

## 1. CALL TO ORDER

Call to Order – 4:12 PM

## 2. TERRITORIAL ACKNOWLEDGMENT

We respectfully acknowledge that the SFSS is located on the traditional, unceded territories of the Coast Salish peoples, including the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), S<sup>k</sup>w<sup>x</sup>wú7mesh Úxwumixw (Squamish), Selíłwítulh (Tsleil-Waututh), k<sup>w</sup>ik<sup>w</sup>əłəm (Kwkwetlem) and q̓icəy̓ (Katzie) Nations. Unceded means that these territories have never been handed over, sold, or given up by these nations, and we are currently situated on occupied territories.

## 3. ROLL CALL OF ATTENDANCE

### 3.1 Accessibility Committee Composition

VP Student Life ( <i>Chair</i> ) .....	Jennifer Chou
VP Student Services ( <i>Vice-Chair</i> ) .....	Matthew Provost
Student At-Large .....	Vivian Ly
Student At-Large .....	Spencer Chen
Student At-Large .....	Serena Bains
Student At-Large .....	Jillian Sloane
Faculty Representative (Education) .....	Emerly Liu
At-Large Representative .....	Phum Luckkid

### 3.2 Society Staff

Operations Organizer .....	Ayesha Khan
Campaigns, Research, & Policy Coordinator .....	Sarah Edmunds
Administrative Assistant .....	Somayeh Naseri

### 3.3 Regrets

Faculty Representative (Education) .....	Emerly Liu
Student At-Large .....	Spencer Chen
Student At-Large .....	Jillian Sloane

## 4. ADOPTION OF THE AGENDA

### 4.1 MOTION AC 2021-01-13:01

**Jennifer/Vivian**

*Be it resolved to adopt the agenda as amended.*

**CARRIED AS AMENDED UNANIMOUSLY**

- Add a new motion to section 7.2

## 5. RATIFICATIONS OF REGRETS

### 5.1 MOTION AC 2021-01-13:02

**Jennifer/Vivian**

*Be it resolved to ratify regrets from Emerly Liu, Spencer Chen, and Jillian Sloane.*

**CARRIED AS AMENDED UNANIMOUSLY**

- Add regrets from Jillian Sloane

## 6. MATTERS ARISING FROM THE MINUTES

### 6.1 MOTION AC 2021-01-13:03

**Vivian/Matthew**

*Be it resolved to receive and file December 08, 2020 Accessibility Committee minutes:*

- AC 2020-12-08

**CARRIED AS AMENDED UNANIMOUSLY**

- Strike the word Advisory from motion to read as Accessibility Committee instead of Accessibility Advisory Committee.

## 7. NEW BUISINESS

### 7.1 SFU Disability and Neurodiversity Alliance Spring 2021 Meetings-MOTION AC 2021-01-13:04

**Jennifer/Vivian**

*Whereas the SFSS Accessibility Committee will be working with the SUB Accessibility Auditors, Level Playing Field,*

*Be it resolved to appoint Vivian Ly and Jennifer Chou to the SUB Accessibility Audit Working Group.*

**CARRIED AS AMENDED UNANIMOUSLY**

- Amend the motion to replace X with Vivian Ly and Jennifer Chou
- Vivian is interested but Vivian's schedule is tentative
- Matt would be interested in supporting and taking on tasks as needed, but not being on the working group

### 7.2 MOTION AC 2021-01-13:05

**Vivian/Mathew**

*Be it resolved to approve \$3,200 from the Accessibility Fund for CART captioning for SFU Disability and Neurodiversity Alliance meetings.*

**CARRIED**

**Abstain (2):** Vivian Ly and Serena Bains

**In Favor (3):** Jennifer Chou, Matthew Provost, Phum Luckkid

**Against (0)**

- There have been requests for CART captioning to improve communication access.
- SFU DNA is meeting every 2 weeks.
- Auto captioning works, but CART is preferred

## 8. DISCUSSION

### 8.1 Accessibility Assistant Hiring Update

- Interviews will be conducted next week. (Wednesday, January 20th and Friday, January 22nd)
- Candidates got the interview schedules.
- Interview questions linked in the chat for members' review to be narrow down.

## 8.2 Psychoeducational Assessments

- Need to know:
  - Whether the SFSS should require a referral
  - Whether or not to use the term “psychological assessment” instead of “psycho-educational assessment”
    - If we go with psychological assessment, we open up the possibility of psychosis to be assessed
    - There’s an Early Psychosis Intervention, which hasn’t been great in assessing people for psychosis
    - There aren’t good free or funded resources for diagnosing serious mental illness like psychosis and schizophrenia
    - Changing the term is positive because we’d allow students wider access to diagnoses
    - Psychological assessment refers to all psychological disorders in the DSM
    - Psychoeducational refers to learning and developmental disorders
    - Would insurers be okay with broadening to not just learning disabilities?
    - StudentCare is the intermediary between SFSS and the insurer, Pacific Blue Cross. It depends more on what StudentCare is thinking
      - If there’s a connection that impacts the students’ learning, it could count.
      - UVic only covers specific learning disorders
      - If there’s evidence that ADHD, for example, impacts learning, we could potentially get it covered
      - It also depends on how they’re defining impact to learning (any kind of disability impacts learning like Autism and ADHD impacts attention, sensory processing...having hallucinations during class also impacts ability to interact with course material)
    - Some things are trauma-induced (which impacts learning)
      - Matthew and Emerly can ask StudentCare
- Some issues raised:
  - Some psychologists may not be qualified to assess ASD/ADHD (it’s harder to get an ASD and ADHD diagnosis as a female)
  - StudentCare’s response:
    - I have an email to the College of Psychologists of BC to inquire about what certification or training is required in order to perform psycho-educational assessments. However, so far all of the resources online specify only “licensed psychologist” or “registered psychologist”. PBC has confirmed that those 2 designations are the only requirements in terms of eligibility. Mitchell is the only one who has raised the idea of needing a form or specific documented expertise so I will also check in with him separately to see what he recommends. The issue that I am having is that neither Studentcare nor the SFSS are qualified, in my humble opinion, to evaluate additional training or comment on a psychologist’s fitness for the task. Therefore, we cannot accept responsibility for managing a referral list. If the insurer is also not requiring a referral, maybe the path forward is to simply go with the requirements as laid out by the College of Psychologists of BC

