

Vancouver Formosa Academy School Accessibility Plan September 2024



(Updated Sept 2024)

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Section 1: Introduction

About Vancouver Formosa Academy

Vancouver Formosa Academy (VFA High School) is an independent high school fully certified by the BC Ministry of Education, offering Grades 7-12. The school specializes in international and new immigrant students who speak English as a Second Language. Vancouver Formosa Academy was established in 1989.

Our student body is very diverse. Home countries of our high school students have included Vietnam, China, Taiwan, South Korea, Japan, Mexico, Venezuela, Turkey, Columbia, Malaysia, among others. Our motto is “building bridges to success”, as our program prepares students for academic and cultural success in this country.

The school runs on a year-round schedule with three terms a year. Programs include a variety of ELL courses and credit courses leading to graduation. In our small classes, teachers give the students the individual attention necessary to help them master material in a second language, with an emphasis on language skills and personal study techniques. Through the introduction to a variety of new cultural experiences and field trip activities, we help our students become well-rounded and active members of Canadian society.

Vancouver Formosa Academy also offers the Language Instruction for Newcomers to Canada (LINC) program, funded by Immigration, Refugees and Citizenship Canada. (IRCC). This free program for adult newcomers combines ESL instruction with information about settlement in Canada. Our daytime classes are in a blended format, incorporating both online and in-person instruction.

The school occupies one site, a former elementary school building in a residential area of Southeast Vancouver. The school is close to public transit and next to a large park.

A Message from the Principal

At Vancouver Formosa Academy, we are committed to providing a learning and working environment that supports all students and staff and provides equitable opportunities to our very diverse community. A key element to supporting our community is the development of a Three-Year Accessibility Plan. This plan identifies system needs, priorities, and action plans, and draws on feedback from our school community to enhance equity of access to programming and our facilities.

As a member of the Associate Member Society of the FISABC (AMS), Vancouver Formosa Academy, participates in the AMS Association Level Accessibility Committee. This committee keeps our school apprised as to the requirements of the Accessibly BC Act and shares resources among the 130 member schools to support the reduction of accessibility barriers within the independent school sector.

Our Three-Year Accessibility Plan identifies measurable actions across the pillars of the Accessibility Act, supporting equal opportunity for persons with disabilities by identifying, removing, and preventing barriers of access.

We recognize the importance of accessibility not only for those with disabilities, but also for the benefit of the entire community. We are committed to improving equity and ease of access to services, as well as access to our facilities. Through the actions in this Three-Year Accessibility Plan, we commit to continuous improvements in developing an environment that supports all students, staff and the larger school community.

Territorial Acknowledgement

We would like to acknowledge that Vancouver Formosa Academy is on the traditional and unceded territory of the Coast Salish Peoples, including the traditional territories of the Squamish, Musqueam and Tsleil-Waututh First Nations. We are grateful for the opportunity to study and learn on this land.

Definitions

Accessibility: The state of having programs, services and environments that allow all individuals to participate fully in society without encountering barriers.

Accessibility Committee: An official group formed by one or more organizations in collaboration with people with disabilities, to create an accessibility plan and feedback mechanism.

Accessibility Plan: A plan developed by an Accessibility Team that identifies challenges and solutions for addressing accessibility barriers.

Barrier: Anything that prevents a person with a disability from fully participating in all aspects of society because of their disability. This includes architectural, attitudinal, information, communications, policy or practice, and technological barriers. Types of barriers:

- **Learning Barrier:** any barrier that limits or prevents learning, whether it is through inadequate engagement, representation of the content, or expression of ideas and communication.
- **Architectural and Physical Barrier:** A barrier resulting from building design, the area adjacent to the building, shape of rooms, the size of doorways, lack of accessibility features, blocked paths of travel, and so on.
- **Attitudinal Barrier:** A barrier that arises from the attitudes of staff, students and the school community, including discriminatory behaviours and a lack of disability awareness.
- **Policy or Practice Barrier:** Rules, regulations and protocols that prevent a person from performing their job satisfactorily or participating in society. Policy, practice, and procedures that prevent a student from accessing the curriculum and fully participating in the school community.
- **Resource Barrier:** Barriers resulting from inadequate technology, funding, staff, or tools.
- **Temporal Barrier:** Barriers that occur during a specific time, such as busy times of day or during special events.

