



Nelson Christian School Society

System Accessibility Plan

2023/2024 - 2025/2026

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Section 1: Introduction

1.1 About Our Society

Nelson Christian School Society (NCSS) operates 3 distinct learning divisions, under the society's Statement of Faith, Mission and Bylaws centered from our hub at 570 Johnstone Road in Nelson, B.C. Our divisions include:

1. Brick-and-Mortar programs (K-9): Nelson Christian Community School in Nelson
2. Provincial Online Learning Program (K-12 and Adult): CHEK ABC (online and at-home learning across B.C.) – central offices in Nelson
3. Preschool Programs: Kootenay Preschools – located in Nelson, Balfour and Cranbrook

NCSS also offers extensive inclusive education adaptive and modified programs for learners with special education needs. These programs are administered through our centralized Inclusive Education department.

Nelson Christian School Society is a non-profit, registered charity. The society is led by an elected Board of Directors who oversees our policy direction. Day-to-day operations are headed by the society's Superintendent who hires Principals, Vice Principals and Program Coordinators to run individual schools/programs. As a society we service over 500 learners, with a combined staff of over 75.

1.2 A Message from the Board/Administrator

At Nelson Christian School Society, we are committed to providing learning and working environments that support all learners and staff and provide equitable opportunities to support diverse communities. A key element to supporting these communities 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 and the work of the Accessibility Committee to enhance equity of access to programming and our facilities.

Our Accessibility Committee is a diverse and multi-disciplinary team that meets regularly to affirm our commitment to identify priorities and develop and monitor action plans highlighted in the Three-Year Accessibility Plan. The 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 continuous improvement in developing an environment that supports equity and ease of access to services, as well as access to our facilities, for all our students, staff and the larger school community. 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.

1.3 Territorial Acknowledgement

Nelson Christian School Society is grateful to be located in beautiful Nelson, B.C. on the territory of the Ktunaxa, the Syilx, and the Sinixt peoples, and is home to the Metis and many diverse indigenous persons. We respect and commit to a deep consideration of their history, culture, stewardship, and voice.

1.4 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 Committee that identifies challenges and solutions for addressing accessibility barriers.
- **Barrier:** Anything that hinders the full and equal participation in society of a person navigating needs or disabilities. Types of barriers in the educational setting:
 - **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 Nelson Christian School Society accessibility plan builds on global, national, provincial and school specific actions to promote and support accessibility.

2.1 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.”

2.2 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.

2.3 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.

2.4 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.

2.5 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. At NCSS, 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. And we are 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 society 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 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. disabilities.
- Utilize an Accessibility Committee to identify priorities and develop and monitor action plans across the pillars of the Accessibility Act, supporting equal opportunity for persons with disabilities by identifying, removing, and preventing barriers of access.

2.6 Our Approach

At Nelson Christian School Society, 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 April 2023, we began the process of establishing an accessibility committee and identifying barriers to accessibility in our school community. This process involved:

1. Calling for applications for members of the Accessibility Committee
2. Assessing the current physical and architectural accessibility of our school.
3. Conducting surveys and interviews to understand the issues, challenges, and priorities of stakeholders within our school community
4. Holding key discussions to identify barriers to accessibility
5. Developing a school feedback tool

6. Prioritization of actions to be taken
7. 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

3.1 Purpose of the Accessibility Committee

Under the Accessible B.C. Act, organizations must establish an Accessibility Committee to assist with identifying and preventing barriers to individuals in or interacting with the organization. The purpose of the accessibility committee is to work collaboratively to assess and improve community accessibility, focusing on the experiences of individuals with disabilities while encompassing the whole community. The Accessibility Committee also advises the school Administrator/Board on strategies to reduce social, physical, sensory and other barriers that prevent people from fully participating in all aspects of school community life.

3.2 Recruitment to the Accessibility Committee

Under the Accessible B.C. Act, 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.

A callout for applications to the Accessibility Committee was conducted to recruit a diverse representation as outlined above. The Accessibility Committee was formally constituted in September 2023. Current members of the Accessibility Coordinating Committee are listed below.

