

Accessibility Advisory Committee

November 8, 2023
2:00-4:00 p.m.
In Person and Via Zoom

<https://us06web.zoom.us/j/87130361183?pwd=RitRWk05dGZseGJkMmlyd01CMGdQdz09>

Meeting ID: 871 3036 1183
Passcode: 273939

Dial by your location
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Youtube livestream link: <https://www.youtube.com/@SaultstemarieCa>

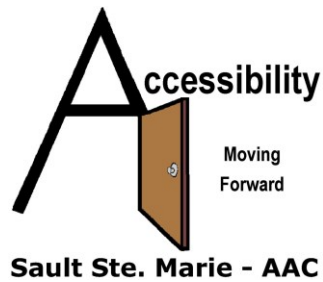
Agenda

- 1. Meeting called to order**
- 2. Chairs comments**
- 3. Approval of Minutes** – AAC meeting Oct 9, 2023
- 4. Declaration of Conflict of Interest**
- 5. New Business**
 - 5.1. Presentation from Shannon Maki, VPR Coordinator
 - 5.2. Inclusive language; A Way with Words and Images
 - 5.3. Transportation Information Fair
 - 5.4. December AAC Meeting
- 6. Old Business**
 - 6.1. Changed date for Public Consultation
 - 6.2. Inclusive Communities Grant; Pointe Des Chenes successful
 - 6.3. Enabling Accessibility Fund; Youth Accessibility Leader; Stop Gap Ramp Project
- 7. Barrier Removal Updates**
 - 7.1. Barrier free parking violations
 - 7.2. Meeting with Tom Vair and Brent Lamming
 - 7.3. Short video
- 8. Site plan Sub Committee Report** – none
- 9. Adjournment**

Next Meeting December 13, 2023

In person and Via Zoom

2:00 – 4:00



Date: October 11, 2023
2:00-4:00 p.m.
In Person & Via Zoom

Minutes

In Attendance: Councillor Sandra Hollingsworth, Councillor Lisa Vezeau Allen, Diane Morrell, Donald McConnell, Jordan Derochie, Craig Kohler, Derrick Lavallee, Dree Labonte, Wayne Scharfenberg, Kerri Tucket,

Regrets: Diana Gerhart, Carol Magnan

Guests: Peter Tonazzo – Planning, Salvatore Marchese - Planning, Francois Couture – Building,

Recorder: Stephanie Perri – Planning

1. Meeting called to order: Round table introductions

2. Chairs Comments

- ASL Interpreters in attendance, Tyler, Christie, and Annika
- Update: Public Consultation – November 8, 2023 4 p.m. at Active Living Centre
- Thank you note sent on behalf of AAC re: Boardwalk extension

3. Approval of Minutes – AAC meeting September 13, 2023

Moved by: D. C. Kohler

Seconded by: W. Scharfenberg

CARRIED

4. Conflict of Interest

No conflicts declared.

5. New Business

5.1 Accessibility in Ontario Building Code – Francois Couture, Building Division

- Contrast = texture or colour
- Access aisle not required, but if one is included, it must meet guidelines set out in OBC
- Adult change tables are included in code, does not cover the tables, but there must be space provided
- Emergency call system required, does not specify where
- Maintenance – OBC does not cover (no requirements) – Design of Public Spaces does – requires businesses to have Accessibility Plan, many do not

5.2 Enabling Accessibility Fund, Youth Access Leader

- Ben, former Summer Student
- Seniors and Accessibility Grant

- \$10,000 barrier removal initiative
- Potential projects:
 - Sensory spaces
 - Adult change tables
 - Hearing loops
 - Stop Gap
- Ben to look into other projects

5.3 Accessible Bleachers at John Rhodes Arena

- Part of 2019 Plan but at the time, was not feasible
- Add on bleachers with ramp
- Will revisit

6. Old Business

6.1 Snow Clearing Priorities from AAC before October 31, 2023

- City has map showing areas to be plowed
- Bring forward any additional areas

6.2 Sault Ste. Marie Parks & Recreation Master Plan – Stakeholder Questionnaire

- Send feedback ASAP

6.3 SSM Website Update

- RFP went out and came back and were reviewed
- Short list of 4
- No solid timeframe

7. Barrier Removal Updates

- Accessible Parking violations - Meeting with Tom Vair re: enforcement

8. Site Plan Sub Committee Report – None

9. Additional

- Invite Andy Starzomski & Carl Rumiel re: Crossing times at busy intersections

10. Adjourn – 3:35 p.m.

Moved by: S. Hollingsworth

Seconded by: L. Vezeau Allen

CARRIED

Next meeting **Wednesday, November 8, 2023** in person & Via Zoom 2:00 – 4:00

Transportation and Health Services for 55+ Active Living Centre 619 Bay Street

Wednesday November 22, 11 AM to 3 PM

Free Admission

Join Active 55+, City Transit and Community Partners for:

- Presentations
- Demonstrations
- City Bus tours on site
- Learn how the Community Bus and Parabus Systems operate
- Community Transportation Services
- Information on health and community care programs
- Learn how to purchase a 12-ride Bus Pass for \$5
- Registration is encouraged. Please call 705-254-6474
- Light lunch will be served.

Hosted by Active 55+ in partnership with the Older Adult Centres' Association of Ontario and the Ministry for Seniors and Accessibility Older Adult Centres' Association with funding from the Government of Ontario.

Agenda:

1. 11:00 AM Morning Greeting

- This will be hosted by the Bay Street Active Living Centre 55+ and Northern Community Centre 55+ staff
- Supervisor to greet everyone
- MPP/MP greeting

Transportation and Health Services for 55+ Active Living Centre 619 Bay Street

- Letter of greeting by Minister Raymond Cho
- Welcome by Indigenous Group – Bonnie to do a drumming song

2. 11:15 AM Transit in our Community

- 11:30 AM - Sault Ste. Marie Transit Division will speak about services for those 55+, specifically the Community Bus and the route it take around the city. Participants will have the chance to sit on the bus and practice stepping on and off, speak with drivers, and ask questions.
 - 11:45 AM - Parabus; The drivers will explain what qualifies someone to take the Parabus, how to book, and what they need to know when reiding the bus. People will be able to experience getting on and off the bus
 - 12:00 noon – Transit and Technology – recently the City launched a new booking app called Umo. There will be a presentation about the technology, and how to use this to pay for passes, single rides or load money to their accounts. Also the City will go through the app BlindSquare (accessible GPS for persons who are blind, Deafblind, and partially sighted) that is a self voiceing app used for safe, reliable travel both inside and outside.
 - Question and Answer session
- 3. 12:15 Lunch** – sandwiches, wraps and salad with dessert served.