Disability: The state of being unable to participate fully and equally in society as a result of the interaction between an impairment and a barrier. (For more information about disability and types of disability and support, refer to Appendix A: Disabilities.)

Impairment: A physical, sensory, mental, intellectual, cognitive limitation, whether permanent, temporary or episodic.

Section 2: Framework Guiding Our Work

The Vancouver Formosa Academy Accessibility plan builds on global, national, provincial and Vancouver Formosa Academy specific actions to promote and support accessibility.

Global Context – United Nations

In recent years, there has been an emphasis on increasing diversity, equity and inclusion within the workplace and within the larger community. The United Nations has been instrumental in leading the importance of disability as a global health issue. In 2006, the United Nations led efforts to adopt the Convention on the Rights of Persons with Disabilities (CRPD). In 2010, Canada ratified the CRPD and described the CRPD as follows:

“The Convention on the Rights of Persons with Disabilities is an international human right treaty aimed at protecting the rights and dignity of persons with disabilities without discrimination and on an equal basis with others. Parties to the Convention of the rights of Persons with Disabilities are required to promote and ensure the full enjoyment of human rights of persons with disabilities including full equality under the law.”

Canadian Context and Legislation – Canadian Charter of Rights and Freedoms

Canada-wide, around one in five people had some form of disability in 2017. Nationally, Canadian accessibility legislation started in 1985 where disability was included in the Canadian Charter of Rights and Freedoms and in 1986, Persons with Disabilities (PWDs) were included in the new federal Employment Equity Act. The Accessible Canada Act (ACA) came into force in 2019, with the overarching goal to realize a barrier-free Canada by 2040. This act applies to federally regulated entities. The ACA has seven focus areas, and was developed based on the following guiding principles:

1. All persons must be treated with dignity regardless of their disabilities.
2. All persons must have the same opportunity to make for themselves the lives that they are able and wish to have regardless of their disabilities.

3. All persons must have barrier-free access to full and equal participation in society, regardless of their disabilities.
4. All persons must have meaningful options and be free to make their own choices, with support if they desire, regardless of their disabilities.
5. Laws, policies, programs, services and structures must take into account the disabilities of persons, the different ways that persons interact with their environments and the multiple and intersecting forms of marginalization and discrimination faced by persons.
6. PWDs must be involved in the development and design of laws, policies, programs, services and structures.
7. The development and revision of accessibility standards and the making of regulations must be done with the objective of achieving the highest level of accessibility for PWDs.

B.C. Context and Legislation - Accessible B.C. Act

The Accessible British Columbia Act, enacted in June 2021, and initially the accessibility planning requirements only applied to provincial government organizations.

The Accessible British Columbia Regulation, under the Accessible British Columbia Act, came into force on September 1, 2022. These regulations identify schools as accessible organizations, and school districts and independent schools will be required to have an Accessibility Committee, an Accessibility Plan, and a tool to receive feedback on accessibility by September 1, 2023:

The goal of the act is to improve opportunities for people with disabilities and involve them in identifying, removing, and preventing barriers to their full participation in the life of the province.

Principles in the Accessible B.C. Act:

The Accessible B.C. Act includes a list of principles that must be considered as organizations develop an accessibility plan. The Definitions are adapted from the foundational document [BC Framework for Accessibility Legislation](#).

