

School Site Accessibility Assessment Tool



Land acknowledgement

We acknowledge with respect the territories of the First Peoples of what is now known as British Columbia. We honour the many First Nations people who have lived on and cared for these lands for thousands of years and continue to do so today. We recognize the importance of their cultural heritage, laws, and relationships with the land that continue to shape, sustain, and enrich the province of British Columbia. We are committed to learning, understanding and respecting these connections, as well as to fostering meaningful relationships based on mutual respect and reconciliation.

Creating this resource



BC CAISE and Untapped Accessibility, in partnership with Disability Alliance BC (DABC) and the Province of BC have created this resource to support British Columbia school districts as they continue increasing the accessibility of our school sites.

BC CAISE would like to thank DABC and the Province of BC for supporting this project's funding. Thanks also to Untapped Accessibility for their support in its development, and the many educators, students, and families who contributed to and inspired the creation of this resource.

Legal disclaimer

This assessment provides general information only as a reference to support school districts in meeting the requirements of Accessible BC Act. Each organization is responsible for understanding and complying with its legal obligations.

Accessibility statement

This guide is accessible to PDF/UA standards.





Note: Individual sections may be photocopied to assess multiple similar spaces within a school

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1

Parking lots

Terms

Curb cut: A gently sloped ramp at sidewalk intersections, allowing smooth transition between sidewalk and road.

 Physical items	Checks	Notes
Accessible parking spaces make up at least 10% of total spaces.		
<p>Accessible spaces are 4.0 meters by 5.5 meters (13.1 feet by 18.0 feet).</p> <p>They are clearly identified with signs (painted signage on road and posted signage).</p> <p>They are near the building entrance.</p>	/3	
People who use wheelchairs and other mobility aids can comfortably maneuver on the parking lot surface.		
<p>Surface is smooth, hard, and level.</p> <p>It is free of large potholes and other tripping/wheel clipping hazards.</p> <p>Surface is consistently free of ice and other slip hazards.</p>	/3	
People with low or impaired vision can move through the parking lot.		
<p>The lot has good, consistent lighting day and night.</p> <p>There is no obvious light glare in the space.</p>	/2	

Drop off areas are accessible.

Passengers can be dropped off in areas with curb cuts that are near all building entrances.

/1

 **Sensory and social-emotional items**

Checks

Notes

Pedestrians can safely move through the parking lot with minimal interaction with drivers.

There is a clear flow of traffic for pedestrians and vehicles.
Crosswalks are clearly marked.
There are pedestrian pathways throughout the parking lot.

/3

Parking signage uses appropriate language.

Signs read “accessible parking space” and not “handicapped parking”.

/1

People who require accessible parking spaces can always access them.

Accessible spaces are respected and left open for people who need them. For example, they are not used for pick-up or drop off, or for snow storage during snow clearing.

/1

When someone parks in an accessible space, the path they travel to get to the building entrance is clear and direct.

The path is unobstructed and accessible the whole way through.
People can travel without passing through traffic.
The path does not require the user to take a long detour.
Vehicles parked in accessible spaces do not block curb cuts.


/4

Terms

Play space: Any outdoor area where students engage in recreational activities, physical activity, or social interaction.

Play structure: Physical fixtures within the play space, like swings, platforms, slides, and climbing frames.

Accessible swings: Swings that are designed to support a broader range of children.

 Physical items	Checks	Notes
Anyone who wishes to access the play space can travel to and throughout the space using a clear accessible path.		
<p>The pathway has a smooth and level surface that is easy for wheelchairs, walkers, and other assistive mobility devices to move on.</p> <p>It is free of large potholes and other tripping/wheel clipping hazards.</p> <p>It is consistently free of ice and other slip hazards.</p> <p>Rubber, short artificial turf or another accessible surface is used in play space instead of rocks, sand, or woodchips.</p>	/4	
Play structures are designed for accessibility.		
<p>There are gently sloping ramps between and throughout structures.</p> <p>There's enough space for a wheelchair/mobility device user and a support person or service animal to move in all directions and turn around at any point.</p> <p>All slides include an elevated flat projection at the bottom that allows users to exit in a comfortable seated position.</p>	/3	

♥ Sensory and social-emotional items

Checks

Notes

Users with varying cognitive and mobility levels can access play features alongside other play space users.

There is a supported accessible swing option available in the main swing section.

/1

Play spaces are designed for various sensory needs.

A quiet and isolated play area is available for users who need a break from the stimulation of the main play area.


/1



Terms

Turning radius: The minimum space needed for an individual to make a complete turn. All people require a different turning radius. Wheelchairs, mobility devices and the presence of service animals and support people can impact turning radius.

Threshold: The sill of a door, much like a windowsill. A threshold usually causes a small, raised section at the bottom of the door that could be a tripping or wheel catch hazard.

