

**SCHOOL DISTRICT 46
SUNSHINE COAST**

Accessibility Plan

2023-2028

www.sd46.bc.ca

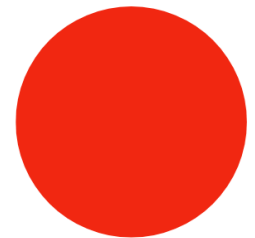




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INTRODUCTION

About SD46

School District 46 – Sunshine Coast provides public education to over 3,400 students supported by 600 dedicated staff in the beautiful coastal communities of the Sunshine Coast, from Earls Cove to Port Mellon, including Langdale, Gibsons, Roberts Creek, Davis Bay, Sechelt, West Sechelt, Halfmoon Bay, Madeira Park, Pender Harbour and Egmont.

The Sunshine Coast of British Columbia is located 30 kilometres northwest of Vancouver and stretches 96 kilometres along the picturesque shores of the Salish Sea. Reached by a 40-minute ferry ride across Howe Sound from Horseshoe Bay, the Coast offers a wide range of recreational and educational opportunities for students and their families.

SD46 is dedicated to creating a safe, caring and healthy learning and working environment that is inclusive of the diversity of our entire learning community. The district is focused through its [strategic plan](#) on providing meaningful learning opportunities for all students and staff and in partnership with families, First Nations, community agencies, and associations.

SD46 has nine elementary schools, four secondary schools, and a wide range of innovative programs including prenatal and early education supports, nature-based learning programs, alternative education, online learning programs, and Indigenous learning and support programs.

MESSAGE FROM THE COMMITTEE

The SD46 Accessibility Committee represents our commitment towards creating a more accessible and inclusive environment within School District 46. Our commitment is unwavering in ensuring that all students, staff, and visitors with disabilities experience equal access to our educational programs, services, and facilities.

The Committee is proactively working on identifying barriers that impede accessibility and inclusivity. We are dedicated to not only recognizing these hurdles but also devising and implementing effective strategies for their removal.

Grounded in the ideals of Inclusion, Adaptability, Diversity, Collaboration, Self-Determination, and Universal Design, we are developing a comprehensive accessibility plan. This plan will reflect the feedback from our community and align with the principles of the First Peoples. Steadfast in our resolve, we seek to promote understanding and awareness of the challenges faced by individuals with disabilities and foster an environment where every member of our school district can thrive.



TERRITORIAL ACKNOWLEDGEMENT

We acknowledge with respect the unceded and traditional lands and waters of the Skwxwú7mesh Úxwumixw and the shíshálh Nation where we gather, learn, and collaborate with one another.

DEFINITIONS

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.

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

Inclusion: “An attitude and approach that embraces diversity and differences and promotes equal opportunities for all. Inclusion is not just about people with disabilities. When our communities include and embrace everyone, we are ALL better able to reach our full potential.” - Inclusion BC

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

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.



FRAMEWORK GUIDING OUR WORK

School District 46's Accessibility Plan and our commitment to support accessibility is built upon the principles of global, national, and provincial legislative frameworks and school district procedures and actions that support and promote accessibility. The plan also utilizes actions outlined within the Accessible BC Act.

Global Context – United Nations Convention on the Rights of Persons with Disabilities

In recent years, there has been an emphasis on increasing diversity, equity, and inclusion within the workplace and within the larger community. The United Nations has been instrumental in leading the importance of disability as a global health issue. In 2006, the United Nations led efforts to adopt the Convention on the Rights of Persons with Disabilities (CRPD). In 2010, Canada ratified the CRPD and described the CRPD as follows:

“The Convention on the Rights of Persons with Disabilities is an international human right treaty aimed at protecting the rights and dignity of persons with disabilities without discrimination and on an equal basis with others. Parties to the Convention of the rights of Persons with Disabilities are required to promote and ensure the full enjoyment of human rights of persons with disabilities including full equality under the law.”

Canadian Context – Canadian Charter of Rights and Freedoms, [Accessible Canada Act](#)

Canadian accessibility legislation was founded in 1985 where disability was included in the Canadian Charter of Rights and Freedoms and in 1986, Persons with Disabilities (PWDs) were included in the new federal Employment Equity Act. The Accessible Canada Act (ACA) came into force in 2019, with the overarching goal to realize a barrier-free Canada by 2040. This act applies to federally regulated entities. The ACA has seven focus areas, and was developed based on the following guiding principles:

1. All persons must be treated with dignity regardless of their disabilities.
2. All persons must have the same opportunity to make for themselves the lives that they are able and wish to have regardless of their disabilities.
3. All persons must have barrier-free access to full and equal participation in society, regardless of their disabilities.
4. All persons must have meaningful options and be free to make their own choices, with support if they desire, regardless of their disabilities.
5. Laws, policies, programs, services, and structures must take into account the disabilities of persons, the different ways that persons interact with their environments and the multiple and intersecting forms of marginalization and discrimination faced by persons.
6. Persons with disabilities must be involved in the development and design of laws, policies, programs, services, and structures.
7. The development and revision of accessibility standards and the making of regulations must be done with the objective of achieving the highest level of accessibility for people with disabilities.



