

SD33 Accessibility Plan

1. Introduction

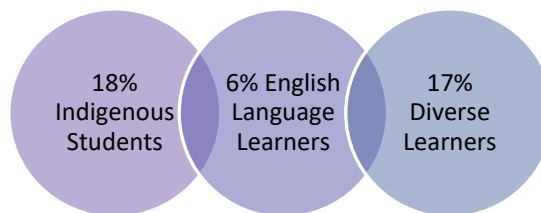
a) About the Chilliwack School District

The Chilliwack School District (“SD33” or “the District”) is located in the heart of the Stó:lō, “People of the River”, territory. The District acknowledges that we are privileged to live, learn and play on the unceded traditional territory of the Ts’elxwéyew, Semá:th, and Pil’alt.

The 2017 Statistics Canada Survey on Disability indicates:

- a) approximately 1 in 5 Canadians (22.3%) age 15 or older identify as having a disability;
- b) disabilities are more commonly experienced by those aged 75 years and over (47%) compared to those aged 15 to 24 year (13%); and
- c) women are more likely to have a disability than men.

As the eighth largest school district in the province, with just over 14,500 students and approximately 2,500 staff members, the District is comprised of 8 Strong Start centers, 19 elementary, 4 middle, 2 elementary/middle and 5 secondary schools. The student demographic includes:



The District has a variety of program offerings, including: early and late French immersion, career programs, integrated arts and technology programs, summer learning, continuing education, curricular and extra-curricular programs in music and athletics.

The staffing of over 2,500 members includes approximately 100 leaders (Principals, Vice Principals and Management), 700 Teachers, 400 Education Assistants, with the remaining staff contributing to non-teaching, support roles such as Clerical, Custodians, Bus Drivers, Information Technology, Maintenance, etc.

The Chilliwack School District Board of Education (“the Board”) consists of 7 locally elected trustees who are responsible for the success of the District. The Board fulfills this responsibility by providing oversight, establishing goals, and setting policy to guide decision making through a governance process which includes defining roles, relationships, structures and processes. The Board fulfills their governance requirements through holding regular public meetings at least 10 times per year.

b) A Message from the Superintendent

Trust, vulnerability, and relationships are the cornerstones of our collective and individual actions as we strive to create an inclusive space where students and adults can thrive, both within and beyond the classroom. The 2021-2026 Strategic Plan, approved by the Board in June 2021, has been the guiding force driving all of our actions.

The Strategic Plan is aligned with our core values of Kindness, Collaboration, Equity, Inclusion, and Innovation and is our roadmap for supporting student and adult success in the District. Our vision of learning is supported by foundational pillars of the Strategic Plan: High- Quality Instruction, Data-Driven

Decisions, Targeted Interventions, and Collective Responsibility, which align all of our structures. These pillars have been instrumental in supporting our four goal areas.

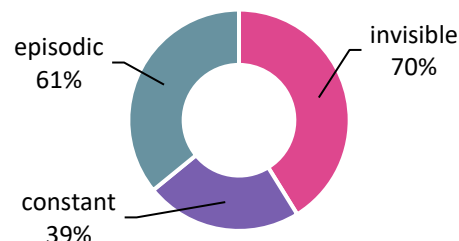
As a school district, our commitment to the important work of truth and reconciliation remains steadfast. We are dedicated to establishing a world-class educational system that embraces the beauty of diversity in Chilliwack, which forms the mosaic of our vibrant District culture and creates inclusive spaces where everyone can thrive. Our District vision statement - Syós:ys lets'e th'ále, lets'emó:t (One heart, one mind, working together for a common purpose) was developed in consultation with all partners. As a team, we strive to embody our District's values by aligning our beliefs with our intentions, words, thoughts, and actions. I am proud of the work done by our dedicated staff, their continued commitment to equitable student achievement and their efforts towards enhancing mental health and wellness. With a renewed intentional focus on accessibility, in collaboration with persons with disabilities in the SD33 community, there is much to look forward to as we continue to help people thrive.

c) About Disability, Definitions and Resources

Refer to Appendix B for a complete listing of definitions for terms referenced throughout SD33's Accessibility Plan. Helpful links and resources are also made available in Appendix C.

Understanding what is meant by disability and the impact it has on our community is key. In 2021, there were 78,305 students in BC with a disability, which is approximately 14% of the school population.