1. **Adaptability:** Accessibility plans should reflect that disability and accessibility are evolving concepts that change as services, technology, and attitudes change.
2. **Collaboration:** Promoting accessible communities is a shared responsibility and everyone has a role to play. Accessibility plans should create opportunities for Organizations and communities to work together to promote access and inclusion.
3. **Diversity:** Every person is unique. People with disabilities are individuals with varied backgrounds. Individual characteristics including race, gender, sexual orientation, religion, and lived experience greatly inform the experiences of individuals. Accessibility plans should acknowledge the principle of intersectionality and the diversity within the disability community.
4. **Inclusion:** All British Columbians, including persons with disabilities, should be able to participate fully and equally in their communities.
5. **Self-Determination:** Accessibility plans should seek to empower people with disabilities to make their own choices and pursue the lives they wish to live.
6. **Universal Design:** The Centre for Excellence in Universal Design defines Universal Design as “the design and composition of an environment so that it can be accessed, understood, and used to the greatest extent possible by all people regardless of their age, size, ability or disability.” An accessibility plan should be designed to meet the needs of all people who interact with the Organization.

Our Commitment to Accessibility:

Accessibility refers to the degree of ease with which people with disabilities can use and enjoy something such as a device, service, or place. Vancouver Formosa Academy is committed to providing an environment that is accessible and practical for all members of our diverse community. We recognize the importance of conscious planning, design, and effort in ensuring that barriers are removed and accessibility is increased.

Our school is committed to working collaboratively with the community to provide equitable treatment to people with disabilities in a way that respects their dignity. To achieve this goal, we have outlined the following commitments:

- Engage with staff, community members and people with disabilities in the development and review of its accessibility plan.
- Ensure that our school policies and procedures align with the principles of accessibility.
- Improve access to facilities, policies, programs, practices, and services for students, staff, parents/guardians, volunteers and community members.
- Continually improve accessibility for people with disabilities in our school community.

Our Approach:

At Vancouver Formosa Academy, we believe that all members of our community have the right to be treated with dignity, given an opportunity to participate, and provided with access to learning and community. Our approach is grounded in the core provincial principles of accessibility, including adaptability, collaboration, diversity, inclusion, self-determination and universal design.

In Spring 2023, we began the process of identifying barriers to accessibility in our school community. This process involved:

- Assessing the current physical and architectural accessibility of our school.
- Conducting surveys to understand the issues, challenges, and priorities of stakeholders within our school community.
- Holding key discussions to identify barriers to accessibility.
- Developing a school feedback tool
- Prioritization of actions to be taken
- Establishing a monitoring and evaluation process

Our approach is designed to recognize the gaps and opportunities to improve accessibility in our school community. By engaging in thoughtful planning, meaningful engagement, training, and direct action, we aim to deliver lasting accessibility improvements for all members of our community.

Section 3: The Accessibility Committee

Purpose of the Accessibility Committee

Under the Accessible B.C. Act, organizations must be part of an Accessibility Committee. The selection of accessibility committee members must, to the extent possible, align with the following goals:

- At least half the members are persons with disabilities (PWD), or individuals who support or are from organizations that support PWDs;
- At least one member is an Indigenous person; and
- Members reflect the diversity of persons in B.C.

As a member of the Associate Member Society of the FISABC (AMS), Vancouver Formosa Academy participates in the AMS Association-level Accessibility Committee. (AAAC) This committee keeps our school apprised as to the requirements of the Accessible BC Act and shares resources among the 130 member schools to support the reduction of accessibility barriers within the independent school sector. The AAAC fulfills the requirements of the BC Accessibility Act on behalf of its member schools and provides accessibility perspective and advice to the AMS Board and member schools with respect to achieving goals related to universal accessibility. The mandate of the committee is as follows:

- To inform AMS member schools about the requirements of the BC Accessibility Act.
- To provide advice to member schools about the development of policies and programs to educate and inform on matters affecting students, parents, staff members and guests with disabilities and/or physical or mental challenges and universal accessibility.
- To provide advice to the AMS Board about the development of AAAC policies and programs to ensure the needs of people with disabilities are considered.

Accessibility Coordinator

A Vancouver Formosa Academy Accessibility Coordinator has been established to create our school's Three-Year Accessibility Plan.

