Accessibility Plan
2023-2026

SelfDesign®

LEARNING
FOUNDATION

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Section 1: Introduction

About SelfDesign

SelfDesign Learning Foundation (SelfDesign) facilitates lifelong learning and holistic personal growth through programs, opportunities, and support for people of all ages, emphasizing choice and self-direction in learning. SelfDesign Learning Foundation is a registered Canadian charity incorporated as a not-for-profit organization in the province of British Columbia.

SelfDesign currently offers three education programs:

1. **SelfDesign Learning Community** – a Provincial Online Learning School - Independent (POLS-Independent) for learners in kindergarten to grade 12. SelfDesign Learning Community has approximately 2,000 learners, of which almost half have individual education plans (IEPs). Learning occurs in the learner's home, online, and local community, and SelfDesign Learning Community provides each learner with digital technologies and resources to complement real-world learning.

2. **SelfDesign Home Learning** – a registration service for homeschoolers, where typically a home educator (a parent or guardian) delivers an education program to a child at home. Homeschoolers are not eligible to receive a B.C. Certificate of Graduation.

3. **HomeLearners Network (HLN)** – an online program that provides at home activities for children and teens.

Message from Amber Papou, President & CEO

At SelfDesign, we are committed to providing a learning and working environment that supports all learners and educators and provides equitable opportunities to support our diverse community. A key element to supporting our community is the development of our Accessibility Plan (the "Plan"). This Plan identifies needs, priorities, and action plans. The intention is that as further needs are found, that the Plan will be updated for following years.

At SelfDesign, we know improving access not only helps people with disabilities but also helps improve our entire community. We are committed to continuous improvement for all areas of the organization so that we are able to better support the needs of all of those who belong to the SelfDesign Learning Foundation family.

Territorial acknowledgement

It is with gratitude that the SelfDesign community respectfully acknowledges the many traditional, ancestral, unceded and treaty territories that we learn and grow on throughout this diverse continent. We honour and thank the many Indigenous Nations whose voices and footsteps have marked this territory for millenia in recognition of their continued stewardship of the land. We also look forward to many collaborations and meaningful exchanges to create a shared vision for the future.

Definitions

Accessibility: The state of having programs, services and environments that allow all individuals to participate fully in society without encountering barriers.

Accessibility committee: An official group formed by one or more organizations in collaboration with people with disabilities to create an accessibility plan and feedback mechanism.

Accessibility plan: A plan that identifies challenges and solutions for addressing accessibility barriers:

1. **Barrier:** Anything that prevents a person with a disability from fully participating in all aspects of society because of their disability. This includes architectural, attitudinal, information, communications, policy or practice, and technological barriers.

2. **Architectural barrier:** A barrier resulting from building design – the area adjacent to the building, shape of rooms, the size of doorways, and so on.

3. **Attitudinal barrier:** A barrier that arises from the attitudes of staff, students and the school community, including discriminatory behaviours and a lack of disability awareness.

4. **Communication barrier:** A barrier that arises from difficulties receiving information in person, by telephone or online, interacting with teachers, peers, receptionists or other staff, and receiving training.

5. **Information barrier:** A barrier that arises from inadequate or incomprehensible signage, difficulties reading brochures, forms, manuals, websites, fax transmissions, equipment labels, computer screens, and so on.

6. **Policy or practice barrier:** Rules, regulations and protocols that prevent a person from performing their job satisfactorily or from participating in society. Policy, practices and procedures that prevent a learner from accessing the curriculum and fully participating in the school community.

7. **Technological barrier:** A barrier resulting from computers, photocopiers, fax machines, telephones and switches, including the lack of assistive technologies.

8. **Temporal barrier:** A barrier that occurs during a specific time, such as busy times of day or during special events.

Disability: The state of being unable to participate fully and equally in society as a result of the interaction between an impairment and a barrier. **(For more information about disability and types of disability and support, see Appendix A: About disability.)**

Impairment: A physical, sensory, mental, intellectual or cognitive limitation, whether permanent, temporary or episodic.

Section 2: Framework guiding our work

Framework guiding our work

SelfDesign's Accessibility Plan builds on global, national, provincial and SelfDesign's specific actions to promote and support accessibility.

B.C. context and legislation – The Accessible British Columbia Act

The Accessible British Columbia Act was enacted June 2021. Initially the accessibility planning requirements applied only to provincial government organizations.