Disabilities can be experienced in differing ways. Only 39% of disabilities are constant, continual states of limitation, while 61% are episodic meaning they have some dynamics and the severity or limitation fluctuates. Additionally, 70% of disabilities are invisible. Examples of invisible disabilities include: Mental Illness and Anxiety Disorders, Autism, Addictions, Brain injury and Memory Loss, Epilepsy, Diabetes, Arthritis, ADHD, Crohn's Disease, Dyslexia and Learning Disabilities, Chronic Pain, Hearing loss, etc. Further examples of disabilities can be found in Appendix A.



It is also important to consider the disability continuum, which identifies the two key models of disability: The Medical Model and The Social Model. These models represent contrasting views on how society perceives and addresses disability.

The Medical Model of Disability

- Perspective: this model views disability as an individual's physical or mental impairment that needs to be cured or rehabilitated. Disability is seen as a medical condition, and views those with disabilities as 'not normal'.
- Focus: the medical model focuses on diagnosing, treating and rehabilitating the individual to minimize or eliminate the impairment. This process often isolates persons with disabilities to receive the care they need.
- Outcome: stigmatization and a lack of consideration for social and environmental factors can lead to the exclusion of persons with disabilities where they are not given equitable opportunities to contribute to or participate in society.

The Social Model of Disability

- Perspective: disability is a normal part of the variation of human experience and persons with disabilities are entitled to the same human rights.
- Focus: the social model shifts the focus by recognizing that society must change, not the person with the disability. Equitable opportunity can be achieved by removing societal and systemic barriers, such as through the universal design of environments, policies and cultures.
- Outcome: persons with disabilities are empowered to advocate for their rights and actively participate in shaping inclusive policies and environments.

2. Framework Guiding our Work

Grounded in the social model of disability, the Guiding Framework for Accessibility is a comprehensive approach that builds upon global, national, provincial, and school district-specific actions to promote and support accessibility. Recognizing the importance of inclusion and equitable opportunities for all individuals, this framework encompasses various levels of governance to ensure accessibility across different domains. This guiding framework aims to remove barriers and enhance accessibility in a way that empowers individuals and promotes inclusivity at every level.

a) **Global Perspective – United Nations**

A noteworthy milestone occurred in 2006 when the United Nations spearheaded efforts to adopt the Convention on the Rights of Persons with Disabilities (CRPD). Recognizing the importance of upholding the rights and preserving the dignity of individuals with disabilities, the CRPD is an international human rights treaty that aims to ensure equal treatment and non-discrimination. Canada ratified the CRPD in 2010, affirming its commitment to promote and guarantee the complete enjoyment of human rights for individuals with disabilities, including equal treatment under the law. By endorsing the CRPD, countries acknowledge the necessity of fostering inclusivity and protecting the rights of persons with disabilities on a global scale.

b) **Canadian Context and Legislation**

Canada strives to create an inclusive society that ensures equal rights, opportunities, and accessibility for all individuals, regardless of their disabilities through:

- the Canadian Charter of Rights and Freedoms,
- the Employment Equity Act, and
- the Accessible Canada Act.

These legislative measures demonstrate the country's commitment to removing barriers and promoting the full participation and integration of individuals with disabilities into all aspects of Canadian life. Specifically, the Accessible Canada Act (ACA) aims to create a barrier-free Canada by 2040 and highlights the necessity for laws, policies, programs, services, and structures to consider the diverse disabilities individuals may have, their interactions with the environment, and the various forms of marginalization and discrimination they may face.

The ACA outlines seven key focus areas:

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 equitable 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 persons with disabilities.

c) British Columbia Context and Legislation – Accessible British Columbia (BC) Act

In the context of British Columbia, the province has taken significant steps towards accessibility through the enactment of the Accessible British Columbia Act, which reflects a commitment to creating an inclusive society where individuals with disabilities have equitable access and opportunities.

Under the Accessible BC Act, school districts and independent schools in BC are now mandated to fulfill the following requirements by September 1, 2023:

1. Establish an Accessibility Advisory Committee.
2. Develop an Accessibility Plan.
3. Provide a feedback mechanism for accessibility-related concerns.

