Sechelt Public Library

Accessibility Plan

Photo: Sechelt Library Patron, Edna Carley

Plan effective September 1, 2023

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Sechelt Library's Commitment to Accessibility

At Sechelt Public Library, we strive to include, engage and connect to all members of our community in a fair and equitable way. We celebrate who we are as a community – painters, poets, knitters, writers, athletes, indigenous peoples, refugees, gardeners, crafters, LGBTQ+, volunteers, grandparents, friends, astronomers, boaters, builders, babies, newcomers, foreign language speakers – and of course – readers!   Library staff do not judge on the basis of age, race, religion, political position, sexual orientation or socioeconomic status. Nor do we judge on the basis of disability, seen or unseen. Respect is shown equally to all.

The Sechelt Library Accessibility Plan has been drafted in compliance with the BC Accessibility Act. It shows our commitment to not only follow legislation but have a formal process in which to identify, remove and prevent barriers that might prevent someone from full and meaningful participation in their library experience.

Accessibile Canada Act

On June 20, 2018, the Government introduced Bill C-81, An Act to ensure a barrier free Canada (the Accessible Canada Act) in Parliament. The Accessible Canada Act received Royal Assent on June 21, 2019, and came into force on July 11, 2019.

Link to Accessible Canada Act:

https://laws-lois.justice.gc.ca/eng/acts/A-0.6/

Purpose of the Accessible Canada Act:

The purpose of the *Accessible Canada Act* is to make Canada barrier-free by January 1, 2040. This involves identifying, removing and preventing barriers in federal jurisdiction. The act impacts multiple areas of business and organizations, including employment, buildings, technologies (information and communication), communication, procurement of items and services, design and delivery of programs, and transportation.

Principles of the Accessible Canada Act

The Act is to be implemented in recognition of, and in accordance with, the following principles:

- everyone must be treated with dignity

- everyone must have the same opportunity to make for themselves the life they are able and wish to have

- everyone must be able to participate fully and equally in society

- everyone must have meaningful options and be free to make their own choices, with support if they desire

- laws, policies, programs, services, and structures must take into account the ways that different kinds of barriers and discrimination intersect

- persons with disabilities must be involved in the development and design of laws, policies, programs, services, and structures, and

- accessibility standards and regulations must be made with the goal of achieving the highest level of accessibility

Accessible British Columbia Act

With over 926,000 people with a disability in BC, the Government of British Columbia is also working towards being an inclusive province. On June 17, 2021, the Accessible BC Act was given royal assent. It provides a framework to identify, remove, and prevent barriers to accessibility. The new law is an important step to make BC a more accessible province.

The Government of British Columbia is committed to developing laws, standards, and policies that support people with disabilities to live with dignity and to meaningfully participate in their communities.

Link to Accessible British Columbia Act:

https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/21019

Accessible BC Regulation

The Accessible BC Regulation Order in Council 218/2022 (gov.bc.ca) was approved on April 14, 2022. It lists the public sector organizations that must comply with Section 3 of the Accessible BC Act as well as the timeline for each to comply.

Organizations Accessible BC Regulation Covers:

- 160+ local governments
- 70+ public libraries
- 11 municipal governments
- 60 public school boards

- 368 independent schools
- 25 post-secondary institutions
- 30 provincial crown agencies and tribunals

Public libraries were one of the Prescribed Organizations with a compliance date of September 1, 2023. For a full detailed list of prescribed organizations (see link: https://bcaccessibilityhub.ca/committees/organization-list/.

Plan Requirements and Deadline:

Those prescribed organizations must have a plan in place by the deadline set and must include:

1.   Establish an **accessibility committee**
   - Must have at least 50% members with disabilities or that work for disability serving organizations
   - Must represent the diversity of British Columbians
   - Must have indigenous representation
2.   Establish an **accessibility plan**
3.   Establish a **mechanism for feedback**

The deadline set to have an Accessibility Plan in place for public libraries is September 1, 2023. Other than the above, the regulation leaves much room for content flexibility.

Definitions from the Accessible Canada Act

Barrier

"means anything—including anything physical, architectural, technological or attitudinal, anything that is based on information or communications or anything that is the result of a policy or a practice—that hinders the full and equal participation in society of persons with an impairment, including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment or a functional limitation."

Disability

"means any impairment, including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment—or a functional limitation—whether permanent, temporary or episodic in nature, or evident or not, that, in interaction with a barrier, hinders a person's full and equal participation in society."

Disability Types

According to the BC Framework for Accessibility Legislation, there are more than 926,100 British Columbians over the age of 15 with some form of disability. This represents 24.7% of the population. As the population ages, the number of people with disabilities and the severity of their disabilities are likely to increase.

There are actually many different types of disabilities which can include:

- Cognitive
- Physical/Mobility
- Blindness or Low Vision
- Speech

- Hearing

The Accessibility Committee

Committee Purpose:

The role of the Accessibility Committee is to promote the Library's compliance with accessibility standards, to update the Accessibility Plan as needed and to establish a feedback process.

Part 3 of the Accessible BC Act states the following in relation to the committee member selection:

Accessibility committee

9 (1) An organization must establish a committee to

(a) assist the organization to identify barriers to individuals in or interacting with the organization, and

(b) advise the organization on how to remove and prevent barriers to individuals in or interacting with the organization.

(2) An accessibility committee must, to the extent possible, have members who are selected in accordance with the following goals:

(a) at least half of the members are

(i) persons with disabilities, or

(ii) individuals who support, or are from organizations that support, persons with disabilities;

(b) the members described in paragraph (a) reflect the diversity of persons with disabilities in British Columbia;

(c) at least one of the members is an Indigenous person;

(d) the committee reflects the diversity of persons in British Columbia.