Transportation and Health Services for 55+ Active Living Centre 619 Bay Street

4. **12:45 to 1:15 Community Agency presentations** followed by Questions and Answer session.
5. **1:30 - Visit agency booths**, bus tours to show participants how to step on and off the bus, ride the bus as well as Bay Street Active Living Centre tours.
6. **2:30 Wrap up** – Thank you for participating, surveys collected and door prizes.

DISABILITY-INCLUSIVE LANGUAGE GUIDELINES

INTRODUCTION

These guidelines have been prepared by the United Nations Office at Geneva as part of efforts to implement the **United Nations Disability Inclusion Strategy**, launched in 2019. The Strategy is a key framework for policy and action to mainstream disability inclusion at the United Nations. It is aimed at removing barriers and engaging persons with disabilities in all spheres of work and life in order to achieve sustainable and transformative progress on disability inclusion. Its indicator 15 on communication, in particular, requires that internal and external communications should be respectful of persons with disabilities.

This document contains **recommendations** that United Nations staff, experts and collaborators can use in their oral and written communications on disability or other subjects, including speeches and presentations, press releases, social media posts, internal communications and other formal and informal documents. It is based on an in-depth study of disability-inclusive language materials and a consultation process with a diverse range of experts, including persons with disabilities.

Words matter. Undeniably, the language that we use to refer to persons with disabilities has an impact, as it shapes our perception of the world. This language has evolved over time, and terms that were commonly used some years ago are no longer acceptable. It is therefore important to raise awareness about language that it is appropriate to use when talking to or about persons with disabilities. Inappropriate language can make people feel excluded or offend them and can be a barrier to full and meaningful participation. The use of derogatory or inappropriate language may amount to discrimination and impinge on the enjoyment of human rights. By adopting language that celebrates diversity, we will contribute to strengthening the human rights model of disability and to creating a more inclusive United Nations.

At the same time, inclusive language is a key tool in **combating ableism** and its entrenched manifestations. Ableism is a misguided and biased understanding of disability that leads to the assumption that the lives of persons with disabilities are not worth living. Ableism can take many forms, including harmful language.

In terms of language and terminology, the United Nations **Convention on the Rights of Persons with Disabilities** sets the standard that we must all follow. The general comments issued by the Committee on the Rights of Persons with Disabilities, together with other authoritative United Nations documents, also provide guidance to better understand the Convention and its language.

These practical guidelines aim to foster the consistent use of respectful language at the United Nations. They contain the general principles that should be applied, and are intended to be practical and easy to use. Annex I contains a table summarizing both the recommended terminology and the terms that are considered inappropriate. Annex II consists of a list of terms that require additional clarification from a language perspective in order to avoid common mistakes and to comply with United Nations terminology standards.

GENERAL PRINCIPLES

1. USE PEOPLE-FIRST LANGUAGE

People-first language is the most widely accepted language for referring to persons with disabilities. It is also the language used in the Convention on the Rights of Persons with Disabilities. People-first language emphasizes the person, not the disability, by placing a reference to the person or group before the reference to the disability. For example, we can use expressions such as “children with albinism”, “students with dyslexia”, “women with intellectual disabilities” and, of course, “persons with disabilities”.

However, the people-first rule does not necessarily apply to all types of disabilities. There are some exceptions. For example, when referring to persons who are blind, we can say either “blind persons” or “persons who are blind”, and the same applies to deaf or deafblind persons.

If in doubt, you should ask the person or group how they choose to identify. Indeed, persons with disabilities are not a homogeneous group, and they may self-identify in various ways. These identities should be respected and recognized. However, as this rich diversity of identities may hinder efforts to establish unified terminology, these guidelines recommend terminology that is commonly used and accepted.

2. AVOID LABELS AND STEREOTYPES

Disability is a part of life and of human diversity, not something to be dramatized or sensationalized. Persons with disabilities should therefore not be portrayed as inspirational or “superhuman”. This language implies that it is unusual for persons with disabilities to be successful and productive and to live happy and fulfilling lives. Descriptions of persons with disabilities as “courageous” or “brave” or as having “overcome” their disability are patronizing and should be avoided. Persons with disabilities are the same as everyone else in terms of talents and abilities.

The term “survivor” is sometimes applied to people who have recovered from or adjusted to a health condition. Some examples include “brain injury survivor” and “stroke survivor”. Some people also refer to a disability or health condition in terms of a “battle,” as in “to battle cancer.” Although these terms are widely understood and used, many people consider the war rhetoric inappropriate and some find it offensive.

Furthermore, the portrayal of persons with disabilities as intrinsically vulnerable is inappropriate. Vulnerability is produced by external circumstances and is not innate or intrinsic to the person or group concerned. Moreover, everyone can be vulnerable in a given situation or period of time. Some persons with disabilities may be more vulnerable than the rest of the population to certain crimes, such as gender-based violence, but less vulnerable to others, such as identity theft. When the specific barriers and circumstances causing vulnerability are addressed, they are no longer vulnerable.

Avoid labelling people and do not mention a person’s disability or impairment unless it is relevant, particularly in internal communications and emails. You should focus on skills or requirements and point to a person’s impairment only when it brings clarity or provides useful information. If you are discussing quality assessment for Braille documents, for example, you can mention that your colleague is a “Braille user” or can “read Braille” instead of saying that they are blind. Their impairment is not relevant: the relevant fact is that the person has the required skills. Always use this kind of positive and empowering language.

On the other hand, disability should not be made invisible either. Always ensure that disability is duly included in your conversations and work. You should openly and respectfully discuss disability-related issues and make disability inclusion a priority. For far too long, persons with disabilities have lacked representation and participation, and have been neglected, ignored or left behind.

3. DO NOT USE CONDESCENDING EUPHEMISMS

Some expressions have gained popularity over time as alternatives to inappropriate terms. However, many of them reflect the misguided idea that disability needs to be softened. We should therefore not use terms such as “differently abled”, “people of all abilities”, “disAbility” or “people of determination”, as they are all euphemistic and can be considered patronizing or offensive. For example, “differently abled” is problematic because, as some advocates note, we are all differently abled. Euphemisms are, in fact, a denial of reality and a way to avoid talking about disabilities. “Persons with disabilities” is a more neutral term than “differently abled”.

The term “special” used in relation to persons with disabilities is commonly rejected, as it is considered offensive and condescending because it euphemistically stigmatizes that which is different. This term should not be used to describe persons with disabilities, including in expressions such as “special needs” or “special assistance”. We recommend more neutral or positive language when possible, such as “tailored assistance”. The expression “special education” is also widely used to refer to school programmes, but this term carries negative connotations since it usually refers to segregated education.