Accessibility Coordinator	Position
Julia Tajiri	Principal

Section 4: Consultation Conducted

Barrier-identification Methodologies

The Accessibility Coordinator used the following barrier-identification methods:

Methodology	Description	Completed Status
Audit of policies and practices	A review of current policies and practices that promote accessibility and inclusion was conducted by the Accessibility Coordinator	June 2023
Survey to School Staff	An accessibility and inclusion survey was developed and distributed to school staff.	June 2023
School Physical Accessibility Audit	A School Physical Accessibility Audit conducted.	June 2023
Accessibility Feedback Tool	A feedback tool was developed and posted to the school website. Information about the tool was shared with school stakeholders.	June 2023
Accessibility Plan Developed	The Accessibility Coordinator reviewed the feedback and input from the above and suggested priority areas to target in the Accessibility Plan. This was shared with the Board, who gave the final approval of priority areas for the plan.	July 2023
Accessibility Plan Shared	The Vancouver Formosa Academy Accessibility Plan was posted on the school website.	August 2023

Section 5: Accessibility Feedback Tool

Vancouver Formosa Academy developed a feedback tool that included a series of questions about accessibility experiences of students, staff, or members of the school community. The tool was posted to the main page of the school website and an information announcement about the tool was provided to staff and other stakeholders. Feedback could be anonymous, or people could add their name and contact information if they wished to be contacted.

The following are the contents of the Accessibility Feedback Tool.

At Vancouver Formosa Academy, we want to learn about specific barriers or helpful supports that people face when they are trying to:

- Access the building or
- Access a school program or school information or
- Receive a service or support.

If you would like to provide feedback on the questions below, please email info@vfa.bc.ca with the subject line: Accessibility Feedback. The Vancouver Formosa Academy Accessibility Coordinator will review your responses. You can provide contact details if you wish.

1. Please provide the date the barrier or support was experienced.
2. Please explain the location where the barrier or support was experienced.
3. What were you or someone you know trying to access?
4. Explain the accessibility barrier or support (be as specific as possible).
5. Do you have any recommendations for what would make the situation better?
6. Attach files if you wish to provide additional information (e.g. photos, recording).

Thank you for providing your valuable feedback!

You will be contacted shortly if you provide your contact details.

Section 6: Accessibility Accomplishments and Barriers

Accessibility Accomplishments Identified

The guiding principles of inclusive practice inform Vancouver Formosa Academy school programs, policies, practices, and services to reduce and minimize barriers to accessibility for people with disabilities. There are a number of initiatives at Vancouver Formosa Academy that aim to identify, remove and prevent barriers for people with disabilities. The following is a synopsis of some of the major achievements noted in feedback from staff and other stakeholders.

Learning

- Students with diverse needs and disabilities are included in regular classes.
- Teachers regularly use some key universal supports, including access to iPads and other technology.
- The school website is written in plain language with some multilingual translation.
- Each classroom is equipped with a TV monitor with close captions and large text capabilities.

Equity

- The school shared information on the accessibility act with school staff, students and parents/guardians.
- The school has an updated Anti-discrimination Policy, and staff have undergone training in the area of anti-racism.

School Policies and Practices

- The school recognizes the importance of mental health and well-being of its students and staff. Initiatives have taken place to assess and improve the mental health and well-being of students and staff to ensure support and positive outcomes. Some examples are:
 - Staff undergo training programs to promote personal mental health and well-being and reduce stigma associated with mental illness.
 - Students are enrolled in training programs that promote Mental Health, such as the Open Parachute Program.

Accessibility Barriers Identified

Learning

- Some teachers are not aware of the principles of Universal Design for Learning (UDL) and its applications for students with diverse learning needs.

Physical and Architecture Environment Barriers

- Some classrooms have noise issues due to the gymnasium being in the centre of the school. This may make it difficult for some students with auditory sensitivities.
- Some areas of the hallways and gymnasium have poor lighting. This may make cause difficulties for persons with visual impairments.