The Accessible British Columbia Regulation, under the Accessible British Columbia Act, came into force September 1, 2022. The regulations identify schools as accessible organizations and state that public schools and independent schools are required to have an accessibility committee, an accessibility plan, and a tool to receive feedback on accessibility by September 1, 2023.

The goal of the Act is to improve opportunities for people with disabilities and to involve them in identifying, removing and preventing barriers to their full participation in the life of the province.

Principles in the Accessible British Columbia Act

The Accessible British Columbia Act lists principles that must be considered as organizations develop an accessibility plan. The definitions are adapted from the foundational document, **British Columbia Framework for Accessibility Legislation.**

1. **Adaptability:** Accessibility plans should reflect that disability and accessibility are evolving concepts that change as services, technology and attitudes change.

2. **Collaboration:** Promoting accessible communities is a shared responsibility, and everyone has a role to play. Accessibility plans should create opportunities for organizations and communities to work together to promote access and inclusion.

3. **Diversity:** Every person is unique. People with disabilities are individuals with varied backgrounds. Individual characteristics — including race, gender, sexual orientation, religion, and lived experience — greatly inform the experiences of individuals. Accessibility plans should acknowledge the principle of intersectionality and diversity within the disability community.

4. **Inclusion:** All British Columbians, including persons with disabilities, should be able to participate fully and equally in their communities.

5. **Self-determination:** Accessibility plans should seek to empower people with disabilities to make their own choices and pursue the lives they wish to live.

6. **Universal design:** The Centre for Excellence in Universal Design defines universal design as "the design and composition of an environment so that it can be accessed, understood, and used to the greatest extent possible by all people regardless of their age, size, ability or disability." An accessibility plan should be designed to meet the needs of all people who interact with the organization.

SelfDesign's commitment to accessibility

Accessibility refers to the degree of ease with which people with disabilities can use and enjoy something, such as a device, service, or place. At SelfDesign, we are committed to providing an environment that is accessible and practical for all members of our diverse community. We recognize the importance of conscious planning, design and effort in ensuring that barriers are removed and accessibility is increased.

We are committed to working collaboratively with our community to treat people with disabilities equitably and in a way that respects their dignity.

Our approach

At SelfDesign, we believe that all members of our community have the right to be treated with dignity, be given an opportunity to participate, and be provided with access to learning and community. Our approach is grounded in the core provincial principles of accessibility, including adaptability, collaboration, diversity, inclusion, self-determination and universal design.

In June 2023, we began the process of identifying barriers to accessibility. This process involved:

- conducting interviews to understand the issues, challenges, and priorities of stakeholders within our SelfDesign community.
- holding key discussions to identify barriers to accessibility.
- developing a SelfDesign feedback tool.
- prioritizing actions to be taken.
- establishing a monitoring and evaluation process.

Our approach is designed to recognize existing accessibility gaps and opportunities to improve accessibility in the SelfDesign community. By engaging in thoughtful planning, meaningful engagement, training and direct action, we aim to deliver lasting accessibility improvements for all members of our community.

Section 3: The Accessibility Committee

Purpose of the SelfDesign Accessibility Committee

Under the Accessible British Columbia Act, organizations must establish an accessibility committee to assist with identifying and preventing barriers to individuals in or interacting with the organization. The purpose of the accessibility committee is to work collaboratively to assess and improve community accessibility, focusing on the experiences of individuals with disabilities while encompassing the whole community. The Accessibility Committee also advises the SelfDesign leadership team on strategies to reduce social, physical, sensory and other barriers that prevent people from fully participating in all aspects of school community life.

Recruitment to the Accessibility Committee

Under the Accessible British Columbia Act, the selection of accessibility committee members must, to the extent possible, align with the following goals:

- At least half the members are persons with disabilities, or individuals who support or are from organizations that support persons with disabilities;
- At least one member is an Indigenous person; and
- Members reflect the diversity of persons in B.C.

Our approach is designed to recognize existing accessibility gaps and opportunities to improve accessibility in the SelfDesign community. By engaging in thoughtful planning, meaningful engagement, training and direct action, we aim to deliver lasting accessibility improvements for all members of our community.

Accessibility Committee membership

SelfDesign is an Associate Member Society school (AMS) with the Federation of Independent Schools Associations (FISA). Along with other independent schools, we will join FISA's AMS Accessibility Committee. However, for the coming year, we will focus on developing our own accessibility committee.