3.3 Accessibility Committee Membership

Committee Member	Position/Representation
Janice Vancaesele	INED Program Coordinator
Lynn Stevenson	Community Member
Tracy Ashley	NCCS - K-9 Brick and Mortar Program
Megan McMichael	Preschool Programs
Kevin Bernhardt	System Superintendent

Section 4: Consultation Conducted

4.1 Barrier-Identification Methodologies

The Accessibility Committee used the following barrier-identification methods:

Methodology	Description	Status
Audit of policies and practices	A review of current policies and practices that promote accessibility and inclusion was conducted by key staff members.	Sept-Nov 2023
Accessibility Feedback Tool	A feedback tool was developed and posted to the websites. Information about the tool was shared with school stakeholders (i.e., students, staff, outside professionals and parents/guardians).	Oct 2023
Accessibility Committee Audit	A review of the current facility by the Accessibility Committee	January 2024
Physical Accessibility Audit	An Assessment of Physical Accessibility developed. An audit team will be identified, and they will conduct the School Physical Accessibility Audit.	March 2024
Survey to Staff	An accessibility and inclusion survey will be developed and will be distributed to staff.	Sept/Oct 2024
Survey to Parents/Guardians	An accessibility and inclusion survey will be developed and distributed to parents/guardians.	Oct/Nov 2024
Accessibility Committee	The Accessible Committee will review the input and feedback from the surveys, assessment, and feedback tool. The Committee will collaborate to suggest priority areas to target in the Accessibility Plan. This will be shared with administrators and the Board, who gave the final approval of priority areas for the plan.	Jan 2025

Section 5: Accessibility Feedback Tool

At NCSS, we actively solicit feedback about specific barriers that people face when they are trying to access a school program, building or school information or receive a service or support. This feedback is sought through several avenues:

- Online reporting tool
- Community satisfaction surveys
- Direct reporting to school administration

This feedback is used to improve awareness and reduce barriers to create a more inclusive environment for all individuals accessing our school program or services.

5.1 Report an Accessibility Barrier

Nelson Christian School Society provides the community with an online feedback tool that includes a series of questions about the accessibility experiences of students, staff and members of the school community. The tool is available on our school website and students, staff, and parents/guardians are made aware of this tool. The feedback tool may be filled out anonymously or by disclosing contact information. Additionally, there is an option for a reporter to upload a video, voice recording or photo(s).

The following are the contents of the online Accessibility Feedback Tool.

“Have you or someone you know experienced an accessibility barrier at NCSS? Share your experiences and help make a positive impact.

At NCSS, we want to learn about specific barriers or helpful supports that people encounter when they are trying to: Access a school program, building, or school information Receive a service or support This anonymous reporting tool is designed for you to report any instances where you have experienced an accessibility barrier at NCSS. NCSS will use this information to gather data and take action. Your responses are treated as confidential, and you do not have to provide your name unless you want to. If you do decide to share your name or email address, it will only be used for communication purposes and nothing else. If you need an accommodation for your student or if this is an urgent matter, please contact the school directly.

- Please provide the date the barrier or support was experienced.
- Please select the location the barrier or support was experienced.
- In the school building (non-classroom)
- In the classroom
- Outdoors/playground
- On general property
- Other
- What were you or someone you know trying to access?
- Describe the accessibility barrier or support details (be as specific as possible).
- Do you have any recommendations for what would make it better?
- Attach files if you wish to provide additional information (e.g., video, voice recording, photos)
- Do you wish to be contacted about your responses? (Yes or No)”

Section 6: Accessibility Accomplishments and Barriers

6.1 Key Discussion Themes – Accessibility Accomplishments

The guiding principles of inclusive practice inform Nelson Christian School Society programs, policies, practices, and services to reduce and minimize barriers to accessibility for people with disabilities. We strive to create an environment that is accessible and to ensure continuous improvement in accessibility.

