

**OUR VSB**

June 11, 2024

# Accessibility

## Engagement Summary Report

*With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tseil-Waututh Nation).*

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## Overview

In 2021, British Columbia passed a law to improve accessibility for people with disabilities and make our society more accessible. School districts must now have a committee and develop a plan to make things more accessible. The Vancouver School Board (VSB) is committed to being accessible to students, families, staff and members of the broader community. This includes classrooms, schools and programs as well as at our offices and worksites. We also want to make our materials, meetings and processes more accessible.

To meet provincial requirements and to provide equitable environments for all students, staff and families within VSB, an accessibility committee was formed with staff who both do and do not identify as having a disability. In addition, our internal accessibility working group meets monthly to advance projects to address barriers.

The District's accessibility planning process is guided by the [Education Plan](#) in creating an equitable learning environment where every child can experience a deep sense of belonging. To guide the District's accessibility plan, our goal is to actively seek and incorporate feedback from staff, community members, students and their families to continuously improve accessibility at VSB. We aim to provide clear information, ensure every voice is valued and the needs of all individuals within VSB are met.

## Executive Summary

VSB's accessibility planning process is guided by the Education Plan and applicable Board and provincial policies. The process involved public engagement with District staff, students, their families and community members through two online surveys: one dedicated to VSB staff and one dedicated to students, their families and community members.

Prior to the survey engagement, external organizations who directly support the disability community were consulted and provided feedback about the survey. The feedback and insights they provided were invaluable in our efforts to design an effective survey. We are grateful for their time and dedication.

Key themes that emerged from the engagement surveys include a need for increased physical accessibility, impacts because of staffing and budget shortages, a need to improve understanding, acceptance and support for people with disabilities – particularly intellectual, learning and invisible disabilities – as well as other systemic and technology barriers.

More than 3,400 participants contributed to the online accessibility plan surveys, including 2,855 participants in the community/student/family survey and 585 participants in the staff survey. Results from both surveys indicate the greatest awareness of physical barriers and constructed spaces currently within VSB (28.8 per cent of all respondents), despite more community/student/family respondents noting they were not aware of such a barrier than those who were. Results from both surveys indicate support for barrier removal, with overall higher percentages of staff reporting an awareness of each barrier type.

The relatively low percentages of barrier awareness and the variance between multiple choice responses and open-ended comments, particularly with the community survey, are not indicative of fewer barriers present. Rather, there may be less understanding of what these barriers are from

respondents to this survey due to a lack of lived experience and/or general knowledge. Comments at the end of this survey support this, as most indicated frustration toward some sort of barrier at VSB.

Responses indicate that the District may wish to consider focusing on building more awareness about attitudinal and systemic barriers, as there was the largest gap between identified awareness of these barrier types and the open-ended comments indicating a need to remove them.

## Summary of Engagement Findings

### Public Engagement Survey Feedback

The main objective of our engagement was to find out which areas currently present accessibility barriers, what we are doing well regarding accessibility and what can be improved. The public engagement survey was available from May 27, 2024 to June 3, 2024. The survey sought feedback about awareness, experience with and removal of current barriers in the following areas:

- Attitudinal barriers
- Information and communication barriers
- Physical barriers and constructed spaces
- Systemic barriers
- Technology barriers

The survey for members of the community, students and their families was shared via a direct email to the contacts of students in all grade levels and directly to students who are enrolled in Adult Learning and the Vancouver Learning Network (VLN). Additionally, the survey was shared across VSB social media channels, both as an initial post and again as a reminder through stories. Students were also encouraged directly by teachers and/or administrators to participate in the survey. The survey seeking input by staff was directly shared via an email to all staff within VSB as well as via a posting on our intranet.

In total, 3,440 participants took part in both surveys (2,855 from community/students and their families survey and 585 from staff survey). It was noted that the survey could be taken multiple times by the same person, should someone fall within multiple categories. For example, someone may be a staff member at VSB *and* have a child who attends a VSB school/program. In which case, this person may have taken both the staff and community survey.

### Community, students and their families survey participation

Of the community survey participants, the vast majority (89.42%) of respondents identified as being the parent/guardian of a student enrolled at VSB. The majority of respondents also indicated neither they themselves, nor someone close to them, has a disability. Based on this participation rate, it can be inferred that the understanding of, and ability to properly identify, various barriers may be impacted; the societal default is not often inclusive of an accessibility-first perspective.

Key themes identified in the comments section of this survey include:

1. Physical barriers. Participants identified a need to improve infrastructure to be more accessible for students with physical and/or intellectual/learning/invisible disabilities. This ranges from

wheelchair accessibility, ramps and elevators to sensory rooms. Most people identified physical barriers more easily than other barrier types, as they are often most obvious.

2. Attitudinal barriers. Participants identified a general lack of understanding for how staff within VSB can support students with neurodiversity/intellectual/learning/invisible disabilities. This is inclusive of students with mental health needs. More teacher/staff training was identified as a need in these areas. Understanding this barrier type can become more challenging if it is not met through lived experience/lived experience of someone close to you.
3. Systemic barriers:
  - A. Funding, resources and staffing shortages. Participants identified a lack of support and sufficient resources for students with intellectual/learning/invisible disabilities, including staffing shortages. Respondents indicated they believe often there is not adequate staff to support students with accessibility needs. They also identified need for more support staff, teachers, counsellors and specialized staff.
  - B. Participants also indicated accessibility challenges in the curriculum. Individual Education Plans (IEPs) and professional diagnosis are often hard to get. Respondents noted more funding is needed across VSB schools.

Understanding this barrier type can be challenging, given its correlation to other barrier types (i.e. a lack of funding results in fewer wheelchair ramps at schools, staffing shortages results in less one-on-one student support, etc.) Comment provided by participants indicate that respondents view these barriers as prevalent but may not be able to identify it when asked specifically of their awareness.

- Technology barriers. Survey participants indicated that affordability prevents some families and students from accessing important information. This barrier is most likely only identified by those who are impacted directly, which is generally a smaller group of respondents. This is not to minimize the significance of this barrier for this group of individuals, however, simply indicates that smaller numbers of identified comments are not indicative of the barrier not existing.

## Staff survey

Most staff participants (77.09 per cent) identified as working primarily at a VSB school/program, generally balanced between the elementary and secondary levels. Most respondents indicated they support student(s) with disabilities in their role, which likely played an important part in their understanding of, and ability to properly identify, various barrier types.

Key themes identified in this comments section of this survey include:

1. Physical barriers and constructed spaces. Participants indicated these barriers exist for both staff and students. They also noted that many VSB schools and work locations were identified as not being fully accessible.
2. Attitudinal barriers. Survey participants indicated they perceive that accessibility needs are not taken seriously, nor are mental and/or mental health needs and accommodations. They also

called for more training for staff to understand and better support students and staff with accessibility needs.

3. Systemic barriers. Staffing and funding shortages were also identified in comments submitted by survey participants. Working directly within VSB, respondents may have a better understanding of systems in place and how other barrier types may be the result of systemic barriers. However, much like with community respondents, understanding this barrier can be challenging given its interconnectivity to other barrier types. This could explain why the comments provided identified systemic barriers more strongly than the multiple-choice question may allude to.
4. Information barriers. Comments in provided indicate that it is challenging to find necessary information. This is in alignment with the multiple-choice responses of this survey group, indicating that necessary information staff need to complete their job/complete it efficiently is not easily available and/or accessible. As it pertains to their jobs, respondents may be able to more easily identify this barrier type than participants of the survey for students, their families and members of the broader public.
5. Technology barriers. School/District-related technology such as MyEd, District and school websites were identified as not accessible. Similar to identified information barriers, this indicates that because certain technology is likely needed to complete one's job/complete it efficiently, it may be more easily identified by this group as a barrier than those of the broader community.

## Attitudinal Barriers

### Community, students and their families survey

In all three areas of awareness, experience and removal of this barrier type, the response percentage for "Don't know" was high, accounting for the highest response type under the awareness category (34.5 per cent). This is indicative that the general understanding of this barrier type may not be apparent and therefore cannot be properly identified. Comments within this survey support that this barrier type does account for a large portion of the barriers that exist within VSB.

If respondents are unable to properly identify this barrier type, it is not possible for them to identify if it has been experienced and/or removed. Based on the disconnect between the multiple-choice questions and the open-ended comments, more education around this barrier type could be beneficial.

The comment section for these questions asked for details on the removal of such a barrier, however, many of the comments state where barriers are still present.