Section 4: Accessibility feedback tool

Accessibility feedback tool

SelfDesign developed an online feedback tool that includes a series of questions about accessibility experiences that learners, people who work with us and other members of the SelfDesign community can complete. The tool is posted on our website, and an information announcement about the tool will be shared with everyone in our community.

Feedback can be submitted anonymously, or people can add their name and contact information if they wish to be contacted.

Section 5: Accessibility accomplishments

Key discussion themes – Accessibility accomplishments identified

The guiding principles of inclusive practice inform SelfDesign's programs, policies, practices and services to reduce and minimize barriers to accessibility for people with disabilities. We strive to create an environment that is accessible and to ensure continuous improvement in accessibility.

Our learning model embraces accessibility by ensuring that every learner, irrespective of their background or abilities, can find a place within the system. It respects individual journeys, prioritizes the holistic process of learning over rigid outcomes, and fosters a supportive, inclusive environment for every learner.

We embrace universal design as a core principle in our learning programs and are committed to creating and providing events, offerings and a curriculum that is designed right from the start with every single learner in mind. In removing previous obstacles and providing a flexible curriculum, this approach allows for accessibility and extends the opportunities that will challenge learners.

We encourage use of technology tools to help create accessibility.

In SLDC, our kindergarten to grade 12 educational program, we encourage and help parents, learners and educators to use the following accessibility tools, amongst others, in our learning platform:

- alternative text on all images
- audio and video notes in lieu of or in addition to written text
- captions on audio or video notes
- accessibility checkers to review text before publishing and ensure size, contrast and colour of text meets accessibility standards

We recommend and encourage using assistive technology including the following:

- voice-to-text application
- reader application
- grammar/spelling application
- 'cut the noise' application

Universal design principles are integrated into the design of our education programs. Educators are knowledgeable and continue to build their skills in accessibility to guide learners and to provide the supports that enable them to succeed.

Section 6: Our plan (2023–2026)

Our plan (2023–2026)

Overview

This Accessibility Plan shows SelfDesign's priorities from September 2023 to August 2026. The plan is based on the accessibility principles of adaptability, collaboration, diversity, inclusion, self-determination and universal design, as set out in the Accessible British Columbia Act.

Accessibility Priorities

General

1   **IDENTIFICATION OF ACCESSIBILITY BARRIERS**

SelfDesign is committed to identifying accessibility barriers, so that it has a comprehensive understanding of the accessibility barriers. This would be accomplished through various mechanisms, which may include an accessibility audit, surveying SelfDesign's stakeholders, gathering information through feedback mechanisms, and obtaining advice from accessibility consultants and the accessibility committee.

2   **DEVELOPMENT OF SELFDESIGN'S OWN ACCESSIBILITY COMMITTEE**

SelfDesign will develop its own Accessibility Committee in fall 2023. Currently, SelfDesign is part of the Accessibility Committee put together by the Associate Member Society/Federation of Independent School Association (AMS/FISA). In developing SelfDesign's committee, the following actions will need to be done: recruitment and selection of committee members, terms of reference for the committee including its purpose and expectations, and regular meetings. The committee will contribute to SelfDesign's accessibility initiative by advising on ways to address accessibility barriers.

3   **BRANDING**

SelfDesign will review its branding guidelines to ensure content is accessible. For instance, colour contrast is critical for accessibility.

4   **PLAIN LANGUAGE**

SelfDesign will prioritize the use of plain language for its communications. SelfDesign has identified that some communications for parents and learners needs to be more accessible based on feedback from parents and learners.

Our plan (2023–2026)

5 **ACCESSIBILITY AWARENESS TRAINING**

SelfDesign will provide accessibility awareness training as it is an integral step in making SelfDesign's learning community more accessible.

Educational Programming

6 **UNIVERSAL DESIGN**

In SelfDesign Learning Community's (SDLC) approach to curriculum development, universal design of instruction (UDI) principles continues to be embedded in its learning model. The philosophy looks at engaging diverse learners with strategies that benefit all learners. SelfDesign will focus on how learners are acquired, engaged, and guided, using UDI so SelfDesign is more accessible to a variety of learners and helps foster a culture of understanding of the diverse nature of SelfDesign's learning community.