The purpose of these measures is to improve opportunities for individuals with disabilities, actively engage them in identifying barriers, and work towards their removal and prevention, ultimately ensuring their full participation in all aspects of life within the province.

d) Principles of the Accessible BC Act

Adapted from the foundational BC Framework for Accessibility Legislation, the Accessible BC Act incorporates a set of principles that organizations must consider when developing their accessibility plans, including:

- The principle of adaptability is about recognizing that disability and accessibility are dynamic concepts that evolve alongside changes in technology, services, and attitudes. Accessibility Plans should be responsive and adaptable to these evolving needs.
- Acknowledging that creating accessible communities is a collective responsibility, the principle of collaboration reinforces that everyone has a role to play. Accessibility Plans should foster collaboration between organizations and communities, promoting cooperation and shared efforts to advocate for access and inclusion.
- The principle of diversity is about understanding that each person is unique, including individuals with disabilities who come from diverse backgrounds. Factors such as race, gender, sexual orientation, religion, and lived experiences greatly influence individuals' experiences. Accessibility

Plans should recognize the principle of intersectionality and the diverse characteristics within the disability community.

- Ensuring that all British Columbians, including persons with disabilities, have the ability to fully and equally participate in their communities is the heart of the inclusion principle. Accessibility Plans should strive to remove barriers and create inclusive environments that embrace diversity and foster participation.
- The principle of self-determination reinforces the importance of empowering people with disabilities to make their own choices and pursue the lives they desire. Accessibility Plans should support and enable individuals with disabilities to exercise their autonomy and determine their own paths.
- Embracing the concept of Universal Design, which is defined in Appendix B, recognizes that Accessibility Plans should be based on Universal Design principles, ensuring that the needs of all people interacting with the organization are met to the greatest extent possible.

e) Our Commitment to Accessibility

At SD33, we firmly believe in promoting accessibility and inclusivity for all members of our diverse community. We recognize that accessibility refers to the ease with which people with disabilities can use and enjoy something, be it a device, service, or place. With this understanding, we are committed to creating an environment that is inclusive and accessible to all.

- Collaboration is at the heart of our approach, and we actively seek to work with staff, community members, and individuals with disabilities in the development and review of our accessibility plan. By involving diverse perspectives and experiences, we can better understand the specific needs and challenges faced by individuals with disabilities, and tailor our initiatives accordingly.
- We continuously assess and refine our Board policies and District procedures to align with accessibility standards, enabling equitable treatment for people with disabilities while respecting their dignity.
- Improving access across various aspects of our District is a key focus. This includes a comprehensive approach to enhancing accessibility to our facilities, policies, programs, practices, and services for students, staff, parents/guardians, volunteers, and community members.
- Our dedication to accessibility is an ongoing commitment. We recognize that accessibility is not a static goal, and we are committed to continuously improving our District to create an environment that fosters equitable opportunities and a sense of belonging for all members of our school community..

f) Our Approach

The District is dedicated to upholding the rights of all members of our community and ensuring their access to dignity, participation, learning, and community engagement. Our approach is firmly rooted in the core provincial principles of accessibility, which are outlined in Section 2.d) above.

As of April 2023, we began the ongoing process of establishing a committee and identifying barriers to accessibility, including:

- Launching a feedback survey to understand the challenges, barriers, and priorities of stakeholders within our school community.

- Calling for applications to establish an Accessibility Advisory Committee encompassing diverse individuals who are passionate about accessibility and committed to making a positive difference in our District.
- Identifying barriers through assessment of the physical and architectural accessibility of our schools.
- Facilitating discussions to further identify barriers and explore potential solutions.
- Developing a District-wide feedback tool to provide an avenue for individuals to share their experiences, suggestions, and concerns regarding accessibility. This tool enables ongoing dialogue and helps us identify areas that require further attention and improvement.
- As part of our commitment to continuous improvement, we prioritized the actions that need to be taken to enhance accessibility within our District.
- Establishing a monitoring and evaluation process to ensure the accountability and measure the effectiveness of efforts made towards accessibility.

Through these comprehensive steps, the District is actively working towards creating a more accessible and inclusive educational environment for all members of our community. By prioritizing accessibility and involving stakeholders, we strive to remove barriers and provide equitable opportunities for everyone to thrive.