School Policy and Practice Barriers

- Emergency evacuation protocols and individual plans are not in place for students with physical disabilities.

Resource Barriers

- Some teachers and students are not familiar with the accessibility features on school technology devices.

Section 7: Our Three-Year Plan (2023-2026)

Overview:

This Accessibility Plan outlines the measures Vancouver Formosa Academy will take to remove and prevent barriers and to promote inclusion for individuals with disabilities in our school community. The plan is based on the Accessibility Principles of Adaptability, Collaboration, Diversity, Inclusion, Self-Determination, and Universal Design, as set out in the Accessible B.C. Act.

Accessibility Priorities:

Based on the feedback gathered from staff, parents/guardians, and students, and the Physical and Architectural Environment Audit, the Accessibility Coordinator has identified the following areas as the top priority for improving accessibility in the school community.

Priority #1: Learning

Vancouver Formosa Academy will enhance the accessibility of learning for all individuals, including those with disabilities, through the following actions:

Objectives	Actions	Timeline	Progress
Equip teachers to design lessons using Universal Design for Learning (UDL) principles	<ul style="list-style-type: none"> Provide professional development for high school staff on Universal Design for Learning (UDL) Principles of Engagement, Representation and Action and Expression 	2023-2024 School Year	Completed Spring 2024 <i>Center for Excellence in Teaching and Learning Series</i>
	<ul style="list-style-type: none"> Provide collaboration time to increase teacher capacity to use UDL in lesson planning. 	2023-2024 School Year	Completed Spring 2024

Priority #2: Physical and Architectural

Vancouver Formosa Academy will improve the accessibility of the physical and architectural environment for all individuals, including those with disabilities, through the following actions:

Objectives	Actions	Timeline	Progress
Develop a school schedule to address hearing impairment related accessibility issues.	<ul style="list-style-type: none"> • Revise school schedule so that Physical Education classes are not held in the gym while classes are held nearby, to avoid noise distraction. 	2023-2024	Ongoing as practical
Provide alternative learning spaces for students with diverse needs and disabilities	<ul style="list-style-type: none"> • Determine the current needs of students who may require a safe and calm alternate learning space from time to time 	Each term	ongoing
	<ul style="list-style-type: none"> • Conduct an audit of current alternate learning spaces that can meet the identified needs, 	2023-2024	Completed Spring 2024
	<ul style="list-style-type: none"> • Designate a room as an alternative “Calm Space”. Equip it with items such as comfortable seating, appropriate lighting and relaxing individual activities. 	2024-2025	2024-2025 as needed
Improve Lighting in hallways, gym and stairwells	<ul style="list-style-type: none"> • Replace current lighting in hallways, stairwells and gymnasium to make these areas brighter and reduce barriers to persons with visual impairments. 	2023-2024	ongoing

Priority #3: School Policy and Practice

Vancouver Formosa Academy will review and revise policies and practices to ensure they align with the principles of accessibility, and to address any identified gaps in staff training or knowledge on accessibility issues.

Objectives	Actions	Timeline	Progress
Summarize and celebrate current accessibility practices within the school.	<ul style="list-style-type: none"> Conduct an audit of school accessibility practices 	Summer, Fall 2023	Completed Spring 2024
	<ul style="list-style-type: none"> Provide information to staff about current accessibility practices within the school and examples 	Summer, Fall 2023	Completed Spring 2024
Identify areas needed for further staff training on accessibility issues	<ul style="list-style-type: none"> Develop priorities for staff accessibility training and develop or identify training modules for staff 	2023-2024 School Year	Completed Spring 2024
	<ul style="list-style-type: none"> Develop an implementation plan to provide the accessibility training needed for current staff and new staff induction 	2023-2024 School Year	Completed Spring 2024
Develop Emergency Plan for people with disabilities.	<ul style="list-style-type: none"> Develop evacuation procedures for students with mobility consideration. Provide staff training and practice the plans in emergency drills if applicable. 	2023-2024 School Year	Completed Fall 2024