SelfDesign is committed to creating and providing events, programs, and services designed right from the start with every learner in mind. Removing previous obstacles and providing a flexible curriculum allow for accessibility and extend the opportunities that will challenge learners.

SelfDesign will further explore creating materials and opportunities for learners in grades 6-9, incorporating universal design principles, to help them prepare for the approach to learning used in SDLC in grades 10-12.

7 **ACCESSIBILITY TRAINING FOR EDUCATORS**

SelfDesign will provide training in neurodiversity and accessibility for its educators who deliver educational programming, to ensure an inclusive experience for all learners.

8 **TECHNOLOGICAL ADVANCES FOR LEARNERS**

SelfDesign will explore further use of accessibility tools in its learning platform and other learning applications, including assistive technology extensions.

9 **REVIEW OF ACCESSIBILITY OVERLAYS**

SelfDesign will embed accessibility into the HomeLearners Network website.

Technology

10 **WEBSITE LAYOUTS**

SelfDesign will include basic accessibility features when refreshing its public-facing website in Fall 2023. It will also implement the following changes to additional areas of its online platform:

- Ensure that all headings and subheadings are labelled appropriately
- Images have alternative text
- Ensure that the site colours have enough contrast to be seen and read properly
- Communications are in plain language
- Links are described

11 **VIDEO CONFERENCING**

SelfDesign will explore and where feasible implement automatic captioning for video calls. Currently, automatic closed captioning is not enabled on Zoom video conference calls which cause barriers to people with hearing loss or those with English as a second language, amongst others.
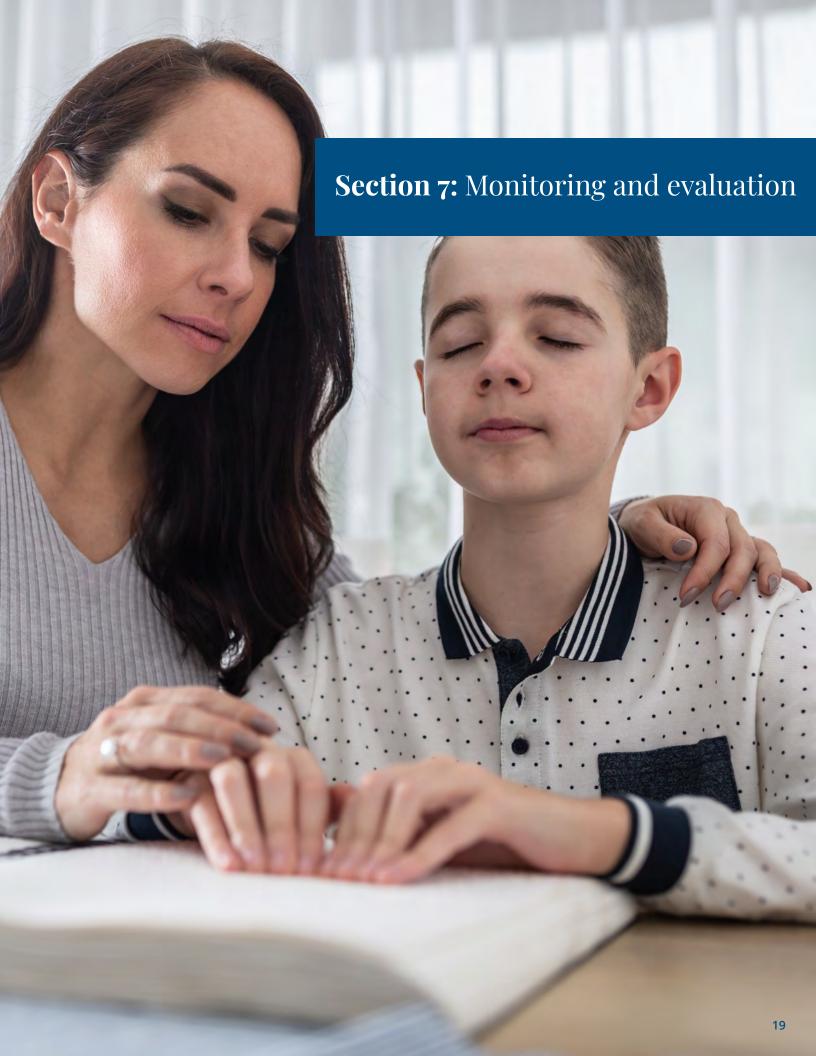
12 **SURVEYS**

SelfDesign will use a survey tool that meets appropriate accessibility standards.