There are several current initiatives at Nelson Christian School Society to identify, remove and prevent barriers for people with disabilities. The following is a synopsis of some of the major achievements noted in the feedback:

Learning

1. Students with diverse needs and disabilities are included in regular classes with appropriate accommodations and/or adaptations
2. Teachers regularly use some key universal supports, including access to audiobooks, computers with voice to text technology, use of visual schedules in all classes

Equity

1. Information on the Accessibility Act is shared with school staff, students and parents/guardians
2. Updated Anti-discrimination Policy, and staff are trained and equipped to deal with discrimination and equity issues that arise

School Policies and Practices

1. Mental Health and Well-being Supports
 - a. The school recognizes the importance of mental health and well-being of its students and staff, especially as the world has experienced the COVID-19 pandemic and its effects. Initiatives have taken place to assess and improve the mental health and well-being of students and staff to ensure support and positive outcomes. The school utilized the Open Parachute program in its teaching about mental health and wellbeing to staff and students
 - b. Training programs are offered to staff to promote student mental health and improve personal mental health and well-being and reduce stigmas associated with mental illness
2. Accessibility Awareness Training
 - a. Ongoing training continues to be provided to staff and students that supports accessibility awareness, obligations, and inclusive environments
3. Physical and Architectural Environment
 - a. Due to the recent relocation to 570 Johnstone Road for 3 of our programs, the school will conduct a Physical and Architectural Environment Audit. However, in the renovation phase, our architect reviewed and made recommendations to the facility to meet current accessibility standards.
 - b. The 570 Johnstone Road upgrades included: installation of a new accessible washroom, ramps and power door operators installed, new fire safety lighting, lever handles installed on most doors, and an increased audible warning system for fire and lockdowns

6.2 Key Discussion Themes – Identifying Accessibility Barriers

Additional accessibility barriers will be identified as survey work is completed including:

1. Learning Barriers
2. Physical and Architecture Environment Barriers
3. Attitudinal Barriers
4. Resource Barriers
5. School Policy and Practice Barriers

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

7.1 Overview

This Accessibility Plan outlines the measures Nelson Christian School Society will take to remove and prevent barriers and to promote inclusion for individuals with disabilities in our communities. 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.

7.2 Accessibility Priorities

Based on the initial work of the Accessibility Committee, the following areas are the top priority for improving. This list may change as community staff and parent surveys are administered, collected and compiled.

Priority #1: Learning

Nelson Christian School Society will enhance the accessibility of access to learning for all individuals, including those with disabilities, through the following actions:

Objectives	Actions	Timeline
Ensure that all students have access to all of our learning programs – both brick-and-mortar and online	Conduct a needs assessment to identify any barriers to access, including technology, internet connectivity, physical access, and learning accommodations.	Oct/Nov 2024
	Provide all students with the necessary hardware (e.g., laptops, tablets) and software required for online learning.	Ongoing
	Provide recorded lessons, asynchronous learning options, and extended deadlines to accommodate diverse learning schedules and needs.	Ongoing
	Implement orientation sessions for students and parents to understand how to access and navigate online learning platforms.	Annually
	Ensure curriculum, materials, and teaching methods are culturally responsive and inclusive.	Ongoing
	Track student participation and engagement data to identify students who are not accessing programs regularly.	Ongoing
	Reach out to students and families who are less engaged to understand and address any challenges.	Ongoing
Ensure that all communication to staff, students, and parents/guardians is written in plain language and is available in alternate formats upon request	Establish a protocol where all communication materials are reviewed for clarity, simplicity, and readability to ensure they are accessible to a diverse audience.	April/May 2025
Improve the number and type of accessible format resources for students	Incorporate assistive technology, such as screen readers, speech-to-text software, and accessible e-books, into the learning environment to support students with disabilities.	Ongoing and as needed
Increase training in the use of accessible format materials	Offer training sessions for teachers on inclusive practices, digital tools, and strategies for engaging students in both physical and online environments.	Annually
	Encourage teachers to use Universal Design for Learning (UDL) principles to ensure learning experiences are accessible to all.	Ongoing

Priority #2: Physical and Architectural

Nelson Christian School Society will improve the accessibility of the physical and architectural environment for all individuals, including those with disabilities through the following actions:

Objectives	Actions	Timeline
Meet current Accessibility	Ensure that all renovations to our new facility at	January/February 2024

requirements in facility	570 Johnstone Road meet current Accessibility requirements	(Completed)
Optimize all learning spaces for students with diverse needs and disabilities	Evaluate all learning spaces to identify and address physical, sensory, and cognitive barriers, ensuring classrooms, libraries, and labs are fully accessible.	January/February 2024 (Completed and Ongoing)
	Redesign spaces using Universal Design principles, including adjustable furniture, clear signage, soundproofing, and flexible seating arrangements to accommodate diverse needs.	January/February 2024 (Completed and Ongoing)
	Install adaptive equipment such as height-adjustable desks, assistive listening devices, and specialized lighting to create an inclusive environment for all students.	January/February 2024 (Completed and Ongoing)

Priority #2: Physical and Architectural

Nelson Christian School Society 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
Identify areas needed for further staff training on accessibility issues	Develop priorities for staff accessibility training and develop or identify training modules for staff	Ongoing and as needed
	Develop an implementation plan to provide the accessibility training needed for current staff and new staff induction	Annually
Develop Emergency Plans for people with disabilities	Develop evacuation procedures for students with mobility considerations, provide staff training and practice the plans in emergency drills	Annually
Summarize current accessibility practices within the school and adjust policy and best practices as necessary	TBD	Ongoing

Priority #4: Resources

Nelson Christian School Society will increase awareness and training on assistive technology for students with disabilities.

Objectives	Actions	Timeline
Increase specific assistive technology for students with disabilities	Conduct reviews of technology needs for students	Annually
	Provide training for staff on the various technology needs of students	Annually

Section 8: Monitoring and Evaluation

The Accessibility Planning Committee meets (quarterly) to review progress and evaluate the effectiveness of the plan's implementation and plan for increased accessibility throughout the school. The committee will ensure the

following steps are 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 on an ongoing basis in consultation with persons with disabilities and other relevant community members.

Section 9: How to Give Us Feedback

Nelson Christian School Society will update and post our most current Three-Year Accessibility Plan on the websites of our schools/programs. As we view the plan as an ‘organic’ document, changes may be made on a regular basis depending upon identified Accessibility needs and staff/student population changes.

Questions, comments, or feedback regarding the Accessibility Plan may be directed to: Mr. Kevin Bernhardt, NCSS Superintendent at: superintendent@chekabc.ca.

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.

Here are some suggestions to help you interact with people with visual disabilities:

- Identify yourself when you approach the person and speak directly to them.
- Speak normally and clearly.
- Avoid referring to the disability or using phrases like "handicapped".
- Unless it is an emergency, only touch the person if you have been given permission.
- If you offer assistance, wait until you receive permission.
- Offer your arm (the elbow) to guide the person and walk slowly.
- Service animals are working and must pay attention at all times. Refrain from engaging with the animal.
- If you're giving directions or verbal information, be precise and clear. For example, if you're approaching a door or an obstacle, say so. Don't just assume the individual can't see you.
- When entering a room, show the individual to a chair, or guide them to a comfortable location.
- Identify landmarks or other details to orient the person to the environment around them.
- Ensure you say good-bye prior to leaving the individual.
- Be patient. Things may take a little longer.

Hard of Hearing and Deafness

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

Here are some suggestions to help you interact with people who are deaf or hard of hearing:

- Always ask how you can help. Don't shout.
- Avoid referring to the disability or using phrases like "handicapped".
- Attract the person's attention before speaking. The best way is a gentle touch on the shoulder or gently waving your hand.
- Make sure you are in a well-lighted area where the person can see your face.
- Look at and speak directly to the person. Address the person, not their interpreter.
- If necessary, ask if another method of communicating would be easier, for example a pen and paper.
- Keep your face clearly visible when speaking.

- Be clear and precise when giving directions and repeat or rephrase if necessary. Make sure you have been understood.
- Service animals are working and have to pay attention at all times. Refrain from engaging with the animal.
- Any personal (e.g., financial) matters should be discussed in a private room to avoid other people overhearing.
- Be patient. Communication for people who are deaf is different because their first language may not be English. It may be American Sign Language (ASL).
- If the person uses a hearing aid, try to speak in an area with few competing sounds.

Physical Disabilities

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

Here are some suggestions to help you interact with people with physical disabilities:

- Speak normally and directly to the person rather than someone who is with them.
- People with physical disabilities often have their own ways of doing things. Ask before you help.
- Avoid referring to the disability or using phrases like “handicapped”.
- Be patient and be sure you understand their needs.
- Unless it is an emergency, refrain from touching any assistive devices, including wheelchairs.
- Provide the person with information about accessible features of the immediate environment (automatic doors, accessible washrooms, etc.).