 Physical items	Checks	Notes
All entrances are designed for accessibility.		
<p>Wherever stairs are required to access an entrance, a ramp and/or elevator is available.</p> <p>All main entrances have automatic double doors, or double doors that can open via a push button.</p> <p>The foyer inside and outside the entrance is spacious and can accommodate various turning radius needs.</p> <p>Accessible doors are located close to the primary-use areas of the building.</p>	/4	

Everyone can use all doors throughout the school.

All doors are at least 3 feet (approximately 1 meter) wide.
They use low-force lever-style handles instead of twist doorknobs.
Any thresholds have a warning strip and are sloped at a maximum of half an inch tall.
Where possible, doors are automatic (use a sensor or push button).
All self-closing mechanisms have a delay of 2-5 seconds.

/5

 **Sensory and social-emotional items**

Checks

Notes

Alternative entries are available.

Anyone who requires a calm and quiet entry into the building can access a separate entry that bypasses busy and noisy spaces.

/1

Anyone who requires sensory-friendly and accessible routes can access a school map that highlights these features.

The map clearly marks accessible transportation features, like elevators and ramps.
It marks all accessible bathrooms and water fountains.
It marks sensory-friendly building entrances and routes.

/3



Terms

Dual signage: The practice of displaying information or instructions in two languages or scripts. For example, English and Braille.

Signage: Any communication that dictates how to identify different areas and move through the space.

Matte: A type of surface texture or appearance that lacks gloss or shine.

Alternative text (also called alt text): A brief text description of an image, graphic, or other non-text content. It is used to provide information about the content and function of the image for individuals who are unable to see it.

Person first language: A way of speaking or writing about people that emphasizes their personhood before mentioning their condition or another distinguishing feature. For example, referring to someone as a “person with a disability”. Some people prefer this language, as it emphasizes that they are more than their disability.

Identity first language: A way of speaking or writing about people that emphasizes their condition or another distinguishing feature as the primary identifier. For example, referring to someone as a “disabled person”. Some people prefer this language, as it acknowledges the significance of disability in shaping their identity.

 Physical items	Checks	Notes
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Dual signage is available throughout the building.		
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Dual signage is present throughout the building.

Written components of signage use clear and readable fonts that have high contrast.

All braille and tactile components of signage are consistent.

Audio cues accompany signage where appropriate (for example, audio descriptions or QR codes that trigger audio playback on mobile devices).

All signage uses matte or another non-reflective surface.

All language and graphics used in signage are simple, clear, and concise.

There is consistency in the design and placement of signage throughout the building.

/7

 Sensory and social-emotional items	Checks	Notes
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All signage displays appropriate and respectful messaging.		
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Language and imagery are respectful and do not stigmatize or exclude.

For more information on accessible and inclusive language, please see the BC CAISE Guide for Developing Accessibility-Focused School District Policies and Reviewing Existing Policies Through an Accessibility Lens.


/1

Posters, Art, Photos and Visual Displays

For this section, you will need to consider all posters throughout your school, including posters in classrooms, hallways, gymnasiums, bathrooms, etc.

Terms

Posters, Art, Photos and Visual Display: Any communication tool that shares information beyond how to identify spaces and navigate through the area. These could include event posters, flyers, or brochures.

 Physical items	Checks	Notes
<p>All posters include accessible design features.</p> <p>All written text uses clear and readable fonts that have high contrast.</p> <p>Posters use matte or another non-reflective surface.</p> <p>All language and graphics are simple, clear, and concise.</p> <p>There are QR codes beside posters that take you to a digital, screen-reader friendly version of the poster (that includes alternative text for visuals), or trigger audio playback on a mobile device.</p>	/4	

♥ Sensory and social-emotional items

Checks

Notes

Posters use visuals and graphics that represent the diverse school community.

They consistently reference people with different genders, ages, ethnicities, and abilities.

Students and adults with various disabilities are referenced in prominent, high traffic areas of the building.

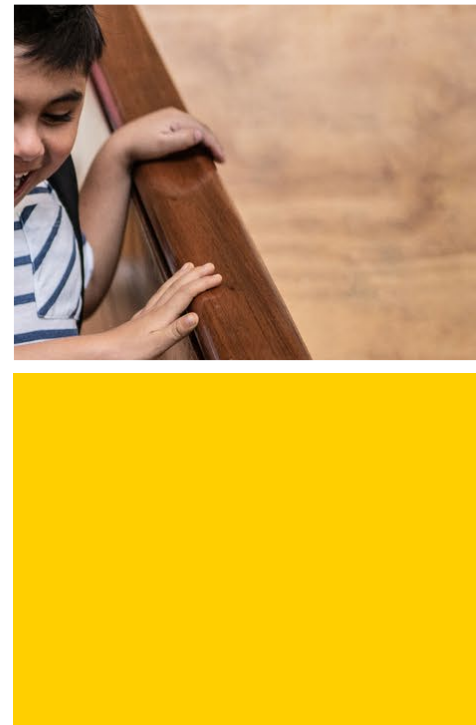
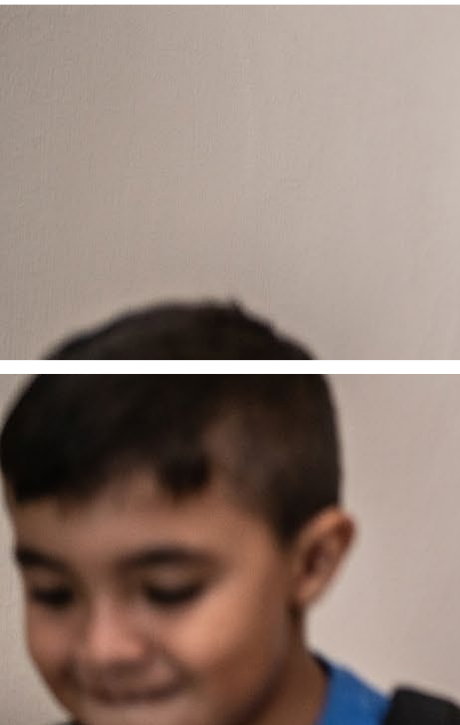
/2

Messaging on all posters is respectful.

Does not use language or imagery that is stigmatizing or exclusionary.

Where relevant, uses a mix of person first and identity first language.

/2




Stairs, ramps, hallways, and elevators

Terms

Tread: The horizontal flat part of the stair that a person uses to “step-up” or “step-down”.

Nosing: When the surface material of the tread of a stair has an overhang.

Clearance space (water fountain): The space under an accessible water fountain that allows a wheelchair user to approach from the front, sliding their legs and/or bottom portion of their chair underneath the fountain.

 Physical items	Checks	Notes
Users navigating the school site can access ramps and stairwells that are designed for accessibility.		
<p>Ramps and stairwells are highly visible, free of obstructions, and have good, consistent lighting with no glare.</p> <p>Ramp surfaces and the tread on all steps are non-slip.</p> <p>Access Ramp signs indicate all ramps that are available.</p> <p>Ramp inclines are a reasonable angle that is safe yet effective.</p> <p>Long ramps include flat sections at regular intervals.</p> <p>Tread and nosing of stairs have high contrast or warning strips.</p> <p>A map showing the accessible pathways in the school is available from the main office or near the main entrance.</p>	17	

People with varying mobility can comfortably navigate all hallways.

Hallways are wide enough to accommodate one power or manual wheelchair user and at least one support person or service animal.

There is good, consistent lighting throughout the length of the hallway, with no glare.

Hallways are clear of clutter, furniture, and other obstructions like rugs or thick carpets that could impede movement, cause tripping or wheel catch hazards.

Floor material is non-slip.

Long hallways include rest areas with seating options.

/5

All elevators are designed for accessibility.

The elevator car can comfortably accommodate one power or manual wheelchair user and at least one support person or service animal.

Elevator cars contain handrails.

Controls can be accessed from a seated and standing position.

All controls use dual signage with clear tactile indicators.

Visual and auditory signals indicate floor level and other messaging.

Visual and auditory signals indicate when the elevator has arrived, which direction it is moving, and when the doors are opening or closing.

There are emergency communication devices inside all elevators that are accessible from seated and standing positions.

When elevator doors open to every level, the elevator car's floor is flush with the building's floor.

/8

Water fountains are designed for accessibility.

Fountains are available at a level that is accessible from a standing and seated position.

All fountains have appropriate clearance space.

The surface under all foundations is perfectly level.

All fountain controls are easy to reach and operate for users with limited hand dexterity or mobility.

/4

 **Sensory and social-emotional items**

Checks

Notes

Elevators and ramps are well positioned throughout the building.

Users have clear and direct access to all needed spaces without having to take long detours.

/1

People with sensory sensitivities can comfortably use all elevators.


Noise is minimal through use of quiet elevator mechanisms or sound-dampening materials.

The lighting is soft and diffused.

The elevator's motion is smooth and predictable (no sudden stops, jerky movements, or irregular motion patterns).

/3

Room number or name: _____

 Physical items	Checks	Notes
Users who require an accessible washroom can access one.		
<p>The door to the washroom is automatic, activated by a push button, or accessible in another way (for example, it remains in an open position for 3-5 seconds).</p> <p>The accessible washroom comfortably accommodates one power or manual wheelchair user and at least one support person or service animal.</p> <p>A change table is available in a size that is appropriate for the space (for example, adult change table for a high school washroom).</p> <p>The toilet seat lid opens from the front and can be used as a backrest.</p> <p>The toilet paper and sanitary disposal are easily within reach from a seated position on the toilet.</p> <p>The emergency call button is within reach on and off the toilet.</p> <p>The flushing control does not require the user to reach across the toilet.</p>	17	
People with varying mobility needs can comfortably navigate all washroom spaces.		
<p>There is ample space between the stalls and the wash space.</p> <p>Stall doors swing away from the toilet to open.</p> <p>All garbage cans are open, with no lids that require hand or foot activation to open.</p> <p>Any sanitary products are easily accessible from a seated and standing position.</p>	14	

Room number or name: _____

People with varying mobility needs can comfortably use the wash space.