13 **MULTIMEDIA INPUT**

SelfDesign will expand the methods that people can provide feedback on the Accessibility Plan and engage with SelfDesign. Currently people need to submit feedback or inquiries through text or by placing a phone call, and accessibility will be increased if we allow for image and video submissions as well.

Section 7: Monitoring and evaluation

Monitoring and evaluation

The SelfDesign Accessibility Committee will review progress on implementing the plan and evaluate the effectiveness of the plan on increasing accessibility throughout the organization.

The following steps are taken regarding this Accessibility Plan:

1. **Preparation of an annual status report** detailing progress on implementing the Plan.

2. **Review and update of the Accessibility Plan** for the following year, in consultation with persons with disabilities and other relevant community members.

How to provide feedback

In addition to making SelfDesign's accessibility plan available to the public for viewing, we will post an annual status report on our website.

Questions, comments or feedback regarding SelfDesign's accessibility plan can be directed to **accessibility@selfdesign.org** or sent by mail to:

SelfDesign Learning Foundation
PO Box 74560 RPO Kitsilano
Vancouver, BC, V6K 4P4
Canada

Section 9: Appendices

The Disability Continuum

Although there is no universally accepted meaning for the word "disability", the Ontario Human Rights Code provides definitions of disability that form our guiding principles. Definitions of disability can be placed on a continuum. At one end, disability is explained in terms of medical conditions (medical model). At the opposite end, disability is explained in terms of the social and physical contexts in which it occurs (environmental model).

The medical model focuses on deficiencies, symptoms and treatments. The World Health Organization's (WHO's) 1976 definition for disability, for example, is "any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being." Medical model definitions promote the idea that disability is a deviation from the norm.

Many people with disabilities are troubled by definitions that regard disability as abnormal, preferring instead to portray disability as commonplace, natural and, in fact, inevitable. As people age, they experience gradual declines in visual acuity, auditory sensitivity, range of motion, bodily strength and mental powers. Significant functional limitations affect almost half of people between the ages of 55 and 79, and more than 70 per cent of people over the age of 80 (World Report on Ageing and Health, WHO 2015). After middle age, disability is the norm.

The environmental model explains disability in relation to social and physical contexts. In this view, the environment, not an individual's medical condition, causes disability. For example, during an electrical blackout, a person who is completely blind can effortlessly navigate around the home, hammer nails, and, if a Braille user, read a novel, and a sighted person would be unable to perform these tasks easily, if at all. In this example, the environment disables the sighted person.

The environmental model emphasizes that people with disabilities are capable individuals, and it is the barriers in the built and human environments, not a person's medical conditions, that create disability. Disability occurs when the world is designed only for a certain way of living without considering the natural variation among human beings. Barriers are created by humans, and modifying how we live, the tools we use, and our understanding of the proper way to do things can eliminate or minimize design problems that cause barriers. Systematic barriers can be eliminated by modifying policies, plans and processes. Attitudes that cause barriers can be addressed through disability awareness, respect and positive interactions with people with disabilities.

Types of disability and functional limitations

A person's disability may make it physically or cognitively challenging to perform everyday tasks such as operating a keyboard, reading a sign, differentiating colours, distinguishing sounds, climbing stairs, grasping small items, remembering words or doing arithmetic.

There are many kinds of disabilities, including physical, sensory, hearing, mental health, developmental and learning disabilities. Disabilities can be visible or invisible.

VISUAL DISABILITIES

Visual disabilities reduce one's ability to see clearly. Very few people are totally blind. Some have limited vision, such as tunnel vision, where a person has a loss of peripheral or side vision, or a lack of central vision, which means they cannot see straight ahead. Some can see the outline of objects, whereas others can see the direction of light. Impaired vision can restrict a person's ability to read signs, locate landmarks or see hazards. In some cases, it may be difficult to tell if a person has a visual disability. Others may use a guide dog or white cane.