Intellectual Disabilities

People with intellectual or developmental disabilities may have difficulty doing many things most of us take for granted. These disabilities can mildly or profoundly limit one’s ability to learn. You may not be able to know that someone has one of these disabilities unless you are told, or you notice the way people act, ask questions or body language.

Here are some suggestions to help you interact with people with intellectual disabilities:

- As much as possible, treat the person with an intellectual disability like anyone else. They may understand more than you think, and they will appreciate you treating them with respect.
- Don’t assume what a person can or cannot do.
- Avoid referring to the disability or using phrases like “handicapped”.
- Use simple words and short sentences.
- Make sure the person understands what you’ve said.
- If you can’t understand what’s being said, ask again.
- Give one piece of information at a time.
- Be polite and patient.
- Speak directly to the person, not to someone who is with the person.

Learning or Cognitive Disabilities

Learning or cognitive disabilities can result in a host of different communications difficulties for people. They can be subtle, as in having difficulty reading, or more pronounced, but they can interfere with the person’s ability to receive, express or process information. You may not be able to know that someone has one of these disabilities unless you are told, or you notice the way people act, ask questions or body language.

Here are some suggestions to help you interact with people with learning disabilities or disabilities:

- Patience and a willingness to find a way to communicate are your best tools.
- Recognize that some people with communication difficulties use augmentative communication systems such as Signed English and Picture Exchange System.
- When you know that someone with a learning disability needs help, ask how you can best help.
- Speak normally and clearly, and directly to the person
- Take some time — people with some kinds of disabilities may take a little longer to understand and respond.
- Try to find ways to provide information in a way that works best for them. For example, have a paper and pen handy.
- If you're dealing with a child, be patient, encouraging and supportive.
- Avoid referring to the disability or using phrases like “handicapped”.
- Be courteous and patient and the person will let you know how to best provide service in a way that works for them.

Mental Health Disabilities

People with mental health disabilities look like anyone else. You 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.

Here are some suggestions to help you interact with people with mental health disabilities:

- Treat people with a mental health disability with the same respect and consideration you have for everyone else.
- Be confident and reassuring and listen to persons with a mental health disability and their needs.
- If someone appears to be in a crisis, ask him or her to tell you the best way to help.
- Take the person with a mental health disability seriously, and work with them to meet their needs.

Speech and Language Disabilities

Some 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.

Here are some suggestions to help you interact with people with speech and language disabilities:

- Just because a person has one disability doesn't mean they have another. For example, if a person has difficulty speaking; make no assumption they have an intellectual disability as well.
- If you don't understand, ask the person to repeat the information.
- Avoid referring to the disability or using phrases like “handicapped”.
- If you are able, ask questions that can be answered ‘yes’ or ‘no’.
- Take some time. Be patient and polite and give the person whatever time they need to get their point across.
- Allow the individual to finish their sentences themselves without interruption.
- Patience, respect and a willingness to find a way to communicate are your best tools.

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.

Here are some suggestions to help you interact with people who are deafblind:

- Make no assumptions about what a person can or cannot do. Some deaf-blind people have some sight or hearing, while others have neither.
- Avoid referring to the disability or using phrases like “handicapped”.
- A deaf-blind person is likely to explain to you how to communicate with them or give you an assistance card or a note explaining how to communicate with them.
- Speak directly to the person, as you normally would, not to the intervener.
- Identify yourself to the intervener when you approach the person who is deaf-blind.
- Don’t touch service animals – they are working and have to pay attention at all times.
- Unless it’s an emergency, refrain from touching a deaf-blind person without permission.

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](#)
- [Developing Your First Accessibility Plan: A Guide for BC Prescribed Organizations](#)
- [Creating an Accessibility Committee](#)
- [Universal Design](#)
- [Special Education Technology BC \(SET BC\)](#)
- [Accessible Resource Centre - BC](#)
- [Standards Council of Canada](#)
- [B6521-95 Barrier-Free Design](#)
- [A Guide to Creating Accessible Play Spaces](#) (Rick Hansen Foundation)
- [Canadian National Institute for the Blind \(CNIB\)](#)
- [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](#)