



Principles in the Accessible B.C. Act

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

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

An accessibility plan should be designed to meet the needs of all people who interact with the Organization.

FEEDBACK PROFILE: (pls. check) CAMPUS: ___ ELEMENTARY SCHOOL ___ MIDDLE SCHOOL ___ HIGH SCHOOL

BARRIER: (Pls. mark as applicable.) Anything that hinders the full and equal participation in society of a person navigating needs or disabilities.

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

REPORTED BY:	ROLE:	CONTACT DETAILS: (optional)
Name: _____	<input type="checkbox"/> Student	Email: _____
Date: _____	<input type="checkbox"/> Parent	Phone: _____
	<input type="checkbox"/> Staff	
	<input type="checkbox"/> Visitor	

COMMENTS/ SUGGESTIONS:

Who was/were involved or affected:	What or Where were you trying to get access to?

Problem caused or may possibly be caused by the barrier: (Upload video, picture, file)

Recommendations: