



**Squamish Waldorf School
Accessibility Plan
September 2026**

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Section 1: Introduction

About Our School Community

Squamish Waldorf School (SWS) is an independent school that serves approximately 75 kindergarten to grade 8 students and 32 preschool children.

Our mission is to nurture independent thinkers who have the courage to meet life with compassion, initiative, and creativity.

We are a pre-K to Grade 8 Waldorf school providing a holistic education that addresses the intellectual, spiritual, emotional, and physical aspects of the child. The school develops confident, independent thinkers who have a strong social and environmental conscience and who respond to the world with compassion and creativity. The school community honours the child, fosters harmonious relationships and celebrates the wonder of life.

We accept children with diverse needs and provide a supportive learning environment for all students.

The school includes a Principal, Business Administrator, an Administrative Coordinator, nine teaching staff, and four Educational Assistants.

SWS elects a Board of 6-9 board members who establish policies and direction of SWS. Board meetings occur once a month during the school year. An Annual General Meeting is held in November. SWS also has a Parent Initiative Council who support social life of the school community and fundraising.

A Message from the Principal

At Squamish Waldorf School, we are committed to providing a learning and working environment that supports all students and staff and provides equitable opportunities to support our 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 and the work of the Accessibility Committee to enhance equity of access to programming and our facilities.

Our Accessibility Committee is from AMS (Associate Member Schools) of FISA (Federation of Independent School Association). It is a diverse and multi-disciplinary team that meets regularly to affirm our commitment to identify priorities and develop and monitor action plans that support independent schools. In addition to the accessibility committee, the SWS has an internal accessibility committee which consists of the Principal, Business Administrator and the Administrative Coordinator. The plan identifies steps to create 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 advancing the efforts of the Accessibility Committee to improve equity and ease of access to services, as well as access to our facilities. Through the actions in the 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

SWS is grateful to be on the shared, unceded territory of Sk̓wxwú7mesh Úxwumixw Nation (Squamish Nation). We respect and commit to a deep consideration of their history, culture, stewardship, and voice.

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:

1. **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.
2. **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.
3. **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.
4. **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.
5. **Resource Barrier:** Barriers resulting from inadequate technology, funding, staff, or tools.
6. **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 SWS accessibility plan builds on global, national, provincial and SWS 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 rights 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. At SWS, 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 school is committed to working collaboratively with the community to provide equitable treatment for 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 our accessibility plan.
- Ensure that our school board 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 SWS, 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 July 2023, we began the process of establishing an accessibility committee and identifying barriers to accessibility in our school community. This process involved:

- Creating an internal team to champion the accessibility plan
- Developing a draft accessibility plan
- Calling if anyone else would like to join the committee (two more joined the committee)
- Assessing the current physical and architectural accessibility of SWS
- Conducting surveys and interviews 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 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.

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.

SWS is part of the AMS Association-level Accessibility Committee which covers the above stated committee. There is also a sub-committee with SWS, which consists of the Principal, Business Administrator and Administrative Coordinator and two faculty members: Christine Martin, Emily Barrieau, Harriet Haines, Elise Perreault-Larivier, Alyssa d'Allmen. We also have a member outside our community with diverse needs who will provide advice to our committee.

Section 4: Consultation To Be Conducted

SWS will:

Methodology	Description	Status
Audit of policies and practices	A review of current policies and practices to ensure accessibility and inclusion	Completed fall 2023
Survey to staff and parents	An accessibility and inclusion survey will be developed and sent out to staff and parents/guardians	Completed fall 2023
School physical accessibility Audit	Develop an assessment of the school's physical accessibility. Identify individual to conduct school Physical Accessibility Audit.	Completed fall 2023
Accessibility Feedback Tool	Develop and post on school website, accessibility feedback tool. Share this information with staff, students, parents and other community members	Completed fall 2023
Review assessment and feedback	Accessible "group" will review the input from the assessment and feedback tool, and make suggestions on priority areas to target. To be presented to faculty and board for approval	Ongoing - will address as we receive feedback

Section 5: Accessibility Feedback Tool

SWS developed an online feedback tool that included a series of questions about accessibility experiences that students, staff and members of the school community could complete. The tool will be posted to the main page of the school website and an information announcement about the tool was provided to students, staff and parents/guardians in September 2023. Feedback could be anonymous, or people could add their name and contact information if they wished to be contacted. There was also an option for people to upload a video, voice recording or photo(s).