Priority #4: Resources

Vancouver Formosa Academy will ensure the accessibility of school technology for all individuals, including those with disabilities, through the following actions:

Objectives	Actions	Timeline	Progress
Provide training in the use of accessibility features of technology	<ul style="list-style-type: none"> • Provide staff training on the various types of accessibility features available on school iPads laptops and computers, such as: <ul style="list-style-type: none"> • Font size • Magnifier • Colour filters • Text to speech • Voice over • Hearing settings • Closed captioning • Guided access • Assistive touch 	2023-2024 School Year	Planned for 2024-2025
	<ul style="list-style-type: none"> • Teachers train students on the use of accessibility functions as required. 	2023-2024 School Year	ongoing

Section 8: Monitoring and Evaluation

The School Accessibility Coordinator meets with school staff quarterly to review progress and evaluate the effectiveness of the plan's implementation and plan for increased accessibility throughout the school. The following steps will be taken regarding the Three-Year Accessibility Plan:

1. Prepare an annual status report on the progress of the measures taken to implement the plan.
2. Review and update the Three-Year Accessibility Plan every three years in consultation with persons with disabilities and other relevant community members.

Section 9: How to Give Feedback

In addition to the public availability of the plan, Vancouver Formosa Academy will continue to post an annual status report on the progress of the Three-Year Accessibility Plan on the school's website. Accessible formats of the plan will be made available upon request.

Questions, comments or feedback regarding the Accessibility Plan may be directed to by email to : info@vfa.bc.ca. Please use the subject line "School Accessibility Plan".

Section 10: Appendices

Appendix A: About Disability

The Disability Continuum

Although there is no universally accepted meaning for the word "disability". However, the Ontario Human Rights Code provides definitions of disability that form our guiding principles. Definitions of disability can be placed on a continuum. At one end, disability is explained in terms of medical conditions (medical model). At the opposite end, disability is explained in terms of the social and physical contexts in which it occurs (environmental model).

The medical model focuses on deficiencies, symptoms and treatments. The World Health Organization's (WHO) 1976 definition for disability, for example, is "any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being." Medical model definitions promote the idea that disability is a deviation from the norm.

Many people with disabilities are troubled by definitions that regard disability as abnormal, preferring instead to portray disability as commonplace, natural, and in fact, inevitable. As people age, they experience gradual declines in visual acuity, auditory sensitivity, range of motion, bodily strength and mental powers. Significant functional limitations affect almost half of people between the ages of 55 and 79, and over 70% of people over 80 (World Health Organization (WHO) report titled "Ageing and health", 2015). Beyond middle age, disability is the norm.

The environmental model explains disability in relation to social and physical contexts. In this view, the environment, not an individual's medical condition, causes disability. For example, during an electrical blackout, a person who is completely blind can effortlessly navigate around the home, hammer nails, and, if a Braille user, read a novel.

A sighted person would be unable to perform these tasks easily, if at all. In this example, the environment disables the sighted person.

The environmental model emphasizes that people with disabilities are capable individuals, and it is the barriers in the built and human environments, not their medical conditions, that create disability. Disability occurs when the world is designed only for a certain way of living, without considering the natural variation among human beings. Barriers are created by humans, and modifying how we live, the tools we use, and our understanding of the proper way to do things can eliminate or minimize design problems that cause barriers. Systematic barriers can be eliminated by modifying policies, plans, and processes. Attitudes that cause barriers can be addressed through disability awareness, respect, and positive interactions with people with disabilities.

Types of Disability and Functional Limitations

A person's disability may make it physically or cognitively challenging to perform everyday tasks such as operating a keyboard, reading a sign, differentiating colours, distinguishing sounds, climbing stairs, grasping small items, remembering words, or doing arithmetic.

There are many kinds of disabilities, including physical, sensory, hearing, mental health, developmental and learning. Disabilities can be visible or invisible.