3. About our Committee

a) Purpose of the SD33 Accessibility Advisory Committee

The primary purpose of the SD33 Accessibility Advisory Committee is to ensure that SD33 creates an environment that is accessible and accommodating for all students, staff, and community members. Through the principle of “nothing about us, without us”, committee members provide feedback from their lived experience regarding barriers to accessibility. To achieve this goal, the Accessibility Advisory Committee adheres to the requirements outlined in the Accessible BC Act, including the provision of advice, recommendations, and guidance on accessibility issues within the District. By working collaboratively, the Accessibility Advisory Committee strives to foster an inclusive educational system that supports and empowers individuals with disabilities in their pursuit of academic and personal growth.

b) Recruitment of the SD33 Accessibility Advisory Committee Members

The recruitment of members for the SD33 Accessibility Advisory Committee was conducted through an online application process on [Let's Talk SD33](#), a platform dedicated to fostering open communication within the District. The SD33 Accessibility Advisory Committee sought individuals who possess a diverse range of perspectives, expertise, and experiences in relation to disabilities.

According to the legislated requirements defined in the Accessible BC Act, SD33 Accessibility Advisory Committee members are expected to include District staff, parents of students with disabilities, and community members who represent or are involved in organizations serving individuals with disabilities. These requirements ensure that the SD33 Accessibility Advisory Committee is comprised of individuals with lived experience, to provide effective advice and recommendations on accessibility matters within the District.

Through this recruitment process, the SD33 Accessibility Advisory Committee aims to assemble a dedicated and knowledgeable team committed to promoting inclusivity and accessibility throughout the SD33 community.

c) SD33 Accessibility Advisory Committee Membership

Lexa Bergen – Parent Advocate and Local Community Member

Having experienced Chronic Illness and disability for many years of their life, Lexa has an empathetic understanding of the challenges one can experience when adaptations are required in day-to-day life. As a parent to a child with disabilities, Lexa understands the effort and commitment it takes to advocate in our schools and community for equitable opportunities. As a member of the SD33 Accessibility Advisory Committee, Lexa will work to foster awareness and encourage more equitable and inclusive experiences and opportunities for all.

Gabrielle Bond – Student Voice and Local Community Member

As a member of the committee, Gabrielle will draw on their experience as a legally blind person to advocate for the visually impaired by providing input and sharing their lived experience to improve accessibility.

Melissa Kendzierski – Parent Advocate

As a parent of a child with mental health and behavior challenges, Melissa sees their role on this committee as giving voice and raising awareness for those whose behaviours are often misunderstood, and to improve accessibility through raising awareness and advocating for more supports. Education is so much more than reading and writing - it is about opportunity and relationships. Melissa joined this committee as kids who have challenges are often forfeited these opportunities and relationships because of barriers. Melissa hopes to shed light on and support SD33 in overcoming such barriers. Having two boys with disabilities, along with some professional experience supporting accessibility and inclusion initiatives in working as a graphic facilitator, Melissa is looking forward to the opportunity presented by being a member of the SD33 Accessibility Advisory Committee and is hopeful for a future where all kids don't just fit in, but belong.

Erin Newlove – Parent Advocate

Having experienced barriers within SD33 as a parent with an invisible disability, Erin seeks to continue helping the community and persons with disabilities achieve barrier-free access and learning in SD33. Persons with visible and/or invisible disabilities face challenges every day. As a committee member, Erin's focus is to eliminate barriers for all to access learning.

Karen Slingerland – Local Community Member

At the age of 16, Karen started supporting youth with diverse perspectives and abilities and has continued to look for creative ways to support children, youth and families throughout her career. She has worked with Chilliwack Society for Community Living since 2005, and currently Manages the Children's Community Respite Program, and two Youth Employment Programs. She earned a degree in History at UFV, participated in an archeology dig in Lower Lillooet while earning her degree and still aspires to learn about our local indigenous culture and history. She is involved in several community committees, including Chilliwack's Employment Roundtable Committee, Early Years Committee and now SD33 Accessibility Advisory Committee. As a member of this committee, Karen hopes to blend her experience and background with the other contributors in the committee in order to establish schools and public spaces into places that are accessible to everyone.

David Swankey – Parent Advocate and Local Community Member

As a community member involved with the Fraser Valley Child Development Centre and Down Syndrome British Columbia, David supports children and youth in the region who are experiencing barriers to accessibility. Additionally, David brings experience as a parent of a student with a disability and see the work of the committee to be an opportunity to better support staff, students, and the broader community by upholding and working to fulfill the promise of SD33’s core values.