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

Report an Accessibility Barrier or Support

[Link to SWS Accessibility Survey \(Google Form\)](#)

At SWS, we value the input of our school community in identifying the barriers that impact participation in the life of our school. We want to learn about specific barriers that people face when they are trying to:

- Access a school program, building or school information
- Receive a service or support

The SWS Accessibility Committee will review and consider your responses to the questions below for the ongoing development of the SWS Accessibility Plan. This information can be submitted anonymously, or you can provide your contact details at the bottom of this form if you wish to be contacted.

1. Which group do you most identify with? *Please check all that apply. If you choose 'Other', please specify.*

- Individual with an accessibility need
- Student with an accessibility need
- Caregiver for an individual with an accessibility need
- Parent/guardian with an accessibility need
- Parent/guardian of a student with an accessibility need
- Staff member
- Service provider
- Individual without an accessibility need
- Other...

2. What do you find challenging in terms of being able to fully participate in the life of school? Or what do you think could be a potential accessibility challenge for others? *Please check all that apply. If 'Other', please specify.*

- Physical (e.g. stairways, doorways etc.)
- Vision (e.g. dark stairwells, raised curbs that are not easily visible, etc.)
- Hearing (e.g. difficulty hearing the teacher)
- Sensory (e.g. sensitivity to noises, movement, touch, lighting, etc.)

- Overall environment (e.g. busy hallways, etc.)
 - Mental health (e.g. anxiety, depression)
 - Other...
3. Why do you feel these factors pose a challenge for accessibility at the school?
 4. What measures do you believe would improve the situation?
 5. What are some supports that you find helpful at school? Or what are some supports that your child or the person you care for finds helpful at the school?
 6. Is there anything else you'd like us to be aware of?
 7. If you would like to be contacted, please provide your contact details (name, email, phone)

Thank you for providing your valuable feedback! You will be contacted shortly if you provide your contact details.

Section 6: Accessibility Accomplishments and Barriers

Key Discussion Themes – Accessibility Accomplishments Identified

The guiding principles of inclusive practice inform SWS 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 a number of initiatives at SWS 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.
2. Educational Assistants are in classes to support those students with diverse needs.
3. One-on-one work will occur based on the needs of the student and available resources.
4. Teachers will use a variety of teaching methods to meet student needs.

Equity

1. Shared information on the accessibility act 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
 - 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.

- Training programs are offered to staff to promote student mental health and improve personal mental health and well-being and reduce stigma associated with mental illness.
2. Accessibility Awareness Training
 - Ongoing training continues to be provided to staff and students that supports accessibility awareness, obligations, and inclusive environments.

Physical and Architectural Environment

1. The school will conduct a Physical and Architectural Environment Audit.

Key Discussion Themes – Accessibility Barriers Identified

- **Learning Barriers**
- **Physical and Architecture Environment Barriers**
- **Attitudinal Barriers**
- **Resource Barriers**
- **School Policy and Practice Barriers**

Section 7: Our Three-Year Plan

(Results of the 3-year plan 2023-2026 and next steps 2026-2029)

Overview:

This Accessibility Plan outlines the measures SWS 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 Audit, the Accessibility Committee will identify the areas as the top priority for improving accessibility in the school community.

Priority #1: Learning

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

Objectives	Actions	Timeline
Summarize and celebrate current accessibility in the learning environment	Conduct an audit of learning barriers	Completed fall of 2023
Identify areas needed for further staff training on accessibility issues	Provide information to staff about current learning accessibility barriers within the school	Completed fall of 2023

Priority #2: Physical and Architectural

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

Objectives	Actions	Timeline
Summarize and celebrate current accessibility within the physical environment of the school.	Conduct a physical audit of the building and surrounding grounds	Completed fall of 2023
Identify areas that need to be physically addressed	Provide information to staff about current physical accessibility barriers within the school	Completed fall of 2023

Priority #3: School Policy and Practice

SWS 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
Summarize and celebrate current accessibility practices within the school.	Conduct an audit of school accessibility practices and summarize the results	completed fall 2023

	• Provide information to staff about current accessibility practices within the school and examples	Completed fall of 2023
Identify areas needed for further staff training on accessibility issues	• Develop priorities for staff accessibility training and develop or identify training modules for staff	Completed fall of 2023
	• Develop an implementation plan to provide the accessibility training needed for current staff and new staff induction	Completed fall of 2023

Priority #4: Resources

SWS will determine what additional resources are needed to meet students with diverse needs.

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 every three years in consultation with persons with disabilities and other relevant community members.

Section 9: How to Give us Feedback

In addition to the public availability of the plan, SWS 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 by email to: info@squamishwaldorf.com or by phone at 604-898-3287.

Section 10: Appendices

Appendix 1: Results of 2023 audit

- **Learning Barriers**
- **Resource Barriers**

Learning Barriers for students:

- Disabilities
 - Intellectual disabilities
 - Learning or cognitive disabilities
 - Mental Health Disabilities
 - Speech and Language disabilities
 - Autistic spectrum
 - Behaviour, social challenges

Dialogue occurred around different words to represent these, although these are the themes the Ministry outlines (e.g. “Neurodiverse” vs. disability). This is perhaps more of a medical model compared to a social model. We will use both but be mindful of the nuances of the language around diversity and disability.

- Summarize the current accessibility in SWS (what do we have in place now)
 - Soft lighting - particular upgrade to Gr. 1 lighting
 - We are striving to meet each child as an individual and remain open-minded
 - 1-legged stools, wiggly seats and cushions help support children who benefit from the movement/balance
 - Lap cats
 - Noise-cancelling headphones
 - No screens/media in school - reduces visual disturbance / mental fatigue from screens
 - EAs provided - we invest beyond the funding we get
 - Teachers get remedial time - and more this year than last yr
 - We have created a neurosensitive, calming environment throughout the school
 - We remain aware of sensory stimuli and adapt the environment as needed - including turning the lights off / on as needed
 - We have a range of fidget items suitable for different people/needs / times: beeswax, finger knitting, crocheting, metal rings, “push things”, clay, putty, rubber bands for feet, mini chalkboards, notebooks for doodling, finger string games
 - We practice non-violent communication
 - We have the schedule posted on the wall/chalkboard and teachers preview the day / what’s coming up. Some have also used visual schedules on students’ desks as needed.

- Use music/sound / equipment for holding rhythm, grounding, calming, cueing things, and knowing how long is left of an activity - e.g. singing bowls, xylophone, sand timers
- Home visits nurture positive relationships between home and school - we imbue the relationship between teacher and student
- We have a gradual entry in the morning (15-minute grace period that students arrive within). The daily schedule is also adapted for individuals as needed.
 - Walls are painted but still quite clear of visual noise/distraction
 - Doing the verse and singing in the morning stimulates the vagus nerve
 - Other parts of the curriculum and activities that support neurodiverse learners: form drawing, cross-lateral movement, circle activities, brain gym, tongue twisters
 - Corner fort structures provide a slight change of environment within the same space
 - Bringing purpose to the learning along with integration of all modalities and different learning styles - multisensory
 - Learning through imagery, story, play, experience, and imagination - children learn concepts quickly and retain knowledge a lot longer. Enables children to have a connection to their learning and to imbue it.
 - Child studies - almost always include neurodiverse children; they are in our consciousness, and we seek to nurture their growth and development.
 - We incorporate open time - student-led time where children get to work independently / explore their interests.
- Identify areas needed to address accessibility issues (including staff training)
- What additional resources are needed to meet students with diverse needs

Accessibility issues that need addressing	Additional resources or actions needed to meet students with diverse needs (i.e. what we could do better)
Noise	Soundproofing upstairs. Would a curtain across help too?
Space	Shelf in classrooms for violins/ Shelves in
Breakout space: Resource room set up currently as a workspace Space under fort in library not really used	More furnishings to make it into a comfy, cozy space as well to serve both purposes. Could put a curtain up and make it more inviting. Cannot do pillows as it's on the heater.
Strategies for teachers to help children regroup themselves	Students can visit preschool or KG for "special time" - to go help organize things / assist Student can also go into another class - work well for younger children to go into an older class
Chairs - some do not like	Count the # chairs they don't like and eventually replace with the

the ones they have - more uncomfortable than the ones with the curved backs	more liked ones
Would love a specific remedial teacher to work 1:1 with children or small groups	Could have a specialist in to give teacher suggestions or give a workshop for the teachers. E.g. we have had speech, occupational, or behaviour therapist come in the past to provide suggest, support and sometimes work with one or a small group of students.
Occupational therapy	Someone seen outside but their services are connected to the classroom too - 1-2 sessions in the classroom as well is / would be beneficial
Deeper understanding of different learning styles, sensory needs and autism	More training, tools and strategies - with time to have the training and implement
Inclusive field trips	Make sure it is inclusive for all - provide adaptations as necessary
Communication with parents	Ongoing communication to ensure parents are kept in the loop about their child
Child studies	Now that we are re-establishing the rhythm of child studies again this year, we are noticing we are almost always doing child studies on neurodiverse children
Adaptations for individuals	Guidance around this - delivery and how to do it discreetly

- We created a document with links to resources for teachers on a wide range of diverse needs. This document includes contact information for specialists in the area.

Physical and Architectural Environment Barriers

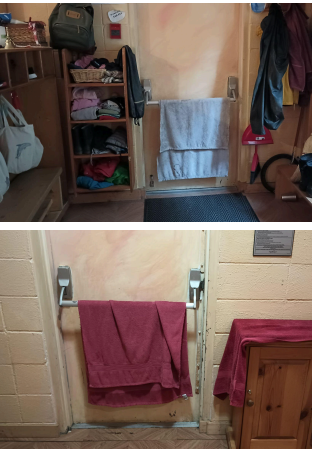
School Physical Accessibility Audit

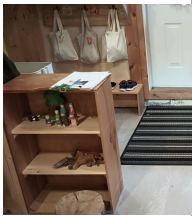
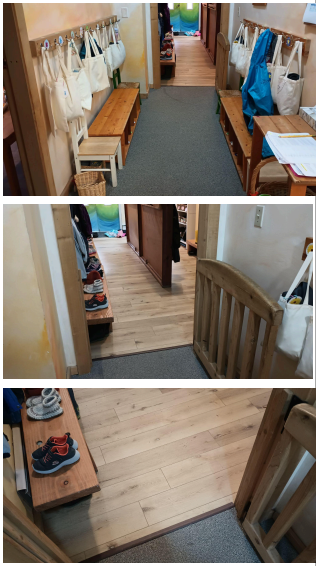
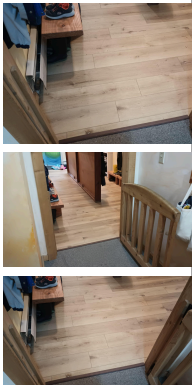
Items in green are either OK / are able to be adapted immediately, if needed

Items in yellow are higher priority Items in orange are longer term projects we may engage in if needed

Location	Current State	Comments	Picture (before)	Picture (after)	Complete?
Parking Lot	☐ OK ☒ Quick adaptation possible ☒ Replacement/ repair needed ☒ Longer term	Gravel was particularly tricky for wheelchair to travel over. Tried a long roll out mat (19ft) which helped considerably. This would be kept in the boiler room and brought out when needed. No accessible parking signage apparent. Signage recommended - though it's			☒ In progress - to complete by: tbd ☐ Complete ☐ No further action needed

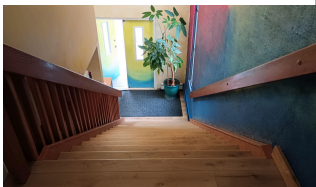
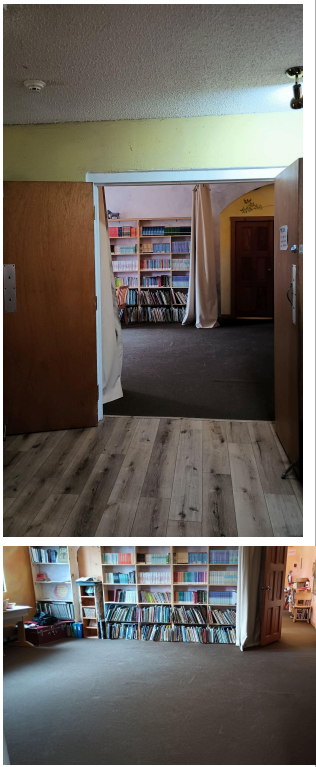
	project (if needed)	possible to park near the school entrance, signage would help people with access needs to know they are welcome to park a little closer. Alternatively, accessible parking signage out near the road with a number to call for assistance could suffice. Longer term project (perhaps with external grant money) could be a boardwalk along the edge of the grass/gravel or large paving slabs lining hedge.			
Black Top	☒ OK ☐ Quick adaptation possible ☐ Replacement/repair needed ☐ Longer term project (if needed)	Surface is very smooth and easy for wheelchairs to travel across.		N/A	☐ In progress - to complete by ☐ Complete ☒ No further action needed
Front door(s)	☐ OK ☒ Quick adaptation possible ☐ Replacement/repair needed ☐ Longer term project (if needed)	The wheelchair did fit through one door, though it was a little tight. However, the second door can be opened to give a much wider entrance.			☐ In progress - to complete by ☐ Complete ☒ No further action needed
Downstairs accessible washroom	☒ OK ☒ Quick adaptation possible ☐ Replacement/repair needed	Upon entry, realized some items were blocking the door slightly, and that the bins needed to be moved further away from the toilet, closer to the sink. The room is spacious with good access and appropriate handrails installed on the walls. The sink has no vanity/cabinet underneath, which makes it great for someone in a wheelchair to comfortably fit their knees under the sink whilst handwashing.			☐ In progress - to complete by ☐ Complete ☒ No further action needed

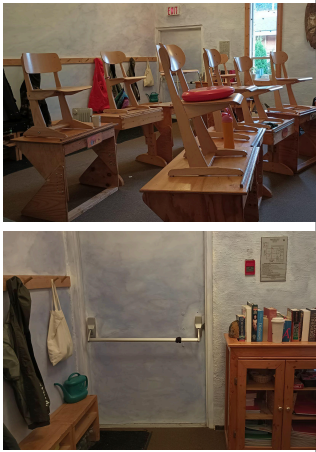
Downstairs hallway	☐ OK ☒ Quick adaptation possible ☐ Replacement/repair needed ☐ Longer term project (if needed)	The right side is more spacious than the left (due to one side of pegs not being in use). This would be the preferred entryway, so long as children's bags and coats did not stick out further than the bench. If needs be, the wooden benches could be moved out of the way to give an even wider space. The newly installed laminate wood floor is very smooth.		The benches are easily removable.	☐ In progress - to complete by ☐ Complete ☒ No further action needed
Kindergarten entrance	☐ OK ☒ Quick adaptation possible ☐ Replacement/repair needed ☐ Longer term project (if needed)	Door to classroom is wide enough, and the second door can be opened to allow a wider doorway. The classroom and main snack / activity table is currently set up for 15 children, none of whom, currently use a wheelchair. If there was a child in the class who used a wheelchair, some of the wooden furniture would be removed (i.e. the chairs) so that the child's chair could come up to the table.			☐ In progress - to complete by ☐ Complete ☒ No further action needed
Kindergarten fire exits	☒ OK ☐ Quick adaptation possible ☐ Replacement/repair needed ☐ Longer term project (if needed)	Wide enough. Open out onto concrete - good for wheelchair access. Community events are usually in here, so there is good access from the double doors in the main hallway or either of the fire exit doors.		N/A	☐ In progress - to complete by ☐ Complete ☒ No further action needed
Preschool room #1 (Koeun's)	☐ OK ☒ Quick adaptation possible ☐ Replacement/repair needed ☒ Longer term project (if needed)	Snack/activity table currently blocks entry/exit doors slightly for wheelchair access. If needed, there is enough room to swivel the table lengthways which would provide more room to maneuver around the outside of the table. The drinks carts near the door to the play yard can be rolled to the side to gain wider access to the door. There is currently a step up to get through the door; a mini removable ramp could be			☐ In progress - to complete by ☐ Complete ☒ No further action needed

		helpful as a longer term project. In the short term, access to fire exit would be through the Kindergarten fire exit doors (2 possible fire exits).			
Kitchen	☐ OK ☒ Quick adaptation possible ☐ Replacement/repair needed ☐ Longer term project (if needed)	Food prep that children do takes place at child level in the classroom (on low down tables). There would potentially be room above where the recycling and compost are kept, to create an accessible food prep area that was lower down than the rest of the countertops, if needed.			☐ In progress - to complete by ☐ Complete ☒ No further action needed
Corridor from kitchen to preschool gate	☐ OK ☒ Quick adaptation possible ☐ Replacement/repair needed ☐ Longer term project (if needed)	Once gate is fully open, it is wide enough for a wheelchair to get through (if a little tight). To make it easier, would quickly shuffle the benches down at the other end which would create more space for the exit at the gate end.			☐ In progress - to complete ☐ Complete ☒ No further action needed

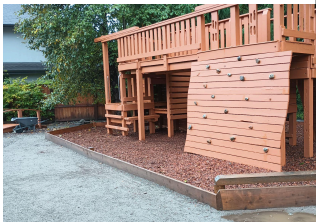
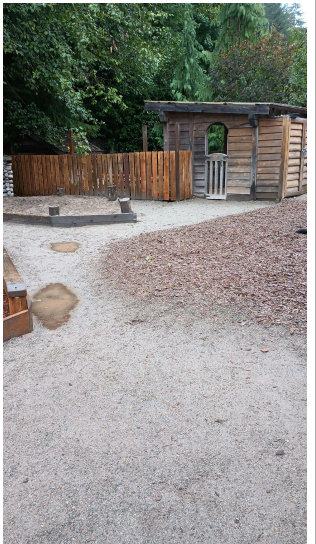
Accessible ramp - outside	☐ OK ☐ Quick adaptation possible ☒ Replacement/repair needed ☐ Longer term project (if needed)	Access to accessible ramp feels unsafe - currently quite steep and there is a drop off step where the ground should be flush with the ramp. This is a priority. Action needed - to raise the ground up to meet the ramp. Currently, assistance is required to get safely onto the ramp. Once on, the ramp felt a good gradient, however, it was recommended to double-check the gradient of the ramp against code (using height / length).		☒ In progress - to complete ☐ Complete ☐ No further action needed
1st floor entry way (from accessible ramp)	☐ OK ☒ Quick adaptation possible ☐ Replacement/repair needed ☐ Longer term project (if needed)	Entered through fire exit door - a little squeeze but possible. Quick adaptation would be to pull the benches out if needed. Was still possible to get through though. The newly installed laminate wood floor is very smooth.		☐ In progress - to complete by ☐ Complete ☒ No further action needed
Upstairs washrooms	☐ OK ☐ Quick adaptation possible ☐ Replacement/repair needed ☒ Longer term project (if needed)	Washroom on the left - is accessible, but not tons of space to turn around in. No grab bar. Left stall is slightly bigger. Right side is not wide enough for assisted transfer. The sink area has easy access for wheelchairs, as there is no cabinet on the right side. Summary - longer term adaptations such as handrails could be installed, however the main accessible washroom is functional downstairs, hence why this is not a priority at this time.		☐ In progress - to complete by ☐ Complete ☐ No further action needed ☒ Action maybe in the future

