



CISDV ACCESSIBILITY PLAN

MARCH 15TH, 2026



TABLE OF CONTENTS

Introduction.....	3
The Schools Represented in this Plan.....	3
Territorial Acknowledgement.....	3
Message from CISDV.....	3
Indigenous Lens to Accessibility.....	4
About Our Committee.....	5
Feedback Mechanism.....	6
Current Progress and Celebrations.....	7
Definitions.....	9
Overview of the Plan	10
Plan Priorities	
Priority #1 – Accessibility of School Facilities	
Priority #2 – Building Understandings of Inclusion and Acceptance	
Priority #3 – Accessibility to Education-Universal Design for Learning	
Priority #4 – Development of Feedback Mechanism	
Monitoring	13
Evaluating	13
Appendix A: About Disability & Recommendations.....	14
Appendix B: Suggested References/Resources.....	22



Introduction

Catholic Independent Schools in the Diocese of Victoria (CISDV) has five schools in the communities of Port Alberni, Duncan, and Victoria on Vancouver Island, British Columbia. CISDV is currently enrolling just over 1600 school aged students. Two Early Learning Centres support 110 preschool aged children. In addition, our Out of School Care programs support approximately 275 students.

The B.C. Catholic Schools Represented in this Plan

- St. John Paul II Catholic School, K-7, Port Alberni
- Queen Of Angels Catholic School, Early Learning Centre and K-9, Duncan
- St. Patrick's Elementary School, K-7, Victoria
- St. Joseph's Elementary School, Early Learning Centre and K-7, Victoria
- St. Andrew's Regional High School, 8-12, Victoria

Territorial Acknowledgement

The Roman Catholic Diocese of Victoria acknowledges with gratitude that we work, play, and pray on the territories and traditional lands of the Coast Salish, Nuuchahnulth, and Kwakwaka'wakw Peoples. In the light of this truth, and in humility, we commit ourselves to continue to work for reconciliation, and for respectful relationships with the Creator and all creation.

Message from CISDV

CISDV is determined to support the CISDV Accessibility Plan. Many of our students, parents, and community members face challenges that are both seen and unseen as they attempt to access a broad range of services in our island



communities. We recognize the importance of accessibility and acceptance of all people, and thus strive to continuously improve:

- Policies and procedures that support inclusion and accessibility for All
- Safe access into and within our facilities
- Equitable access to opportunities and services that Island Catholic Schools provide
- Equity in meaningful participation for all school community members and in all school environments ie) the classroom and the playground
- Collaboration, engagement and thoughtful planning with our community members

Indigenous Lens to Accessibility

The Indigenous Lens offers a framework for decolonizing our hearts and minds, classrooms, and communities. The lens also serves as a guide to taking up the Calls To Action on education from the Truth and Reconciliation Commission of Canada. We respect and support the First Peoples Principles of Learning and equitable accessibility to education. We value the need to:

- Speak with members from different Indigenous groups to gain diverse cultural perspectives.
- Consider the unique cultural and geographic diversity of each of the various Indigenous communities.
- Make meaningful effort to gain Indigenous feedback through engagement processes, with care to uphold cultural protocol.
- Acknowledge the perspectives of on- and off-reserve populations.
- Combate stigma and racialization, and use a trauma-informed approach.
- Offer language and culturally sensitive support to families that wish to have their children as members of our Catholic schools.
- Support the First Peoples Principles of Learning, which state that:



- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Supporting Documents:

https://www.bctf.ca/docs/default-source/discovery-pages-documents/2022-aboriginal-lens-poster-11x17-select-scale-to-print.pdf?sfvrsn=34152768_4

<https://www.fnesc.ca/wp/wp-content/uploads/2020/09/FNESC-Learning-First-Peoples-poster-11x17-hi-res-v2.pdf>

About Our Committee

The CISDV Accessibility Plan has a current committee made up of ten actively participating members who offer a variety of perspectives with diverse backgrounds and relevant experiences.