### Staff survey

Based on responses, there appears to be more understanding of attitudinal barriers by VSB staff when compared with responses by community members, students and their families. Most respondents (55.07 per cent) identified they are aware of this barrier type at VSB and have not seen its removal. This is conclusive with the open-ended comments at the end of this survey. As most respondents indicated

their work directly supports students with disabilities, a deeper understanding of this type of barrier and increased awareness can be inferred. For VSB staff, resources likely do not need to be allocated toward awareness of this barrier type but rather can be used for its removal and/or awareness around other, lesser-understood barrier types identified in this survey.

The comment section for these questions asked for details on the removal of such a barrier. Some of the comments state where barriers are still present, however, majority of participants providing comments shared where they had witnessed barrier removal.

## Information and communication barriers

### Community, students and their families survey

Most respondents indicated they are not aware of, and have not experienced, an information and/or communication barrier at VSB. Comments at the end of this section support that this barrier type is not the most prevalent within the District. However, that is not to say that this barrier does not exist. Rather, these barriers may not be readily evident for participants compared to other barrier types, or they may overlap with other barrier types (such as technology), and/or these barriers may be faced and/or observed less frequently by community members than they are by VSB staff.

It can also be inferred that there is not a deep understanding of this barrier type by community members, as comments specifically related to this question section allude to some discrepancy. The comment section for these questions asked for details about the removal of such a barrier, however, many of the comments state where barriers are still present.

### Staff survey

In contrast to the same question asked in the community, students and their families survey, most staff respondents indicated they are aware of an information and/or communication barrier but have not experienced one. Given that most staff respondents indicated that in their work role they support students with disabilities, it can be inferred that it is more obvious to staff what information and communication barriers exist and how they impact the students. For community members, these same barriers may exist but are faced less frequently and, as such, are less noticeable.

As staff consistently work with information and communication pertaining to VSB, this barrier type is likely more-easily observed. The comment section for these questions asked for details on the removal of such a barrier. Some comments identified where barriers have been removed, some share where barriers are still present.

## Physical and/or constructed space barriers

### Community, students and their families survey

Most respondents reported not being aware of a physical barrier at VSB. However, this response is not supported by the comments to open-ended questions, which identified physical barriers as a primary

accessibility concern for this survey group. As with attitudinal barriers, this is indicative that the general understanding of this barrier type by the community may be limited and therefore cannot be properly identified.

Accessibility (and lack thereof) is not often understood and/or noted by those who are not directly impacted by it, have someone close to them directly impacted by it, or work to support someone directly impacted by it. Conversely, those who are impacted by physical barriers are often highly aware of such barriers, as it affects their ability to access and navigate their environment.

The majority of respondents in the survey identified as not having a disability and not having someone close to them who has a disability, suggesting a gap in awareness. Education and understanding about the importance of physical accessibility, and how it benefits everyone (not only people with disabilities) could help create more awareness of what constitutes a physical barrier and how to identify them properly.

The comment section for these questions asked for details on the removal of such a barrier, however, many of the comments state where barriers are still present.

## **Staff survey**

Responses by the staff survey of this question type drastically contrast that of the community, students and their families survey. A large majority of respondents (71.43%) noted that they are aware of a physical barrier at VSB, despite equal distribution between those who have lived experience with this barrier type.

Based on survey results, it could be inferred that, given the context of their work, many staff at VSB have greater understanding of what constitutes a physical barrier, therefore increasing their awareness of, and awareness of experiencing, this barrier type significantly. This presents an opportunity for staff to help advance the identification and removal of barriers across the District, particularly at schools. The comment section for these questions asked for details about the removal of such a barrier. Some comments identify where barriers have been removed, whereas others noted where barriers are still present.

## **Systemic and policy barriers**

### **Community, students and their families survey**

Awareness of this barrier type was roughly equal between those who were aware, were not aware, and those who did not know, indicating a potential gap in understanding about type of barrier. Also, most respondents indicated they are not aware of the removal of this barrier type or do not know if they are aware of it. Systemic barriers are often interconnected with other barrier types making it challenging for the public to navigate an understanding of what constitutes this barrier type.

Similarly to attitudinal barriers, the results of this multiple-choice section are not reflective of the additional comment section, as many respondents noted frustrations with barriers that are linked to



systems and policies within VSB. More awareness and education around this barrier type could be beneficial in accurately determining how these barriers are observed and experienced by community members, and therefore then be addressed.

The comment section for these questions asked for details on the removal of such a barrier, however, most of the comments state where barriers are still present. In addition, many comments identified barriers present that are not necessarily systemic, reiterating that this barrier may not fully understood by participants.

## Staff survey

In contrast to the community survey, most staff respondents are aware of a policy and systemic barrier at VSB but are not aware of its removal. This indicates that, unlike the community responses, there may be a true lack in removal of this barrier type.

As systemic and policy-based procedures are often difficult and/or time-consuming to change, and therefore, it can be assumed that most people have not experienced/do not know if they have experienced a removal of such barrier. District resources may not be necessary to bring more awareness about this barrier, but rather can be dedicated to the removal of these barriers, demonstrating actions to improve accessibility considering this type of barrier.

The comment section for these questions asked for details on the removal of such a barrier. The majority of comments shared noted where systemic and policy barriers are still present.

## Technology barriers

### Community, students and their families survey

Community respondents primarily indicated not being aware of, experiencing, or the removal of this barrier type. While technology barriers were identified as a primary accessibility concern in the comment section, it was not as common as other identified themes.

As such, it could be interpreted that the public's general understanding of technology barriers may be limited. However, it is also possible that technology is a prevalent barrier for a smaller group within based on responses to this barrier type.

The comment section for these questions asked for details about the removal of such a barrier, however, many of the comments stated where barriers are still present.

### Staff survey

In direct contrast with results of the community, students and their families survey, the majority of respondents (55.49 per cent) are aware of a technology barrier at VSB, with roughly equal distribution between respondents who have experienced a technology barrier at VSB and those who have not. The majority of respondents are not aware of its removal.

Similar to other barrier types, respondents may have a greater depth of understanding of what makes a technology barrier due to the nature of their job. It may be beneficial for the District to analyze which technology barriers are currently present for staff, determine if these same barriers are likely faced by community, students and/or their families, and work to remove them.

The comment section for these questions asked for details on the removal of such a barrier. Some of the comments stated where barriers are still present, however, the majority shared where they had witnessed barrier removal.

## Conclusion

While there was variance among awareness and experience between both surveys, the combination of multiple-choice questions and open-ended questions in both surveys indicate there are prevalent barriers within VSB, which both respondent groups are primarily in favour of removing. The comment box for each barrier type requested that respondents provide details of where an identified barrier had been removed. However, many respondents used this section to provide valuable insights of where barriers are still present, particularly in the community survey. This indicates the participants did not feel they had adequate opportunity to share their barrier concerns with VSB. This information is integral to understanding where accessibility can be improved.

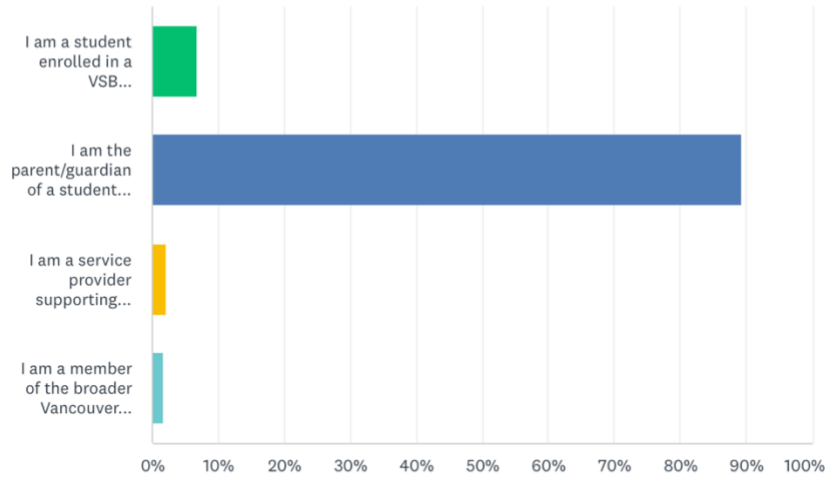
The discrepancy between awareness and experience results and open-ended response results from the community, students and families survey indicate a strong need for greater education around understanding and identifying barriers. Awareness in all categories was higher for staff respondents than community, student and family respondents, indicating that the District may benefit from working more closely with this group of people to better identify which barriers exist within VSB, particularly within schools, and what is needed to remove them. To further improve accessibility across all barrier types, anonymized comments submitted through both surveys was provided to the accessibility committee to support their ongoing work.