4. DISABILITY IS NOT AN ILLNESS OR A PROBLEM

The medical model of disability views disability as a health condition that needs to be fixed or cured. Under this model, persons with disabilities are not seen as rights holders. Similarly, the charity model of disability views disability as a burden or a “problem” that persons without disabilities must solve. This approach depicts persons with disabilities as being objects of charity and pity, perpetuating negative attitudes and stereotypes.

Persons with disabilities should not be referred to as patients unless they are under medical care, and only in that context. You should also avoid labelling persons with disabilities by their diagnoses (for example, “dyslexic”), as this reflects the medical model of disability. Use people-first language instead (for instance, “person with dyslexia” or “has dyslexia”).

Expressions such as “suffers from”, “afflicted with” or “stricken with” are inappropriate. They suggest constant pain and powerlessness and carry the assumption that persons with disabilities have poor quality of life. Instead, you can simply say that a person “has [a disability]” or “is [blind/deaf/deafblind]”.

The term “victim” should not be used unless strictly relevant. It is inappropriate to say that a person is “a victim of cerebral palsy”, for example. Cerebral palsy does not make the person a “victim”. A victim is a person who has been harmed by a crime or has been subject to a human rights violation. Victims are often seen as vulnerable and helpless. This underlying perception must be taken into account when using this term in references to persons with disabilities.

Avoid referring to a person “inside” a disability (for example, “the man inside the paralysed body”) or “beyond” their disability (for example, “she transcended her disability”). Our bodies and minds cannot be separated from who we are. This is ableist language that is offensive to persons with disabilities.

5. USE PROPER LANGUAGE IN ORAL AND INFORMAL SPEECH

Most persons with disabilities are comfortable with the words used in daily life. You can say “let’s go for a walk” to a person who uses a wheelchair or write “have you heard the news?” to a person who is deaf. However, phrases such as “blind as a bat” or “deaf as a post” are unacceptable and should never be used, even in informal contexts. You should also be careful with metaphors like “blind to criticism” and “to fall on deaf ears”.

Misused terminology can also be inappropriate and hurtful, so avoid saying “I must have Alzheimer’s” when you forget something or “they’re paranoid” when people seem to be acting with excessive mistrust. Never use disability-related terms as an insult or to express criticism. For example, do not use the word “lame” to mean “boring” or “uncool”.

ANNEX I

Disability-inclusive language

Please note that terms in the same cell should not be considered as synonyms. They are grouped together by category.

Recommended language	Language to be avoided
person with disability person with [type of impairment] persons with disabilities people with disabilities (only in Easy Read documents, informal text and oral speech)	disabled person, handicapped, person with special needs, handicapable, atypical, person living with a disability, differently abled, people of all abilities, people of determination, person living with a disability
person without disability the rest of the population	normal, healthy, able-bodied, typical, whole, of sound body/mind
have [disability/impairment/condition]	suffer from, afflicted by, stricken by, troubled with
person with an intellectual disability person with an intellectual impairment	retarded, simple, slow, afflicted, brain-damaged, intellectually challenged, subnormal, of unsound mind, feeble-minded, mentally handicapped
person with a psychosocial disability	insane, crazy, maniac, psycho, hypersensitive, lunatic, demented, panicked, agitated, mentally deranged, mentally ill
deaf person person who is deaf person with a hearing disability person with a hearing impairment person with hearing loss hard-of-hearing person deafblind person	the deaf, hearing impaired, deaf and dumb, deaf and mute
blind person person who is blind person with a vision/visual disability person with a vision/visual impairment person with low vision deafblind person	the blind, partially-sighted
person with a physical disability person with a physical impairment	crippled, invalid, deformed, lame, handicapped, physically challenged, person with physical limitations, limp

wheelchair user person who uses a wheelchair person with a mobility disability person with a mobility impairment person using a mobility device	confined/restricted to a wheelchair wheelchair-bound
person of short stature little person person with achondroplasia (only if the person has this condition)	midget, dwarf, stunted
person with Down syndrome person with trisomy-21	mongoloid, special person, Down
person with albinism	albino
person affected by leprosy	leper, leprosy patient
person who uses a communication device person who uses an alternative method of communication	non-verbal, can't talk
accessible parking parking reserved for persons with disabilities accessible bathroom	disabled/handicapped parking handicapped bathroom

ANNEX II

Terms requiring additional clarification from a language perspective

1. **ACCESS vs ACCESSIBILITY**
2. **BRAILLE**
3. **CAPTIONS vs SUBTITLES**
4. **DEAF COMMUNITY**
5. **DEAFBLIND**
6. **DECLARATION AND DISCLOSURE**
7. **DISABLED PERSON**
8. **EASY READ**
9. **HELP, SUPPORT, ASSISTANCE**
10. **IMPAIRMENT vs DISABILITY**
11. **INTEGRATION vs INCLUSION**
12. **NEEDS vs REQUIREMENTS**
13. **ORGANIZATIONS FOR/OF PERSONS WITH DISABILITIES**
14. **PWD**
15. **PLAIN LANGUAGE, PLAIN ENGLISH**
16. **REASONABLE ACCOMMODATION**
17. **SERVICE ANIMALS**
18. **SIGN LANGUAGE AND INTERNATIONAL SIGN**
19. **VISUAL IMPAIRMENT vs BLINDNESS**

1. ACCESS vs ACCESSIBILITY

Access means the opportunity or right to do something or enter a place. For example, if you have a United Nations badge, you have access to the United Nations premises.

Accessibility refers to the design of products, devices, services or environments so as to be usable by persons with or without disabilities, and includes information and communications. Physical accessibility, for example, involves the creation of a barrier-free environment where persons with disabilities can move freely. Using the example above, this means that you may have access to the United Nations premises, but accessibility is lacking if there are physical barriers such as stairs or heavy doors. While you may have access to United Nations documents in printed or digital form, the documents are not accessible unless they are available in the required format (such as Braille or Easy Read).

Sometimes access is ensured but accessibility is not, so these terms are not equivalent and should be used in the right context.

2. BRAILLE

Braille is not a language. It is a system of raised dots that can be read with the fingers, used by people who are blind or who have low vision. Not all blind people can read Braille. Those who do can be referred to as Braille users. Everybody has the ability to learn to read Braille, so you should never assume that a Braille user is blind.

The process of converting printed text to Braille is called “transcribing” (not “translating”). The “printing” process is called “embossing”.

3. CAPTIONS vs SUBTITLES

Captions and subtitles are not the same, although they both appear as text at the bottom of the screen and represent speech.

Captions are particularly useful for persons who have hearing impairments as they include information on background noises, speaker identification, description of music and other relevant details.

Subtitles assume that the viewers can hear but cannot understand the language in the video – for example, in foreign-language films – and include dialogue only.