Visual Disabilities

Visual disabilities reduce one's ability to see clearly. Very few people are totally blind. Some have limited vision such as tunnel vision, where a person has a loss of peripheral or side vision, or a lack of central vision, which means they cannot see straight ahead. Some can see the outline of objects while others can see the direction of light. Impaired vision can restrict a person's ability to read signs, locate landmarks or see hazards. In some cases, it may be difficult to tell if a person has a visual disability. Others may use a guide dog or white cane.

Hard of Hearing and Deafness

People who have hearing loss may be deaf or hard of hearing. Like other disabilities, hearing loss has a wide variety of degrees. People who are hard of hearing may require assistive devices when communicating. While some people may use sign language, notes or hearing aids when communicating, others may also use email, pagers, TTY telephone service or Bell Canada Relay Service.

Physical Disabilities

There are many types and degrees of physical disabilities and not all require a wheelchair. For example, people who have arthritis, heart or lung conditions, or amputations may also have difficulty moving, standing or sitting. It may be difficult to identify a person with a physical disability.

Intellectual Disabilities

People with intellectual or developmental disabilities may have difficulty doing many things most of us take for granted. These disabilities can mildly or profoundly limit one's ability to learn. You may not be able to know that someone has one of these disabilities

Mental Health Disabilities

People with mental health disabilities look like anyone else. You won't know that the person has a mental health disability unless you're informed of it. But if someone is experiencing difficulty in controlling their symptoms or is in a crisis, you may need to help out. Be calm and professional and let the person tell you how you can best help.

Speech and Language Disabilities

Some people have communication challenges. It could be the result of cerebral palsy, hearing loss, or another condition that makes it difficult to pronounce words, causes slurring or stuttering, or not being able to express oneself or understand written or spoken language. Some people who have severe difficulties may use communication boards, sign language or other assistive devices.

Deaf-Blind Disabilities

A person who is deafblind cannot see or hear to some extent. This results in greater difficulties in accessing information and managing daily activities. Most people who are deafblind will be accompanied by an intervener, a professional who helps with communicating. Interveners are trained in special sign language that involves touching the hands of the client in a two-hand, manual alphabet or finger spelling, and may guide and interpret for their client.

Appendix B: Suggested References/Resources

Global, Canadian and Local Accessibility Context and Legislation

[United Nations Convention on the Rights of Persons with Disabilities](#)

[Canada Ratifies the UN Convention on the Rights of Persons with Disabilities](#)

[Canadian Charter of Rights and Freedoms](#)

[British Columbia Framework for Accessibility Legislation](#)

[Accessible British Columbia Act](#)

[BC Accessibility Legislation Plan Language Summary](#)

Accessibility Planning Resources for Schools and School Boards:

[BC Accessibility Hub](#)

[Universal Design](#)

[Special Education Technology BC \(SET BC\)](#)

[Accessible Resource Centre - BC](#)

[Standards Council of Canada](#)

[B6521-95 Barrier-Free Design](#)

[Provincial Resource Centre for the Visually Impaired \(PRCVI\)](#)

[Canadian Hard of Hearing Association](#)

[Canadian Hearing Services](#)

[Provincial Outreach Program for the Deaf and Hard of Hearing \(POPDHH\)](#)

[Auditory Outreach Provincial Resource Program](#)

[Provincial Outreach Program for Students with Deafblindness](#)

[Provincial Inclusion Outreach Program \(Complex Needs\)](#)

[Provincial Outreach Program for Autism and Related Disorders](#)

[Provincial Outreach Program for Fetal Alcohol Spectrum Disorder](#)

[Multiple Sclerosis Society of Canada](#)

[Learning Disabilities Association of Canada](#)

[Brain Injury Canada](#)

[Spinal Cord Injury Canada](#)

[Tourette Canada](#)

[Kelty Mental Health \(BC Children's Hospital\)](#)

[Gifted Children's Association of BC](#)

[Specialist Association of Gifted Educators in BC](#)