# Appendix A: Community, Student and Family Survey Results

## Question 1

What describes you best? (Choose one)

Answered: 2,855 Skipped: 0



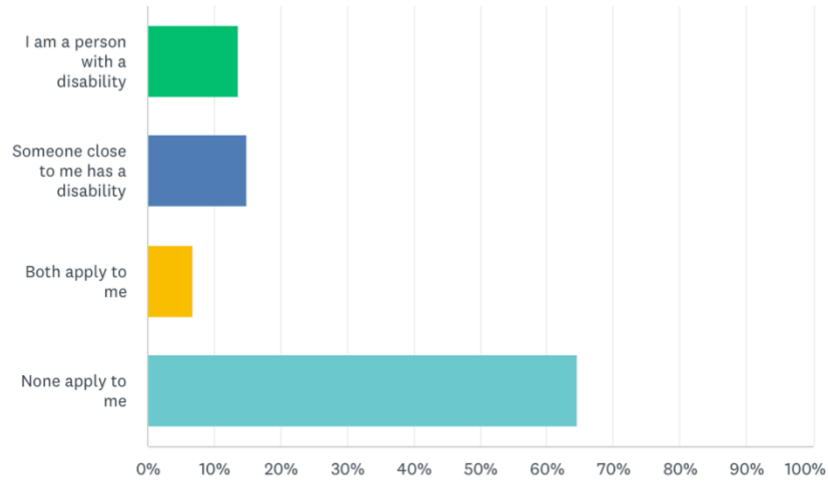
ANSWER CHOICES	RESPONSES
▼ I am a student enrolled in a VSB school/program	6.73% 192
▼ I am the parent/guardian of a student enrolled in a VSB school/program	89.42% 2,553
▼ I am a service provider supporting students in schools	2.10% 60
▼ I am a member of the broader Vancouver public	1.75% 50
TOTAL	2,855

**Note: Answers from question 1 determine if a respondent is then prompted to answer question 2 (for respondents who identified as either a student, service provider or member of the broader Vancouver public) or question 3 (for respondents who identified as a parent of a student). Each respondent was only promoted by one of the two questions, not both. The difference in questions 2 and 3 is a slight variance in language used, with question 3 specifically referencing the respondents' child(ren).**

## Question 2

### What describes you best? (Choose one)

Answered: 220 Skipped: 2,635

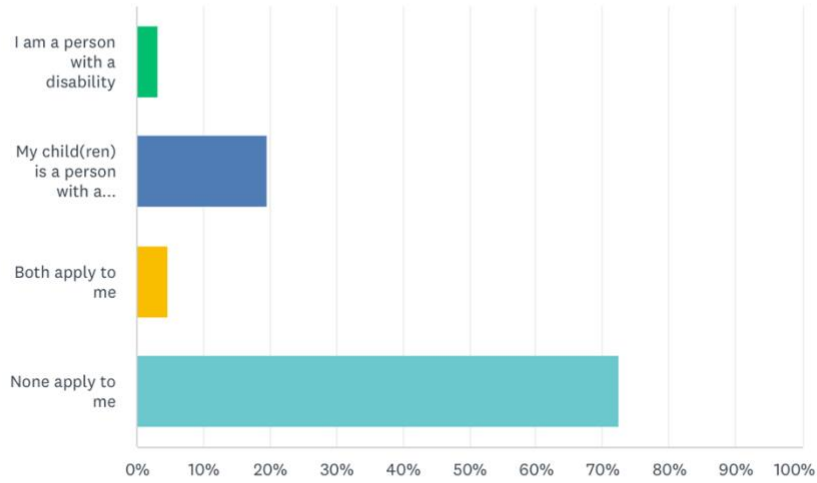


ANSWER CHOICES	RESPONSES
▼ I am a person with a disability	13.64% 30
▼ Someone close to me has a disability	15.00% 33
▼ Both apply to me	6.82% 15
▼ None apply to me	64.55% 142
<b>TOTAL</b>	<b>220</b>

### Question 3

## What describes you best? (Choose one)

Answered: 2,488 Skipped: 367

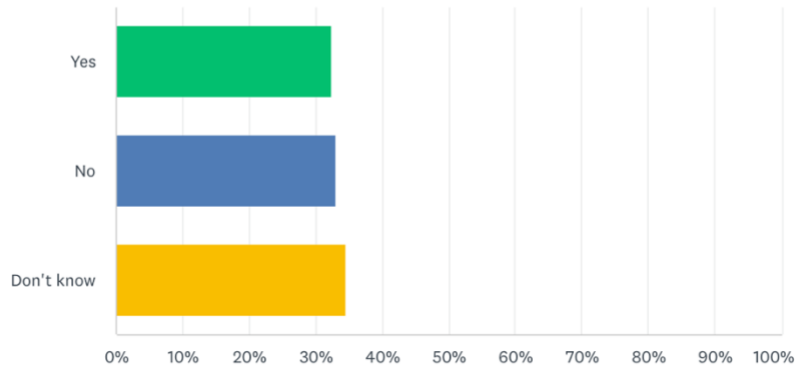


ANSWER CHOICES	RESPONSES
▼ I am a person with a disability	3.18% 79
▼ My child(ren) is a person with a disability	19.53% 486
▼ Both apply to me	4.70% 117
▼ None apply to me	72.59% 1,806
<b>TOTAL</b>	<b>2,488</b>

## Question 4

I am aware of an attitudinal barrier at VSB:

Answered: 2,167 Skipped: 688



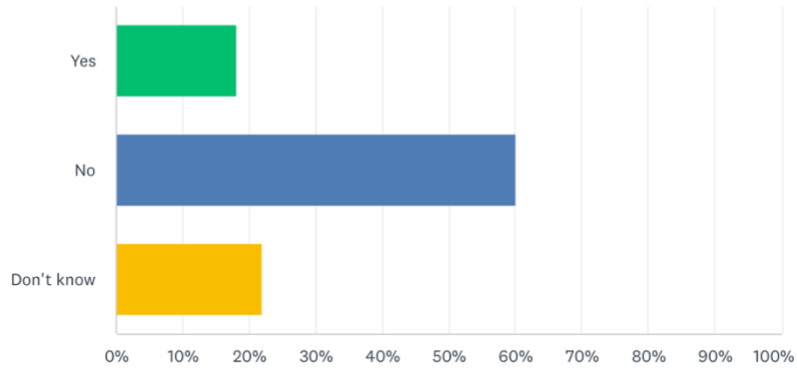
ANSWER CHOICES	RESPONSES
▼ Yes	32.40% 702
▼ No	33.13% 718
▼ Don't know	34.47% 747
<b>TOTAL</b>	<b>2,167</b>

Comments (0)

### Question 5

I have experienced an attitudinal barrier at VSB:

Answered: 2,167 Skipped: 688

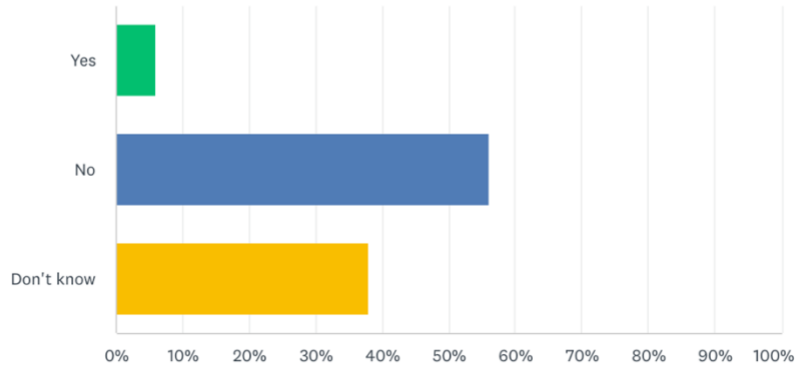


ANSWER CHOICES	RESPONSES
▼ Yes	18.04% 391
▼ No	60.04% 1,301
▼ Don't know	21.92% 475
<b>TOTAL</b>	<b>2,167</b>

## Question 6

Are you aware of, or have you experienced, a removal of such a barrier?