Captions come in two forms: open or closed captions. Closed captioning can be turned off by the viewer, while open captions are embedded into the video and cannot be turned off. Live (or real-time) captioning is provided at accessible meetings, either remotely or on-site.

All of these differences should be taken into account when using these terms.

4. DEAF COMMUNITY

“I am Deaf” (capitalized) is often used by individuals who are proud to belong to the “Deaf Community”. They view themselves as a unique cultural and linguistic minority who use sign language as their primary language and share similar values. However, at the United Nations, we do not capitalize “deaf” or “deaf community”.

5. DEAFBLIND

Deafblind individuals are a heterogeneous group of people who have significant sensory loss, including both blindness and deafness. At the United Nations, the form “deafblind” is preferred over “deaf-blind”.

6. DECLARATION AND DISCLOSURE

Persons with disabilities have the right to share, or not to share, information about their disability status. In the workplace, we should move away from the traditional terms of “disclosure” or “declaration” of disability, as it can make it seem like the person is revealing a secret.

The phrase “identify as a person with disability” should also be avoided, as it raises other issues around identity and belonging. Someone may have an impairment but still not identify as a person with a disability. The simple phrase “choose to share information about their disability/impairment” is appropriate when talking about people’s choice to let their employer or colleagues know about their impairment or specific requirements.

7. DISABLED PERSON

In some countries, “disabled person” is the preferred term. This term must be kept when referring to their laws, policies or entities, for example, as it reflects the reality in the country or the author’s deliberate choice. Quotation marks can be used if necessary. However, we recommend using people-first language in United Nations websites, documents and speech, with the term “persons with disabilities”.

8. EASY READ

Easy Read is an accessible format primarily intended for persons with intellectual disabilities or who have difficulties understanding written text.

The process of drafting an Easy Read version of a mainstream document is called “adaptation”, not translation. However, like any other document, an Easy Read document written in one language can be translated into any other language, in which case we can call the result a translation.

At the United Nations, when referring to this specific format, we prefer the term “Easy Read” over “easy-to-read” to avoid misunderstandings. For example, the phrase “the United Nations Chronicle is a quarterly, easy-to-read report on the work of the United Nations and its agencies” does not mean that the Chronicle is available in this accessible format, but simply that it is easy to read and to understand.



9. HELP, SUPPORT, ASSISTANCE

The terms “help”, “support” and “assistance” have different connotations and are not interchangeable.

The term “help” is not recommended, as it portrays persons with disabilities as helpless and dependent. “Support” and “assistance” are more empowering and appropriate terms, and can be used in expressions such as “participants requiring assistance” or “support measures for persons with disabilities”.

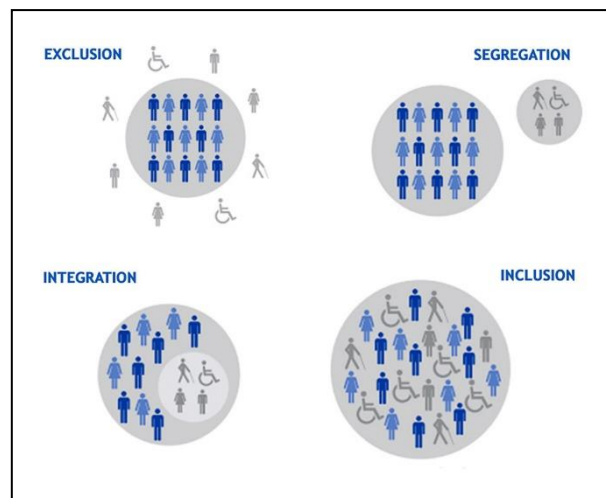
10. IMPAIRMENT vs DISABILITY

Impairment refers to “any loss or abnormality of psychological, physiological or anatomical structure or function” (World Health Organization), while disability “results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis

with others” (Convention on the Rights of Persons with Disabilities, preamble, para. (e)). Since these terms have different meanings, they are not interchangeable.

11. INTEGRATION vs INCLUSION

There is a substantial difference between integration and inclusion. Integration is the process of making a person adapt to or fit into society, while inclusion refers to the process of changing society to include everyone, regardless of their impairment status. When talking about persons with disabilities, the connotations of “inclusion” are positive, while those of “integration” are negative. These terms are therefore not interchangeable.



12. NEEDS vs REQUIREMENTS

Some United Nations entities and experts have shown a preference for the term “requirements” over “needs”. This is in line with the human rights approach to disability, whereby we recognize that persons with disabilities are rights holders. The term “needs” is perceived as perpetuating the stereotype that persons with disabilities are needy or a burden, in particular when referring to “care needs”. An example that illustrates this approach is that schools must provide Braille materials to students with visual impairments not because they need them, but because they have a right to quality education on an equal basis with other students.

13. ORGANIZATIONS FOR/OF PERSONS WITH DISABILITIES

Organizations “of” persons with disabilities should be distinguished from organizations “for” persons with disabilities.

Organizations of persons with disabilities are led and controlled by persons with disabilities themselves. They represent the legitimate rights and interests of their members.

On the other hand, organizations for persons with disabilities provide services or advocate on behalf of persons with disabilities, but are not led and controlled by those persons.

14. PWD

The abbreviation “PWD” or “pwd” to refer to persons with disabilities should never be used in formal United Nations documents.

15. PLAIN LANGUAGE, PLAIN ENGLISH

Plain language is communication that the audience can understand the first time they read or hear it. Complex language and jargon are avoided, and a number of other principles are applied such as using short sentences or avoiding the passive voice. It can also be called plain English, plain writing or clear writing. However, the context is particularly relevant. For example, if you mention that a document will be made “available in plain English”, it may be understood to be in the English language only, excluding any other language. If that is not the case, “plain language” would be preferable.

16. REASONABLE ACCOMMODATION

In disability contexts, the term “accommodation”, frequently used in the expression “reasonable accommodation”, refers to necessary and appropriate modifications and adjustments to ensure that persons with disabilities can enjoy all human rights and fundamental freedoms.

In order to avoid misunderstandings, other options can be used when referring to a place to live or stay, such as housing, lodging, place of residence or living arrangements. Nevertheless, the term accommodation can be used when there is no ambiguity.

17. SERVICE ANIMALS

Service animals have been trained to perform specific tasks for persons with disabilities. This may include animals that guide individuals with visual impairments, pull a wheelchair or fetch dropped items. Sometimes the term “animal” is preferred over “dog” to encompass other types of animals that provide similar services. For example, Capuchin monkeys have been trained to help persons with physical impairments to perform daily tasks. Other animals that can be trained or used to provide comfort include parrots, ferrets and horses.

