

Comprehensive Needs Analysis
and Policies and Procedures Review
to Increase Access to Educational Opportunities
for Students with Disabilities

FINAL REPORT

Submitted to the

Justice Institute of British Columbia

Submitted by:

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Table of Contents

EXECUTIVE SUMMARY	1
Physical Accessibility	1
Marketing	2
Support Services	2
Instructional Issues	3
Corporate Direction	3
INTRODUCTION	4
METHODOLOGY	6
FINDINGS AND DISCUSSION	8
Physical Accessibility	8
Instructional Issues and Support Services	11
Marketing	11
Registration	14
Library	15
Instructional Accommodations	16
Accommodations for Evaluating Student Learning	17
Adaptive Technologies	18
Use of Interpreters	19
Inclusive Curriculum	20
Staffing	21
Corporate Direction	22
Strategic Planning Issues	22
Policy Issues	24
RECOMMENDATIONS	27
Physical Accessibility	27
Marketing	27
Support Services	28
Instructional Issues	28
Corporate Direction	29

EXECUTIVE SUMMARY

The Justice Institute of BC has recently moved to a new facility which is accessible to persons with disabilities and now seeks direction to better serve the needs of this group of potential students. This report summarizes the findings of a study commissioned by the Justice Institute to “determine what additional supports and services are required to provide a welcoming and understanding environment” for students with disabilities.

Two key ideas provide the context for these findings and recommendations:

- **“Persons with Disabilities”** is a broad term and includes not only those with physical impairments but also those with visual and hearing disorders, learning disabilities, etc.
- Post-secondary institutions have a **“duty to accommodate”** students with disabilities if those students can meet the essential requirements of a course or program.

The team used a multi-faceted approach to take a comprehensive look at the operations of the Justice Institute, including facilities, instructional strategies, marketing, support services, policies, procedures, and corporate direction.

We discovered that many individual personnel at the Justice Institute are already working to make it a place that welcomes students with disabilities. We are convinced that, with appropriate institutional leadership and commitment, the Justice Institute can move forward rapidly to better serve the needs of the disabled community. The following concrete recommendations should help the Justice Institute make a positive first step in this direction.

We recommend that the Justice Institute:

Physical Accessibility

1. Implement recommendations from the Facilities Report of July, 1995.
2. Implement a method of room booking which would allow classes which include disabled students to move to a larger room as necessary.
3. Undertake an annual evaluation of the physical facilities and develop an ongoing system for gaining feedback from staff and students regarding necessary improvements to the facility.

4. Require all off-site facilities used for training programs to meet accessibility guidelines.

Marketing

5. Develop and implement an overall marketing plan to proactively recruit students with disabilities.
 - Agencies serving the disabled community should be included on mailing lists and “speaking tours”.
 - Articles and ads should be placed in the major newsletters serving the disabled community.
 - All print materials should use “high contrast” design to aid those with low vision.
 - All marketing materials should include a statement like that in the new CCS calendar inviting students with disabilities to apply to Justice Institute programs.

Support Services

6. Design a common registration form to be used by all components of the Justice Institute which clearly states its commitment to serving students with disabilities and encourages disabled students to self-identify and seek assistance.
7. Investigate ways to improve the flow of information about disabled students’ special needs from the registration office to the program and instructional personnel who can act on it.
8. Install two TDDs (Telephone Device for the Deaf), one in the registration area and one in the library.
9. Purchase a CCTV magnification unit and one adapted computer station for the library.
10. Begin a dialogue with other post-secondary institutions to facilitate the sharing of other adaptive technology needed by persons with disabilities.
11. Designate a JI staff member to be a “referring agent” for the SETBC Adult Services Project.

Instructional Issues

12. Pursue further workshops and training for its current staff on skills like basic sign language and on topics such as accommodating disabled students in the classroom, inclusive curriculum, and working with students who have learning disabilities.
13. Include a workshop on awareness of people with disabilities as part of its orientation for all new employees.
14. Review existing course content to ensure that components regarding how to deal with and assist people with disabilities are present.
5. Review existing course content to ensure that curriculum is inclusive of persons with disabilities.
16. Support instructors in their efforts to provide learning materials and examination materials in alternate formats.
17. Charge a new employee or an existing staff person with the responsibility of coordinating the Justice Institute's program for serving the needs of students with disabilities.
8. Seek funding support from the Student Services Branch of the Ministry of Skills, Training and Labour for paying interpreters and student assistants such as notetakers, scribes, etc.

Corporate Direction

19. Develop, in consultation with other post-secondary institutions and agencies serving the disabled community (e.g., BCEADS), a proactive "access policy" which outlines the J. I.'s commitment to serving students with disabilities.
20. Revise existing policies as necessary to meet the needs of students and staff with disabilities.
21. Include in its next strategic plan specific activities to encourage the participation of people with disabilities in the operation of the Justice Institute both as students and personnel.
22. Charge individual academies with the responsibility to open discussions with client ministries regarding job qualifications and requirements which limit access to J. I. training by persons with disabilities.

INTRODUCTION

As a key component of the post-secondary education system of British Columbia, the Justice Institute

"enhances the quality of justice and public safety by developing and delivering training programs and educational services to practitioners and the public." (Mission Statement from Annual Report 1994-1995).

Since 1994 when its last Strategic Plan was compiled, the Justice Institute has moved forward in a number of new and innovative directions to fulfill this mission. For example, the Justice Institute has:

- opened a major new facility in New Westminster
- developed more employment readiness and pre-employment training programs
- extended its outreach delivery methodologies
- begun to expand its traditional client base to include potential students not served in the past

These are important developments for persons with disabilities who, in increasing numbers, are wanting to take advantage of the Justice Institute's high quality programs. The new building represents a quantum leap forward in accessibility for potential students with disabilities. Innovative programming and delivery offer opportunities not available before. The recognition that its clientele is extending beyond the traditional offers great hope for persons with disabilities.

This report represents another step forward in the Justice Institute's efforts to welcome students with disabilities to its programs. Recognizing that, as a post-secondary institution, it has a duty to accommodate students with disabilities where they can meet the essential requirements of a course or program and that an accessible building is only the first step, the Justice Institute, with funding support from the Skills Now Initiative, commissioned this needs analysis study to:

"determine what additional supports and services are required to provide a welcoming and understanding environment".

This report presents the methodology, findings, and recommendations of that study. In presenting the findings, we start first with the "concrete" issue of facilities; then we move to the front-line activities of instruction and support services; finally we deal with overall corporate direction.

Two key ideas have informed our thinking. Understanding them is essential to grasping the full significance of our findings.

- First, we want to emphasize the ***breadth of the term "persons with disabilities"***. We have used the definition developed by the Disability Resource Centre at UBC:

"Persons with disabilities are persons who:

a) have a significant and persistent mobility, sensory, learning, or other physical or mental health impairment which may be permanent or temporary in nature; AND

b) experience functional restrictions or limitations of their ability to perform the range of life's activities; AND

c) may experience attitudinal and/or environmental barriers which hamper their full and self-directed participation."

- Second, we have based our recommendations on a post-secondary institution's ***"duty to accommodate"*** students with disabilities. Both the federal Charter of Rights and Freedoms and the B.C. Human Rights Act make discrimination against a person with a disability illegal. It is the responsibility of colleges and institutes to take the necessary steps to accommodate students with disabilities if those students can meet the essential requirements of a course or program. This means that institutions must provide remedial programs and various kinds of assistance to ensure that the disabled student can access a chosen program. Students not afforded adequate accommodation have access to the Human Rights process to press their cases. A significant body of case law is now building up in support of their claims. Institutions which do not act on their "duty to accommodate" leave themselves open to litigation.

METHODOLOGY

To conduct this needs analysis, a 3-person team composed of Marg Penney, Betty Nobel, and James Ludvigson undertook the following activities:

- a **tour** of the new facility using an accessibility checklist synthesized from several sources. We were accompanied on this tour by David Allen (Manager, Facilities), Pam White (Manager, Human Resources), and Shelley Rivkin (Program Director, Career and Community Studies and key client contact for the study)
- **document analysis** of the current policy manual, strategic plan 1994-1996, current annual report, 2 editions of the Interdisciplinary Studies course catalogue, and a selection of program brochures and course manuals
- **interviews** with selected personnel, including
 - ◆ Debra Dolan, Supervisor, Registration Office
 - ◆ Martha Joy, Program Planner, Child and Youth Care Program, I. D. S.
 - ◆ David Keillor, Program Coordinator, Employment Readiness Program, Corrections Academy
 - ◆ Peggy John, Manager, Public Relations
 - ◆ Pam White, Manager, Human Resources
 - ◆ Flora McLeod, Program Director, Education Services
 - ◆ Christine Babek, Librarian
 - ◆ Paul Tinsley, Deputy Director, Police Academy
 - ◆ David Busse, Program Director, Paramedic Academy
 - ◆ Irwin Devries, Program Director, Courts Academy
 - ◆ Sandra Enns, Program Director, Fire Academy
 - ◆ Pat Ross, Dean, Career and Community Studies
 - ◆ Larry Goble, President
- development and delivery of a **workshop** for staff (given twice). It was designed to increase overall **awareness** about the variety of different disabilities (visual, hearing, mobility, learning disabilities, etc.) and appropriate ways to respond to potential students with disabilities so as to make the Justice Institute a more welcoming environment. Responses of participants in these workshops gave us valuable insights into barriers which might be faced by disabled students at Justice Institute.

- development and delivery of a ***workshop for instructors*** and those who work with instructors focussing on accommodating disabled students in the classroom.
- ***information gathering*** from key community agencies serving people with disabilities and other post-secondary institutions, including:
 - ◆ B.C. Educational Association for Disabled Students (BCEADS)
 - ◆ National Educational Association for Disabled Students (NEADS)
 - ◆ UBC Disability Resource Centre
 - ◆ Special Education Technology Centre of BC Adult Services Project (SETBC ASP)
 - ◆ Association of Learning Disabled Adults (ALDA)

 - ◆ BC Institute of Technology
 - ◆ College of New Caledonia
 - ◆ Kwantlen University College
 - ◆ Malaspina University-College
 - ◆ Vancouver Community College
 - ◆ University College of the Fraser Valley

 - ◆ Ministry of Skills, Training and Labour
- ***compilation of a final report***

FINDINGS AND DISCUSSION

Physical Accessibility

It was evident from the facilities assessment (done in July, 1995) that a great deal of care had been taken in the design and construction of the new facility to ensure its accessibility for persons with disabilities (for the full text of the facilities report, see Appendix A).