Answered: 2,167 Skipped: 688



ANSWER CHOICES	RESPONSES
▼ Yes	5.95% 129
▼ No	56.07% 1,215
▼ Don't know	37.98% 823
<b>TOTAL</b>	<b>2,167</b>

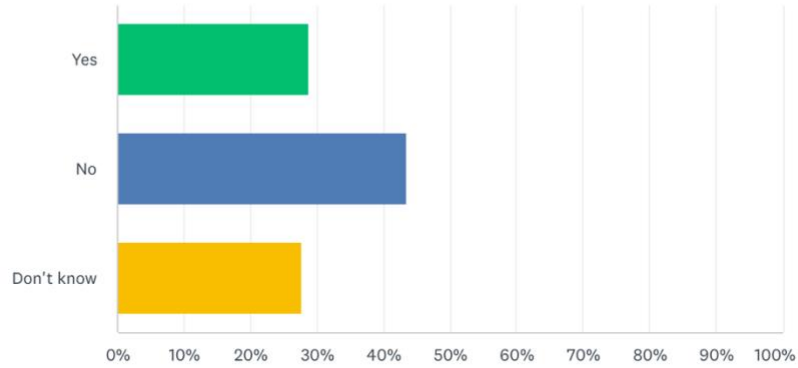
[Comments \(182\)](#)



## Question 7

I am aware of an information and/or communications barrier at VSB:

Answered: 1,963 Skipped: 892



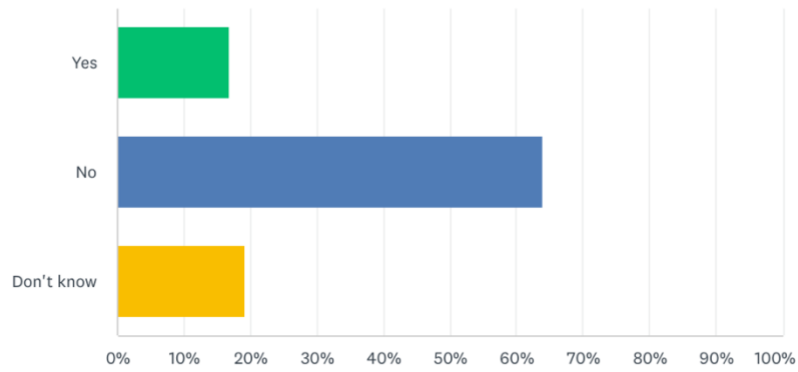
ANSWER CHOICES	RESPONSES
▼ Yes	28.88% 567
▼ No	43.45% 853
▼ Don't know	27.66% 543
<b>TOTAL</b>	<b>1,963</b>

Comments (0)

### Question 8

I have experienced an information and/or communications barrier at VSB:

Answered: 1,963 Skipped: 892

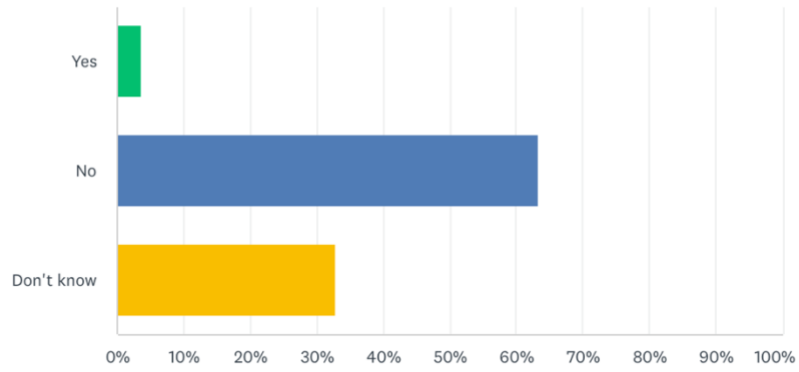


ANSWER CHOICES	RESPONSES
▼ Yes	16.76% 329
▼ No	63.98% 1,256
▼ Don't know	19.26% 378
<b>TOTAL</b>	<b>1,963</b>

### Question 9

Are you aware of, or have you experienced, a removal of such a barrier?

Answered: 1,963 Skipped: 892



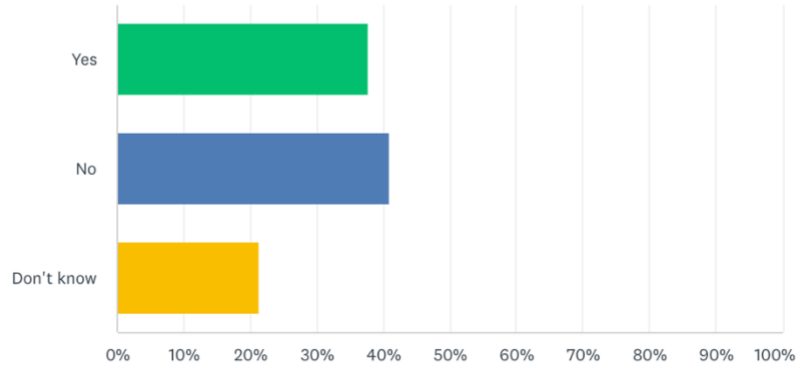
ANSWER CHOICES	RESPONSES
▼ Yes	3.72% 73
▼ No	63.37% 1,244
▼ Don't know	32.91% 646
<b>TOTAL</b>	<b>1,963</b>

[Comments \(100\)](#)

### Question 10

I am aware of a barrier due to physical area or constructed space at VSB:

Answered: 1,875 Skipped: 980



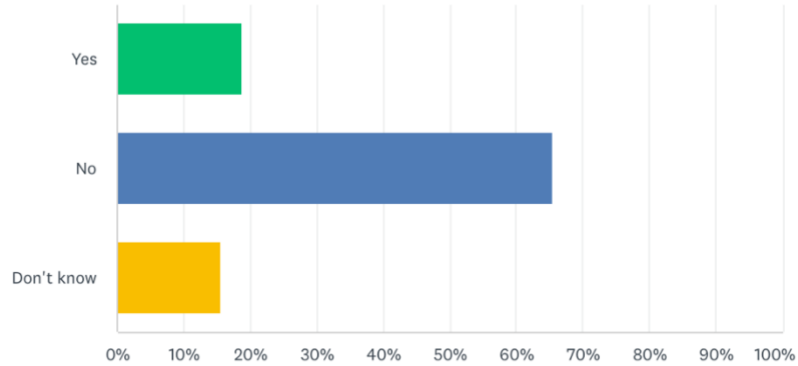
ANSWER CHOICES	RESPONSES
▼ Yes	37.71% 707
▼ No	40.91% 767
▼ Don't know	21.39% 401
<b>TOTAL</b>	<b>1,875</b>

Comments (0)

### Question 11

I have experienced a barrier due to the constructed space or physical area at VSB:

Answered: 1,875 Skipped: 980

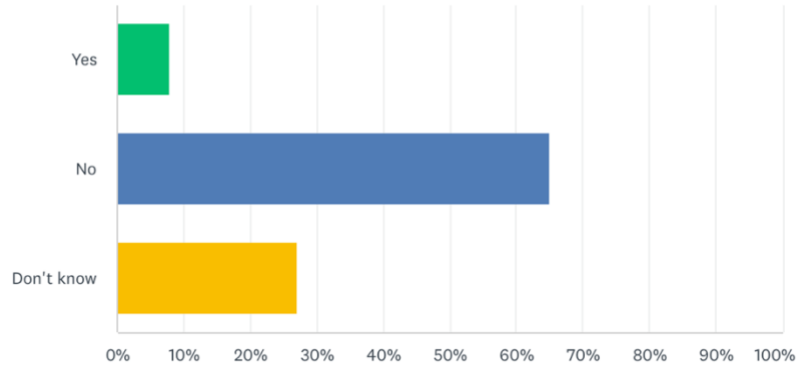


ANSWER CHOICES	RESPONSES
▼ Yes	18.83% 353
▼ No	65.55% 1,229
▼ Don't know	15.63% 293
<b>TOTAL</b>	<b>1,875</b>

## Question 12

Are you aware of, or have you experienced, a removal of such a barrier?

Answered: 1,875 Skipped: 980



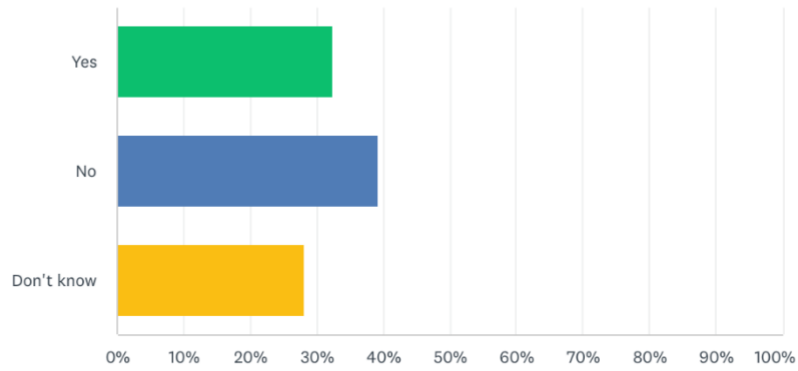
ANSWER CHOICES	RESPONSES
▼ Yes	7.89% 148
▼ No	65.07% 1,220
▼ Don't know	27.04% 507
<b>TOTAL</b>	<b>1,875</b>

[Comments \(223\)](#)

### Question 13

I am aware of policies and/or procedures that create systemic barriers to full access by people with disabilities to goods and services at VSB:

Answered: 1,772 Skipped: 1,083



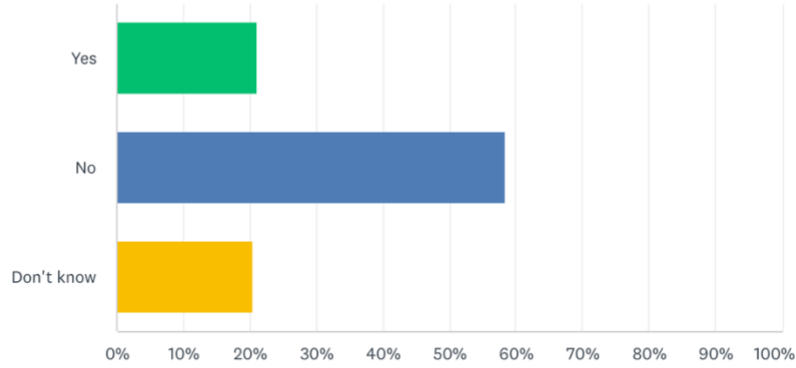
ANSWER CHOICES	RESPONSES
Yes	32.51% 576
No	39.28% 696
Don't know	28.22% 500
<b>TOTAL</b>	<b>1,772</b>

Comments (0)

## Question 14

I have experienced systemic barriers to goods and services at VSB:

Answered: 1,772 Skipped: 1,083



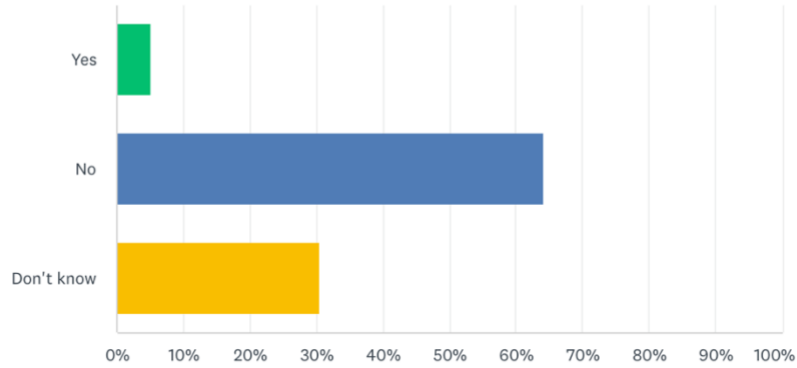
ANSWER CHOICES	RESPONSES
▼ Yes	21.11% 374
▼ No	58.35% 1,034
▼ Don't know	20.54% 364
<b>TOTAL</b>	<b>1,772</b>



### Question 15

Are you aware of, or have you experienced, a removal of such a barrier?

Answered: 1,772 Skipped: 1,083



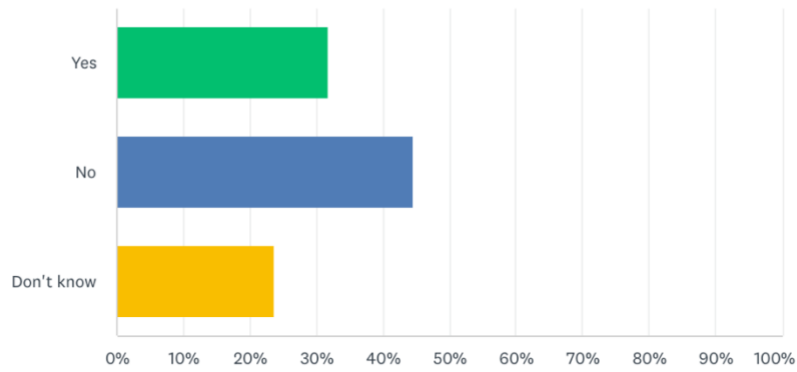
ANSWER CHOICES	RESPONSES
▼ Yes	5.19% 92
▼ No	64.28% 1,139
▼ Don't know	30.53% 541
<b>TOTAL</b>	<b>1,772</b>

[Comments \(147\)](#)

## Question 16

I am aware of technology barriers to services at VSB:

Answered: 1,700 Skipped: 1,155



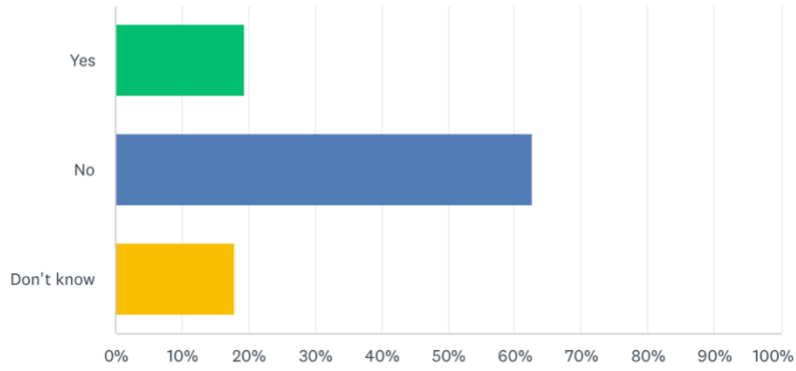
ANSWER CHOICES	RESPONSES
▼ Yes	31.71% 539
▼ No	44.53% 757
▼ Don't know	23.76% 404
<b>TOTAL</b>	<b>1,700</b>

Comments (0)

### Question 17

I have experienced technology barriers at VSB:

Answered: 1,700 Skipped: 1,155

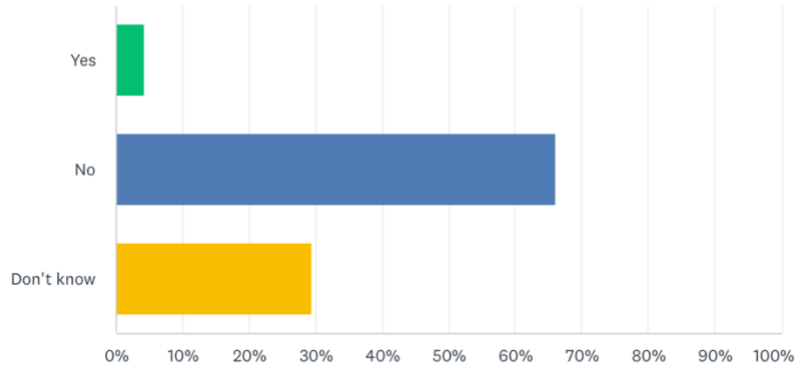


ANSWER CHOICES	RESPONSES
▼ Yes	19.47% 331
▼ No	62.65% 1,065
▼ Don't know	17.88% 304
<b>TOTAL</b>	<b>1,700</b>

### Question 18

Are you aware of, or have you experienced, a removal of such a barrier?

Answered: 1,700 Skipped: 1,155



ANSWER CHOICES	RESPONSES
▼ Yes	4.29% 73
▼ No	66.18% 1,125
▼ Don't know	29.53% 502
<b>TOTAL</b>	<b>1,700</b>

[Comments \(136\)](#)

### Question 19

Do you have any other information about accessibility at VSB you'd like to share? (Limit to 200 characters including spaces).

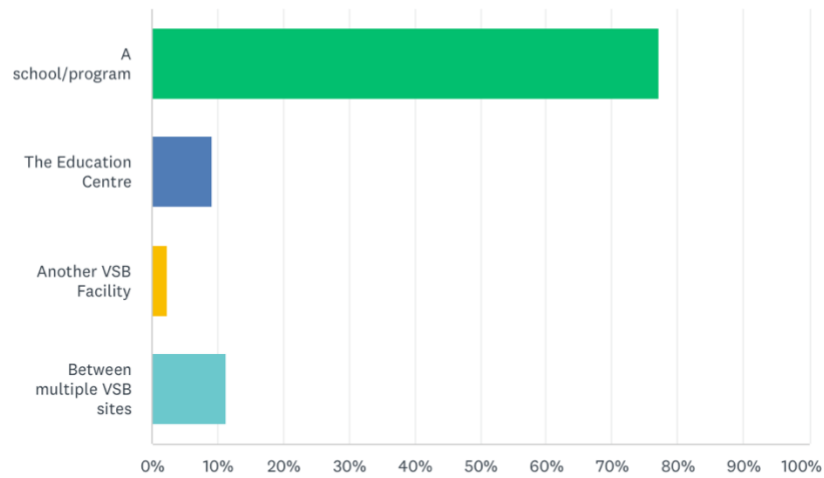
Answered: 475 Skipped: 2,380

# Appendix B: Staff Survey Results

## Question 1

I work primarily at (Choose one)