18. SIGN LANGUAGE AND INTERNATIONAL SIGN

Sign languages all over the world are distinct from each other. There is Mexican Sign Language, Lithuanian Sign Language and so forth. Some countries, such as Canada, have more than one sign language. When referring to these specific languages, we need to capitalize each word in the name.

There is no such thing as an international sign language, but there is something called International Sign. International Sign is a form of signing based on a series of agreed-upon signs that are used whenever deaf people from around the world meet at events. We therefore say, for example, that the United Nations provides International Sign interpretation, without calling it a language.

19. VISUAL IMPAIRMENT vs BLINDNESS

The term “visual impairment”, or “vision impairment”, encompasses a wide range of vision loss situations, of which blindness is just one. These terms are therefore not synonyms.

SAULT STE. MARIE AUTISM SERVICES (CONTINUED)

Organization	Services	Ages Served	Contact	Website
Autism and Health Resources				
Access Ontario Autism Program (Access OAP)	<p>Access Ontario Autism Program (OAP) is being delivered through a partnership among several services.</p> <p>This partnership combines profound knowledge of autism services across Ontario, healthcare planning, clinical insight, and expert care-coordination with technical know-how in intake, registration, and reconciliation of payments. Families are at the center of everything we do.</p>	All ages	1-833-425-2445	Access Ontario Autism Program
Accessibility Coordinator for the City of Sault Ste. Marie	Supports the commitment to the Autism Strategy with annual updates.	Throughout the Lifespan	<p>Accessibility Centre</p> <p>260 Elizabeth Street Unit 2</p> <p>Sault Ste Marie, Ontario</p> <p>P6A 6J3</p> <p>705-541-7310</p>	Accessibility Centre, Autism Strategy
Algoma Family Services	<p>Counselling Services offers a variety of professional counselling services to adults and their families.</p> <p>Provides specialized services for children, youth, adults and families in the Algoma District.</p>	Throughout the Lifespan	<p>205 McNabb Street</p> <p>Sault Ste. Marie, ON</p> <p>P6B 1Y3</p> <p>705-945-5050</p>	Algoma Family Services
Autism Ontario – North Region	Represents people on the autism spectrum and their families across Ontario. Autism Ontario is the province’s leading source of information and referral on autism and one of the largest collective voices in the province. Autism Ontario – North Region services all of Northern Ontario, including Sault Ste. Marie	Throughout the Lifespan (Children, Youth, Adults, Families, Parents, Caregivers and Professionals)	<p>Autism Ontario – North Region</p> <p>1-800-472-7789 ext. 223</p> <p>north@autismontario.com</p>	Autism Ontario North Region

SAULT STE. MARIE AUTISM SERVICES (CONTINUED)

Organization	Services	Ages Served	Contact	Website
Batchewana Health Centre	Offers various social and health services to any Batchewana First Nation child through Jordan's Principle.	Birth to 18 Years Old	236 Frontenac Street / Rankin Reserve 15D Batchewana First Nation, ON P6A 6Z1 705-759-0914	Batchewana Health Centre
Child & Community Resources	A wide range of services for children, youth, families and professionals, to support the inclusion, integration, and wellbeing of children and youth. Single point of access for Ontario Autism Program.	Children, Youth and Families	662 Falconbridge Road Sudbury, ON P3A 4S4 1-877-996-1599 programsupport@ccrconnect.ca	Child and Community Resources
Community Living Algoma (CLA)	Supports individuals with intellectual disabilities throughout their lifetime. There are many ways that CLA can help you to live your best life. We are here to support you however, you must first register with Developmental Services Ontario (DSO) (over 16 years).	18 plus	99 Northern Avenue East Sault Ste. Marie, ON P6B 4H5 Phone: 705-253-1700 Fax: 705-253-1777 John Policicchio Executive Director	Community Living Algoma

SAULT STE. MARIE AUTISM SERVICES (CONTINUED)

Organization	Services	Ages Served	Contact	Website
Developmental Services Ontario (DSO) Northern Region	<p>Developmental Services Ontario (DSO) is the single access point for adult (18yrs) developmental services and supports that are funded by the Ministry of Children, Community and Social services (MCCSS). There are 9 regional DSO offices across Ontario. DSO Northern Region covers the areas of Sudbury/Manitoulin, Algoma, Thunder Bay and Kenora/Rainy River.</p> <p>At 16 years of age the DSO can:</p> <ul style="list-style-type: none"> *Confirm eligibility for MCCSS funded adult developmental services and supports *Complete the provincial application package <p>At 18 years of age the DSO can:</p> <ul style="list-style-type: none"> *Refer and connect people to supports and services offered in their community *Assist with service navigation 	A person can apply to DSO as early as age 16.	1(855)376-6673 DSONR@lccare.ca	Developmental Services Ontario Northern Region
Garden River Wellness Centre	Offers various social and health services to any Garden River First Nation child through Jordan's Principle.	Birth to 18 Years Old	23 Shingwauk Street Garden River, ON P6A 7B2 705-946-5710	Garden River Wellness Centre
Group Health Centre	Primary health care facility; pediatric department.	Throughout the Lifespan	240 McNabb Street Sault Ste. Marie, ON P6B 1Y5 705-759-1234	Group Health Centre
Indian Friendship Centre	Provides over 25 service programs from a prenatal program to a program helping our Elders/Seniors; continuing to improve the quality of life of Indigenous people in the urban community of Sault Ste. Marie.	Throughout the Lifespan	122 East Street Sault Ste. Marie, ON P6A 3C6 705-256-5634	Sault Ste. Marie Indian Friendship Centre

SAULT STE. MARIE AUTISM SERVICES (CONTINUED)

Organization	Services	Ages Served	Contact	Website
Jordan's Principle	Jordan's Principle helps First Nations children get support as recommended by a professional to meet an identified health, education or social need.	Birth to 18 Years Old	1-855-572-4453	Jordan's Principle
Nogdawindamin	Assists communities in their responsibility to strengthen families and communities for the safety and well-being of children by providing community-based services grounded in Anishnawbek values.	Dependent on program requirements	210 B Gran Street, Batchewana First Nation, ON P6A 0C4 705-946-3700	Nogdawindamin
Sault Search and Rescue Project Lifesaver	<p>Sault Search and Rescue provides Project Lifesaver program to residents of the Sault who may wander away from their caregiver. Sault Search and Rescue with the support of the Autism Foundation, provides transmitters with independent frequencies to members of the community that have the potential to wander away from their caregiver. When 911 is notified that the person is missing, the 911 operator will dispatch the police and Sault Search and Rescue. Rescue will use receivers designed specifically for this task, to track the client.</p> <p>To report a missing person call 911.</p>	All ages	<p>Please leave a voice mail and we will get back to you within 48 hours. 705-759-5878</p> <p>To report a missing person, dial 911.</p> <p>saultsar@shaw.ca</p>	Sault Search and Rescue, Project Lifesaver
Thrive Child Development Centre	<p>This is the only publicly funded source for ASD assessment. Referral from family doctor or pediatrician required.</p> <p>Services for children & youth who are impacted by differences in physical, communication and/or developmental trajectories.</p> <p>Occupational therapy, physio, speech & language and social work services. Service provider for Algoma's Ontario Autism Program.</p>	Birth to 18 Years Old	74 Johnson Avenue Sault Ste. Marie, ON P6C 2V5 705-759-1131 x 2	Thrive Child Development Centre