Our team encompasses:

- Director of Inclusive Education - Lana Durand
- Director of Early Learning - Wendy Bird-Borau
- Inclusive Education Coordinator - Brenda Hennig
- Inclusive Education Teacher - Amanda Donegan



- Classroom Teacher - Jamie Zwicker
- Speech Language Pathologist - Tracy Parker
- Cultural Support worker for Indigenous Education - Vernadean Douglas
- Former Principal - Keefer Pollard
- Education Assistant - Tanya Irg
- Grandparent of a student with accessibility needs and former employee of CLV (Community Living Victoria) - Bev Kissinger

This working group meets virtually every second month as an aim to keep the momentum going with meetings being more frequent but shorter in duration. We have an open shared file with resources and fluid, living documents that can be contributed to electronically and reviewed by all.

In addition to our active committee members that meet regularly, we have other consulting members who are available to collaborate with our committee to review and contribute to our plan. These individuals offer an additional lens that provides authentic feedback and input. They include:

- ICS Administrator Committee - meet monthly with Accessibility as an agenda item
- ICS Inclusive Education Committee - meet monthly with Accessibility as an agenda item
- Present and past students
- Contracting specialists/therapists
- Teachers
- Parents, guardians, and other family members
- Other community members

Feedback Mechanism

If you would like to offer feedback or have any accessibility questions or concerns, please contact Lana Durand by email: ldurand@cisdv.bc.ca, by phone: 250-746-5919, or by mail: 4044 Nelthorpe St. #1, Victoria, BC, V8X 2A1. Our feedback tab will be coming soon.



Current Progress & Celebrations

- Each school has completed the 9 page SCSBC Accessibility Audit checklist. Data has helped the Accessibility Committee to recommend priorities for school facility improvements.
- In 2024, the Ministry of Education updated the Inclusive Education Services Manual of Policies, Procedures and Guidelines. The updates have been reviewed with all school Administrators and Inclusive Education Coordinators and corresponding documents have been revised.
 - https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/inclusive_ed_policy_manual.pdf
- Policies that have been updated in November 2025 to align with the updated Inclusive Education Services Manual include:
 - 619 - Inclusive Education Services
 - 511 - Students with Disabilities and Diverse Abilities
 - 529 - Student Behaviour Support - policy on restraint and seclusion
 - 528 - Working with Outside Agencies
 - 606 - English as a Second Language
- Universal Design for Learning (UDL)
 - Technology - All schools have mobile labs that provide access to technology for those that require it for learning and to provide choice for all that benefit from this modality of learning. Students that require technology for access have been trained in how to use the features of 'Google Read & Write'. This allows for voice to text, read aloud, and other beneficial features for students that require support.
 - CISDV recognizes the research that supports effective teacher professional development:
https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf
 - CISDV held a conference hosting Novak Education's Chris Bronke in February 2025. All CISDV school educators attended. The topic was "The Benefits of UDL".
 - CISDV has purchased a comprehensive series of training resources to support staff in understanding and using UDL:
 - The Three Block Model of UDL - Dr. Jennifer Katz - video series #1 -20



- UDL NOW - Katie Novak - Books purchased for school based rotating teacher book clubs

CISDV supports teacher collaboration by providing time for educators to meet with each other about student progress, student needs, and UDL strategies to support students. These **PLC** teams (**P**rofessional **L**earning **C**ommunities) reflect on how our students are **R**esponding to **I**nstruction, **I**ntervention and **I**nclusion (RTI x 3). A PLC reflects on these 4 questions:

- What is it we want our students to learn?
 - How will we know that each student has learned it?
 - How will we respond to those that have not learned it?
 - How can we extend and enrich the learning for those that have demonstrated proficiency?
- Mental Health Awareness - All schools have access to resources including the “Open Parachute” program. This on-line program includes lessons for K-12 that teach mental health skills featuring peer voices.
 - Transition Planning to support continuity of learning.
 - Procedures are in place and time is provided annually for teachers to meet with receiving teachers and/or school inclusive education coordinators, and to learn and prepare for incoming student needs.
 - All K-6 students have a transition file that provides the story of their learning journey. Each year these files are passed onto the next year’s teacher(s). The student file includes a one page annual year end “transition snapshot” that provides information to support learning design that takes each child from where they are at.
 - Transition planning templates are available for teachers on our staff portal.
 - Students on Individual Education Plans (IEPs) or Student Support Plans (SSPs) have transition meetings annually that include the parent(s) or guardian(s), and when possible and appropriate, the student and other educators and specialists involved.
 - For new students, entrance screening procedures support placement decisions and planning for educational needs.