Holli Vander Wyk – SD33 Staff Member and Local Community Member

As a former student in SD33’s K-12 system, Holli’s overarching goal is to be a part of the change by creating a barrier-free environment where all students can feel safe, heard, acknowledged and understood. As a member of the committee, Holli intends to draw on their lived experience as a person with a physical disability in addition to their experience working with youth with disabilities.

The SD33 Accessibility Advisory Committee also includes two additional District staff members: Jessica Adams-Louporet, District Vice Principal of Student Services, and Rachael Green, Assistant Director of Human Resources.

4. Consultation Conducted and Feedback Mechanism

In April 2023, the District took a step towards enhancing accessibility by launching the [Let's Talk SD33 - Feedback Survey](#). This survey was communicated across multiple platforms including District websites, social media channels, and direct email outreach to employees, parents/guardians, partner groups, and community organizations. The survey aimed to identify specific barriers faced by individuals with disabilities when accessing District programs, buildings, information, or seeking services and support. Additional feedback was requested regarding existing accessibility features within the District that have been successful in meeting the needs of the community.

The establishment of the SD33 Accessibility Advisory Committee on May 8, 2023 marked an important step in improving accessibility within the District. During its initial meetings, the Accessibility Advisory Committee focused on gathering additional information and insights to better understand the current state of accessibility in SD33. Moving forward, the District plans to conduct further outreach and consultation, ensuring that individuals and groups who have not yet participated in the ongoing survey have an opportunity to provide their perspectives. By actively engaging stakeholders and soliciting their input, the District is taking significant strides towards creating a more accessible and inclusive learning environment for all.

April 2023

- Review the Accessible BC Act
- Communicate an action plan
- Roll out the Let's Talk SD33 feedback survey
- Inform SD33 leadership
- Prepare an information report based on feedback received
- Invite applicants to form the Accessibility Advisory Committee

May 2023

- Select Accessibility Advisory Committee members
- Hold first and second Committee meetings

June 2023

- Hold third Committee meeting
- Provide information report to the Board

July 2023

- Reconvene with the Board to review the information report

5. Accessibility Accomplishments and Barriers

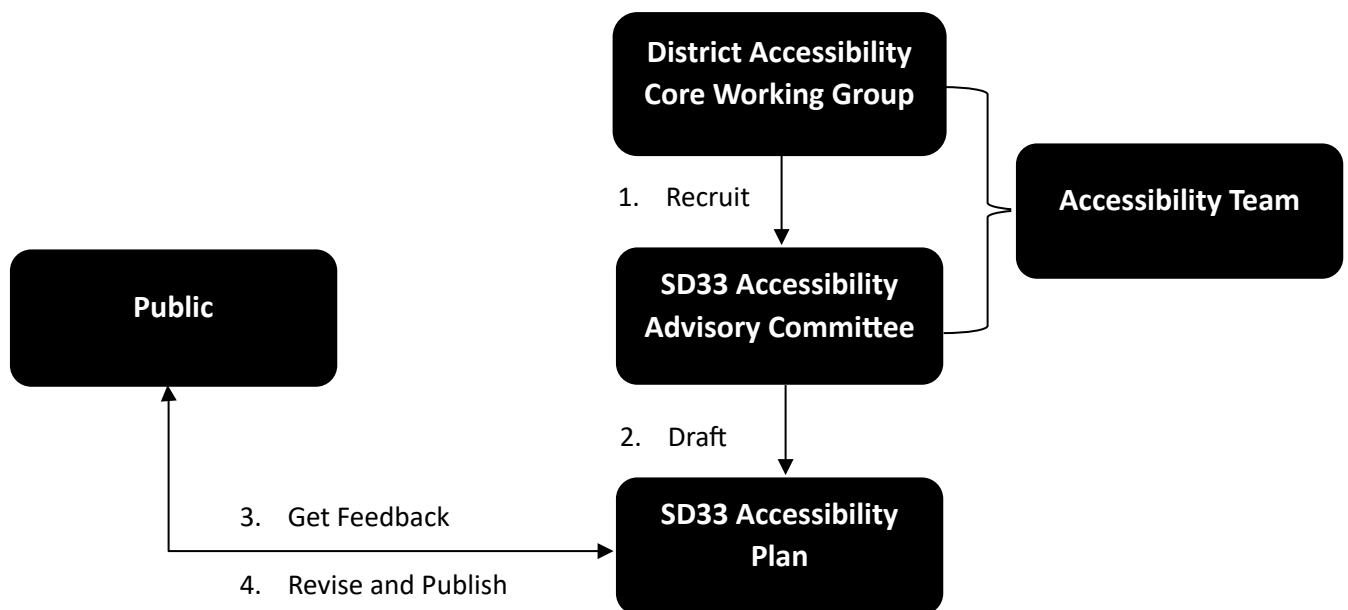
a) Key Discussion Themes – Accessibility Accomplishments