Business Admin office	☐ OK ☒ Quick adaptation possible ☐ Replacement/repair needed ☒ Longer term project (if needed)	Not currently a priority - the room is small but any visitors who do work, usually use the resource room which is bigger. A quick adaptation is to use the resource room for meetings as appropriate			☐ In progress - to complete by ☐ Complete ☐ No further action needed ☒ Action maybe in the future
Resource room	☒ OK ☐ Quick adaptation possible ☐ Replacement/repair needed ☐ Longer term project (if needed)	Computer work could be done here. The room is fairly small but it is still possible to access the desks if need be.	 	N/A	☐ In progress - to complete by ☐ Complete ☒ No further action needed
Grade 1 classroom	☒ OK ☐ Quick adaptation possible ☐ Replacement/repair needed ☐ Longer term project (if needed)	True for all classrooms - no chairs attached to desks which makes it easy to be adapted for a wheelchair (just remove the chair). Also, the desks are height adjustable.		N/A	☐ In progress - to complete by ☐ Complete ☒ No further action needed

Front office	☐ OK ☒ Quick adaptation possible ☐ Replacement/repair needed ☐ Longer term project (if needed)	Doorway feels narrow for a wheelchair. There are computers back there for staff that are down a step. However, if any visiting adults or staff members who used a wheelchair needed to use the computer, they could use the resource room.			☐ In progress - to complete by ☐ Complete ☒ No further action needed
Stairs	☐ OK ☒ Quick adaptation possible ☐ Replacement/repair needed ☐ Longer term project (if needed)	15x stairs from top to bottom. Discussed stairlift but would be a safety issue to significant amounts of young children that go up and down the stair. Quick adaptation - sign indicating wheelchair access is around the other side of the building.			☐ In progress - to complete by ☐ Complete ☐ No further action needed ☒ Action maybe in the future
Library	☒ OK ☐ Quick adaptation possible ☐ Replacement/repair needed ☐ Longer term project (if needed)	The carpet is great - smooth! Perhaps a bigger conversation, but interesting to think about which books are stored at wheelchair accessible height, and which are higher (or do they rotate?). Teachers ensure that library books are put away properly so that it is easy for people to get by.		N/A	☐ In progress - to complete by ☐ Complete ☐ No further action needed