Provincial Context – [Accessible British Columbia Act](#)

The Accessible British Columbia Act was enacted in June 2021, with the Accessible British Columbia Regulation coming into force on September 1, 2022. These regulations identify schools as prescribed organizations, and as such are required to have an Accessibility Committee, an Accessibility Plan, and a tool in place to receive feedback regarding accessibility within the organization.

The Accessible BC Act outlines six principles that must be considered by the Working Group/Advisory Committee in the development of the accessibility plan:

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

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.

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 the diversity within the disability community.

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

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

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.

The legislation identifies eight types of accessibility standards that will be developed to remove or prevent barriers. These standards include:

- Employment
- Delivery of service
- The built environment
- Information and communications
- Transportation
- Health
- Education
- Procurement



ABOUT OUR ADVISORY COMMITTEE

The committee will follow the structure outlined in the Accessible British Columbia Act, with 5 to 10 members. Committee membership will reflect the diversity of persons with disabilities in British Columbia and the diverse backgrounds and experiences of staff, students, community partner groups, and residents with children and/or youth in SD46- Sunshine Coast. The committee will be chaired by the Director of Instruction for Inclusive Education, Christa Rive.

Purpose of the Committee

Under the Accessible BC Act, prescribed organizations must establish an Accessibility Committee to help identify barriers that individuals who interact with the organization may experience that prevent them from fully participating within the organization (school district). The committee is designed to work collaboratively to create a plan that identifies, removes, and prevents barriers to accessibility. Members of the committee provide feedback and advise the district on strategies to reduce identified barriers. As per Section 9 of the Act, at least half of the members of the committee, to the extent possible, must be persons with disabilities, or represent a disability serving organization. Committee membership should also reflect the diversity of British Columbia and include Indigenous peoples.

OVERVIEW OF THE PLAN

School District 46 is committed to continuing improvement for livability, inclusivity, and accessibility for persons with disabilities who live, learn, work, and play on the Sunshine Coast. The Accessibility Committee has been established to strive to provide students, staff, and visitors with disabilities with equal access to educational programs, services, and facilities within the school district. The committee is responsible for identifying, planning, and recommending initiatives that promote accessibility and inclusion for all members of the school community.

OBJECTIVE

The objectives of the Accessibility Committee are as follows:

1. To identify barriers to accessibility within the school district and develop strategies to remove them.
2. To provide recommendations for improving accessibility in the school district.
3. To develop and implement a district accessibility plan.
4. To promote awareness and understanding of accessibility issues in the school district.
5. To collaborate with other committees and stakeholders to promote accessibility and inclusion.



SCOPE OF WORK

To achieve these objectives, the Accessibility Committee will:

Review and provide recommendations for Elementary, Secondary, Early Learning and District facilities and learning and working environments:

- Embed the First Peoples Principals of Learning
- Provide input into the development of an accessibility plan based on the principles of Inclusion, Adaptability, Diversity, Collaboration, Self-Determination, and Universal Design.
- Provide input into barriers to accessibility such as attitudinal, physical, sensory, information and communication, systemic and technology issues.
- Review feedback from the SD46 engagement platform.
- Provide information to the Superintendent's office on the school district's accessibility plan. Provide information to the Superintendent's office on rolling out the Accessible British Columbia Act and of the school district's work on accessibility.

SETTING PRIORITIES FOR ACTION

Before determining the prioritization of our accessibility initiatives, SD46 acknowledges the importance of carefully considering the following factors:

- **Control:** Emphasize action items that fall within our operational control and have a clear pathway for implementation within the district.
- **Internal Momentum:** Build upon existing goals and improvements to maintain organizational momentum and enhance the efficacy of our accessibility efforts.
- **Cost:** Explore potential grant opportunities and evaluate available funds to prioritize initiatives that align with financial resources.
- **Impact:** Give preference to action items that have the potential to generate significant positive effects on the greatest number of individuals within our community.
- **Time:** Factor in the time required for the successful implementation of action items, ensuring realistic timelines for achievement.
- By integrating these considerations into our priority setting process, SD46 is committed to maximizing the impact and effectiveness of our accessibility initiatives while maintaining efficient and sustainable practices for the benefit of all stakeholders.



PLAN PRIORITIES

Priority 1 | Information Gathering

Assess and gather information in relation to current accessibility barriers within our district. This information will be provided to the Advisory Committee through surveys, working and focus groups, and online feedback forms. Barriers to access within our organization may include;

- a. **Attitudinal:** a barrier that arises from the attitudes of staff, students, and the school community, including discriminatory behaviors and lack of disability awareness
- b. **Physical:** a barrier resulting from a building design that impacts access to the organization.
- c. **Information or Communication:** a barrier that arises when locating, accessing, or understanding information, either in person, online, in print or by telephone.
- d. **Systemic:** when an organization's policies, practices and procedures result in an individual being unable to fully participate within the organization.
- e. **Technology:** a barrier that results from the lack of access to technology or the use of inaccessible devices, platform, software, and equipment
- f. **Sensory:** when sensory information such as lights, sounds, smells, etc. prevent participation in the environment.