Sinks can be accessed from varying heights and positions.

Users can change water temperature using lever handles on the faucet.

The mirror has a floor length section or a section above the sinks that is angled so full reflection can always be viewed.

Soap and towel dispensers and other hand drying features are easily accessible from varying heights and positions.

Access to soap and towel dispensers and other hand drying features do not require an individual to travel across the room with wet hands.

/5

 **Sensory and social-emotional items**

Checks

Notes

People with sensory sensitivities can comfortably utilize the washroom.

Lighting is not overly bright or can be dimmed.

Flushing is manual and relatively quiet.

Various hand-drying systems are available, including alternatives to noisy air dryers like paper towel dispensers.


Unscented cleaning products are used to clean the space.

Private, single-occupancy washroom spaces are available.

/5

Classrooms, science rooms, mechanical/technical shop areas, and computer rooms

Room number or name: _____

 Physical items	Checks	Notes
Students have a variety of desk and seating options.		
<p>Wobble chairs/stools, rocker chairs, standing desks, bean bag chairs, and/or floor cushions are available.</p> <p>Movement tools are available and can be added to any student-use teaching space (for example, Bouncybands).</p>	12	
Students with varying mobility needs can comfortably move through and utilize the space.		
<p>Classroom furniture and equipment is arranged in such a way that allows space for mobility aids, support people, and/or service animals.</p> <p>The space facilitates free movement and student exploration (for example, movement between desks).</p> <p>Students using mobility devices can access tables and workspaces at a height that works for them.</p> <p>Work surfaces have no glare.</p> <p>The surface is level and easy for wheelchairs, walkers, and other assistive mobility devices to move on.</p> <p>Non-slip flooring is used throughout.</p> <p>The space is free of obstructions that can cause tripping and wheel clipping hazards.</p>	17	

Room number or name: _____

Any washroom in a classroom is designed for accessibility – or there is an accessible washroom nearby.

The toilet is appropriately sized for the user (for example, children’s classrooms use children’s sized toilets).

A change table is available in a size that is appropriate for the space (for example, children’s change table for an elementary/preschool washroom).

The washroom can comfortably accommodate one power or manual wheelchair user and a support person or service animal.

The toilet seat lid opens from the front and can be used as a backrest.

Flushing control does not require the user to reach across the toilet.

Appropriate support tools are available (for example, step stools for children).

/6

Classroom sinks are designed for accessibility.

Sinks can be comfortably accessed from varying heights and positions.

Users can change water temperature using lever handles on faucet.


Mirror has floor length section or a section above the sinks that is angled so full reflection can always be viewed.

Soap and towel dispensers and other hand drying features are easily accessible from varying heights and positions.



Access to soap and towel dispensers and other hand drying features do not require an individual to travel across the room with wet hands.

/5

Room number or name: _____

 Sensory and social-emotional items	Checks	Notes
People with sensory sensitivities can comfortably use the space.		
All classroom lighting has a dimming feature. Noise reduction tools are available (for example, headphones). Sensory-friendly safety equipment is available (for example noise cancelling headphones, sensory-friendly gloves and masks). Fidgets and other attention aides are available.	/4	
Students with varying sensory needs can access regulation spaces when needed.		
Quiet spaces are available in proximity to the classroom.	/1	
Classroom layout and experience considers trauma-informed care.		
Room exits are always visible and accessible. There is a clear and direct pathway to an exit from all room locations. Various seating locations are available. Special attention paid to closing and locking doors.	/4	
Students with all learning/communication styles and needs have what they need to fully engage in classroom activities.		
Assistive technology is available when needed to support student success (for example, switches to operate equipment, tools, and technology).	/1	

Room number or name: _____

 Physical items	Checks	Notes
Students can access a dedicated sensory-friendly space that supports their sensory needs.		
<p>Room is organized and free of clutter.</p> <p>Lighting is adjustable.</p> <p>Room is quiet (ambient noise from hallways or classrooms is minimal).</p> <p>Room is scent-free, including food-related scents.</p> <p>Visuals of available activities are present.</p>	/5	
 Sensory and social-emotional items	Checks	Notes
Students have access to equipment that supports their sensory needs.		
<p>Noise cancelling headphones are available.</p> <p>Music or other auditory stimulation is available.</p> <p>Equipment is available to facilitate physical movement such as rocking or swinging.</p> <p>Compression and weighted items are available with specific recommendations and instructions for use from District staff.</p>	/4	

Room number or name: _____

Physical items

Checks

Notes

People with varying mobility needs can comfortably move in all areas, including the gymnasium, changerooms, office spaces, and other athletic facilities.

All doors throughout the space are wide enough to accommodate one power or manual wheelchair user and one support person or service animal.

All other spaces can comfortably accommodate one power or manual wheelchair user and at least one support person or service animal.

Spaces are free of clutter and other obstructions that can cause tripping and wheel clipping hazards.

Surface throughout the space is level and easy for wheelchairs, walkers, and other assistive mobility devices to move on.

