

Decision-making guidelines for accessible education

The following guidelines are for public and private education sectors to use when developing and reviewing education policies, programs, and services, including accessibility plans.

These guidelines were developed using recommendations from the Accessibility Advisory Board (AAB), as part of their work to recommend an accessibility standard in education to the Minister of Justice.

The AAB has provided their final recommendations to the Minister. Now, the Minister will prepare a proposed accessibility standard in education which will either adopt the recommendations in whole, in part, or with changes. This will include which public and private entities will need to comply with the standard. The Minister will use the guidelines when preparing the proposed accessibility standard in education.

These guidelines complement the principles outlined in the [Inclusive Education Policy](#) and the [Nova Scotia Post-Secondary Accessibility Framework](#). We encourage anyone who works in the public and private education sectors to use these guidelines now.

Decision-making Guidelines for Accessible Education

Human Rights

Nova Scotians have the right to equitable access to education.

First Voice

The experience, expertise, and leadership of people with disabilities will be prioritized and reflected in decisions.

Shared Responsibility

All individuals and organizations involved in education have responsibility for preventing and removing systemic, structural, and individual barriers to education for people with disabilities.

Equity and Inclusion

Equitable access to education requires inclusive teaching and learning practices and environments.

Inclusive Decision Making

People with disabilities and their identified supporters will be active participants in decision making regarding their education.

Intersectionality

Decisions will reflect that different disabilities and marginalized identities, circumstances, and experiences can intersect and impact a learner's access to education.

Collaboration and Consistency

Collaboration, coordination, and consistency within and across the education system, sectors, and communities will be prioritized.

Continuous Learning and Improvement

New learning and research, and the changing needs and experiences of learners and educators, will be regularly considered and reflected in decisions.

Sufficient and Sustainable Resources

Preventing and removing barriers to education for people with disabilities will require appropriate and sustainable resources.

For more information on the development of accessibility standards in education, please visit the [Accessibility Directorate website](#).