Grade 2/3 classroom	☒ OK ☐ Quick adaptation possible ☐ Replacement/repair needed ☒ Longer term project (if needed)	Carpet is smooth. In the past, we have had students with special furniture or chairs in this classroom; it has worked well to seat them on the end of the row, next to their EA with a little more room. The fire exit is wide, but then there are escape stairs to reach the ground floor (rather than a ramp). However, the platform outside the fire exit is spacious enough for multiple people and wheelchairs at once, if needed. Longer term project if needed could be to look at what could be done structurally to alter this exit to make it wheelchair accessible (e.g. a lift?).		N/A	☐ In progress - to complete by ☐ Complete ☒ No further action needed ☒ Action maybe in the future
Grade 4/5 classroom	☐ OK ☐ Quick adaptation possible ☒ Replacement/repair needed ☐ Longer term project (if needed)	The carpet is trickier to move over - there are bumps and places where it has separated. Needs replacing.			☒ In progress - to complete by ☐ Complete ☐ No further action needed
Grade 6/7/8 classroom	☒ OK ☒ Quick adaptation possible ☐ Replacement/repair needed ☐ Longer term project (if needed)	The entrance doorway is bigger when the chalkboards are closed. Fire exit opens out onto accessible ramp. This door is bigger and wider than the entryway into the 1st floor. Opens out onto a flat part of the ramp that is easy to maneuver around for the final down ramp. Again, desks are adjustable, and furniture could be moved/shifted to accommodate more space for wheelchair access.			☐ In progress - to complete by ☐ Complete ☒ No further action needed

General - fire exit plans	☐ OK ☐ Quick adaptation possible ☒ Replacement/repair needed - possibly ☐ Longer term project (if needed)	To double-check these are kept in accessible spaces in each classroom, so they could be easily viewed in an emergency (i.e. not tucked behind furniture).		☒ In progress - to complete by ☐ Complete ☐ No further action needed
Access to back of play yard	☒ OK ☐ Quick adaptation possible ☐ Replacement/repair needed ☐ Longer term project (if needed)	Good, smooth concrete, flat surface (did have a few cracks but these have been filled recently - June 2023). It's fairly wide, although at a busy event or with children playing on/off here, it might quickly feel a little crowded.	N/A 	☐ In progress - to complete by ☐ Complete ☒ No further action needed
Access to play structure	☐ OK ☐ Quick adaptation possible ☒ Replacement/repair needed ☒ Longer	Getting up to play structure is OK (can go via flat concrete, then there is a small lip at the end). Small lip could be improved by bringing earth up to be flush with the concrete slab. Travel across the dirt towards the play structure is OK (used to have gravel but this has dissipated and is hard earth).		☐ In progress - to complete by ☐ Complete ☐ No further action needed ☒ Action maybe in the future

	term project (if needed)	Getting to the play structure is more tricky - there is a small wooden divider that is containing the wood chips from falling out of this area. The play structure does have some higher platforms that people could sit on but would need assistance getting up there. Currently no lift / host system and travel across the wood chips would be very tricky in a wheelchair. Longer term project could be to develop a different area of the play yard with some accessible activities such as a silk swing, or by making the mini bridge flush with the ground so that a wheelchair could go on/off.			
Access to preschool yard	☒ OK ☐ Quick adaptation possible ☐ Replace ment/ repair needed ☐ Longer term project (if needed)	Access here is good - travel along concrete slabs, then down small lip (which will soon be improved when we bring the earth up to meet it), then there is a sort of pathway towards the preschool yard. The ground underneath is fairly flat and hard. The pathway could be widened (e.g. by moving out some of the wood chips near the teeter totters.	 	N/A	☐ In progress - to complete by ☐ Complete ☐ No further action needed
Misc. / Equal participation in events	☐ OK ☒ Quick adaptation possible ☐ Replace ment/ repair needed ☐ Longer term project (if	For events, if there was an activity set up in an inaccessible place, would have an accessible station of the same activity set up either outside or in the parts of the building that are easiest to get to.	N/A	N/A	☐ In progress - to complete by ☐ Complete ☒ No further action needed

Attitudinal Barriers

- In our review of attitude of staff we found no barriers
- We will continue to engage in child studies which increase faculty/staff awareness of students with diverse needs.
- We will continue to invest in ProD opportunities with experts in the area of diverse needs and inclusion.

School Policy and Practice Barriers

- In our review of our school policy and practice we found not barriers.

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 have to 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](#)