Non-slip flooring is used throughout, particularly in areas where moisture may be present (near water fountains or showers).

There is good, consistent lighting throughout, with no glare.

/6

Room number or name: _____

Seating is designed for accessibility.

There is designated wheelchair seating that offers a clear line of sight to the space/area of interest.

Ramps or elevators are available for any seating that requires spectators and participants to move up or down a level.

There is extra movement space surrounding all accessible seats for support people and/or service animals.

Companion seats for support people are available in proximity to wheelchair seating.

All other seating offers sufficient space between seats to accommodate mobility aids, like a cane or walker, and a service animal.

Handrails are available throughout the seating area.

/6

A least one accessible shower stall in the change room is available.

There is a sturdy, slip-resistant shower seat and grab bars securely mounted throughout the stall.

The showerhead is adjustable to accommodate different heights and mobility levels.

A handheld showerhead is also available.

Shower controls are accessible from seated and standing positions and are easy to operate for individuals with limited dexterity or reach.

Soap holder is indented into the wall and accessible from a seated position.

/5

Room number or name: _____

All users can access the weight room.

Adaptive exercise equipment is available (for example, hand cycle machine).

/1

 **Sensory and social-emotional items**

Checks

Notes


People with varying comfort levels can use the shower space.

Shower stalls offer sufficient privacy and dignity for all users.

/1



Room number or name: _____

 Physical items	Checks	Notes
<p>All people can comfortably navigate all areas, including main gathering areas, stages, backstage areas, and concessions.</p>		
<p>All areas accommodate one power or manual wheelchair user and a support person or service animal.</p> <p>Areas are spacious, free of clutter, and easy to move around in.</p> <p>The surface is level and easy for wheelchairs, walkers, and other assistive mobility devices to move on.</p> <p>Non-slip flooring is used throughout.</p> <p>Areas are free of obstructions and other tripping and wheel clipping hazards, like rugs or carpets.</p> <p>There is good, consistent lighting throughout, with no glare.</p>	<p>/6</p>	
<p>All stage access points are designed for accessibility.</p>		
<p>If there are stairs used to access the stage, a ramp or elevator is also available.</p>	<p>/1</p>	

Room number or name: _____

Seating is designed for accessibility.

There is designated wheelchair seating that offers a clear line of sight to the stage.

Ramps or elevators are available for any seating that requires spectators and participants to move up or down a level.

There is extra movement space surrounding all accessible seats for support people and/or service animals.

Companion seats for support people or service animals are available in proximity to wheelchair seating.

All other seating offers sufficient space between seats to accommodate mobility aids, like a cane or walker, and a service animal.

Handrails are available throughout the seating area.

/6

 **Sensory and social-emotional items**

Checks

Notes

Sensory experiences can be anticipated and adjusted where appropriate.

Clear communication is available on what sensory elements to expect for all performances and events.

Flexible seating is available so individuals can choose where to orient themselves in the space.

Sensory-friendly performances and events are offered (for example, performances that use dimmed lighting and reduced sound levels, and provide the option to move around).

Assistive listening devices are available for performances or events.

Designated quiet spaces, headphones, or earmuffs are available during performances and events.

/5

 Physical items

Checks

Notes

All people can comfortably navigate all areas, including seating areas, food preparation areas, concessions, and serving areas.

Spaces are spacious, free of clutter, and easy to move around in.

Spaces can accommodate one power or manual wheelchair user and a support person or service animal.

The surface is level and easy for wheelchairs, walkers, and other assistive mobility devices to move on.

Non-slip flooring is used throughout.

The space is free of obstructions that can cause tripping and wheel clipping hazards.

There is good, consistent lighting throughout, with no glare.

/6

All people can comfortably utilize the serving counter, food preparation appliances (for example, microwaves), and seating areas from standing and seated positions.

Serving counter is accessible from a seated and standing position.

All appliances are accessible from a seated and standing position.

A variety of seating and table options are available throughout the space, including wheelchair accessible tables.

/3

Menus and signage are accessible.

Written text uses clear and readable fonts.

Text size is large enough to be legible from a distance.

There are no bright flashy lights or complicated visuals to display food.

There is high contrast between text and visuals.

Tactile elements (for example, raised lettering or Braille) and audio cues are used where appropriate (for example, audio descriptions or QR codes that trigger audio playback on mobile devices).

Menus use materials that are matte or another non-reflective surface with minimal glare.

/6

Sensory and social-emotional items

Checks

Notes

People can navigate through all spaces in a calm and coordinated manner.


Space is organized in a clear and orderly manner.

Signage and floor markings indicate the flow of traffic.

Wait areas have well designed line systems (for example, lines do not extend into common movement pathways).

A quiet and isolated eating space is available (and well marked with signage) for users who need a break from the stimulation of the main area.