SAULT STE. MARIE AUTISM SERVICES (CONTINUED)

Organization	Services	Ages Served	Contact	Website
Urgent Response Services Office in Sault Ste. Marie	<p>Each family will have a URS Coordinator working with them.</p> <p>URS is a time limited rapid service response for children and youth with Autism. The service is intended to address a specific behaviour need with a focus on preventing further escalation of risk of harm to self, others, and/or property. Eligible families can receive up to 12 weeks services and support free which are specifically designed to address a behavior of concern. Service through the URS may include:</p> <ul style="list-style-type: none">•Short-term interdisciplinary consultation to a child/youth’s family and otherprofessionals who may be working with the child and family including educator(s);•Respite services;•Direct support to the family and/or professionals involved to implement behavioral andtherapy strategies with the child/youth using a mediator model approach; and•Service Navigation	Up to 18 years old	Office in Sault Ste. Marie jmissere@ccnsudbury.on.ca 705-566-3416 x 2219	Children's Community Network

SAULT STE. MARIE AUTISM SERVICES (CONTINUED)

Organization	Services	Ages Served	Contact	Website
Waabinong Head Start Family Resource Centre	<p>To inspire, promote and support life-long learning and empowerment of our Aboriginal Head Start in urban and northern communities.</p> <p>Waabinong Head Start Family Resource Centre assists families and care providers to prepare your child to enter big school. Curriculum design and implementation provides children with experiences based on academic needs through educational learning, play and socializing with special emphasis towards our Aboriginal Culture and Traditions. Waabinong Head Start Family Resource Centre meet the needs of Urban Indigenous, Metis, Inuit and Non-Indigenous families by strengthening the spiritual, mental, physical and emotional well-being of the family from a holistic approach. We offer child care to children 0-6 years of age and provide support, information, counselling, referrals and various programs designed to meet a variety of needs.</p> <p>Our centre operates 3 child care programs, Waabinong Head Start, Waabinong Child Care and Waabinong Homeward Bound.</p>	Throughout the Lifespan	<p>169 Spring Street Sault Ste. Marie, ON P6A 3A3 705-253-3129</p> <p>462 McNabb Street Sault Ste Marie ON P6B 1Z3 705-254-5454 Fax: 705-254-6464</p>	Waabinong Head Start Family Resource Centre
Autism Websites for Information and Resources				
Aide Canada				Aide Canada

SAULT STE. MARIE AUTISM SERVICES (CONTINUED)

Organization	Services	Ages Served	Contact	Website
Autism Ontario Adult Supports	Specific information on adult supports	18 and older	1-800-472-7789 ext. 230 adultsupports@autismontario.com	Web pages Recent Adult Diagnosis Programs and Services for Adults Government Funding for Adults Awards and Funding for Adults Transition To Adulthood Resources Housing Resources Receiving an Autism Diagnosis Later In Life Autism Ontario Adult Newsletter
Autism Speaks	Website for resources			Autism Speaks
Canucks Autism Network	Website for resources.			Canucks Autism Network, Autism Training & Resources

SAULT STE. MARIE AUTISM SERVICES (CONTINUED)

Organization	Services	Ages Served	Contact	Website
Michelle Garcia Winner Social Thinking	Website for resources. This service is located in the US. Tools and research to help people understand themselves and others to better navigate the social world, foster relationships, and improve their performance at school, at home, and at work.	Throughout the Lifespan	404 Saratoga Avenue #200 Santa Clara, CA 95050	Social Thinking
Hanen Centre	The Hanen Centre has converted its evidence-based in-person programs into structured, easy-to-implement online programs. These programs provide increased flexibility to both the clinicians who offer them and the families who take them, making parent-led early language intervention more accessible than ever.			The Hanen Centre
Dental Health				
Family Dentistry - Dr. Jeffrey Cho and Dr. Lan Vu	Pediatric dentistry services, and specialty dealing with nervous patients.	Throughout the Lifespan	681 Queen Street East Sault Ste. Marie, ON P6A 2A6 705-910-0987	Cho Family Dentistry
Sophies Oral Hygiene Care	Our team is dedicated to making dental hygiene care accessible to everyone. We are committed to improve your overall health through individualized dental hygiene treatments. Specializing in oral hygiene care in long term homes and for persons with various disabilities.		683A Great Northern Road Suite 3A Sault Ste. Marie, ON P6B 5A1 705-949-6141	Sophie's Oral Hygiene Care
Education Resources				

SAULT STE. MARIE AUTISM SERVICES (CONTINUED)

Organization	Services	Ages Served	Contact	Website
Community Integration Through Co-Op Education at Sault College (CICE)	Community Integration through Cooperative Education (CICE) is a fully integrated two-year certificate program offering students with learning challenges, requiring modifications to their curriculum, more ways to enhance their academic, vocational and social skills.	Post-secondary students	443 Northern Avenue East Sault Ste. Marie, ON P6B 4J3 705-759-2554	Community Integration Through Co-Op Education
Employment Resources				
ER Employment Consulting	For Job Seekers, ER Employment Consulting provides personalized one on one attention to our clients. We are there with you through all stages of your employment search. From our first meeting when we sign you up with our program, through workshops and interview prep until you get your job. We also provide support to you after you get your job through job coaching and constant contact. We treat our clients as individuals, unlike other employment agencies; we do not provide “cookie cutter” resumes. Resumes for our clients are individualized based on our client’s personality, their qualifications and their skills.		Sault Ste. Marie, ON 705-253-8973 hello@erconsulting.ca	ER Employment Consulting
Grocer4Good	Employment opportunity and community engagement for those persons with an autism spectrum disorder, intellectual disability or those chronically underemployed.	Throughout the Lifespan	147 Gore Street Sault Ste. Marie, ON P6A 1L9 705-255-0445	Facebook Grocer4Good

SAULT STE. MARIE AUTISM SERVICES (CONTINUED)