- At-large member of Accessibility Committee agreed, saying it may be up to the student to find a qualified assessor
  - SFU Disability and Neurodiversity Alliance could informally have a resource of who can do assessments (with a disclaimer that it's up to the student to make an informed choice on their own)
  - Not an official referral list, more of a recommendations list
- Is the plan covering “psychologists who do general psychoed assessments” or “psychologists who do general psychoed assessments, psychologists who do learning disability assessments, psychologists who do autism assessments, psychologists who do ADHD assessments, etc.”
  - The intent of the psycho-educational assessment is not to restrict the students’ access to any one type of assessment or psychologist. We expanded the Learning Disability Assessment model that Studentcare had for UVIC to psycho-educational assessments to encompass more than just Learning Disabilities, but that does not mean that the student cannot go to a psychologist who specializes in Learning Disability Assessments. Regardless of the psychologist, the plan is that the SFSS will reimburse the student for any assessment related to diagnosis of learning and developmental disabilities, ADHD, social/emotional/behavioural or psychological problems.

### **8.3 SUB Washrooms Consultation**

- Need to consult groups like the Women’s Centre, Out On Campus, Muslim Students Association, SFU Disability and Neurodiversity Alliance, Multifaith Centre
- We have reached out to SFU Disability and Neurodiversity Alliance and Out On Campus
  - Strongly in support (and support at least one floor converted to gender neutral washrooms)
  - Out On Campus used to be on the floor with only gender neutral washrooms, but now there’s no gender neutral washroom near them which is a huge barrier
- Vivian can contact the Women’s Centre, Jennifer can contact Muslim Students Association and the Multifaith Centre

### **8.4 SUB Audit Update**

- Level Playing Field sent over a contract for us to sign
- The working group for the SUB Accessibility Audit will connect with Level Playing Field and update the Accessibility Committee periodically

## **9. ATTACHMENTS**

### **9.1 Accessibility Assistant Interview Questions**

## **10. ADJOURNMENT**

### **10.1 MOTION AC 2021-01-13:06**

**Vivian/Matthew**

*Be it resolved to adjourn the meeting at 4:56PM.*

**CARRIED UNANIMOUSLY**

## Interview Questions

- Can you recall a time when you tried to equitably meet the needs of people with conflicting access needs? How was this resolved?
- Why is accessibility in higher education important?
- How do you take care of yourself during stressful times?
- Can you elaborate on what disability means to you?

### From SFU DNA

- Ask them to expand more on their relevant experience and what kind of skills they can bring to the role
  - Ask them about admin experience
  - Ask them about policy/advocacy experience
  - Ask them about accessibility services experience
- Have them read a short inspiration porn type of news story and ask them to identify the problematic aspects of how the disabled person was portrayed
- Ask them what is the difference between disability rights & disability justice (disability rights focuses a lot on disability only issues and is mainly white led while disability justice is a movement created by disabled queer and trans people and disabled BIPOC, centering intersectionality, anti-capitalism, and other issues beyond just accessibility).
  - Most people familiar with DJ will know of the 10 principles:  
<https://www.sinsinvalid.org/blog/10-principles-of-disability-justice>
  - [https://static1.squarespace.com/static/5bed3674f8370ad8c02efd9a/t/5f1f0783916d8a179c46126d/1595869064521/10\\_Principles\\_of\\_DJ-2ndEd.pdf](https://static1.squarespace.com/static/5bed3674f8370ad8c02efd9a/t/5f1f0783916d8a179c46126d/1595869064521/10_Principles_of_DJ-2ndEd.pdf)
- Ask them what is their understanding of Neurodiversity (describes the natural diversity of human brains and minds) & neurodivergence (an umbrella term describing divergence from the neurotypical norm, including autism, ADHD, learning disabilities, mental illnesses, etc.) is
- Ask them what accessibility measures will they plan for when organizing and in person event
- Ask them the same of what they would do for an online event
- Ask them what the best practices are for booking ASL interpreters and CART (they should mention things like having at least 2 weeks time to book, asking ahead of time which are the Deaf attendees' preferred interpreters, sending scripts and materials to the interpreters and CART ahead of time, confirming who needs which accessibility service and checking in with people if they can access it on the day of, etc. Bonus points if they know about spotlighting and pinning interpreter videos on Zoom)
- Ask them what barriers do disabled students face at post-secondary and what they plan to support students and/or what a student society like SFSS should do to support students