High points of the new building were:

- well designed parking and outer access to the building
- smoothly operating automatic doors
- roomy elevators with braille markings
- reception area with wheelchair height counter
- accessible washrooms and wide hallways

Several recommendations were made, however, for improvements to the facility most of which would involve relatively small expenditures. More substantive recommendations included the following (not in order of priority):

- brightly coloured, tactile strips on stairways to aid those with low vision
- non-slip treads on stairways
- the replacement of the recessed symbols presently used on the doors of washrooms and classrooms with raised symbols which are more easily identified by touch
- new signage which uses high contrast (both visual and tactile)
- high contrast maps beside the elevators
- an audiotaped introduction to and "map" of the campus for visually-impaired and learning disabled students
- finding a way to eliminate the echo in breakout rooms which is a barrier for students with some kinds of hearing problems
- automatic doors at the entrance to the library and in the hallway between the cafeteria and the gym
- an audible signal indicating on which floor the elevator has stopped
- flashing lights to indicate a fire alarm to aid deaf students

Although a lot can be learned from a carefully conducted 1-day tour of the facility, much more is discovered as staff and students "live" in the facility on an

ongoing basis. The following additional concerns surfaced in the interviews and workshops and pointed to new issues or reinforced existing recommendations:

1. When a deaf student enrolls in a course and brings 2 interpreters (as is necessary for a full day of classes), the number of people in the designated room exceeds what is desirable. Overcrowding might also be a problem if a student using a wheelchair attended a fully enrolled course. It was suggested that a method of room booking be adopted which would allow classes which include disabled students to move to a larger room as necessary.
2. Classroom lights have no provision for "dimming". For a deaf student carefully watching an interpreter all day under glaring lights, this is very tiring. For some students with visual impairments excessive glare reduces visual functioning. Some method of modulating classroom lighting was suggested.
3. The bright red strips on classroom floors are similarly very fatiguing for a deaf person, if they constitute the backdrop in front of which an instructor or interpreter stands or sits all day. Instructors should be advised of this.
4. Justice Institute classrooms are well provided with audio visual equipment but instructors must remember to use it in a way that helps rather than hinders a disabled student's learning. For example, the hum created by an overhead projector fan can be a barrier for students with some kinds of hearing problems. Instructors should be careful to turn these off when not in use.
5. Many staff noted the absence of a Telephone Device for the Deaf (TDD) and voiced a strong need for one.
6. The absence of an outdoor telephone at wheelchair height was mentioned.
7. One participant suggested making the First Aid Room into a health room which could be used by students who need to administer medications during the day or those who tire easily and may need (for medical reasons) to rest briefly between classes.

Additional accessibility issues surfaced as well:

1. Some workshop participants identified the need for information on the accessibility of accommodations and restaurant facilities for students who come to the Justice Institute from out of town and "board" for a period of time.
2. The Justice Institute offers programs on an outreach basis in out-of-town locations. Such facilities need to be assessed for their accessibility and the

Justice Institute should consider adopting a policy that only accessible facilities will be used for off-campus delivery.

The emergence of new ideas as noted above reinforced the idea that ***facilities assessment is an ongoing process***. There are still facilities issues to be addressed and we believe staff and students should have some way of continuing to give feedback on desirable facilities changes on a continuing basis. The Maple Ridge Fire Safety Training Centre and the Boundary Bay facility were not included in the terms of reference for this study and will need to be looked at in the future.

Instructional Issues and Support Services

In our discussions with Justice Institute personnel we found individual examples of people who are working hard to create a welcoming environment for people with disabilities at the Justice Institute.

- An instructor told us of a deaf student who, with her help and the assistance of 2 interpreters in the classroom, successfully completed the first phase of the Child and Youth Program.
- A staff member recalled helping wheelchair users from the local community who came to use the library.
- A program director spoke of making special efforts to target student recruitment towards people with disabilities.
- An administrator voiced innovative ideas about recruiting staff with disabilities.
- A program director provided us with a copy of an academy policy allowing for oral examinations in place of written ones.
- A director shared with us the experience of taking a telephone inquiry from a learning disabled student and the willingness of that academy to sponsor assessments for such students.

From our workshop sessions with staff it was obvious that many more are ready and willing to take up the challenge. The vast majority of personnel exhibited a cheerful and welcoming attitude, which is the precursor of future successes dealing with persons/students with disabilities at Justice Institute. What they need now are specific suggestions about what to do (many are provided herein) and leadership at the highest level within the institution to support their efforts.

Marketing

Historically, the Justice Institute has provided recruit training through its five academies as well as fee for service and contract training through its Career and Community Studies Division. Because of its provincial designation as the primary educational institution providing justice and public safety training and the emphasis on post-employment training, most of the marketing initiatives undertaken by the Justice Institute have come out of the Career and Community Studies Division. Typically, most academies would notify their client ministries of the range of courses offered and the start dates. With the introduction of employment readiness programs and some fee for service courses, individual academies have begun to market their course offerings. No central guidelines have been established and each academy has pursued its marketing initiatives through individually developed course calendars, program brochures, or print media advertisements.

For the past ten years, Career and Community Studies has produced a comprehensive course calendar three times a year as well as sending out follow up brochures. A standardized format has been established and specific efforts have been made to reach a broad audience. Currently Career and Community Studies has a mailing list of over 10,000 listings.

Several academies have now recognized the need to venture beyond their traditional clientele to truly serve the justice and public safety training needs of the province. One Academy (Corrections) indicated that they were moving away from the mass print media and focussing more on personal contact by marketing through the local service delivery units. They were very interested in recruiting students with disabilities.

Although the Public Relations office is not charged with the responsibility to bring students in the door, the new Manager, because of her expertise, has begun to serve as an internal consultant to programs in the design of their brochures and overall recruitment strategies. We suggest that this practice continue since that will create some consistency of approach which makes it more likely that marketing efforts will reach the disabled community.

Since print materials distributed through the mails will likely continue to serve as a primary recruitment vehicle, we offer the following observations and suggestions to make them more effective as a means of attracting students with disabilities:

1. Brochures need to be printed in a way that creates a high level of contrast to aid those with low vision. Any two contrasting colours provide good visibility; 3 or 4 colour brochures are harder for those with low vision to decipher. White print on a dark green background (example: Training for Trainers, Spring/Summer 1995) works well; white print on a yellow background (example: Technical Math) doesn't. Also "busy backgrounds" cause visibility problems. The white print against the green and white artist's conception of the new campus on the PEP Course Descriptions (April 1995-March 1995) brochure is really difficult to make out.
2. The "Students with Disabilities" section in the Career and Community Studies fall calendar is good. We recommend a condensed version of that be a standard item for inclusion on all course brochures.
3. The brochure for the Employment Readiness Program for Community Program Workers Course: Adult/Youth Probation Officer has a section on the inside that reads:

"This is an equal opportunity program. Women, minority groups, and Aboriginal people are encouraged to apply."

We were distressed by the obvious omission of persons with disabilities and question why this is so. It also raises the more basic question of who is eligible to enroll in Justice Institute programs which will be addressed in more detail below.

4. Mailing lists need to include the names and addresses of the major agencies serving persons with disabilities (for a list of these, see Appendix B). The CCS mailing list includes all the major organizations and individual academies may wish to access it. It is our opinion that the more centralized these services become, the more likely it is that the needs of people with disabilities will not be forgotten.
5. Many of these agencies also publish periodic newsletters. Other post-secondary institutions are advertising specific programs to which they want to attract disabled students in these periodicals (for an example, see Appendix C). The Justice Institute could also contact these publications to run an article about the new accessible facility or to feature an article about a disabled student who has completed a Justice Institute program and gone on to success in the workplace.
6. Even business cards are a part of Justice Institute's print marketing strategy. We suggest that the needs of persons with low vision be kept in mind when font and type size are chosen. As a pilot, some programs might like to have a certain portion of their cards "brailled".

However, marketing should involve strategies other than print materials and mailing lists. We offer the following suggestions regarding **other marketing strategies**:

- . The Manager of Public Relations and other J. I. staff make periodic presentations to a wide variety of groups in the community. We suggest Justice Institute staff who do so:
 - include agencies who serve persons with disabilities when they plan promotion efforts in the community
 - include in such presentations a clear statement that the Justice Institute welcomes students with disabilities to its programs.
 - use presentation strategies which ensure that audience members with hearing and visual impairments can get the full impact of their presentations, for example, providing information in alternate formats (for more detail, see handout material used for the instructor workshop which is included as Appendix D)

2. Consider approaching the local community cable channel in New Westminster about a feature on the "new post-secondary institution in town".

All these suggestions, however, require an answer to the bigger question of which programs are and which programs are not open to persons with disabilities. We recognize that some programs could not accept students with certain disabilities because of the physical requirements of the job into which the students would go. For example, a blind person might not be able to do the job of a probation officer because of the need to make visual identification in court; the physical requirements of some jobs in policing and the paramedic area would make participation by wheelchair users impossible. However it was clear to us from the information provided by staff that people with other disabilities can do many of these jobs and in some cases are already doing so. We suggest that all academies review their programs and clearly identify those in which people with various disabilities could be successful. It is important to keep in mind the wide variety of disabilities included under this umbrella term.

People with partial vision, blind persons, people who are deaf, people who are hard of hearing, people with learning disabilities, those with differing degrees of mobility problems - all have different disabilities, and, more importantly, different abilities.

And the Justice Institute has

"a duty to accommodate students with disabilities where they can meet the essential requirements of a course or program"

With these considerations in mind, we recommend that an overall marketing plan to proactively recruit students with disabilities be developed. We further suggest that this begin with a thorough discussion of the Justice Institute's duty to accommodate as expressed above which would result in a full listing of courses and programs which would welcome persons with disabilities as students.

Registration

All registration for the Justice Institute's fee for service courses is handled by the Registration Office. However, each academy has designed its own registration form based on its perceived needs for student information. Consequently there is a lack of consistency in the registration information collected.