Priority 2 | Service Delivery

Incorporate a holistic approach to promoting awareness, professional learning, education and staffing in School District 46 to ensure an accessible and inclusive environment for all individuals by:

1. Cultivating a culture of understanding and respect for diverse needs by organizing workshops, events, and partnerships with local advocacy groups to highlight personal stories, simulate accessibility challenges, and educate on the importance of inclusivity.
2. Developing and implementing a comprehensive professional development program focused on accessibility best practices and inclusive educational strategies.
3. Integrating awareness-focused content into the curriculum, disseminating informative materials, and promoting self-awareness of accessibility issues to instill a lifelong understanding of accessibility challenges within the district.
4. Implementing succession planning strategies within the scope of education to address challenges related to replacing staff members. Encouraging a diverse workforce to ensure varied perspectives and experiences contribute to a more inclusive educational environment. Providing staffing support to ensure students receive the necessary assistance and support required for their individual needs.



Priority 3 | Infrastructure

Systematically upgrade School District 46's facilities and infrastructure ensuring they are accessible, fostering an inclusive environment where all individuals with disabilities can navigate and utilize spaces with ease and dignity by:

1. Performing accessibility assessments of all district facilities to identify any infrastructural barriers present.
2. Prioritizing and implementing modifications based on universal design principles to remove physical obstacles and improve navigability.
3. Integrating advanced assistive technologies to support sensory and communication needs across all educational settings.
4. Establishing ongoing maintenance plans to ensure continued adherence to accessibility standards.

Priority 4 | Transportation

Ensure that transportation services provided by School District 46 offer accessible, safe and reliable options for students and staff with disabilities by:

1. Retrofitting or replacing existing school transportation vehicles to meet or exceed accessibility standards.
2. Collaborating with transportation service providers to secure accessible options for district-related travel.
3. Regularly reviewing and updating transportation policies to streamline access for individuals with disabilities.

Priority 5 | Safety

Prioritize safety for all members of the School District 46 community by addressing accessibility challenges and ensuring a secure and inclusive environment by:

1. Conduct a comprehensive assessment of school facilities to identify potential safety hazards related to accessibility challenges.
2. Implement a plan for necessary modifications or accommodations to mitigate safety risks and enhance accessibility for individuals with disabilities.
3. Provide training and resources to staff on emergency protocols and procedures specific to addressing the needs of individuals with disabilities during crises.
4. Raise awareness among students, staff, and visitors on safety measures and best practices to support the well-being of all members of the school community.
5. Engage in regular safety audits and evaluations to continuously monitor and improve the accessibility and safety of school environments.



FEEDBACK MECHANISM

Feedback Mechanism Development

SD46 has created a website to share ongoing updates and historical information on the Accessibility Plan.

We wish to gather feedback from our school communities and stakeholders to improve accessibility. The site also allows for feedback on the SD46 Accessibility Plan; feedback will be considered when reviewing and updating the plan.

Monitoring

The Advisory Committee will meet three times per year to monitor and evaluate the current Accessibility Plan. Collectively, we will review feedback and monitor progress within each of the priority areas, adapting our actions as necessary.

Evaluating

The plan will be evaluated and reviewed by the Advisory Group every three years, as per the Accessible BC Act. Information from the online feedback form will be reviewed by the Advisory Committee and will help inform updates to the plan.



APPENDICES

APPENDIX A: ABOUT DISABILITY

The Disability Continuum (contributed by Untapped Accessibility and BC CAISE)

There is no universally accepted meaning for the word "disability". However, 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) 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 over 70% of people over 80 (World Health Organization WHO report entitled "Aging and Health", 2015). Beyond 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. 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 their 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 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 while 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.
- 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 prior to 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. While some people may use sign language, notes or hearing aids when communicating, others may also use email, pagers, TTY telephone service or 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 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 with 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.



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 body language.

Here are some suggestions to help you interact with people with learning 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 and 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 everyone 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 not being able 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; make no assumption 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 deafblind cannot see or hear to some extent. This results in greater difficulties in accessing information and managing daily activities. Most people who are deafblind 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 deafblind:

- 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: SUGGESTED REFERENCES/RESOURCES

Global, Canadian and Local Accessibility Context and Legislation

- [United Nations Convention on the Rights of Persons with Disabilities](#) [Canadian Charter of Rights and Freedoms](#)
- [BC Framework for Accessibility Legislation](#)
- [Accessible British Columbia Act](#)
- [BC Accessibility Legislation Plan Language Summary](#)

Accessibility Planning Resources for Schools and School Boards

- [Accessibility Hub](#)
- [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 \(CNIB\)](#)
- [Canadian Hard of Hearing Association](#)
- [Canadian Hearing Services](#)
- [Accessibility | Canadian Hearing Services](#)
- [Auditory Outreach Provincial Resource Program](#)
- [Provincial Inclusion Outreach Program \(Complex Needs\)](#)
- [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](#)