Definitions

The following definitions are provided in the Accessible BC Act and the Developing Your First Accessibility Plan guide which was created as part of the Accessible Organization Project led by Disability Alliance BC:

Accessibility Plan	A plan to identify, remove, and prevent barriers to individuals in or interacting with the organization through the considerations of inclusion, adaptability, diversity, collaboration, self-determination, and universal design.
Adaptability	Disability and accessibility are evolving concepts that change as services, technology, and attitudes change.
Barriers	Anything that hinders the full and equal participation in society of a person with an impairment. Types of barriers include: architectural, attitudinal, informational, communicational, and systemical.
Collaboration	Promoting accessible communities is a shared responsibility and everyone has a role to play.
Disability	An inability to participate fully and equally in society due to the interaction of an impairment or a barrier.
Diversity	Every person is unique. People with disabilities and diverse abilities are individuals with varied backgrounds. Individual characteristics including race, gender, sexual orientation, religion, and lived experience inform the experiences of individuals.



Impairment	A physical, sensory, mental health, language, or cognitive impairment, which is permanent, temporary, or episodic.
Inclusion	All British Columbians, including persons with disabilities and diverse abilities should be able to fully participate in a meaningful way within their communities.
Self-Determination	Empowering people with disabilities and diverse abilities to make their own choices and pursue the lives they wish to live. It relates to “Nothing About Us Without Us”, which refers to the principle that all are an active part of the decision-making about participation and equalization of opportunities for persons with disabilities and diverse abilities.
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.”

Overview of the Plan

The schools represented in this plan are committed to ensuring all members of our communities are treated with dignity, given the opportunity for meaningful participation, and are provided equitable access to learning. The priorities outlined in this plan represent our commitment to:



- Engage with staff, community members and people with disabilities and diverse abilities in the development and ongoing review of our accessibility plan
- Ensure our CISDV and local school policies and procedures align with the principles of accessibility
- Effectively address barriers and improve access to facilities, programs, practices, and services for students, staff, parents/guardians, volunteers, and community members
- Promote and respond to feedback for improving accessibility for people with disabilities and diverse abilities in our school communities, by providing a communication tool with clear and simplistic language, free of jargon
- Provide transparency by posting the plan and feedback tool on the CISDV and school website

Accessibility Plan Priorities:

Priority #1	Safe & Meaningful Accessibility Into & Within School Facilities
With the data compiled from the 9 page SCSBC Accessibility Audit checklist that was completed for each School Facility in 2023, the Accessibility Committee has analysed and identified some trends and priorities for each of our 5 schools. The data will be shared and discussed with the local school principals, in order for them to address next steps in improving accessibility needs of their school facilities, in consultation with their school council members, parents and students. This will include: • Priorities for improving design and removal of barriers that impede with others' ability to interact within the school environments • Emergency procedures	



Priority #2	Building understandings of Inclusion and Accessibility
Now that we have updated our Inclusive Education policies (November 2025), we would like to build more awareness and understanding of those policies, along with our goals and initiatives to improve accessibility and sense of belonging beyond the physical needs of the environment. We would like to address attitudinal barriers, by providing accessible information and education to our families and communities that supports our belief that all are loved and welcome in our Catholic Schools. The committee will investigate ways that we can improve student self advocacy, positive interaction and communication with others in the classroom and on the playground. We want all students to feel safe, valued and respected in our school communities.	
Priority #3	Accessibility to Education - Universal Design for Learning (UDL)
The CISDV Accessibility Committee will integrate the ICS Strategic Plan objectives that prioritize meaningful participation and accessibility to education for all by improving universal design for learning in all areas for our students. The committee will research and communicate professional development opportunities, resources, learning modules, strategies and equipment that will support educators and families with supporting student learning needs.	



The committee will investigate ways that enable time for learning, collaboration and inservice for educators that improves knowledge, understanding, and skills to improve teaching for diversity.

Priority #4

Development of Feedback Mechanism

The CISDV Accessibility Committee will develop a feedback mechanism and share it with the communities on the CISDV website.

The committee will respond to feedback and suggestions that support prevention and removal of barriers that people face in our schools.

The committee will respond to feedback and suggestions that support the promotion of inclusion in our schools.