/4

 Physical items	Checks	Notes
All people can comfortably navigate all areas.		
<p>All areas are spacious, free of clutter, and easy to move around in.</p> <p>All areas can accommodate one power or manual wheelchair user and one support person and/or service animal.</p> <p>The surface is level and easy for wheelchairs, walkers, and other assistive mobility devices to move on.</p> <p>Non-slip flooring is used throughout.</p> <p>Areas are free of obstructions that can cause tripping and wheel clipping hazards.</p> <p>There is good, consistent lighting throughout, with minimal glare.</p>	/6	
A variety of seating and table options are available throughout the space.		
<p>Accessible/adjustable tables are available.</p> <p>Accessible computer stations are available.</p>	/2	

People with varying mobility, learning, and communications needs can access books and other library resources that meet their needs.

Books and other resources are accessible from varying heights and positions.

Books and other resources are available in accessible formats (for example, large print books, audiobooks, and Braille).

Librarians are trained to assist people in locating and accessing all types of books and resources that are available, including alternative formats.

Assistive devices are available and well-maintained (for example, magnifiers, hearing loops, large print keyboards, and screen readers).

Rolling baskets are available for easy transport of books and belongings.

/5

 **Sensory and social-emotional items**

Checks

Notes

Sensory-friendly spaces are available throughout the library, including meetings rooms that can be personalized for sensory preferences.

Lighting has dimming function.

Height adjustable table.

Includes tools to create a calming atmosphere (for example, a star projector or fidget tools).

Students and adults with various disabilities are featured as lead characters in a wide variety of resources

/4


Staff rooms, home economic rooms, and teaching kitchens

Room number or name: _____

When assessing home economic rooms or teaching kitchens, please also complete section 8. Classrooms, science rooms, mechanical/technical shop areas and computer rooms.

Terms

Clearance space (electric cooktop): The space under the table that holds the electric cooktop. This space allows a wheelchair user to use the cooktop from the front, sliding their legs and/or bottom portion of their chair underneath the table surface. This positioning is comfortable and safe, as it allows the person to use the electric cooktop without having to stretch their body over the hot elements.

 Physical items	Checks	Notes
All people can comfortably navigate all areas, including seating areas, food preparation areas, and serving areas.		
<p>All areas are spacious, free of clutter, and easy to move around in.</p> <p>Can accommodate one power or manual wheelchair user and one support person and/or service animal.</p> <p>The surface is level and easy for wheelchairs, walkers, and other assistive mobility devices to move on.</p> <p>Non-slip flooring is used throughout.</p> <p>All areas are free of obstructions that can cause tripping and wheel clipping hazards.</p> <p>There is good, consistent lighting throughout, with minimal glare.</p> <p>A variety of seating and table options are available throughout the space, including accessible tables with space for wheelchairs.</p>	<p>17</p>	

Room number or name: _____

Kitchenette has accessible tools and appliances.

Stovetop controls can be accessed from a seated position, or an electric cook top is available at an accessible height with appropriate clearance space.

All appliance controls include tactile controls, raised markings, and/or Braille to indicate function.

Sinks can be comfortably accessed from varying heights and positions.

Users can change sink water temperature using lever handles on faucet.

Soap and towel dispensers and other hand drying features are easily accessible from varying heights and positions.

Access to soap and towel dispensers and other hand drying features do not require an individual to travel across the room with wet hands.

Microwave, toaster oven, and all other countertop appliances are accessible from seating and standing positions.

First Aid kit is easily accessible from a standing and seated position.

Assistive technology is available when needed to support student success (for example, switches to operate equipment, tools, and technology).

/9



Sensory and social-emotional items

Checks

Notes


Areas include accessibility features for staff with sensory sensitivities.

A quiet area/private space is accessible to staff from all staff rooms and administrative areas.

/1

Terms

Muster area: A designated location where individuals gather after evacuating a building or area.

 Physical items	Checks	Notes
Emergency exits are designed for accessibility.		
<p>There are audible warning devices and textured handles on all emergency exits.</p>	/1	
Audio announcements and instructions are accessible to varying communication needs.		
<p>They are accompanied by visual cues (for example, fire alarms include flashing/ blinking lights).</p>	/1	
All emergency evacuation plans are designed for accessibility.		
<p>There are sections for individuals using wheelchairs and other mobility aids and individuals who use assistive technology, support people, and service animals.</p> <p>All evacuation routes are clearly marked and accessible throughout</p> <p>Any emergency shelters or muster areas are accessible and account for support people and service animals.</p> <p>There are evacuation chairs or other tools available to assist people with wheelchairs and other mobility aids when evacuating up or down floor levels.</p>	/4	

♥ Sensory and social-emotional items

Checks

Notes

Emergency plans include sensory considerations.