The District has made efforts to identify barriers of accessibility within its educational environment, including:

- actively seeking public feedback through [Let's Talk SD33](#), and encouraging open and ongoing dialogue and engagement with the community, allowing individuals to share their experiences and concerns regarding accessibility;
- introducing the Accessible BC Act to District leadership, which underscores the District's commitment to creating a universally accessible environment.
- to further advance accessibility initiatives, an internal District Accessibility Core Working Group has conducted research and participated in professional development activities. These efforts have equipped the Accessibility Core Working Group with the necessary knowledge and understanding to effectively identify barriers and devise strategies for their removal, in collaboration with the SD33 Accessibility Advisory Committee and feedback received.

Although the District is currently in the formative stages of this process, its proactive approach and dedication to accessibility reflect a strong commitment to fostering inclusivity and equitable opportunities for all members of the SD33 community.

Together, the Accessibility Core Working Group and the SD33 Accessibility Advisory Committee will form a collective team. The collaboration of these groups will be referred to as the “Accessibility Team”, as demonstrated in the below infographic.



b) Key Discussion Themes – Accessibility Barriers

The District will adopt the comprehensive framework as outlined in the Summary Report Accessibility Legislation Consultation (2019) to systematically identify, remove, and prevent barriers within its educational environment. This framework centers around the following five key standards:

- Employment practices – review and enhance all employment practices, including recruitment, engagement, professional development, medical accommodations, etc. to ensure equitable opportunities for all. .
- Delivery of services – assess and support universal education programs, curriculum, and teaching methods to support diverse learning needs and provide inclusive education to all students.
- Built environment – conduct accessibility audits of its facilities and make necessary changes to ensure physical access for all individuals.
- Information and communication – ensuring that District communications, including websites, documents, and multimedia, are accessible to all.
- Transportation – improve accessibility to transportation, considering the needs of all students, staff, and community members.

By adopting this framework, the District aims to foster an inclusive environment and strives to remove barriers by promoting equitable opportunities for all.

6. Our Plan

a) Overview

The Accessibility Plan is for one year with four review periods. These 4 review periods will focus on:

- feedback on accessibility barriers experienced by anyone interacting with the District, and
- feedback provided on the Accessibility plan.

The goal of the 1-year plan is to develop the foundation for addressing all current and future barriers that exist for individuals (students, parents, staff and community).

b) Accessibility Priorities

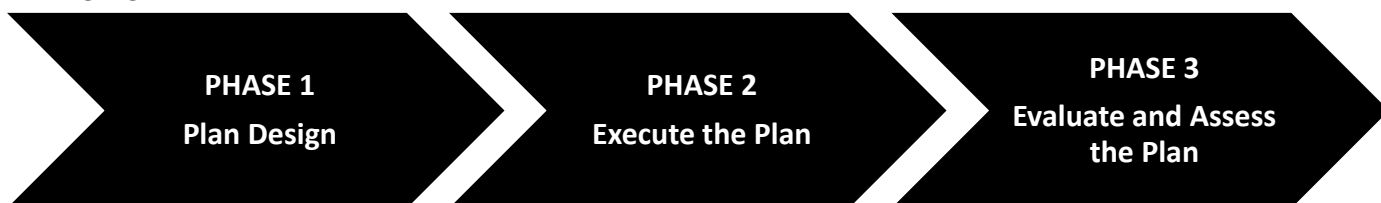
Priority #1 Cultural Shift

The Accessibility Team’s first priority focuses on developing a comprehensive education plan that ensures all individuals (students, parents/guardians, staff and the community) understand the goals of the Accessible BC Act, so together we can remove physical and attitudinal barriers.