Organization	Services	Ages Served	Contact	Website
Sault College Youth Job Connection	<p>This program offers intensive, specialized support to youth between 15 and 29 years of age who are not working, not in school and not in training. While the program is open to all eligible youth, it is intended to assist those who are experiencing significant employment challenges. Youth must be a resident of Ontario and eligible to work in Canada.</p> <ul style="list-style-type: none"> • Minimum of 60 hours of paid training to prepare youth for the workplace • Placements (up to 26 weeks) with support and funding for employers • Mentorship, coaching, and help with school and work transitions after the program ends <p>If you are under 18, you must already be legally excused from school. This means that you have either graduated or are participating in a supervised alternative learning program approved by your school board.</p>	15 to 29 years	<p>477 Queen Street East, Suite 203 Sault Ste. Marie, ON P6A 1Z5 705.945.0705 webinquiryssm@saultcollege.ca</p>	Sault College Youth Job Connection
Yes You Can Inc.	<p>Free services:</p> <ul style="list-style-type: none"> • Provide employment supports for up to 3 years • Help with resumes, mock interviews, on the job supports, training devices • One on one support, client focused • Advocacy to employers based on client needs • Ensure proper match between client and employer 	16 years and older	705-254-5870	Yes You Can Employment

SAULT STE. MARIE AUTISM SERVICES (CONTINUED)

Organization	Services	Ages Served	Contact	Website
March of Dimes Employment Services	<p>We have developed a complete suite of services to provide guidance and assistance every step of the way.</p> <p>We work with communities, businesses and people to create sustainable employment opportunities. From youth to mature adults, we offer services designed to meet each candidate's unique needs.</p> <p>We work with employers to identify, prepare, hire and retain qualified candidates, saving them time and money.</p> <p>From assessments and rehabilitation to job placement and coaching, we have the professionals and the services to cover it all.</p>	<p>15 years + for youth services</p> <p>18 + for adult services</p>	<p>550 Queen St W Suite 103, Sault Ste. Marie, ON P6A 1A6 705-945-1044</p>	<p>March of Dimes Employment Services</p>
Housing				
March of Dimes Housing with attendant support services	<p>To maximize the independence, personal empowerment and community participation of people with physical disabilities. Offers housing with supportive services and employment supports.</p> <p>Application on website and through the NELHIN.</p>	<p>18 Years and Older</p>	<p>55 Chapple Avenue Sault Ste. Marie, ON P6B 3P2 705-575-7335</p>	<p>March of Dimes</p>
Possability Community Homes	<p>Accessible rural residential housing to persons with disabilities primarily of low or modest income including individuals affected by Autism Spectrum Disorders.</p>	<p>Adults and Families</p>	<p>539A Grey Duck Drive, Desbarats, ON P0R 1E0 president@possability.org</p>	<p>Possability Community Homes</p>
Therapeutic/Professional Services and Resources; Fee for Service				
Brenna Lanktree and Associates Inc.	<p>Programming designed to meet children's individual learning needs. Including behaviour therapy, consultation, psychological assessments, and psychotherapy.</p>	<p>Children, Youth and Families</p>	<p>104 Rankin Road Sault Ste. Marie, ON P6A 4R8 705-575-5515</p>	<p>Brenna Lanktree and Associates</p>

SAULT STE. MARIE AUTISM SERVICES (CONTINUED)

Organization	Services	Ages Served	Contact	Website
Casey Burgess, Ph.D., R.P. Registered Psychotherapist Adjunct Professor, Algoma University Adjunct Professor, Sault College Self-Reg Facilitator, The MEHRIT Centre DIRFloortime Practitioner	<p>Counselling and support for neurodiverse children and adults around mental health and well-being including: understanding neurodiversity and its impacts, self-regulation, meeting social needs, and other needs that contribute to mental and physical wellness. Intensive home-based early intervention programs are based on DIRFloortime and include parent training and coaching.</p> <p>Therapy for children: DIRFloortime. Therapy for youth and adults varies in format based on needs but is grounded in Relationship-based, trauma-informed interpersonal support.</p>	All ages	875 Queen St East Suite 4D (buzzers at side and back entries) 705-255-5665 caseyburgess@msn.com	Casey Burgess Registered Psychotherapist Casey Burgess Psychotherapy and Education Facebook
Dr Anne-Marie Caruso Ph.D. C. Psych	Psychologist, Clinical Director - Emerging Minds	Throughout the Lifespan	680 Albert Street East 705-971-5122	
Roots and Wings Psychology Dr. Terri Barriault, Ph.D., C. Psych. Jennifer Bernier, M.A., C.Psych. Jennifer Falcioni, M.A., C.Psych.	<p>Clinical and School Psychologist</p> <p>We offer ASD diagnostic assessments, psychoeducational and behavioural assessments, as well as OAP funded Mental Health therapy (e.g. CBT) and O funded early intervention - JASPER.</p> <p>Roots & Wings Psychology also has RBTs and a BCBA offering Fee for Service ABA, Foundational Family Services, and Core OAP Service.</p>	Children and Youth	1-1191 Lansing Avenue Sudbury, ON P3A 4C4 705-885-9998 Fax 705-885-1257 info@rootsandwingspsychology.ca	Roots and Wings Psychology
Dr. Yolanda Korneluk Ph.D. C. Psych.	Psychologist, Clinical Director - Emerging Minds.	Throughout the Lifespan	97 Hinton Avenue North Ottawa, ON K1Y 0Z7 613-851-6292 info@emergingminds.ca	Emerging Minds

SAULT STE. MARIE AUTISM SERVICES (CONTINUED)

Organization	Services	Ages Served	Contact	Website
InSight Rehabilitation	At Insight Rehabilitation we work with you, the client and family, to determine your needs and goals. We provide assessment and treatment of all speech, language, cognitive communication and social issues for clients of all ages. All therapy is provided with a neurodiversity-affirming approach.	Throughout the Lifespan	705-253-2354 Insightrehab.slp@gmail.com	Insight Rehabilitation Facebook Insight Rehabilitation
Lighthouse Counselling and Therapy Services; Dr. Lisa Guzzo	Registered Psychotherapist who works with children, adolescents, adults and families.	Throughout the Lifespan	68 Dennis Street, Suite 3 Sault Ste. Marie, ON P6A 2W9 705-257-8459	Lighthouse Counselling and Therapy Services SSM
Mallory Kent Occupational Therapy	Occupational therapy assessment, intervention, and consultation in the areas of self-regulation, sensory processing, fine motor skills, and self-care skills.	All ages with a focus on 0-18 years.	705-989-7112 mallorykentot@gmail.com	N/A
Spark Rehabilitation (Back in Motion Physiotherapy)	We do work on building skills, but much more focus is put on supporting the neurodivergent person's needs by changing the environment or task first, and making sure the person has the best support to be successful. All therapy is provided with a neurodiversity-affirming approach.	Throughout the Lifespan		Spark Rehabilitation Facebook Spark Rehabilitation Instagram Spark Rehabilitation Back in Motion Physiotherapy Facebook Back in Motion Physiotherapy