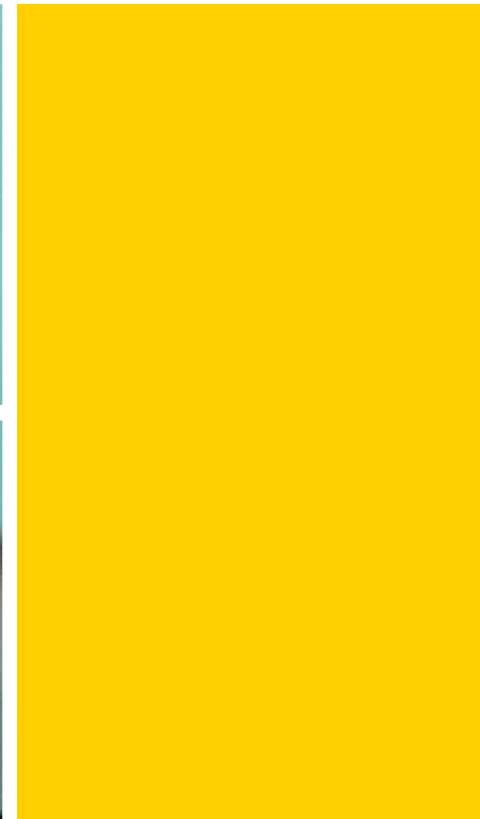
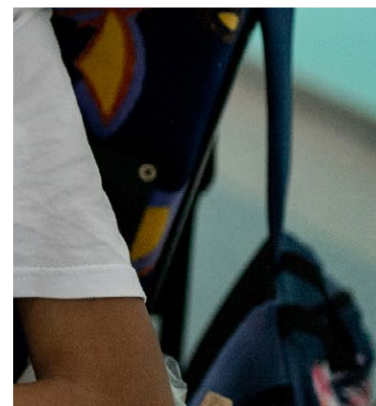
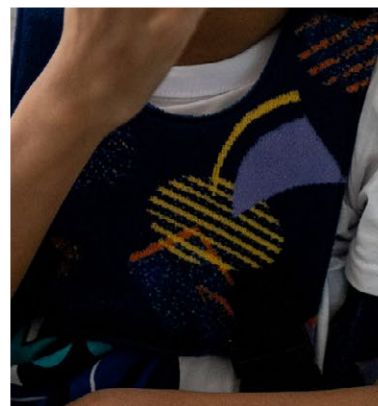
All auditory alarms are sensory-friendly (for example, they emit a softer sound).

Headphones and/or earmuffs are available in emergency situations to help mitigate sensory overload during emergencies.


Quiet spaces are available within emergency shelters and muster areas.

Other sensory tools are easily accessible during emergency situations (for example, weighted blankets and vests, and fidget toys).

/4



Room number or name: _____

 Physical items	Checks	Notes
Staff members have a variety of desk and seating options		
<p>Standing desks are available when required.</p> <p>Desks and chairs throughout the office are ergonomic.</p> <p>All staff are made aware of accessibility seating options.</p>	13	
Staff members with varying mobility needs can comfortably move through and utilize the space.		
<p>Furniture and equipment are arranged in such a way that allows space for mobility aids, support people, and/or service animals.</p> <p>Staff members using mobility devices can access tables and workspaces at a height that works for them.</p> <p>Reception desk is accessible from a seated and standing position.</p> <p>Work surfaces have no glare.</p> <p>The floor surface is level and easy for wheelchairs, walkers, and other assistive mobility devices to move on.</p> <p>Non-slip flooring is used throughout.</p> <p>The space is free of obstructions that can cause tripping and wheel clipping hazards.</p>	17	

Room number or name: _____

Any washroom in an office space is designed for accessibility – or there is an accessible washroom nearby.

The washroom can comfortably accommodate one power or manual wheelchair user and a support person or service animal.

The toilet seat lid opens from the front and can be used as a backrest.

Flushing control does not require the user to reach across the toilet.

/3

Any sinks in an office space are designed for accessibility.

Sinks can be comfortably accessed from varying heights and positions.

Users can change water temperature using lever handles on faucet.

Mirror has floor length section or a section above the sinks that is angled so full reflection can always be viewed.

Soap and towel dispensers and other hand drying features are easily accessible from varying heights and positions.

Access to soap and towel dispensers and other hand drying features do not require an individual to travel across the room with wet hands.

/5

Room number or name: _____

♥ Sensory and social-emotional items	Checks	Notes
People with sensory sensitivities can comfortably use the space.		
All office lighting has a dimming feature. Noise reduction tools are available (for example, headphones). Fidgets and other attention aides are available.	/3	
Staff members with varying sensory needs can access regulation spaces when needed.		
Quiet spaces are available in proximity to office spaces.	/1	



Glossary

Accessible swings

Swings that are designed to support a broader range of children.

Alternative text (also known as alt text)

A brief text description of an image, graphic, or other non-text content. Alt text is used to provide information about the content and function of the image for individuals who are unable to see it.

Clearance space (electric cooktop)

The space under the table that holds the electric cooktop. This space allows a wheelchair user to use the cooktop from the front, sliding their legs and/or bottom portion of their chair underneath table surface. This positioning is comfortable and safe, as it allows the person to use the electric cooktop without having to stretch their body over the hot elements.

Clearance space (water fountain)

The space under an accessible water fountain that allows a wheelchair user to approach from the front, sliding their legs and/or bottom portion of their chair underneath the fountain. This allows them to use the fountain without having to awkwardly stretch their body towards the water stream.

Curb cut

A curb cut is a gently sloped ramp at sidewalk intersections, allowing smooth transition between sidewalk and road.

Dual signage

The practice of displaying information or instructions in two languages or scripts. For example, English and Braille.

Identity first language

A way of speaking or writing about people that emphasizes their condition or distinguishing feature as the primary identifier. For example, referring to someone as a “disabled person”. Some disabled people prefer this language, as it acknowledges the significance of the disability in shaping that individual’s experience and identity.

Matte

A type of surface texture or appearance that lacks gloss or shine.

Muster area

A designated location where individuals gather after evacuating a building or area.

Nosing (stairs)

When the surface material of the tread of a stair has an overhang.

Person first language

A way of speaking or writing about people that emphasizes their personhood before mentioning their condition or other distinguishing feature. For example, referring to someone as a “person with a disability”. Some people with disabilities prefer this language, as it emphasizes that they are more than their disability.

Play space

Any outdoor area where students engage in recreational activities, physical activity, social interaction. This could include fields, athletic courts etc.

Play structure

Physical fixtures within the play space, like swings, platforms, slides and climbing frames.

Posters

Any communication tool that shares information beyond how to identify spaces and navigate through the area. These could include event posters, flyers, or brochures.

Sensory-friendly space

An environment that is created to reduce sensory overload and promote comfort and relaxation. Key features include low sensory input like dim lighting, comfortable seating, and neutral colours. Some sensory-friendly spaces include sensory tools like fidget toys, weighted blankets, and noise cancelling headphones.

Signage

Any communication that dictates how to identify different areas and move through the space.

Threshold

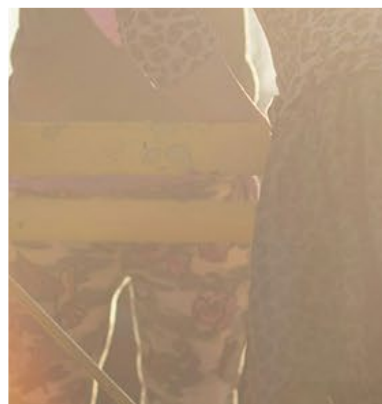
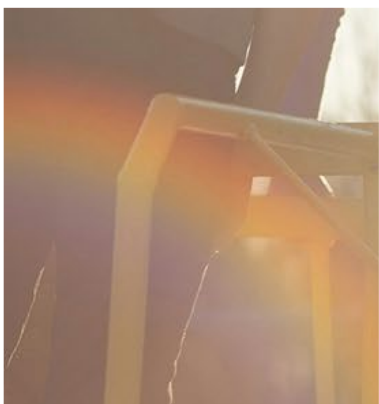
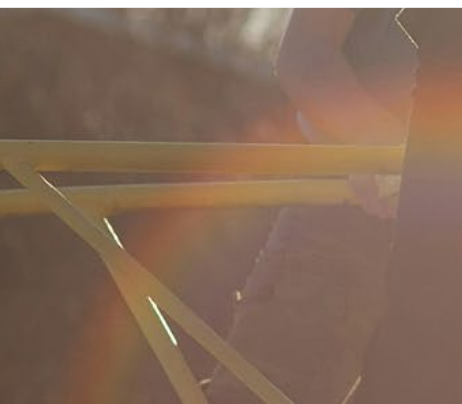
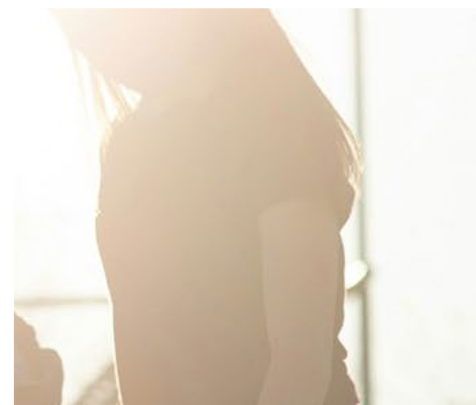
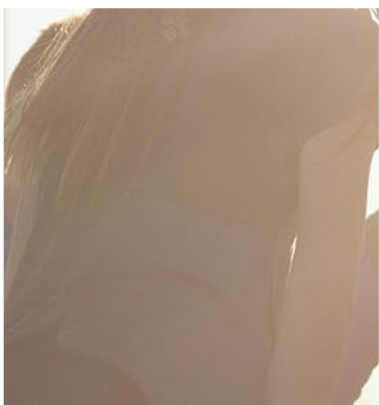
The sill of a door, much like a windowsill. A threshold usually causes a small, raised section at the bottom of the door that could be a tripping or wheel catch hazard.

Tread (stairs)

The part of the stair that a person will use to “step-up” or “step-down”.

Turning radius

The minimum space needed for an individual to make a complete turn. All people require a different turning radius. Wheelchairs, mobility devices and the presence of service animals and support people can impact turning radius.



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