The existence of barriers and ableism in the District’s systems has been highlighted by the SD33 Accessibility Advisory Committee as one of the most important pieces of providing access. It is important that everyone understands the importance of their role in recognizing and removing barriers for people with disabilities.

As a learning institution, we must ensure we provide education and educational tools for accessibility. We will help individuals identify current barriers and potential solutions to advocate for future change. The goal is that each person in the system does what they can within their sphere of influence and either removes barriers or brings it to the attention of those who can remove the barriers.

Timeline:



Priority #2 Barrier Scan of District Practices and Guiding Documents

The goal of this priority is to develop a framework to review policies and procedures through the lens of accessibility. Procedures, practices and guiding documents are intended to provide structures and processes to guide every part of the District's systems.

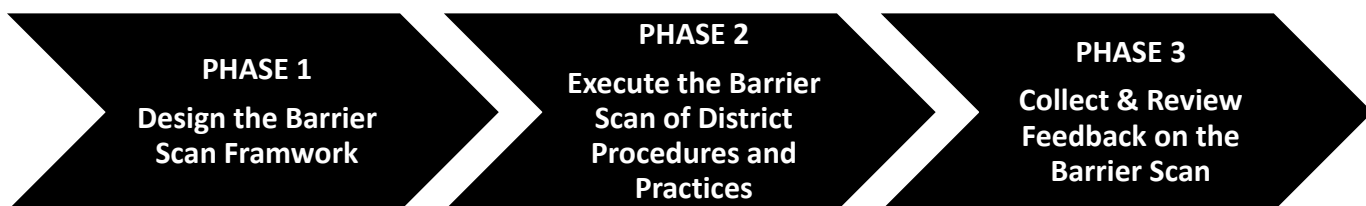
Future Accessibility Plans will include barrier scans in the five key standards, as defined in Section 5(b) above, to ensure the work that follows is intentional and targeted. The District's procedures and practices will provide the necessary framework for achieving accessibility and inclusion.

The Accessibility Core Working Group will be responsible for developing a mechanism to scan the District's procedures, practices and guiding documents for the purpose of:

- addressing barriers,
- identifying gaps in existing practices and processes, and
- developing new procedures and practices where required.

In addition, the Accessibility Core Working Group will ensure that there is access for all to the District's procedures and guiding documents, and that consideration is given to readability levels.

Timeline:



Priority #3 Raising Awareness

Raising awareness and getting the attention of people is challenging in our fast past, information heavy world. The Accessibility Team's third priority is rooted in ensuring the work being done is reaching a broad audience, including students, staff, parents/guardians and the community.

The Accessibility Team's branding strategy will involve:

- developing an identity kit;
- making simple, targeted posters with the logo for easy identification;
- placing advertisements and branding in highly visible locations both online and in built environments, such as website and building entrances;
- strategically modelling accessibility through District leadership projects, student-led leadership projects, community advisors, accessibility townhalls, etc.;
- conducting social media campaigns and using a variety of media sources, such as surveys, QR codes, social media, websites, newspapers, etc.;
- creating specific, targeted surveys to gather information and feedback from each key area of the school community (for example, a survey seeking feedback from parents/guardians and students about the accessibility of transportation for field trips); and

- developing a response plan for when feedback is received (where it goes, who responds, what structure/framework/responsibilities are provided to the department supervisor responsible to action the feedback, etc.).

Timeline:



7. Review and Monitoring Process

The SD33 Accessibility Advisory Committee will meet quarterly to review feedback and barriers with an additional meeting at the end of the year to review and revise the annual plan.

8. How to Give Us Feedback

We will continue to use the [Let's Talk SD33](#) survey as a feedback mechanism on our plan as well as any barriers experienced. As outlined in our branding strategy above, the Accessibility Team will explore the use of QR codes at high visibility areas, such as building entrances, to provide feedback on barriers.

All feedback will be acknowledged upon receipt, and feedback will be reported out by the SD33 Accessibility Advisory Committee.

The below infographic details the partnership approach the Accessibility Team, along with Public feedback, is taking to ensure the SD33 Accessibility Plan fulfills its goals as we shift towards a more accessible and inclusive educational environment for all. This partnership includes the following key aspects:

1. Recruit – the District Accessibility Core Working Group recruits members for the SD33 Accessibility Advisory Committee.
2. Draft – in collaboration, the District Accessibility Core Working Group and the SD33 Accessibility Advisory Committee (jointly, the “Accessibility Team”), draft the SD33 Accessibility Plan.
3. Feedback – after a draft of the plan is published, feedback is sought from the public, students, parents/guardians, the community, etc.
4. Final Plan – the Plan is revised and posted.