SAULT STE. MARIE AUTISM SERVICES (CONTINUED)

Organization	Services	Ages Served	Contact	Website
Strong Minds	Strong Minds provides support work/respite services for individuals of all ages on the autism spectrum. Strong Minds also offers customized programs and workshops developed and facilitated by registered social workers, registered health and exercise practitioners and other qualified staff.	All ages	796 Queen St. E., Sault Ste. Marie, P6A 2B1 705-987-3825 info@strongminds.co	Strong Minds Facebook Strong Minds Instagram: @strongmindsssm
Robin Walker, M.Sc., Reg. CASLPO Speech-Language Pathologist RDI® Certified Program Consultant	We offer a full range of core pediatric services in our home-like setting in downtown Sault Ste. Marie. * The Speech Path * T. Corelli OT Consulting * Kate Kallonen Counselling & Psychotherapy Services include the RDI® Program, a family-focused, evidence-based approach for development of self-regulation, reciprocal relationships, communication, and flexible thinking.	Children and Youth	444 Albert Street East Sault Ste. Marie, ON P6A 2J8 705-253-1157 info@the-speech-path.com	SSM Open Minds
Recreation/Social/Activities; Inclusive				
Algoma Autism Foundation	Algoma Autism Foundation provides social activities, and support to the Algoma District. We are 100 % Volunteer and 100% Local' We are a non-profit and registered charitable organization.	All ages	algomaaautismfoundation@gmail.com	Algoma Autism Foundation Facebook Algoma Autism Foundation

SAULT STE. MARIE AUTISM SERVICES (CONTINUED)

Organization	Services	Ages Served	Contact	Website
Breaking Away	To provide support and encouragement through a program focused on individual development and integration into the community.	18 Years and Older	100 Ontario Avenue Sault Ste. Marie, ON P6B 1E3 705-575-3355 breakingaway@hotmail.ca	Breaking Away SSM
Bricks4Kidz	Play based learning programs with the using LEGO® to the children of Sault Ste. Marie and surrounding areas.	Children and Youth	118 Brock Street Sault Ste. Marie, ON P6A 3B5 705-450-7529 akresin@bricks4kidz.com	Bricks4Kidz, Sault Ste. Marie
City of Sault Ste. Marie John Rhodes Community Centre Pool	Sensitive public swim times and sensitive swim lessons. Information is available through the Algoma Autism Foundation.	Throughout the Lifespan	260 Elizabeth Street, Sault Ste. Marie ON P6A 6J3 705-759-5419 johnrhodespool@cityssm.on.ca	John Rhodes Community Centre Pool
City of Sault Ste. Marie, Northern Community Centre Family Drop In	Family drop-in times are scheduled on PD Days, and during Christmas and March Break. An Open time and a Sensitive are planned on the days the programs are running. During sensitive play times equipment is available for children to use that has been purchased by the City of Sault Ste. Marie with recommendation from advocates for children with autism.	Throughout the Lifespan	556 Goulais Avenue Sault Ste. Marie, ON P6C 5A7 705-759-5489 centres@cityssm.on.ca	Northern Community Centre, Community Programming

SAULT STE. MARIE AUTISM SERVICES (CONTINUED)

Organization	Services	Ages Served	Contact	Website
City of Sault Ste. Marie, Northern Community Centre Family Drop In	Family drop-in times are scheduled on PD Days, and during Christmas and March Break. An Open time and a Sensitive are planned on the days the programs are running. During sensitive play times equipment is available for children to use that has been purchased by the City of Sault Ste. Marie with recommendation from advocates for children with autism.	Throughout the Lifespan	556 Goulais Avenue Sault Ste. Marie, ON P6C 5A7 705-759-5489 centres@cityssm.on.ca	Northern Community Centre, Community Programming
Club Kodiak	Club Kodiak is a unique vacation resort experience for young adults with ADD/ADHD, LD's, NLD's and high functioning ASD. We offer an in-depth life skills program with a focus on social skills and recreation activities.			Club Kodiak
Ignite Gym	Programs that combine exercise with education to optimize learning.	Child, youth, teens and adults	88 White Oak Drive East Sault Ste. Marie, ON P6B 4J8 705-206-7100 ignitegymhq@gmail.com	Ignite Gym Facebook Ignite Gym Instagram: Ignitegymhq
Sault Ste. Marie International Karate Daigaku	Offers adapted training in Karate. Private or group classes.	Throughout the Lifespan	Chris Troch 54 Wellington Street West Sault Ste. Marie, ON P6A 1H1 705-759-8552 info@ssmikd.net	Sault Ste. Marie International Karate Daigaku

SAULT STE. MARIE AUTISM SERVICES (CONTINUED)

Organization	Services	Ages Served	Contact	Website
City of Sault Ste. Marie Northern Community Centre	<p>During events at the Northern Community Centre, a quiet room overlooking the ice pads may be available if not previously booked and occupied.</p> <p>Families must call to book the space, if available, and this would be provided at no additional cost to the family requesting the space for reasons of disability requiring a quiet space.</p> <p>Regular admission rates apply to each individual.</p> <p>If more immediate assistance is required please see mobile numbers posted on the wall of the Northern Community Centre to contact someone on-site.</p>	All ages	<p>Marc Foggia 705-759-5383 705-946-9725 m.foggia@cityssm.on.ca</p>	Northern Community Centre
No Limits Adaptive Skiing Association	<p>Adaptive Downhill skiing for persons with various disabilities who may not be able to participate in conventional ski lessons.</p> <p>Teaching and equipment adapted to meet the needs of participants.</p>	All ages	nolimits@cads.ski	<p>No Limits Adaptive Skiing at Searchmont</p> <p>No Limits Facebook page</p>
SkiAbility Algoma	<p>Adaptive waterskiing for persons who may not be able to participate in conventional sports due to a disability.</p> <p>Teaching and equipment to meet the needs of participants.</p>	All ages	admin@skiabilityalgoma.ca	<p>SkiAbility Algoma</p> <p>SkiAbility Algoma Facebook</p>
Special Olympics Sault Ste. Marie	<p>Special Olympics is dedicated to enriching the lives of Ontarians with an intellectual disability through sport. The vision is that sport will open hearts and minds towards people with intellectual disabilities and create inclusive communities all across Ontario.</p>	Throughout the Lifespan	<p>Community Coordinator Joann Harman ssmspecialolympics@gmail.com</p>	Special Olympics Ontario