The registration form in the new CCS calendar has a good question about special requirements for disabled students. However, we were told that the vast majority of the registrations are done by phone and the form used for that does not have the question about special needs of the disabled. We also noticed that

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several of the individual brochures have registration forms as a "tear-off flap"; not all of these had the question regarding needs of the disabled. Registration staff also noted the lack of a TDD to serve deaf students who wish to register by phone.

Another issue that surfaced was the concern that, even if information regarding special needs were elicited on the registration form, there is at present no way to ensure that such information gets to the instructional staff who could make best use of it.

We noticed from a study of your Strategic Plan that one of the action items (C7) for completion Sept. 1994 was to"

"Review current registration procedures. Investigate the need for a Justice Institute registrar and examine potential for computerized central registration system for all Justice Institute students..."

Standardization of the registration information to be collected and putting the process "on-line" with a TDD available to assist would go along way toward serving disabled students better. If this were part of a student information system which could be accessed directly by program personnel, then the problem of information flow would also be addressed.

One further concern surfaced. It was feared that students might not answer the question on the registration form about their disability if they thought that such information might be used against them in the acceptance process. In the CCS calendar a disclaimer on the form assures the student that this information will not be used in the decision to accept a student. Another possibility is to seek information about special needs only after the acceptance decision is made. This issue deserves further exploration.

We learned that one or more staff in the registration area had some training in basic signing skills. This is a valuable kind of training to provide for more of the front line staff, including not only the registration staff, but also reception and library staff.

Library

The problem of gaining access to the library and the need to install an automatic door has already been addressed in the facilities report.

The library staff have already taken several steps towards making their service more accessible. A wheelchair accessible computer station has been created and most stacks are at an accessible level; staff are available to assist those who cannot reach the higher shelves. We suggest the purchase of a CCTV

magnification unit for use by students with low vision. Other adaptive technologies are addressed in a later section of this report and the Justice Institute is encouraged to explore purchase or sharing of equipment with neighboring institutions like Kwantlen University College and Douglas College.

Staff of the library are currently checking to see which videos in the current collection are captioned. We suggest that some form of captioning be a selection criterion for all future purchases. We believe the staff are also building up a collection of videos that promote awareness of people with disabilities and some videos on specific disabilities. These will be useful in those program areas which include "awareness of disabilities" as a program component. Some programs within the police and courts academies and the recent "taxi-host" training include such awareness level instruction. We suggest that all programs consider this as an essential component in the future.

Instructional Accommodations

When instructors are faced with teaching a person with a disability, they often feel inadequate because of lack of knowledge. Sometimes they fear making a mistake in interacting with a person who has a disability which will cause both people embarrassment. But the real concern of many instructors is that they will have to radically change their teaching strategies to accommodate the student with a disability. This is sometimes true, but not often necessary. In fact, instructors sometimes find that methodologies that work better for students with disabilities also help the whole class to learn.

The Justice Institute's courses are well designed and are delivered in a variety of ways, including distance delivery methods. As with most post-secondary education, there is a heavy dependence on print materials (for both instruction and student evaluation) which carries with it a built-in disadvantage for those who have visual impairments. Making materials available in alternate formats (including audiocassette or computer disc for use with a computer equipped with speech and large print access software) is a key issue for the Justice Institute.

Many specific suggestions regarding classroom accommodations (especially for students with visual, hearing, mobility, and learning disabilities) were presented in our instructional workshop. Highlights of these are listed below (for more detail, see Appendix D):

- present material in class in more than one format (e.g., speak as you write on the board or overhead projector; read aloud material handed out in class - at least the highlights - especially if it is to be used immediately)
- avoid excessive glare (to aid those with visual impairments) and keep background noise to a minimum (to aid those with hearing impairments)

- provide handouts covering class materials so that copious notetaking is not necessary
- use textbooks/resources that are available in alternate formats (e.g., cassette, on computer disc)
- provide alternate assignments, such as allowing a student to write a major paper instead of taking several multiple choice exams (useful for students with learning disabilities)
- make teacher-prepared material available on computer disc
- allow additional time for exams if needed
- provide a list of assigned texts and support readings as far in advance of the course as possible so that students can arrange to have books taped or brailled
- allow the use of tape recorders/computerized notetakers in class
- allow preferential seating for students who may need to sit close to the chalkboard or near an electrical plug to use assistive devices
- use captioned films and videos
- provide advance notice for field trips so that adequate transportation arrangements may be made by those with physical disabilities

When implementing these suggestions, however, it is important to remember that each person's disability is different. What works for one student may be of no help and may even be a hindrance to another. Instructors are advised to discuss individual needs with each student.

Accommodations for Evaluating Student Learning

Current practices regarding evaluation of student learning will need to be examined as well. Some students may need flexible time limits on writing exams; others may need to have their learning assessed in ways that do not put them at a disadvantage because of their disability. The Fire Academy's policy on allowing oral exams in place of written ones will benefit students with learning disabilities, for example.

Many specific suggestions regarding accommodations for evaluating student learning (especially for students with visual, hearing, mobility, and learning disabilities) were presented in our instructional workshop. Highlights of these are listed below (for more detail, see Appendix D):

- alternative projects or an alternative form of the assignment (e.g., a verbal report rather than a written/drawn project for a student with restricted use of her/his hands)
- flexibility with timelines for assignments and examinations

- allowing the use of specialized writing equipment for tests and exams, ranging from braille writers to typewriters and word processors; exams may need to be prepared in alternate formats as well
- for oral assignments, allowing a student who uses a sign language interpreter to give his/her presentation in sign language with an interpreter, or substitute a written assignment
- alternative assignments for field components which are not accessible.
- written exams as alternatives to orals for those whose mobility impairment affects their speech
- oral exams as alternatives to written exams for those with physical impairments affecting their hands

As above, however, it is important to remember that each person's disability is different. What works for one student may be of no help and may even be a hindrance to another. Instructors are advised to discuss individual needs with each student.

Adaptive Technologies

There is a full range of adaptive technology designed to help people with disabilities succeed in an educational environment. Before considering the basic equipment required to serve adults with disabilities, it is important to know what resources are available to assist in the decision-making. Most agencies that provide services to people with disabilities have on-site experts who can assess the technology needs of those they serve. Those service providers are also aware of the range of technology, what it will do and what it will cost.

In general, if the Justice Institute equips one computer station in the library, it should be loaded with a commonly used word processing package such as MS Word or WordPerfect, adaptive software such as Access DOS and Handy-Word to assist physically disabled people with keyboarding and word prediction, Zoomtext large print access software, and speech access software such as Business Vision or Screenpower. Adapted mouse access should also be provided. The system can be arranged so that the adaptive software can be loaded with batch files as it is needed by the student. If the computer runs Windows, additional speech packages such as Winvision or Screenpower for Windows are also required. If Screenpower is chosen as the speech access package, a synthesizer must also be purchased. It is also helpful if the monitor is larger than normal, with a screen measuring 17 to 20 inches. A computer station of this type can be fully equipped including the computer for approximately \$8,000 to \$10,000. In addition, it is recommended that the institution purchase a CCTV, which is a device used to magnify print so that those with low vision can read books and other material. CCTVs cost approximately \$4,000.

Depending upon the disabilities of most of the students attending Justice Institute classes, purchase of a braille printer or optical scanner can be considered. However, as these items would cost an additional \$8,000, obtaining them is only recommended if students needing that kind of equipment regularly register in Justice Institute programs. Students who are enrolled in classes at post-secondary institutions have access to a equipment loan bank funded by the Ministry of Skills, Training and Labour. The Adult Services Project, with the assistance of SETBC, administers this program. Students apply through a referring agent at each institution and equipment is loaned to the institution which then makes it available to the student. A screening committee of the Adult Services Project discusses and approves student requests which are appropriate, and low tech solutions are often considered. Short term loans of high cost equipment to serve specific students can be arranged, particularly if institutions are fundraising to purchase equipment of their own. However, most student needs can be met through the usual process. If institutions have equipment available to students on campus, requests are generally made for either laptops, word processors, or desktop personal computers with adaptive software that students need at home to do assignments. It is expected that students will have access to printers on campus to print out assignments for instructors.

Other equipment such as FM listening systems can be loaned to students, and the equipment is then set up with the help of a qualified audiologist. Portacaptioning is also being used at some institutions. A standard list of Adult Services loan equipment is available from SETBC (contact Gladys Loewen, Project Manager at 264-8295 to establish a referring agent, and obtain the list).

Use of Interpreters

Most deaf people, and some who are hard of hearing, use interpreters to facilitate communication in the classroom. Many people have good sign language skills, but it takes special training to become an interpreter. To date, the Justice Institute has not received funding from the Ministry of Skills, Training and Labour to assist students cover the cost of interpreters. Therefore, only students whose employers were willing to cover the costs of interpreters were able to attend Justice Institute courses. The Justice Institute has been advised that it will be eligible for student support funding once it is able to demonstrate a demand for the courses by students who are deaf. The lack of this service could constitute a major barrier for a student who could not get support from an employer or a student taking a pre-employment program.

When hiring an interpreter, it is important to make sure that the interpreter is registered with the Association of Visual Language Interpreters of Canada, as there are specific pay scales, a code of ethics, and other standards which

members must follow. The student who will be using the interpreter should also be consulted to make sure that she or he feels comfortable with the interpreter.

Because of the physical demands of the interpreting profession, interpreters must have a short break every half hour if they are interpreting steadily, and can not generally work for a full day. A professional interpreter can assess an instructional situation and recommend that another interpreter be used if necessary.

As most interpreters work on a contract basis, it is important to be clear about what happens if a student does not attend class or if the interpreter must miss a given day. In most interpreting environments, it is part of an interpreter's work to go over technical vocabulary and to become familiar with the subject matter. Therefore, the amount of preparation time should be discussed as part of the contract.

Accommodations in the classroom when interpreters are present were dealt with in our workshop. For further information about interpreters, see Appendix E.

Inclusive Curriculum

"College classrooms are comprised of learners from a wide variety of backgrounds, experiences, and identities. Inclusivity can be defined as any attitude, action or classroom practice that aims to recognize these diverse individuals and groups by providing opportunities for full and equal participation. Inclusivity addresses differences of all kinds, including those based on gender, race, class, culture, religion, sexual orientation, **disability** and age."