A visual representation of this feedback loop is available in Section 5, above.

Appendix A: About Disability

Examples of Disabilities

- **Mental health disability:** Psychiatric disorders such as major depressive disorder, anxiety disorders, schizophrenia, bipolar disorder, post-traumatic stress disorder, substance addiction
- **Physical disability:** Paraplegia, multiple sclerosis, cancer, epilepsy, diabetes
- **Sensory disability:** Hearing loss, vision loss
- **Neurodevelopmental:** Autism Spectrum Disorder, ADHD, Intellectual disability
- **Learning disorder:** Dyslexia
- **Cognitive impairment:** brain injury, stroke or dementia

Appendix B: Definitions

<p>Accessibility Advisory Committee</p>	<p>This committee provides perspective and advice to the District with respect to its strategic plan and universal accessibility by identifying, preventing, and removing the barriers to accessibility that people with disabilities face within the District. The Accessibility Advisory Committee will also follow the directives of the Accessible British Columbia Act and the principle “nothing about us without us”.</p> <p>The Accessibility Advisory Committee is required to include members with the following representations:</p> <ul style="list-style-type: none"> • a person with a visible or invisible disability • a member of a disability-serving organization • a parent/guardian supporting a student with a disability • a person with Indigenous background • a person from another equity-deserving group
<p>Accessibility Plan</p>	<p>A plan that identifies accessibility challenges and solutions for addressing those challenges.</p>
<p>Adaptability</p>	<p>Accessibility plans should reflect that disability and accessibility are evolving concepts that change as services, technology, and attitudes change.</p>
<p>Assistive Device</p>	<p>Any device that is designed, made, or adapted to assist a person to perform a particular task.</p>
<p>Barrier</p>	<p>Anything that hinders the full and equal participation in society of a person with a disability, which is</p> <ol style="list-style-type: none"> a) caused by environments, attitudes, practices, policies, information, communications or technologies, and b) affected by intersecting forms of discrimination.
<p>Collaboration</p>	<p>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.</p>
<p>Disability</p>	<p>An inability to participate fully and equally in society as a result of the interaction of an impairment and a barrier.</p>
<p>Diversity</p>	<p>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.</p>

Impairment	Includes a physical, sensory, mental, intellectual or cognitive impairment, whether permanent, temporary or episodic.
Inclusion	All British Columbians, including persons with disabilities, should be able to participate fully and equally in their communities.
Indigenous Peoples	This has the same meaning as in the Declaration on the Rights of Indigenous Peoples Act (from Constitution Act) includes the Indian, Inuit and Métis peoples of Canada.
Prescribed Organizations	An organization designated by the Regulations.
Sectoral Hubs	An organization that is an association with members in a sector that is assisting with coordinating the Accessible Organization Project.
Self-Determination	Accessibility plans should seek to empower people with disabilities to make their own choices and pursue the lives they wish to live.
Service Animal	An animal can be readily identified as one that is being used by the person for reasons relating to the person’s disability, as a result of visual indicators such as the vest or harness worn by the animal.
Support Person	A support person, in relation to a person with a disability, is another person who accompanies the person with a disability in order to help with communication, mobility, personal care, medical needs, or access to goods, services or facilities.
Universal Design	<p>The process of creating services and environments that are accessible to people with a wide range of abilities, disabilities, and other characteristics.</p> <p>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 wish to interact with the Organization.</p>
Universal Design for Learning (UDL)	The implementation of systems, environments, materials, and technologies that provide access to the curriculum for the widest range of learners with the greatest diversity of abilities within the classroom. UDL helps blur the line between ‘regular’ education and ‘special’ education by creating the learning conditions that promote learner engagement and success.

Appendix C: Suggested References & Resources

- [Accessible British Columbia Act](#)
- [Declaration on the Rights of Indigenous Peoples Act](#)
- [Let's Talk SD33 - Feedback Survey](#)
- [SD33 Strategic Plan](#)
- [Canadian Survey on Disability, 2017: Data Visualization Tool](#)