Here are some suggestions to help you interact with people with visual disabilities:

- Identify yourself when you approach the person and speak directly to them.
- Speak normally and clearly.
- Avoid referring to the disability or using phrases like "handicapped".
- Unless it is an emergency, only touch the person if you have been given permission.
- If you offer assistance, wait until you receive permission.
- Offer your arm (the elbow) to guide the person, and walk slowly.
- Service animals are working and have to pay attention at all times. Refrain from engaging with the animal.
- If you're giving directions or verbal information, be precise and clear. For example, if you're approaching a door or an obstacle, say so. Don't just assume the individual can't see it.
- When entering a room, show the individual to a chair or guide them to a comfortable location.
- Identify landmarks or other details to orient the person to the environment around them.
- Ensure you say good-bye before leaving the individual.
- Be patient. Things may take a little longer.

HARD OF HEARING AND DEAFNESS

People who have hearing loss may be deaf or hard of hearing. Like other disabilities, hearing loss has a wide variety of degrees. People who are hard of hearing may require assistive devices when communicating. Although some people may use sign language, notes or hearing aids when communicating, others may also use email, pagers, TTY telephone service or the Bell Canada Relay Service.

Here are some suggestions to help you interact with people who are deaf or hard of hearing:

- Always ask how you can help. Don't shout.
- Avoid referring to the disability or using phrases like "handicapped".
- Attract the person's attention before speaking. The best way is a gentle touch on the shoulder or by gently waving your hand.
- Make sure you are in a well-lit area where the person can see your face.
- Look at and speak directly to the person. Address the person, not their interpreter.
- If necessary, ask if another method of communicating would be easier, for example, a pen and paper.
- Keep your face clearly visible when speaking.
- Be clear and precise when giving directions, and repeat or rephrase if necessary. Make sure you have been understood.
- Service animals are working and have to pay attention at all times. Refrain from engaging with the animal.
- Any personal (e.g., financial) matters should be discussed in a private room to avoid other people overhearing
- Be patient. Communication for people who are deaf is different because their first language may not be English. It may be American Sign Language (ASL).
- If the person uses a hearing aid, try to speak in an area where there are few competing sounds.

PHYSICAL DISABILITIES

There are many types and degrees of physical disabilities, and not all require a wheelchair. For example, people who have arthritis, heart or lung conditions, or amputations may also have difficulty moving, standing or sitting. It may be difficult to identify a person with a physical disability.

Here are some suggestions to help you interact with people with physical disabilities:

- Speak normally and directly to the person rather than someone who is with them.
- People with physical disabilities often have their own ways of doing things. Ask before you help.
- Avoid referring to the disability or using phrases like "handicapped".
- Be patient, and be sure you understand their needs.
- Unless it is an emergency, refrain from touching any assistive devices, including wheelchairs.
- Provide the person with information about accessible features of the immediate environment (automatic doors, accessible washrooms, etc.).

INTELLECTUAL DISABILITIES

People with intellectual or developmental disabilities may have difficulty doing many things most of us take for granted. These disabilities can mildly or profoundly limit one's ability to learn. You may not be able to know that someone has one of these disabilities unless you are told, or you notice the way people act, ask questions or body language.

Here are some suggestions to help you interact with people with intellectual disabilities:

- As much as possible, treat the person with an intellectual disability like anyone else. They may understand more than you think, and they will appreciate you treating them with respect.
- Don't assume what a person can or cannot do.
- Avoid referring to the disability or using phrases like "handicapped".
- Use simple words and short sentences.
- Make sure the person understands what you've said.
- If you can't understand what's being said, ask again.
- Give one piece of information at a time.
- Be polite and patient.
- Speak directly to the person, not to someone who is with the person

LEARNING OR COGNITIVE DISABILITIES

Learning or cognitive disabilities can result in a host of different communications difficulties for people. They can be subtle, as in having difficulty reading, or more pronounced, but they can interfere with the person's ability to receive, express or process information. You may not be able to know that someone has one of these disabilities unless you are told, or you notice the way people act, ask questions or their body language.

Here are some suggestions to help you interact with people with learning disabilities or cognitive disabilities:

- Patience and a willingness to find a way to communicate are your best tools.
- Recognize that some people with communication difficulties use augmentative communication systems such as Signed English and Picture Exchange System.
- When you know that someone with a learning disability needs help, ask how you can best help.
- Speak normally, clearly and directly to the person
- Take some time — people with some kinds of disabilities may take a little longer to understand and respond.
- Try to find ways to provide information in a way that works best for them. For example, have a paper and pen handy.
- If you're dealing with a child, be patient, encouraging and supportive.
- Avoid referring to the disability or using phrases like "handicapped".
- Be courteous and patient, and the person will let you know how to best provide service in a way that works for them.