(From Samuel, M. et al. (1993). *Pro diversity: A guide for achieving equity in the classroom*. Toronto: George Brown College)

Inclusive curriculum is a broad based concept promoting opportunity for full participation and equal outcomes for all students, which includes students with disabilities. To be inclusive in our classrooms means not only to accommodate our teaching and evaluating methods to the needs of students with disabilities (as discussed above) but also to examine the curriculum and learning materials we use for bias. Like most post-secondary institutions - and perhaps more so than some - the Justice Institute reflects an "ablist" bias in its learning materials and curriculum. For example, learning materials, case studies, and videos/training films portray primarily able-bodied persons doing the key jobs for which the J. I. provides training.

Program developers and deliverers at the Justice Institute need to examine their curriculum and ask themselves questions like the following:

- Have I included persons with disabilities when I describe examples of people doing the job for which I am preparing my students?
- Have I depicted persons with disabilities in a stereotyped way in my materials?
- Have I used language that excludes people with disabilities?
- Have I avoided humour which demeans people with disabilities?
- Have I prepared a strategy for handling student comments in class which demean persons with disabilities?
- Have I included in my course general awareness level instruction to acquaint the justice and safety personnel am training with the special needs of people with disabilities?

These are just examples of the kinds of questions to be asked about curriculum. We strongly recommend that the Justice Institute pursue inclusive curriculum training for its program developers and that it encourage the evaluation and revision of existing curriculum to improve its inclusiveness.

Staffing

A significant barrier to attracting and serving students with disabilities is the lack of designated staff to support students with disabilities. In these times of restraint we hesitate to suggest the creation of a new position. However, we urge the Justice Institute to consider at least a half-time position, perhaps modeled on the position of First Nations Advisor, and to seek innovative ways to fund support services in this area. This will require a commitment of J. I. resources as well as government support. Creation of a focal point for disabled services will continue the process of raising the overall awareness of Justice Institute staff and be a catalyst for better services to the disabled community. Sample job descriptions from other institutions for people who advise disabled students are included as Appendix F.

As more students use the Justice Institute campus on a continuous basis, it may become necessary to employ a counsellor to help students deal with personal issues, stress management, test anxiety, etc. It may also become imperative to encourage the development of a student association that would assist in advocating for students, or provide volunteers to assist other students in their studies.

It is certainly true that the development of a strong support service network within an institution would not only benefit students with disabilities, but others as well.

Corporate Direction

When the Justice Institute made the decision to commission this study, it made a very public commitment to making the changes necessary to better serve the needs of students with disabilities. In so doing, it joined the ranks of a growing number of institutions - both public and private - who are increasing their efforts to accommodate persons with disabilities.

Now it must translate that commitment into action and reflect it in the documents that guide its everyday operation and planning for the future. In this section we analyze the current strategic plan and suggest issues to be resolved in the next cycle of planning. We also examine existing policies, make suggestions about possible revisions, and suggest that the commitment to serving students with disabilities be institutionalized in the form of an **access policy**.

Strategic Planning Issues

The 1994 Strategic Plan for the Justice Institute includes many priorities and new directions which, if pursued, would greatly help the Justice Institute to better meet the needs of students with disabilities. Since the time is almost here for revisiting the Justice Institute's Strategic Plan, we offer the following comments as input to the next cycle of strategic planning at the Institute.

Among the trends which were identified as major factors affecting the operation of the Justice Institute in the next 3 years, the most relevant to persons with disabilities were:

- growth and change
- decentralized delivery
- more pre-employment training
- inter-academy collaboration
- expanding clientele

Taken together these all speak to the need for and opportunities for greater participation of persons with disabilities in justice and safety training. These factors are as relevant today as they were in 1994.

It was pleasing to see the emphasis on expanding beyond the traditional clientele of the Justice Institute but distressing to see that persons with disabilities were not included in these statements. We were assured that this was an "error of omission not commission" but urge the Justice Institute to take immediate steps to remedy this.

For example, goal #6 under Leadership and Governance reads:

“Promote the involvement of women, First Nations people, and minority groups.”

The omission of persons with disabilities is obvious. While it is true that many Justice Institute programs make physical demands on students, this is not true of all. Also, it must be remembered that the phrase “persons with disabilities” includes a wide variety of disabilities, not just mobility impairments. We hope this omission will be remedied not only in the plan but also in the advertising and marketing materials referenced elsewhere in this report.

Activities which flow from this goal include (from p. 13):

“A13: Develop an awareness training program for all staff regarding employment equity.

A14: Develop a proposal to promote broader application of employment equity in Justice Institute employment practices.

A15: Develop a market strategy to enhance training opportunities for target groups.”

We urge the Justice Institute to re-commit to these goals and activities as it moves forward and to take steps to ensure that the needs of persons with disabilities are not ignored in the next cycle of planning.

For persons with disabilities, the other key section of the Strategic Plan is Initiative B, Programs and Instructional/Student Services. Key goals here are:

“1. Provide an instructional environment that maximizes educational opportunities for students.

3. Provide physical facilities and support services conducive to student learning.

5. Provide professional, courteous, and efficient services to students.”

These are important goals for all students, but the specific actions which flow from them may vary if the needs of disabled students are kept in mind. The Justice Institute has moved a quantum leap forward in providing an accessible building for disabled students. The next priority is to provide the other supports necessary to ensure that learning occurs for all, things like:

- interpreters for deaf students
- learning materials in alternate formats for those who cannot use print materials
- adaptive technologies

and many things already recommended elsewhere in this report.

The goals and values expressed in the Justice Institute's existing Strategic Plan hold much promise for persons with disabilities. Now is the time to renew this commitment and to move to specific implementation.

Policy Issues

Although the primary focus of this study is on students, our review of existing policies also surfaced some issues which might impact on staff of the Justice Institute who have disabilities. Below are listed policies which might relate to persons with disabilities. We point out both positive measures already taken by the Justice Institute and issues we think could use further discussion. The comments/questions provided could guide that discussion:

Index #	Topic	Comments/Questions
1100 & 4200	Occupational Health & Safety Safety	<ul style="list-style-type: none"> these policies call for any employee/secondee/student who observes an unsafe/harmful condition to report same to a Director. It should be noted that a condition which is not "unsafe or harmful" to an able-bodied person may represent a danger to a person with a disability. The Justice Institute may want to use a "disability lens" when examining potential dangers in the workplace the Justice Institute might want to arrange for a disabled student or employee to sit on the OH&S committee. provisions for evacuation of persons with disabilities should be included here as well
1190	Staff Orientation	<ul style="list-style-type: none"> disabled staff or students might need a special form of orientation as mentioned in the facilities report (e.g., an audiotaped map of the campus for the visually impaired) all staff should receive as part of their orientation an awareness session on how to assist persons with disabilities (similar to that done for Justice Institute staff this fall)
1202	Hiring Procedure	<ul style="list-style-type: none"> we applaud the commitment to flexible working arrangements indicated in clause 3 of this policy; this is a real plus for persons with disabilities

		<ul style="list-style-type: none"> • we suggest adding a clause indicating the Justice Institute's commitment to hiring persons with disabilities and procedures for making sure that advertising for positions reaches the disabled community
1250	Harassment Policy	<ul style="list-style-type: none"> • we applaud the inclusion of personal harassment and the reference to B.C.'s Human Rights Act which prohibits discrimination on the basis of disability (among other grounds) • clause 2.1.1 says that "students may seek advice from their instructor or program director" but provides no alternative in case the alleged harasser is the instructor or program director. • the procedures appear to have been written to handle disputes between Justice Institute personnel; perhaps they should be reviewed by a group including students to see if they would work as well for students
2030	Use of Telephone by Students	<ul style="list-style-type: none"> • this policy should be revised to include the provision of a Telephone Device for the Deaf (TDD)
3010	Informational Pamphlets, Brochures & Publications	<ul style="list-style-type: none"> • this policy could be revised to include suggestions made above regarding production of brochures • commitment to providing information in alternate, non-print format should be included as well
3051	Travel Expenses	<ul style="list-style-type: none"> • the Justice Institute could demonstrate its commitment to serving persons with disabilities by incorporating in this policy specific clauses dealing with special travel needs of persons with disabilities
3164	Room Booking	<ul style="list-style-type: none"> • a recommendation about the internal room booking system was made above; enshrining this in policy would reflect a commitment of the Institute to serving persons with disabilities • it is suggested that Justice Institute adopt a policy of using only accessible facilities for off-site training
3190	Accommodation	<ul style="list-style-type: none"> • potential accommodations should be assessed using National and Provincial accessibility guidelines

3270	Institute Vehicle Fleet	<ul style="list-style-type: none"> • add clause for provision of vehicles with hand controls for disabled staff who might need them
4000	Cost Sharing of Cross-divisional Instructional Resources	<ul style="list-style-type: none"> • we applaud this progressive policy and feel it might provide a vehicle for assisting with the creation of learning materials in alternate formats which could be used by persons with disabilities
4300	Institute wide computer system support	<ul style="list-style-type: none"> • a clause expressing the Justice Institute's commitment to providing specialized computer software for use by staff and students would be a major step forward in this area

To make a significant impact at this point, the Justice Institute needs to develop a proactive policy on access for students with disabilities. Such ACCESS policies are in place or under development in many post-secondary institutions (for samples, see Appendix G). The BC Educational Association for Disabled Students (BCEADS) is just completing an analysis of the existing policies and we recommend consultation with them during the development of an access policy. The following components (at a minimum) should be addressed in such a policy:

- forms of accommodation provided
- documentation required
- type of appeal mechanism
- provision for staff/faculty education and training

Such a policy would state the Justice Institute's commitment to providing services for disabled students and provide details about how such services could be accessed.

RECOMMENDATIONS

Based on the information gathered and the analysis of its current operations, we make several recommendations which, taken together, will greatly improve the Justice Institute's efforts to "provide a welcoming and understanding environment" for students with disabilities.

We recommend that the Justice Institute:

Physical Accessibility

1. Implement recommendations from the Facilities Report of July, 1995.
2. Implement a method of room booking which would allow classes which include disabled students to move to a larger room as necessary.
3. Undertake an annual evaluation of the physical facilities and develop an ongoing system for gaining feedback from staff and students regarding necessary improvements to the facility.
4. Require all off-site facilities used for training programs to meet accessibility guidelines.

