	Completed & Updated annually • Report cards have been updated to align with Ministry guidelines, incorporating proficiency grading and student self-reflection. Reports are issued six times per year (three interim and three formal reports). Ongoing - Weekly memos are shared with faculty and staff through divisional channels (Grapevine, Primer, and Post), with efforts made to centralize communication within these updates and reduce additional emails. Implemented see link Communications and Marketing Accessibility Progress Update: April 2026
Review school social media	• Revisit the protocols	Implemented, see link to the



practices	for posting in alignment with the Accessibility BC Act updates	communications update: Communications and Marketing Accessibility Progress Update: April 2026
Review the current use of technology in classrooms	• Conduct a needs assessment for technology in the classroom • Re-evaluate and communicate the updated Away for the Day policy in HS	Ongoing - There are annual faculty surveys to assess classroom technology needs. Current resources (e.g., device carts) are meeting expectations, with adjustments focused primarily on maintenance, repair, and replacement rather than expansion. Completed and updated in 2025 to include the entire school day - Away for the Day Policy
NEW - improve the accessibility and visibility of the School Accessibility Feedback Tool so that all users, including those using assistive technologies, can submit feedback easily, with submissions acknowledged	• Improve visibility and accessibility of the School Accessibility Feedback Tool on the website so all users, including those using assistive technologies, can easily find and use it • Establish a clear process to review, track, and respond to feedback within set timelines • Publish an annual update on the progress of the	



	three-year Accessibility Plan on the school website each June	
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How to Give us Feedback

In addition to the public availability of the plan, Aberdeen Hall will be posting an annual status report on the progress of the Three-Year Accessibility Plan on the school's website. Accessible formats of the plan will be made available upon request. Questions, comments or feedback regarding the Accessibility Plan may be directed to Humanresources@aberdeenhall.com.

This [School Accessibility Feedback Tool](#) can be used.