MENTAL HEALTH DISABILITIES

People with mental health disabilities look like anyone else. You won't know that the person has a mental health disability unless you're informed of it. But if someone is experiencing difficulty in controlling their symptoms or is in a crisis, you may need to help out. Be calm and professional, and let the person tell you how you can best help.

Here are some suggestions to help you interact with people with mental health disabilities:

- Treat people with a mental health disability with the same respect and consideration you have for everyone else.
- Be confident and reassuring, and listen to persons with a mental health disability and their needs.
- If someone appears to be in a crisis, ask him or her to tell you the best way to help.
- Take the person with a mental health disability seriously, and work with them to meet their needs.

SPEECH AND LANGUAGE DISABILITIES

Some people have communication challenges. It could be the result of cerebral palsy, hearing loss or another condition that makes it difficult to pronounce words, causes slurring or stuttering, or an inability to express oneself or understand written or spoken language. Some people who have severe difficulties may use communication boards, sign language or other assistive devices.

Here are some suggestions to help you interact with people with speech and language disabilities:

- Just because a person has one disability doesn't mean they have another. For example, if a person has difficulty speaking, don't assume they have an intellectual disability as well.
- If you don't understand, ask the person to repeat the information.
- Avoid referring to the disability or using phrases like "handicapped".
- If you are able, ask questions that can be answered 'yes' or 'no'.
- Take some time. Be patient and polite, and give the person whatever time they need to get their point across.
- Allow the individual to finish their sentences themselves without interruption.
- Patience, respect and a willingness to find a way to communicate are your best tools.

DEAF–BLIND DISABILITIES

A person who is deaf–blind cannot see or hear to some extent. This results in greater difficulties in accessing information and managing daily activities. Most people who are deaf–blind will be accompanied by an intervener, a professional who helps with communicating. Interveners are trained in special sign language that involves touching the hands of the client in a two-hand, manual alphabet or finger spelling, and may guide and interpret for their client.

Here are some suggestions to help you interact with people who are deaf–blind:

- Make no assumptions about what a person can or cannot do. Some deaf–blind people have some sight or hearing, while others have neither.
- Avoid referring to the disability or using phrases like "handicapped".
- A deaf–blind person is likely to explain to you how to communicate with them or give you an assistance card or a note explaining how to communicate with them.
- Speak directly to the person, as you normally would, not to the intervener.
- Identify yourself to the intervener when you approach the person who is deaf–blind.
- Don't touch service animals — they are working and have to pay attention at all times.
- Unless it's an emergency, refrain from touching a deaf–blind person without permission.

Appendix B: References and resources

Global, Canadian and local accessibility context and legislation

United Nations Convention on the Rights of Persons with Disabilities

Canada Ratifies the UN Convention on the Rights of Persons with Disabilities

Canadian Charter of Rights and Freedoms

British Columbia Framework for Accessibility Legislation

Accessible British Columbia Act

BC Accessibility Legislation Plan Language Summary

Accessibility planning resources for schools and school boards

BC Accessibility Hub

Developing Your First Accessibility Plan: A Guide for BC Prescribed Organizations

Creating an Accessibility Committee

Universal Design

Special Education Technology BC (SET BC)

Accessible Resource Centre - BC

Standards Council of Canada

B6521-95 Barrier-Free Design

A Guide to Creating Accessible Play Spaces (Rick Hansen Foundation)

Canadian National Institute for the Blind (CNIB)

Provincial Resource Centre for the Visually Impaired (PRCVI)

Canadian Hard of Hearing Association

Canadian Hearing Services

Provincial Outreach Program for the Deaf and Hard of Hearing (POPDHH)

Auditory Outreach Provincial Resource Program

Provincial Outreach Program for Students with Deafblindness

Provincial Inclusion Outreach Program (Complex Needs)

Provincial Outreach Program for Autism and Related Disorders

Provincial Outreach Program for Fetal Alcohol Spectrum Disorder

Multiple Sclerosis Society of Canada

Learning Disabilities Association of Canada

Brain Injury Canada

Spinal Cord Injury Canada

Tourette Canada

Kelty Mental Health (BC Children's Hospital)

Gifted Children's Association of BC

Specialist Association of Gifted Educators in BC

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