Marketing

5. Develop and implement an overall marketing plan to proactively recruit students with disabilities.
 - Agencies serving the disabled community should be included on mailing lists and "speaking tours".
 - Articles and ads should be placed in the major newsletters serving the disabled community.
 - All print materials should use "high contrast" design to aid those with low vision.
 - All marketing materials should include a statement like that in the new CCS calendar inviting students with disabilities to apply to Justice Institute programs.

Support Services

6. Design a common registration form to be used by all components of the Justice Institute which clearly states its commitment to serving students with disabilities and encourages disabled students to self-identify and seek assistance.
7. Investigate ways to improve the flow of information about disabled students' special needs from the registration office to the program and instructional personnel who can act on it.
8. Install two TDDs (Telephone Device for the Deaf), one in the registration area and one in the library.
9. Purchase a CCTV magnification unit and one adapted computer station for the library.
10. Begin a dialogue with other post-secondary institutions to facilitate the sharing of other adaptive technology needed by persons with disabilities.
11. Designate a JI staff member to be a "referring agent" for the SETBC Adult Services Project.

Instructional Issues

12. Pursue further workshops and training for its current staff on skills like basic sign language and on topics such as accommodating disabled students in the classroom, inclusive curriculum, and working with students who have learning disabilities.
13. Include a workshop on awareness of people with disabilities as part of its orientation for all new employees.
14. Review existing course content to ensure that components regarding how to deal with and assist people with disabilities are present.
5. Review existing course content to ensure that curriculum is inclusive of persons with disabilities.
16. Support instructors in their efforts to provide learning materials and examination materials in alternate formats.

17. Charge a new employee or an existing staff person with the responsibility of coordinating the Justice Institute's program for serving the needs of students with disabilities.
18. Seek funding support from the Student Services Branch of the Ministry of Skills, Training and Labour for paying interpreters and student assistants such as notetakers, scribes, etc.

Corporate Direction

19. Develop, in consultation with other post-secondary institutions and agencies serving the disabled community (e.g., BCEADS), a proactive "access policy" which outlines the J. I.'s commitment to serving students with disabilities.
20. Revise existing policies as necessary to meet the needs of students and staff with disabilities.
21. Include in its next strategic plan specific activities to encourage the participation of people with disabilities in the operation of the Justice Institute both as students and personnel.
22. Charge individual academies with the responsibility to open discussions with client ministries regarding job qualifications and requirements which limit access to J. I. training by persons with disabilities.

Appendix A:
Report on the Physical Accessibility of the
Justice Institute of B.C.

REPORT ON THE PHYSICAL ACCESSIBILITY OF THE JUSTICE INSTITUTE OF BC

Prepared by Marg Penney, Betty Nobel,
and James Ludvigson

July, 1995

BACKGROUND

The first task of the Needs Assessment project to determine the accessibility of the Justice Institute and its programs has been to investigate the physical accessibility of its new location. Accordingly, on July 19, we met with Shelley Rivkin, Pam White and David Allen to review the draft checklist we had prepared and to tour the facilities. It was pointed out that there had been consultation regarding physical accessibility during the building phase of the new facility, and project staff mentioned that we have the reports that were prepared as a result of that consultation. The checklist that we developed (attached) was compiled from various sources and personal experience. It was used as a guideline during the tour, and can be used to track improvements to the facility.

FINDINGS

Parking, Transportation and Outdoor Areas

There are three parking spots in the student lot and two in the faculty lot that are designated for use by persons with disabilities. All spots are of appropriate size, and there is adequate room for unloading. It is recommended that Handy Dart use the student parking area, and that this be indicated on future maps. Signage to identify the Handy Dart area is recommended. It is also recommended that the phone booth to be installed near the Handy Dart area be low enough to be accessed easily by wheelchair users.

The Justice Institute of BC is accessible by bus which connects to SkyTrain and there is an audible signal at the nearest corner, 8th and McBride. A gravel path leads to pathways that connect to the building. It is recommended that it be watered from time to time to compact it for continued ease of navigation by wheelchairs. Areas that lead from the gravel path to entrances of the building are nicely textured so that they can be clearly identified by people

with visual impairments, and a designated relieving area for guide dogs was suggested during the site visit. Slopes in the outdoor area are gradual and can be managed easily. It is recommended that outdoor stairways be identified with brightly coloured tactile strips so that they are easy to detect. It is also recommended that picnic tables in the communal areas be stationary so they cannot be moved to create unnecessary obstacles.

Doors, Elevators, and Stairways

Automatic doors at the main entrance operated smoothly and were a good width. However, there are no automatic doors inside the building. Problems were noted with the weight of the library door and with the mechanism on the inside of the door leading from the cafeteria to the gymnasium. It is recommended that an automatic door be installed at the entrance to the library and that one be considered for the passage leading from the cafeteria to the gym, although the latter is less pressing since there is access via an external door. These could be of the push-button variety which are less costly than other models. Other internal doors have wing handles and are light enough to be manipulated easily.

There are no ramps inside the building as all areas are accessible by elevator except for two areas in the atrium: the lounge area under the stairwell; and the seating areas beside the staircase. Elevators are clearly marked both inside and on the door frame. An audible indication identifying the floor on which the elevator has stopped would be useful. Elevators are wide enough for good manoeuvrability, and there is adequate time to exit or enter the elevator when it has stopped.

It is recommended that stairways have non-slip treads installed on each step, and that coloured tactile strips be used where stairs begin and end, and on landings. Railings should also be marked with tactile strips where stairs begin and end. Stairways should be well-lighted at all times. It was not possible to assess problems a low vision person might have with internal stairways (e.g., the one opposite the elevator in the office block). It is recommended that this be further assessed when the safety audit planned as part of the Safer Campuses Project is undertaken. Where fire exits are not accessible to those in wheelchairs, a plan should be in place to evacuate people safely, or they should be instructed to wait in clearly identified refuge areas. All students should know which exit they are to use. It is recommended that flashing lights to indicate a fire alarm be installed in common areas, or a plan should be in place to warn deaf students when the fire alarm has sounded.

Reception, Registration, and Atrium

Service counters in both registration and reception areas were accessible to wheelchair users and staff were friendly and helpful. Phone booths in the atrium (behind the central staircase) are a little high, and BC TEL should be asked to lower them and to install a

Telephone Device for the Deaf in a central location (perhaps adjacent to the registration area).

Classroom Facilities and Library

As mentioned above, the entry door into the library should be an automatic one.

All classrooms are accessible, including the computer lab, depending on the arrangement of the furniture. Room numbers are clear and tactile. It is recommended that a chiropractic chair and/or other ergonomic furniture be available for use if needed. A wheelchair can fit under the tables in the classrooms and break-out rooms, and ordinary chairs are light and easy to move. The echo in some of the break-out rooms could cause problems for those with hearing impairments, so carpeting those rooms or using acoustic tile to cut down the echo would make them more functional. All areas of the theatre were accessible. The platforms in the court simulation area are not, but a wheelchair area is in process.

Entering the library was difficult, but once inside, all areas were accessible. Aisles are wide and study carrels are accessible. Wheelchair users will require assistance to obtain books on shelves that are too high for them to reach. As yet, there is no adapted computer work station for people with disabilities, but this subject will be covered in a later report. Adaptations would have to be made to the furniture in the area designated for student computer use. The computer terminal for general use was physically accessible but could not be used by anyone with a visual impairment. Solutions for this problem will also be covered later.

Washrooms

There is an accessible washroom on every floor, but the signage to find it is not adequate. Larger signs protruding from the wall above the washroom and on the door itself are recommended. The symbols on all of the washroom doors are not easily identifiable by touch, and should be marked either in braille or with a larger, more raised symbol. Alternately, students would need to memorise the number of the washroom appropriate for their use. The only problem inside the washrooms was use of the faucets. It would not be easy for a person with a visual impairment to figure out how to use them since directions are not written in raised format.

Cafeteria

The cafeteria could be made more accessible if a braille menu and price list were available and if the announcements and prices on the chalk board were written in colours that would give more contrast. Staff were very helpful, and wheelchair access to tables was good as the tables and chairs could be moved easily.

Signage and Maps

Where signage is already installed it is usually good. The importance of contrast so that signage is clearly visible can not be over emphasised. The sign must stand out from the background on which it is written, both visually and tactually. The maps beside the elevators are not easy to read because the contrast is poor. The large map near the front entrance is better. It is recommended that a guide to the campus be produced on cassette tape and made available to students before they are due to start classes. It should be like an audio map of the campus and include location of washrooms, their numbers, classrooms, offices, reception, registration, administration, etc. Outdoor areas should also be described. It is also recommended that large wheel-chair stickers be placed on automatic doors to identify them clearly.

SUMMARY AND RECOMMENDATIONS

The Justice Institute of B.C. has shown considerable foresight and leadership in creating a facility that is well suited to the needs of persons with disabilities. The following recommendations will assist the Justice Institute to build on an already admirable foundation and are presented in 3 categories:

- those that require little or no expenditure
- those that require some but not considerable expenditure
- those for which minor capital dollars might be sought

This categorization is suggestive only and will need further investigation.

Recommendations that require little or no expenditure include:

1. The Handy Dart drop-off area should be clearly indicated by signs.
2. The phone booth to be added near the Handy Dart drop-off area should be low enough to be accessible to wheelchair users.
3. Gravel paths should be watered regularly to compact them for easier wheelchair passage.
4. A designated relieving area for guide dogs should be established.

5. Possible visibility problems on internal stairways should be further investigated as part of the campus safety audit.
6. Students and staff should be well acquainted with refuge areas and procedures for evacuation of persons with disabilities in case of fire.
7. A braille menu and price list should be available in the cafeteria and regular menus should use high contrast to aid those with low vision.
8. Large wheelchair stickers should be placed on the automatic doors so that they can be recognised as such from a distance.
9. Signage visible from the main hallways indicating the location of accessible washrooms should be installed.

Recommendations that require some but not considerable expenditure include:

10. Brightly coloured, tactile strips should be used to identify the edges of each step on stairways, both indoors and out to aid those with low vision.
11. Picnic tables and other outdoor furniture should be stationary rather than moveable to avoid the situation where they might be moved to a position which creates a barrier to passage.
12. Non-slip treads should be installed on stairways.
13. A chiropractic chair or other ergonomic furniture should be available for use by those with back or shoulder problems, arthritis, etc.
14. The recessed symbols presently used on the doors of washrooms should be replaced with raised symbols which are more easily identified by touch.
15. All new signage should use high contrast (both visual and tactile).
16. Maps beside the elevators should be replaced with ones which meet the high contrast criteria.
17. An audiotaped introduction to and “map” of the campus should be provided for visually-impaired and learning disabled students and this should include an explanation of the

operation of the faucets in the washrooms. In addition, a special needs guided orientation/walkabout should be considered for persons with disabilities.

18. Some method of eliminating the echo in breakout rooms (e.g., acoustic tile) should be adopted.

Recommendations for which minor capital dollars might be sought include:

9. Automatic doors should be installed at the entrance to the library and, possibly, in the hallway connecting the cafeteria and the gym.
20. An audible signal indicating on which floor the elevator has stopped should be installed.
21. Flashing lights to indicate a fire alarm to deaf students should be installed in areas such as the cafeteria, theatre, and washrooms.

Accessibility Checklist - Justice Institute of BC

Item	Yes/No	Comment
* Parking/transportation		
Are there handicapped parking spots?		
Is there access for a van with extra wide parking space (min. 3.7m) to allow for loading/unloading)?		
How accessible are buses and SkyTrain?		
Are there Handy Dart pick-up and drop-off zones?		
Is there a designated relieving area for Guide Dogs?		
* Outdoor Paths		
Are outdoor paths min. 150 cm in width?		
Is slope of path less than 1/20?		
Are there curb ramps?		
Is there sufficient texture and contrast to assist the visually impaired?		
Are there coloured tactile strips to indicate outdoor stairways?		
* Doors		
Do doors have clear opening of 815 mm.?		
Are automatic doors available?		
For non-automatic doors, is door weight light enough for easy access?		
For non-automatic doors, is maneuvering room sufficient?		
Are door levers (i.e. wing handles) provided instead of knobs?		
Are thresholds under 13 mm.?		
* Stairs/Ramps		

Are ramps (min. 91.5 cm.) available?		
Is slope of ramp less than 1/20?		
Are there slip-resistant treads on stairs and ramps?		
Are there coloured tactile indicators on railings and step edges?		
Are stairs sufficiently well lighted for low vision persons?		
Is there a tactile warning at top of stairs?		
Do railings extend beyond top and bottom of stairs?		
* Elevators		
Can all parts of the building be accessed by ramp or elevator?		
Are doors 915 mm. wide?		
Are there Braille or raised numbers to indicate floor, open, close, and emergency buttons and star symbol for main floor?		
Is there an audible announcement of floor numbers?		
Are there raised floor numbers on door frames?		
Are all buttons reachable from wheelchair height?		
* Class/Lecture Rooms		
Is there a mobile ergonomic station, i.e. wheelchair accessible desk, chiropractic chair, etc.?		
Are group study rooms accessible?		
Are classroom doorways wide enough for wheelchair access; and is there space to maneuver?		
Is there wheelchair access to tiered lecture rooms?		
Are computer work stations accessible?		
* Washrooms		
Is there an accessible washroom on every floor?		

Are doors wide enough?		
Are there any DOUBLE DOORS?		
Is there an accessible hand-operated flush mechanism?		
Are there grab bars next to toilets?		
Are there lever handles on faucets which are not spring loaded?		
Is height of paper towel and soap dispensers appropriate?		
Is height of mirror and sink appropriate?		
Is there knee and foot clearance under washbasin?		
* Library		
Is the entry accessible?		
Are tables and desks for study accessible?		
Is shelving accessible (e.g., width of aisles, height of shelves)?		
Is there assistive technology available?		
Is there access to regular devices (e.g., microfiche)?		
Is there provision for a first time orientation for the visually impaired?		
* Offices/Corridors		
Are corridors free of obstructions which might be hazardous to the visually impaired?		
Are drinking fountains accessible?		
Are public telephones accessible?		
Is there a TTD/TTY available?		
Are offices accessible to disabled faculty, staff, and students?		
Are there fire escape routes for disabled persons?		

Is there a visual signal (e.g., strobe light) for fire alarm?		
* Cafeteria Restaurants		
Are there designated spaces for wheelchairs?		
Is there a Braille menu?		
Is there tactile labeling of sandwich areas, coffee, etc.?		
Can food, napkins, silverware, condiments be reached from wheelchair height?		
* Signage		
Is there tactile Braille/raised numbering/lettering for classrooms and washrooms?		
Are signs against a high contrast background?		
Is signage at appropriate height and free from glare?		
Is a description of room locations and general design of campus available on cassette in lieu of map?		
Is location of accessible door clearly signed?		
Is location of accessible washroom clear?		
Are there emergency maps on each floor?		

1. Documents scrutinized to compile checklist include the following:

National Access Awareness Week Community Checklist
 Building Accessibility Compliance Project
 B.C.E.A.D.S. Physical Accessibility Checklist
 N.E.A.D.S Checklist
 U A.U. Physical Accessibility Report
 UMA Spantec Ltd.'s Preliminary Building Report No. 1, Justice Institute of BC, New Westminster Campus

2. Solutions may include human assistance, building modification, and/or changes over time.

Appendix B:
Organizations and Agencies serving Persons with Disabilities

Educational Organizations:

U.B.C.
Disability Resource Centre
Phone: 822-5844 TDD: 822-9049

S.F.U.
Students with Disabilities
Phone: 291-5792

Douglas College
Disabled Students Services
Phone: 527-5115 TDD: 527-5450

Capilano College
Disability Support Services
Phone: 983-7527

Vancouver Community College
A.S.E. Co-ordinator
Phone: 871-7220

Cross-Disability Organizations:

advocacy, lobby and educational organizations dedicated to the improvement of conditions for persons/students with disabilities in public and private post-secondary institutions in B.C.

BC Educational Association of Disabled Students (BCEADS)
Suite 714 - 207 West Hastings Street
Vancouver, BC V6B 1H7
Phone: 683-5525
Fax: 683-5592

BC Coalition of People with Disabilities (BCCPD)
204 - 456 West Broadway Avenue
Vancouver, BC V5Y 1R3
Phone: 875-0188

BC Labour Force Development Board (BCLFDB)
Suite 221 - 560 Johnson Street
Victoria, BC V8V 1X4
Phone: 356-5360
Fax: 356-9444

Visual Impairments:

Canadian National Institute for the Blind (CNIB)
350 East 36th Avenue
Vancouver, BC V5W 1C6
Phone: 321-2311

Coalition of Organizations of Blind and Visually Impaired Consumers
1201 Bank of Canada Building
900 West Hastings Street
Vancouver, BC V6C 1E3
Phone: 669-2201

Hearing Impairments:

Western Institute for the Deaf and Hard of Hearing
2125 West 7th Avenue
Vancouver, BC V6K 1X9
Phone: 736-7391

Canadian Association for the Deaf - B.C. Division
4968 Victoria Drive
Vancouver, BC V5P 3T6
Phone: 325-2151

Mobility Impairments:

Arthritis Society
895 West 10th Avenue
Vancouver, BC V5Z 1L7
Phone: 879-7511

BC Epilepsy Society
354 Columbia Street
New Westminster, BC V3L 1A6
Phone: 524-8555

BC Paraplegic Association
780 S.W. Marine Drive
Vancouver, BC V6P 5Y7
Phone: 324-3611

Cerebral Palsy Assn. of BC
4423 Boundary Road
Vancouver, BC V5R 2N3
Phone: 431-3833

Muscular Dystrophy Association
303 - 1338 West Broadway Avenue
Vancouver, BC V6H 1H2
Phone: 732-8799

Multiple Sclerosis Society
205 - 6125 Sussex Avenue
Burnaby, BC V5H 4G1
Phone: 437-3244

Learning Disabilities:

Learning Disabled Assn. (BC)
203 - 15463 104th Avenue
Surrey, BC V3R 1N9
Phone: 588-6322

Psychiatric Disabilities:

Canadian Mental Health Assn. (BC)
175 West Broadway Avenue
Vancouver, BC V5Y 1P4
Phone: 872-4902

Non-Visible Disabilities:

BC Head Injury Assn.
218 6th Street
New Westminster, BC V3L 3A2

BC Lung Association
906 West Broadway Avenue
Vancouver, BC V5Z 1K7

Canadian Cancer Society
565 West 10th Avenue
Vancouver, BC V5Z 4J4
Phone: 872-4400

Canadian Diabetes Assn.
1091 - 1099 West 8th Avenue
Vancouver, BC V6H 2V3
Phone: 732-1331

Heart & Stroke Foundation
1212 West Broadway Avenue
Vancouver, BC V6H 3V2
Phone: 736-4404

AIDS Vancouver
1107 Seymour Street
Vancouver, BC V6B 5S8
Phone: 893-2210

Appendix C:
Sample Advertisement

from transition published by the BC Coalition of People with Disabilities

New Definition a Victory

by Lucille Wood

The BCCPD, together with representatives from the BC Association for Community Living and the Canadian Mental Health Association, BC Division, has been part of the Ad Hoc '95 Coalition, working for reform of income support systems for people with disabilities.

Ad Hoc is now part of the joint community/government advisory board to facilitate implementation of BC's new definition of "handicapped" in the GAIN regulations.

The new definition is a hard-won victory for the disability community in B.C. Handicapped status has been redefined to stress the duration, rather than the permanence, of a person's disability (the current definition requires that the disability be "apparently permanent"). The change recognizes that many people with disabilities may have periodic remissions.

A commitment has also

been made to remove the criterion of employability. Currently, a person has to be declared "permanently unemployable" in order to qualify for Handicapped Benefits. Removing the employability criterion recognizes the employment potential of people with mental and physical disabilities. It will allow people with disabilities to move into employment and develop alternative models of employment.

With the employability requirement gone, applicants will no longer have to try all remedial therapy and retraining or rehabilitation before being eligible. The door will be open for people with disabilities to take part in training and retraining.

The application form is being redesigned so that health care providers other than doctors can have input. For example, a physiotherapist can speak about the severity and extra costs for assistance.

There's also been strong advocacy about changing the term "handicapped" to "person with a disability". One of the problems is that this is the term used throughout the legislation itself. Therefore, new legisla-

tion would be required. The Minister of Social Services, Joy MacPhail, announced at the BCCPD Annual General Meeting on October 21, 1995 that the new definition would go into effect on January 1, 1996.

Congratulations and thanks to everyone that worked so hard (and for so long) on making this change. ≈

Open doors to your future

VANCOUVER COMMUNITY COLLEGE offers a wide range of programs for students with disabilities, including:

- Building Services Worker
- Relationships and You (at City Centre Campus)
- Program for Deaf and Hard of Hearing Adults
- Program for Visually Impaired Adults (at King Edward Campus)

CALL NOW to register for January 1996 Programs.

443-8451 (City Centre) or 871-7206 (King Edward)

Appendix D:

Handout on Classroom Accommodations for Persons with Disabilities

Accommodating Students with Disabilities in the Classroom

When instructors are faced with teaching a person with a disability, they often feel inadequate because of lack of knowledge. Sometimes they fear making a mistake in interacting with a person who has a disability which will cause both people embarrassment. But the real concern of many instructors is that they will have to radically change their teaching strategies to accommodate the student with a disability. This is sometimes true, but not often necessary. In fact, instructors sometimes find that methodologies that work better for students with disabilities also help the whole class to learn. Here are some general strategies:

- speak as you write on the board or overhead projector
- try not to stand in light that is too bright
- provide handouts so that copious notetaking is not necessary
- use textbooks/resources available in alternate formats (e.g., cassette, on disc)
- provide alternate assignments, such as allowing a student to write a major paper instead of taking several multiple choice exams
- give credit for participation in class discussions
- be flexible with timelines for assignments as long as all assignments are completed within the time the course is being offered
- make teacher-prepared material available on computer disc
- allow additional time for exams if needed
- provide an alternative to an in-class assignment

To help you determine what accommodations might be necessary, ask yourself the following questions:

1. What are the outcome variables that are absolutely required of all participants?

For a program: the skills or competencies required in the field and the requirements for licensing or professional accreditation.

For a course: the academic skills required, the subject area knowledge and specific knowledge or concepts which must be learned.

2. What methods of assessing outcome variables are absolutely necessary and what are acceptable levels of performance on these measures?
3. What methods of instruction are non-negotiable?

With respect to providing reasonable accommodation, the following are some questions which may also assist in determining the accommodation which can be provided.

4. What alternate methods of instruction could be used to present essential program or course components?
5. What auxiliary aids (e.g., taped texts) might be beneficial to the student?
6. What alternate methods of evaluation could be considered for assessing essential outcome variables and how will these alternative measures be evaluated?
7. What are acceptable levels of performance on the alternative measures? (For example, how heavily will process and product performance be weighted?)
8. How will scores from alternative measures (e.g. oral versus written responses) be equated with traditional standards?
9. Does the student understand the restrictions on accommodating methods of instruction or means of evaluation?
10. Can the student meet all essential requirements in spite of his/her disability when given reasonable accommodation?

Following are some suggestions specific to the disabilities most often encountered. Much of this material is adapted from

"Teaching Students With Disabilities," produced by the UBC Disability Resource Centre, 1993

Visual Impairment

Instructional Strategies

- ☐ Provide a list of assigned texts and support readings in advance. Students need to arrange to have books taped or brailled, which may take several months. Much time and effort can be saved if instructors specify when only certain sections or chapters of books are required.
- ☐ Restrict your movement away from a tape recorder and repeat any student comments/questions to ensure these are recorded. Note: visually impaired students who wish to use a tape recorder should obtain the instructor's permission first and are responsible for their own equipment.
- ☐ Read aloud any written material presented to the class, including materials on the blackboard or flipchart. Try to verbalize briefly any other visuals such as slides or overheads. A few brief verbal 'brush strokes' may suffice. A classmate may supply the rest of the information or, if possible, a private consultation with the student may be in order.
- ☐ Consider the student's needs for preferential seating if seating is on an assigned basis as students may need to sit close to the chalkboard or near an electrical plug if using a tape recorder or laptop computer.
- ☐ Use good contrast in printed material for persons who are partially sighted. Yellow chalk on a green board provides maximum visibility.
- ☐ Create a noise-free environment as unnecessary sounds can be distracting. For example, turn off the overhead projector when not in use.
- ☐ Proceed as usual to use videos, slides and films. A classmate may assist the visually impaired student with describing the visuals. If possible, make the material available for a private showing.
- ☐ Encourage the student to get an orientation to the classroom and any laboratories prior to classes starting. The onus is on the student to make such arrangements.

Assignment Accommodations

- ☐ Consider alternative projects or an alternative form of the assignment (e.g., a verbal report rather than a written/drawn project). The student should meet with the instructor to discuss any modifications at the beginning of the term.
- ☐ Encourage students to discuss with you timelines for projects and assignments as information-gathering is a problem and may require additional time as well as the assistance of academic assistants or volunteers.
- ☐ Be prepared to give the student ample lead time to complete assignments.

Examination Accommodations

Students with visual impairments may need to write examinations at some other special setting to accommodate the student's need for additional amounts of time and their need for specialized writing equipment, ranging from braille writers to typewriters and word processors. As exams may need to be prepared in an alternate format such as large print, braille, or cassette tape with exams in advance is expected. Students are responsible for alerting instructors of their special examination needs.

Technical Supports

Although braille is associated with blindness, only a very small number of visually impaired persons are proficient in using it (about 2 - 3% in North America). The majority, especially those who become blind later in life, use other overcoming technologies such as taped books, personal readers, computers which convert print into speech, and many other methods. The majority of visually impaired students use typing or word-processing for their written communication. Some may wish to use a tape recorder to tape lectures for later review, while others may have access to small, specially adapted laptop computers for notetaking. Instructors are asked to cooperate in permitting these devices in the classroom, provided they are not disruptive to the class.

Hearing Loss

Instructional Strategies

- ☐ Provide preferential seating. The student may want to sit at the front of the class with an unobstructed view of the instructor's face. In small group classes it may be advantageous for the chairs to be arranged in a circle. If an interpreter accompanies the student, a chair in front of the student may be required.
- ☐ Avoid unnecessary movement so that your face is visible to the student. When writing on a chalkboard, turn to face the class when speaking.
- ☐ Use a neutral background. Avoid a window or bright light; the glare may obstruct your face.
- ☐ Provide in advance a copy of material to be covered and a list of highly technical words and unfamiliar proper names.
- ☐ Reinforce your verbal presentation with written text as much as possible.
- ☐ Turn off an overhead projector when not in use; its hum can be distracting.
- ☐ Use captioned films and videos where available. A private showing or discussion/summary of the material may be helpful. For deaf students using an interpreter, sufficient light needs to be available for the interpreter to be visible.
- ☐ Face the student not the instrument when explaining use of lab equipment.
- ☐ Consider use of a mirror so your face is visible if facing away from the student is necessary such as in a computer class where both the instructor and the student face the screen. An alternative is to use cameras to show your demonstration on a screen.
- ☐ Avoid referring to a class handout while lecturing; it is difficult for the deaf or hard of hearing student to focus on both instructor and handout simultaneously.
- ☐ Allow for a few moments when referring to manuals, texts or other materials so that the person has time to shift to the material.

Communications Strategies

- ☐ Ensure that you have the person's attention before speaking; if not, tap the person's shoulder or arm or wave your hand gently.
- ☐ Maintain eye contact. Don't turn away in the middle of a sentence.
- ☐ Direct your comments or questions to the person, not the interpreter.
- ☐ Re-phrase a word or sentence if not understood the first time, rather than repeating the same words.
- ☐ Speak normally without "over-enunciating" or speaking loudly. If you speak quickly, try to moderate your pace.
- ☐ Avoid communication when the person is moving as facial visibility may be reduced and background sounds may be distracting.
- ☐ Repeat questions or statements from other students.

Assignment and Examination Accommodations

- ☐ For oral assignments, allow a student who uses a sign language interpreter to give his/her presentation in sign language with an interpreter, or if appropriate, substitute a written assignment in place of an oral presentation.
- ☐ Write down the date, time and location for assignments, as well as any other relevant information.
- ☐ Consider that, as oral examinations are difficult for students with a hearing loss, written exams may be preferred. Deaf students may wish to use an interpreter to voice their answers.

Assistive Listening Devices

Many hard of hearing persons use one or two hearing aids or other assistive listening devices which help to amplify sound. There are several types of such systems which consist of a transmitter and a receiver. Your cooperation in wearing the transmitter will benefit the hard of hearing student. Such systems are not recording devices. The use of such devices is situation-dependent. For example, an infrared listening system may work well in the classroom, but is less effective for an outdoor skill demonstration.

Interpreters

Interpreters belong to a professional occupational group, bound by a Code of Ethics, and are trained to provide interpretation services in English/American Sign Language for communication between deaf and hearing persons. Some interpreters also do oral interpreting. While attention may initially be drawn to interpreters, their role soon becomes recognized as an integral part of the communication process between deaf, hard of hearing and hearing people. It is important to remember that interpreters are an aid to everyone in the classroom and that visual and verbal communication by instructors and students should be directed to the deaf or hard of hearing person, not to the interpreter.

Sign Language

Among the various forms of sign language are Signed English, which follows the syntax of the English language, and American Sign Language (ASL), a visual language composed of precise hand shapes and movements. The latter is considered an independent language in and of itself with its own distinct grammatical structure. It is not a universal language. For example, deaf people in Mexico use a different sign language than that used in Canada. Since the grammatical structure of ASL is different from English, this may be reflected in a student's written assignments. There are subtle differences between words which have the same signs so that clarification from time to time may be required.

Physical Impairments

Instructional Strategies

Note: Most of these strategies relate to physical accessibility.

- ☐ Consider a change in the location of the course or components of a course if the facility is inaccessible.
- ☐ Allow sufficient space and aisle movement for those in a wheelchair or for those who use crutches.
- ☐ Allow the student to sit so that she/he can see the instructor, chalkboard and screen and locate needed equipment and supplies in close proximity to the student.
- ☐ Recognize that for notes a tape recorder or notetaker may be required.
- ☐ Provide advance notice for field trips so that adequate transportation arrangements may be made.

Assignment Strategies

- ☐ Allow for alternative assignments for field components which are not accessible.
- ☐ Provide advance notice for field assignments so the student can make appropriate travel arrangements. Consider any possible difficulties and discuss these with the student.
- ☐ Allow for extra time if the physical disability is a factor in meeting timelines.
- ☐ Consider written exams as alternatives if preferred by those whose mobility impairment affects their speech.