Answered: 585 Skipped: 0



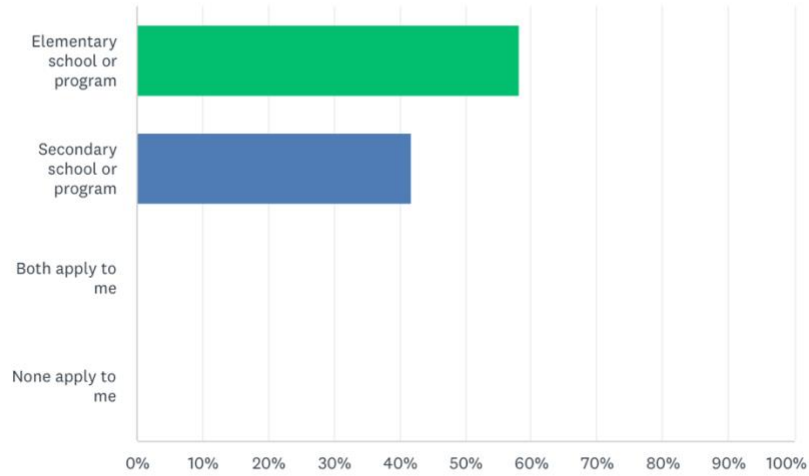
ANSWER CHOICES	RESPONSES
▼ A school/program	77.09% 451
▼ The Education Centre	9.23% 54
▼ Another VSB Facility	2.39% 14
▼ Between multiple VSB sites	11.28% 66
<b>TOTAL</b>	<b>585</b>

Note: If a respondent identified as working in a school/program, they were then prompted to answer question 2. All other response types were brought directly to question 3.

## Question 2

I work primarily work at a/an:

Answered: 451 Skipped: 134

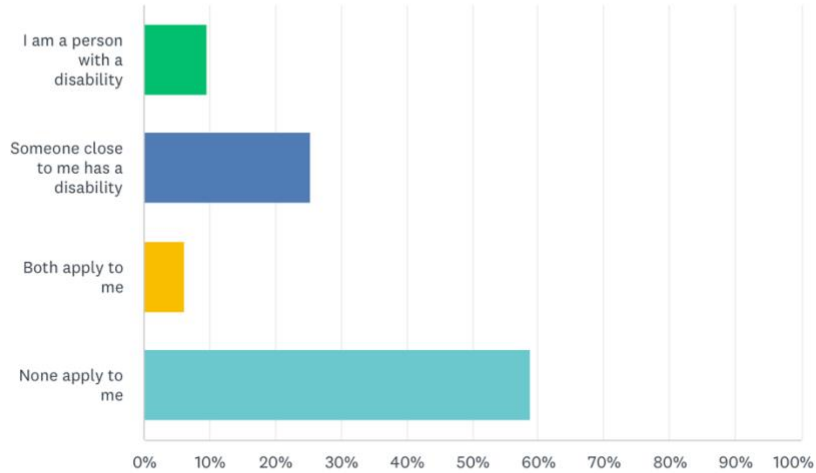


ANSWER CHOICES	RESPONSES
▼ Elementary school or program	58.31% 263
▼ Secondary school or program	41.69% 188
▼ Both apply to me	0.00% 0
▼ None apply to me	0.00% 0
<b>TOTAL</b>	<b>451</b>

### Question 3

We would like to know a little more about you in the context of our ongoing accessibility work.

Answered: 542 Skipped: 43



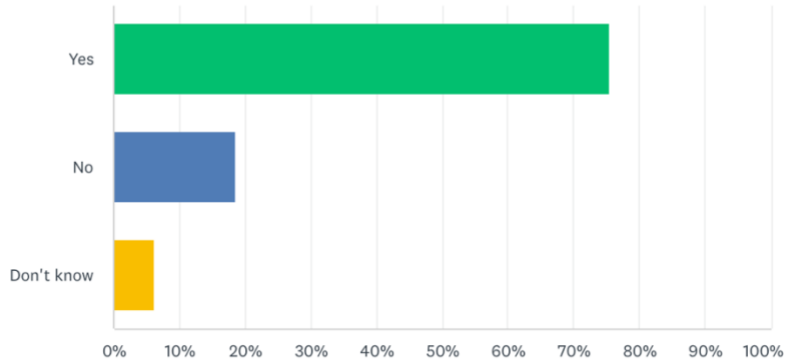
ANSWER CHOICES	RESPONSES
I am a person with a disability	9.59% 52
Someone close to me has a disability	25.28% 137
Both apply to me	6.27% 34
None apply to me	58.86% 319
<b>TOTAL</b>	<b>542</b>



## Question 4

In my work, I support a or students who have a disability

Answered: 542 Skipped: 43

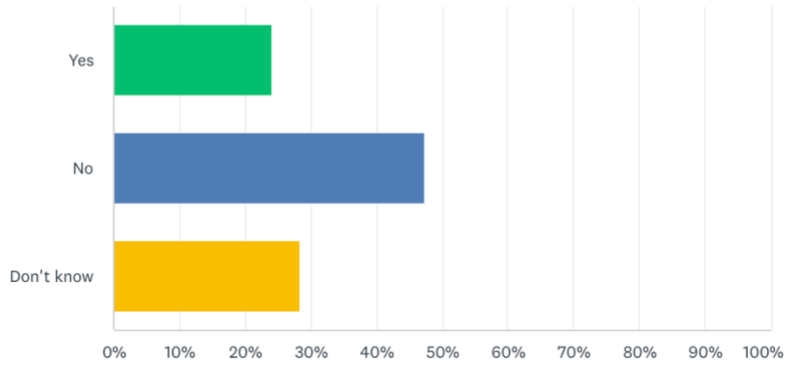


ANSWER CHOICES	RESPONSES
▼ Yes	75.46% 409
▼ No	18.45% 100
▼ Don't know	6.09% 33
<b>TOTAL</b>	<b>542</b>

### Question 5

In my work, I support a staff member or members who have a disability

Answered: 542 Skipped: 43

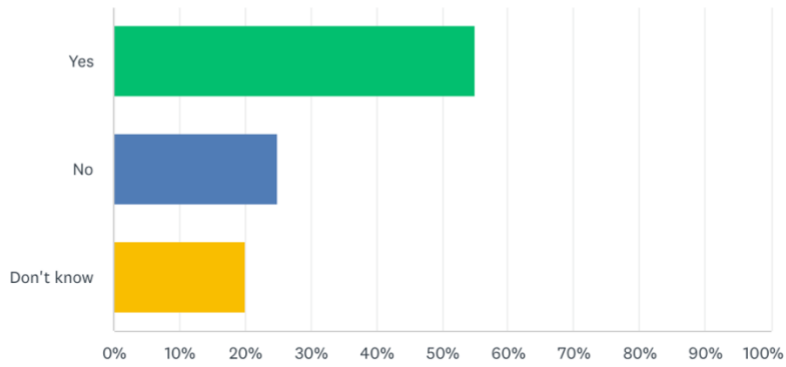


ANSWER CHOICES	RESPONSES
Yes	24.17% 131
No	47.42% 257
Don't know	28.41% 154
<b>TOTAL</b>	<b>542</b>

## Question 6

I am aware of an attitudinal barrier at VSB:

Answered: 454 Skipped: 131



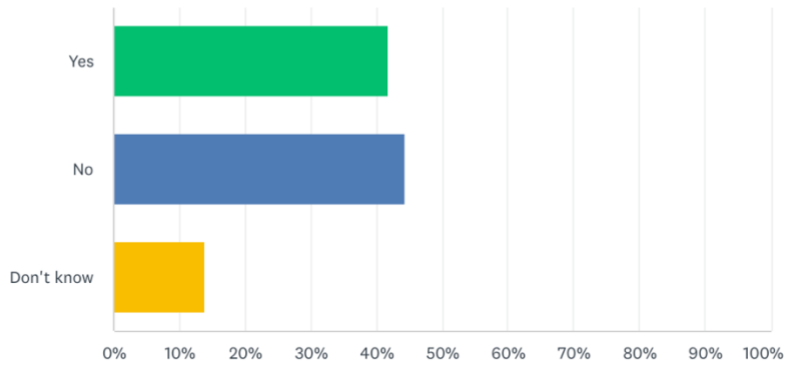
ANSWER CHOICES	RESPONSES
▼ Yes	55.07% 250
▼ No	24.89% 113
▼ Don't know	20.04% 91
<b>TOTAL</b>	<b>454</b>

Comments (0)

### Question 7

I have experienced an attitudinal barrier at VSB:

Answered: 454 Skipped: 131

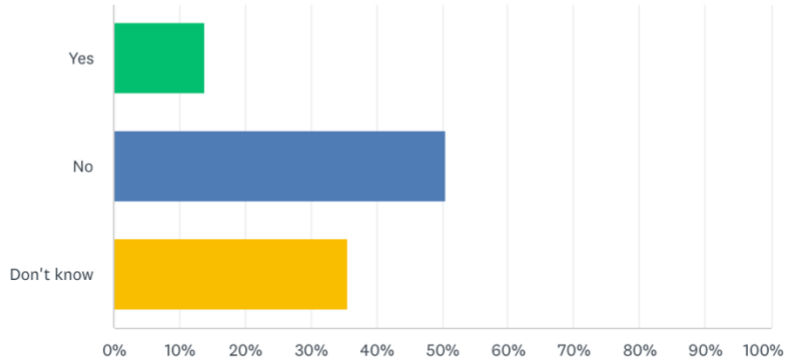


ANSWER CHOICES	RESPONSES
▼ Yes	41.85% 190
▼ No	44.27% 201
▼ Don't know	13.88% 63
<b>TOTAL</b>	<b>454</b>

## Question 8

Are you aware of, or have you experienced, a removal of such a barrier?