Monitoring the Plan

At each Accessibility Committee meeting, agenda items may include:

- Analysis of surveys and information gathered
- The feedback tool - monitored and discussed as feedback submitted
- Needs and suggestions acknowledged and responded to
- Progress of priorities - current communication and annual reviews
- Timelines and funding
- Opportunities and Learning for All

Evaluating the Plan

Progress will be reviewed annually at the end of June by each local school using the CISDV Accessibility Review template.

The CISDV Accessibility Plan will be evaluated and formally revised every 3 years. Our next formal update will be in March of 2029.



Appendix A: About Disability

The Disability Continuum

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 titled "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, which 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 want to help, wait until you receive permission.
- Offer your arm (the elbow) to guide the person and walk slowly.
- Service animals are working and must pay attention. Refrain from engaging with the animal.



- If you are giving directions or verbal information, be precise and clear. For example, if you are approaching a door or an obstacle, say so. Do not just assume the individual cannot see you.
- 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. Do not 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. Offer written or digital information whenever possible.
- Text messaging instead of phone calls.
- Captioning on videos
- Assistive listening systems
- Visual alerts (lights)
- Keep your face clearly visible when speaking. Do not cover mouth when speaking.



- Be clear and precise when giving directions and repeat or rephrase if necessary. Make sure you have understood.
- Service animals are working and must pay attention. 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 and Chronic Health 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.
- Do not 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 have said.
- If you cannot understand what is 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 many different communication 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 use body language.

Here are some suggestions to help you interact with people with learning disabilities or 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 are 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 will not know that the person has a mental health disability unless you are informed of it. But if someone is having difficulty controlling their symptoms or is in a crisis, you may need to help. 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 people with a mental health disability and their needs.
- If someone is 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 individuals experience difficulties with communication. These challenges may result from conditions such as cerebral palsy, hearing impairment, developmental language disorders, or other factors that affect speech clarity, pronunciation, or the ability to understand or express language. These can include stuttering, cleft palate, orofacial myofunctional conditions, or reliance on alternative communication methods. In some cases, individuals may use assistive tools such



as communication boards, sign language, or electronic devices to support interaction.

Here are some guidelines for respectful interaction:

- A disability in one area does not imply limitations in other areas. Avoid making assumptions about a person's intellectual ability based on speech differences.
- If you are unsure about what was said, politely ask the person to repeat or clarify.
- Use respectful language and avoid outdated or inappropriate terminology.
- When appropriate, ask questions that can be answered with "yes" or "no."
- Be patient and allow the individual adequate time to communicate without interruption.
- Listen attentively and approach the interaction with respect and a willingness to adapt your communication style.
- Patience, courtesy, and openness are key tools in creating effective and respectful communication.

Deaf-Blind

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 a person who is deaf-blind.
- Do not touch service animals – they are working and must always pay attention.
- Unless it is an emergency, refrain from touching a deaf-blind person without permission.

Other Non-Visible/Hidden Disabilities

Although some disabilities are not visible, they may be present for an individual (staff or student) and greatly impact participation and learning. Hidden disabilities can be situational, temporary or permanent, and they are experienced differently by everyone.

The more we understand the wide range of non-apparent disabilities, chronic illnesses and health conditions that others may live with, the more everyone will be aware of their diverse access needs.

Currently there are 912 non-visible disabilities indexed with the Hidden Disability Sunflower Scheme.

<https://hdsunflower.com/ca/insights/category/invisible-disabilities>

https://hdsunflower.com/media/wysiwyg/PDF/CA_Sunflower_business_CA.pdf



Appendix B: Suggested References/Resources

Global, Canadian and Local Accessibility Context and Legislation

- United Nations Convention on the Rights of Persons with Disabilities
- Canada Ratifies 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
- 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
- <https://popdhh.ca/resources/principles-of-learning-dhh-students/>
- Provincial Inclusion Outreach Program (Complex Needs)



*CATHOLIC INDEPENDENT SCHOOLS
OF THE DIOCESE OF VICTORIA*

1 - 4044 Nelthorpe Street, Victoria, BC V8X 2A1
Phone: (250) 727-6893 Fax: (250) 479-5423

- POPARD
- POPFASD
- 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)
- Family Support Institute
- <https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/information-for-partners-providers/inclusive-child-care>