Examination Accommodations

- ☐ Allow for extra time to complete a test. For students who are unable to write, a tape recorder should be allowed, or use of a scribe to transcribe the answers into print. Where handwriting is used, do not evaluate the material based on the quality of the handwriting.

Learning Disabilities

Instructional Strategies

- ☐ Provide a course outline and reading list in advance; students may require more time for organizing their work or may need to have the material taped.
- ☐ Consider use of highlighting print by varying the letter size, underlining, or changing the typeface and spacing, for those with reading difficulties.
- ☐ Allow students with learning disabilities to use a tape recorder or notetaker.
- ☐ Organize material sequentially to increase the student's ease of comprehension. Use concrete examples/personal anecdotes to aid recall.
- ☐ Review, periodically, key concepts to ensure that these are understood.
- ☐ Minimize room distractions so the student can concentrate attention on the lecture (avoiding movement, close the door, allow the student to sit at the front).

Assignment and Examination Accommodations

- ☐ Consider extra allowances for assignments (e.g., extended deadlines for completion, alternative assignments such as oral or tape-recorded presentations rather than written assignments). Requirements of an assignment should be given both orally and in writing to ensure that the student is clear.
- ☐ Recognize that proofreaders, if used, are simply assisting the student in producing a more satisfactory copy, not in completing the assignment.
- ☐ Allow extended time to accommodate for the student's decreased reading speed. Research has shown that extra time improves the results of students with learning disabilities but does not effect the performance of other students.
- ☐ Try to use the same phrases as used in the class to help the student retrieve information. Avoid using double negatives and unduly complex sentences.
- ☐ Consider the construction of the test items in a written examination (e.g., an essay exam could be substituted for a multiple choice test).
- ☐ Computer-scored answer sheets may be difficult for a student with poor eye-hand coordination; the student may benefit from writing his/her answers on a separate sheet of paper and having the items hand-scored. Some students are able to cope with computer-scored sheets if they are enlarged (e.g., 11 x 17 ").
- ☐ Consider that frequent examinations or tests, rather than a major test at the end of a term, may be helpful for the student with a learning disability.
- ☐ Use of word processors or calculators may be required. Where handwriting is used, do not evaluate the material based on the handwriting quality. Allow for use of a reader and/or students to tape record or type answers.

Each case of learning disability should be examined individually; the difficulties encountered vary with the individual. The student may benefit from program modifications such as the substitution of one course for another course, part-time rather than full-time study, or an extension of time to complete a program. As well, auditing a course before actually enrolling in it may be beneficial.

Appendix E:
Background Material on Interpreters for the Deaf

For protection of privacy, the Westcoast Association of Visual Language Interpreters (WAVLI) Directory, located in Appendix E: Background Material on Interpreters for the Deaf, is not included here.

Appendix F:
Job Descriptions

Appendix G: Access Policies

SERVICES FOR STUDENTS WITH DISABILITIES

P O L I C Y

- 1 BCIT is committed to providing students with disabilities opportunities to meet their educational, career, and personal goals within the context of the institute's training mandate. BCIT's goal is to improve the opportunity for persons with disabilities to enrol at BCIT and subsequently to work in the labour force. Enhanced access will focus on the evolution of facilities, technical aides, and services.
2. The Institute will take a proactive approach in providing individuals with disabilities the information and counselling services (pre-admission support) necessary to successfully access Institute programs and services. The Institute will pre-arrange appropriate student assistance for the duration of the training program.

To facilitate the provision of services or technical aids to enhance student success, BCIT will encourage applicants who require special assistance because of a disability to identify themselves and to provide information on the nature of their disability upon application for admission.

3. Students are responsible for the achievement of scholastic results that meet program/course requirements. Where students have difficulty with successful completion of program/course requirements because of a disability, the Institute aims to provide reasonable accommodation so that the student can demonstrate competency.
4. Within the resources available, the Institute will endeavour to provide technical aides for students with disabilities in order to improve access to programs /courses.
5. If in BCIT's opinion, a student's disability presents a significant safety concern to the student or others with respect to a specific program, BCIT will endeavour to work with the student to resolve the safety concern so that the student may be admitted to the program and, if the concern cannot be so resolved, BCIT will recommend alternative programs, courses or educational opportunities to the student.
6. The Institute will provide opportunities for staff, faculty, administration and board members to access activities designed to increase awareness of the needs of individuals with disabilities.

CNC: ACCESS POLICY

POLICY STATEMENT:

The College of New Caledonia recognizes and affirms the rights of persons with disabilities to access post secondary education. The College will therefore assist individuals to achieve the greatest possible degree of independence in physical access as well as access to courses and programs.

This policy will be achieved through the implementation of the following procedures:

PROCEDURES

Physical Access:

1. A physical access/barrier free design committee will be formed consisting of representatives from the following areas: Building Services, Adult Special Education, Students with disabilities, Staff with disabilities, Vice-President Administration and representatives of community advocacy groups.
2. No renovations which have the potential to affect accessibility will be undertaken prior to review and approval by the access committee. Where the term "affects accessibility" is in question, Building Services will check with the access committee.
3. New construction and major renovations will be reviewed to ensure maximum accessibility. This will be achieved by having the plans reviewed by the access committee, assisted by an independent consultant, during the preparation of working drawings stage.
4. In cases where design specifications exceed current building codes the architect and contractors will be asked to sign letters of assurance to ensure that specific design features are implemented as specified in the plans.
5. The access committee will co-ordinate the identification of physical barriers and will advise building services of needed changes.
6. The college will provide alternate means to access print material when required.

Grading:

1. When course requirements have been modified, the student will receive an annotated a grade (A.G.) instead of the usual letter grades.
2. When sufficient credits have been accumulated by completing modified courses, the total program will be reviewed by the Department instructors concerned to determine if the work meets the standard for granting an adjusted or regulation certificate/diploma.

Provision of Support Services

1. Students who require support services or modifications/adaptations for admission, course delivery or grading may be required to provide documentation from an appropriate professional identifying:
 - a. the disability or medical condition which requires support
 - b. appropriateness of attendance in program applied for
 - c. types of support services required
2. Individuals who require personal attendant care must make arrangement for these services prior to enrollment and maintain these services during attendance. Personal attendant care provides (but may not be limited to):
 - a. personal hygiene
 - b. personal behavior management
 - c. mobility assistance
 - d. other specific individual needs

Definitions:

Disability:	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. (World Health Organization).
Handicap:	An attitudinal or environmental barrier that prevents an individual from achieving a goal or accomplishing a task.
Modification:	A fundamental change of: course objectives, material covered, tasks to be completed, evaluation techniques and/or completion requirements.
Adaptation:	Course objectives remain the same, however changes may occur in the method of presentation, method of completion or evaluation procedures.

Faculty providing support services to students with disabilities will act as consultants to faculty, staff, students and administrators regarding the implementation of the following procedures:

Admission:

1. **Alternative entrance level assessments will be provided when a disability precludes regular testing procedures, then regular admissions requirements and selection process will apply.**
2. **Consideration will be given to waiving, modifying or substituting regular entrance requirements (when required due to a disability) when adaptations or support services available during training or employment eliminate the need for the requirement (e.g. a writing requirement when computer assistance will be available.)**
3. **After acceptance into a program, early registration assistance will be provided when a disability prevents a student from following regular registration procedures.**
4. **Advance notification of acceptance into a program may be provided when specialized supports/technological aids must be obtained.**
5. **Preferential course wait listing will be granted to a student with a disability when course times or location create barriers to attendance. If accommodation is not possible, effort will be made to accommodate students' timetabling needs in the next semester.**
6. **Whenever possible, students will be permitted to enroll part-time in full-time programs if a full-load cannot be carried as a result of a disability.**
7. **If a student must withdraw due to a documented disability related reason:**
 - a. **they will be placed first on waitlist for the next offering if requested by the student and supported by faculty providing services to students with disabilities.**
 - b. **deadline dates for withdrawals and fee refunds will be waived**

Course Delivery:

1. **The delivery of course content and testing procedures may be altered when a disability prevents a student from acquiring or expressing information through normal classroom procedures when:**
 - a. **requested or approved by the student, and**
 - b. **educationally feasible as determined by the classroom instructor and the ASE staff responsible for providing the needed support services.**
2. **When curriculum modifications are required, an individual learning program will be established which will specify in criterion referenced terms the skills and knowledge to be achieved.**

Title**Section**

Policy Statement for
Persons with a Disability

340.22

Students are responsible for providing documentation of disability on request in order to qualify for support services. Students with disabilities may have access to pre-registration if they require interpreters, braille or audio-taped texts, special equipment or optimal course scheduling. Students depending on other agencies or institutions for services and/or funding required to attend college should advise the ASE coordinator 2 months in advance of enrolment.

Course Access

1. If a student has a disabling condition which inhibits him/her from acquiring or expressing information through traditional classroom procedures, then those procedures should be adapted to those means of acquiring and expressing information used by the student.
- 1.2 When item 1 is applied, and its implementation requires the use of interpreters or learning assistants, they will be accommodated in the classroom and enabled to provide the necessary support providing such support is not unduly disruptive to the class.
- 1.3 Students who require mechanical or electronic devices in order to access or express information, including tape recorders, will be permitted to use them unless such equipment is unduly disruptive to the class. Audio or visual taped material can be used only by the individual student for the purpose designated. All taped materials will be erased when the learning task for which they were used is completed.
2. Students will be provided with a separate room to write exams or tests when this is deemed appropriate by the instructor and the ASE coordinator. It is the responsibility of the Adult Special Education Department to book the room, provide the scribe and provide an invigilator if required. The Adult Special Education Coordinator should be notified by the student at least 14 days in advance of this requirement.
3. Students who require extra time to do tests or exams because of their disability, including those with specific learning disabilities, will be allowed extra time. The amount of time allowed will be established by consensus between the instructor or Department Head and the Adult Special Education Coordinator.
- 3.1 When the student is given extra time it is the responsibility of the ASE Department to provide an invigilator for that time, and to return the completed exam to the instructor.
4. If there is a disagreement between an instructor and a student with disabilities on appropriate adaptations and special arrangements, the ASE Coordinator should be consulted.

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