Answered: 454 Skipped: 131



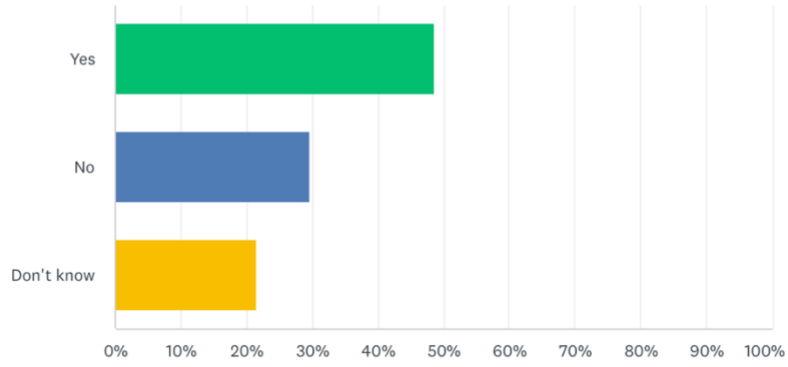
ANSWER CHOICES	RESPONSES
▼ Yes	13.88% 63
▼ No	50.44% 229
▼ Don't know	35.68% 162
<b>TOTAL</b>	<b>454</b>

[Comments \(57\)](#)

### Question 9

I am aware of an information and/or communications barrier at VSB:

Answered: 417 Skipped: 168



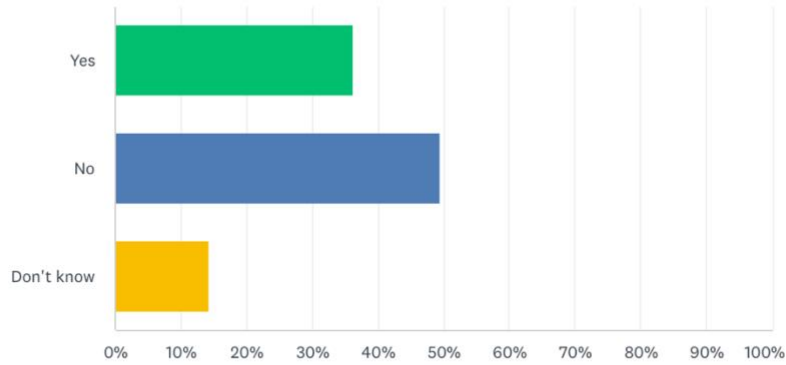
ANSWER CHOICES	RESPONSES
▼ Yes	48.68% 203
▼ No	29.74% 124
▼ Don't know	21.58% 90
<b>TOTAL</b>	<b>417</b>

Comments (0)

## Question 10

I have experienced an information and/or communications barrier at VSB:

Answered: 417 Skipped: 168

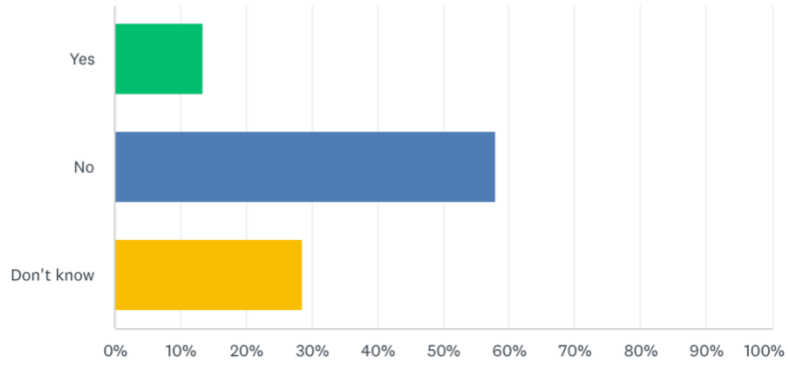


ANSWER CHOICES	RESPONSES
Yes	36.21% 151
No	49.40% 206
Don't know	14.39% 60
<b>TOTAL</b>	<b>417</b>

## Question 11

Are you aware of, or have you experienced, a removal of such a barrier?

Answered: 417 Skipped: 168



ANSWER CHOICES	RESPONSES
▼ Yes	13.43% 56
▼ No	58.03% 242
▼ Don't know	28.54% 119
<b>TOTAL</b>	<b>417</b>

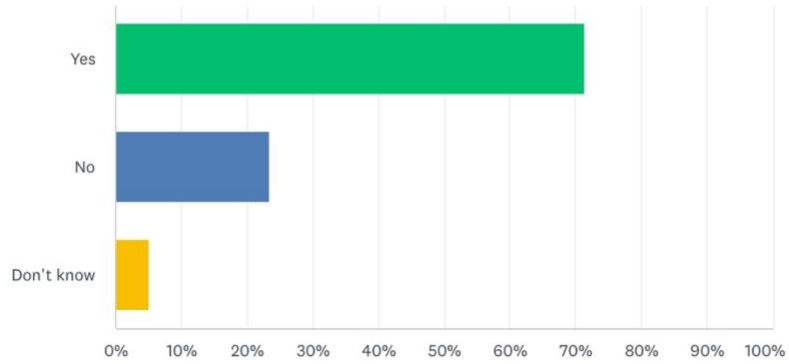
[Comments \(50\)](#)



## Question 12

I am aware of a barrier due to physical area or constructed space at VSB:

Answered: 399 Skipped: 186



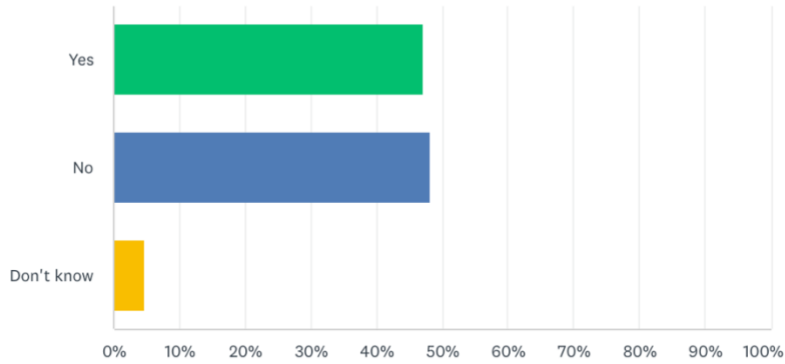
ANSWER CHOICES	RESPONSES
▼ Yes	71.43% 285
▼ No	23.56% 94
▼ Don't know	5.01% 20
<b>TOTAL</b>	<b>399</b>

Comments (0)

### Question 13

I have experienced a barrier due to the constructed space or physical area at VSB:

Answered: 399 Skipped: 186

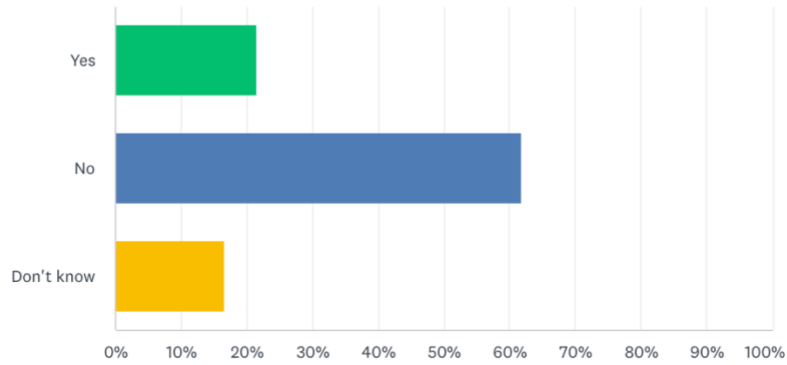


ANSWER CHOICES	RESPONSES
▼ Yes	47.12% 188
▼ No	48.12% 192
▼ Don't know	4.76% 19
<b>TOTAL</b>	<b>399</b>

## Question 14

Are you aware of, or have you experienced, a removal of such a barrier?

Answered: 399 Skipped: 186



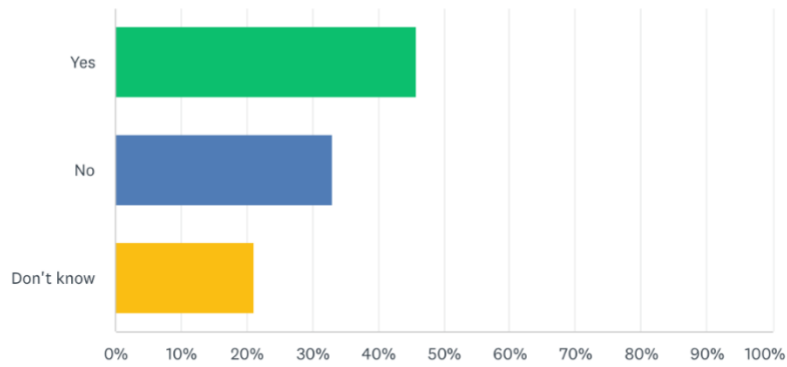
ANSWER CHOICES	RESPONSES
▼ Yes	21.55% 86
▼ No	61.90% 247
▼ Don't know	16.54% 66
<b>TOTAL</b>	<b>399</b>

[Comments \(107\)](#)

### Question 15

I am aware of policies and/or procedures that create systemic barriers to full access by people with disabilities to goods and services at VSB:

Answered: 378 Skipped: 207



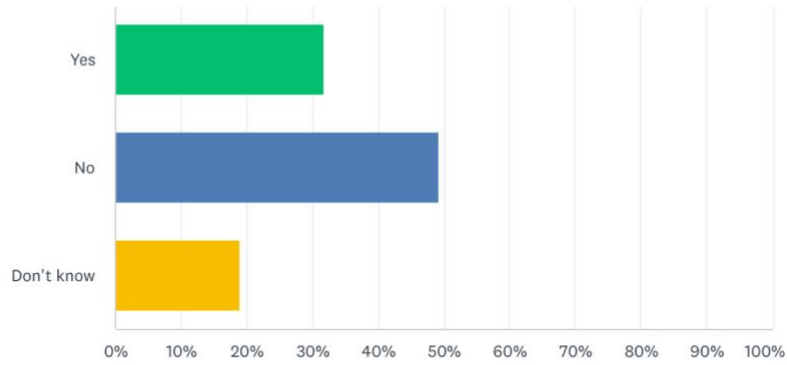
ANSWER CHOICES	RESPONSES
▼ Yes	45.77% 173
▼ No	33.07% 125
▼ Don't know	21.16% 80
<b>TOTAL</b>	<b>378</b>

Comments (0)

## Question 16

I have experienced systemic barriers to goods and services at VSB:

Answered: 378 Skipped: 207

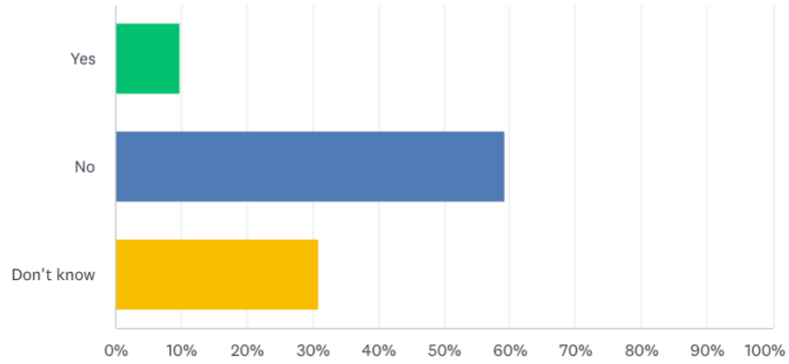


ANSWER CHOICES	RESPONSES
▼ Yes	31.75% 120
▼ No	49.21% 186
▼ Don't know	19.05% 72
<b>TOTAL</b>	<b>378</b>

### Question 17

Are you aware of, or have you experienced, a removal of such a barrier?

Answered: 378 Skipped: 207



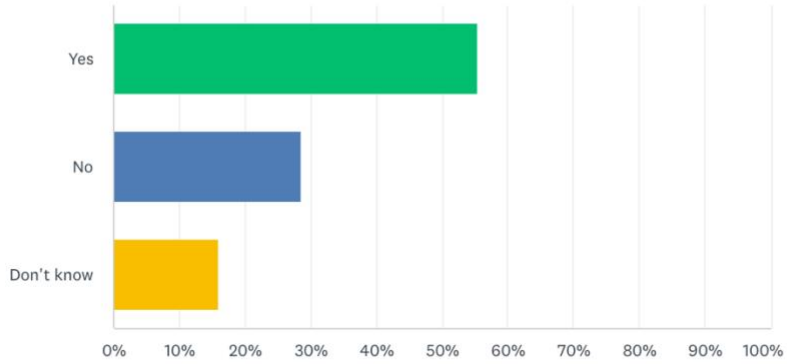
ANSWER CHOICES	RESPONSES
▼ Yes	9.79% 37
▼ No	59.26% 224
▼ Don't know	30.95% 117
<b>TOTAL</b>	<b>378</b>

[Comments \(35\)](#)

### Question 18

I am aware of technology barriers to services at VSB:

Answered: 364 Skipped: 221



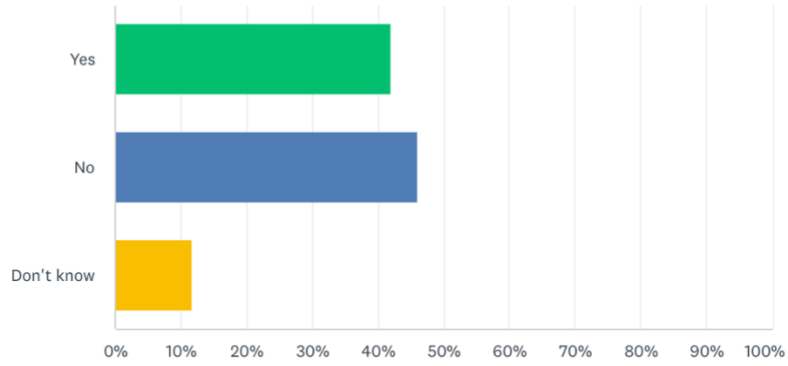
ANSWER CHOICES	RESPONSES
▼ Yes	55.49% 202
▼ No	28.57% 104
▼ Don't know	15.93% 58
<b>TOTAL</b>	<b>364</b>

Comments (0)

## Question 19

I have experienced technology barriers at VSB:

Answered: 364 Skipped: 221



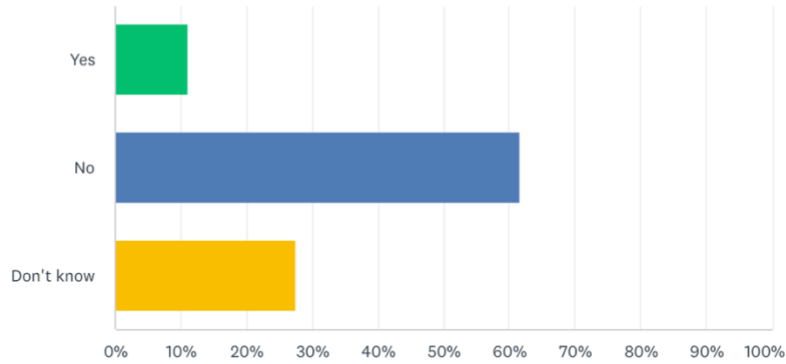
ANSWER CHOICES	RESPONSES
▼ Yes	42.03% 153
▼ No	46.15% 168
▼ Don't know	11.81% 43
<b>TOTAL</b>	<b>364</b>



## Question 20

Are you aware of, or have you experienced, a removal of such a barrier?

Answered: 364 Skipped: 221



ANSWER CHOICES	RESPONSES
▼ Yes	10.99% 40
▼ No	61.54% 224
▼ Don't know	27.47% 100
<b>TOTAL</b>	<b>364</b>

[Comments \(50\)](#)

## Question 21

Do you have any other information about accessibility at VSB as an employee you'd like to share? (Limit to 200 characters including spaces).

Answered: 120 Skipped: 465