Committee Members:

The Accessibility Plan Committee Members are comprised from a strict set of regulations set forth in the Accessible BC Act. The Sechelt Library Accessibility Committee is currently comprised of the following persons:

- Leianne Emery, Director, Sechelt Public Library
- Janette Helmuth, Library Technician – Accessibility Services, Sechelt Public Library
- Gail Norman, Public Services Assistant, Sechelt Public Library
- Jessica Kraus, Accounting and Administrative Assistant
- Nicki Iversen, Volunteer, Sechelt Public Library

Guiding Principles of the Committee:

In developing and updating the Accessibility Plan, the Committee must have regard for the following principles outlined in the Accessibility British Colombia Act. The definitions are as we interpret these principles.

- Inclusion
  - o Everyone should be able to participate fully and equally in our community.
- Adaptability
  - o Our Accessibility Plans will be ever evolving.
- Diversity
  - o No two people's needs or abilities will be alike. Everyone is unique.
- Collaboration
  - o We will be pro-accessibility not only in our own library, but with any partners with whom we collaborate with or share spaces with.
- Self-determination

- o Our Accessibility Plans will seek to reflect the goal of empowering those with disabilities to have equal access, to have an equal experience and to make their own decisions accordingly.
- Universal design
  - o Our library building, environment and services should be universally accessible to everyone

Areas of Accessibility Considerations for Committee

The following guidelines and recommended practices have been based on material collected from numerous disability organizations, federal and provincial governing bodies and library organizations including the Canadian Federation of Library Associations Accessible Collections and Services Materials.   These guidelines, in amended format, will serve as a recommended starting point for the Sechelt Library Committee to consider in identifying barriers and resolving issues for all areas of the physical library and its services with a focus on accessibility and inclusion.   **These guidelines do not represent must have's or must do's but an initial starting point of conversation and consideration only.**

It should be understood that not all identified barriers can be dealt with at once and will take time for consideration and possible update. This Accessibility Plan will be an ongoing multi-year project.

Areas of Accessibility Considerations are:

1. Library Policy
2. Public Services
3. Communications, Marketing and Outreach
4. Budgeting
5. Human Resources Training
6. Collections Management
7. Resource Sharing
8. Assistive Technology and Devices
9. Physical Access

1. Library Policy

- Library policy should state that libraries are accessible to everyone including those with disabilities.
- Library service standards should affirm that staff will treat people with disabilities with the consideration, dignity and respect to which all patrons are entitled.
- All staff should receive accessible customer service training.
- Library staff should be familiar with the Principles of Universal Design (see Appendix #1)
- Library management in conjunction with the District of Sechelt should be familiar with national or provincial/territorial human rights legislations, building codes, and other regulations relating to disabilities and accessibility.
- Library staff should refer to documents published by the **International Federation of Library Associations and Institutions (IFLA) relating to accessibility** (see Appendix 7)
- The library should have policies explaining standard practices and procedures relating to:
  - Anti-discrimination
  - Service accommodation
  - Accessible information
  - Accessible customer service training
  - Use of guide dogs, service animals and support persons
  - Assistive technology, equipment and devices
  - Accessible communication
- Library advisory committees and library boards should encourage participation by people with disabilities.
- The library's strategic plan should include accessibility such as physical space (facilities), procurement, programs, library websites, social media, integrated library systems (ILS), collections and equipment.

- The library should have an emergency and evacuation plan that takes in to account the safe evacuation of people with disabilities.

2. Public Services

- Libraries should give priority to providing the following types of services:
    - alternative format collections
    - accessible websites, online catalogue, and electronic resources
    - accessible computing devices, assistive devices and software (e.g. screen readers and magnifiers)
    - loaning of equipment to access materials in alternative formats (e.g. DAISY players)
    - high speed wireless networks for downloading / streaming online material
    - remote library card registration
    - technology assistance through resources such as library staff, partner organizations, volunteers and peer-to-peer groups
    - staff assistance through such things as e-mail, chat, texting, telephone, fax, relay services, webinars, video tutorials
    - extension services for those unable to visit a library
    - options for extended loan periods and no fines
- Libraries should use strategies of **Universal Design for Learning** (see Appendix 1) to provide spaces and instruction methods that are favorable for different types of learners. Examples include: offering study rooms and common learning areas, offering visual, hands on and auditory learning activities, and offering instructional materials in advance.
- A self-declaration of a perceptual disability (or print disability) should be sufficient for patrons who want to access a library's alternative format collection produced under exemptions in the COPYRIGHT ACT.

- When a title is not available in an accessible format, the library should be able to facilitate access, if possible, to an accessible copy as permitted under the Copyright Act for persons with perceptual disabilities. Libraries should not charge patrons for any costs associated with accessing or creating accessible copies.
- The library should provide collections and resources on various types of disabilities for public and staff awareness in consultation with national disability organizations.
- All library staff should be aware of copyright exemptions for people with print disabilities, eligibility requirements and lending policies for materials in alternative formats.

3. Communications, Marketing and Outreach

- Library staff should use plain language when producing materials for the public. See **CNIB's Clear Print Accessibility Guidelines** (see Appendix 2)
- Libraries should use various methods to advertise their services: large print brochures/posters, audio ads on websites, telephone and email alerts, etc.
- The library should provide accessible conversion-ready electronic documents intended for the public. Instructions and training for creating conversion-ready documents (e.g. properly created Word and PDF documents) should be made available to library staff.
- Libraries should include captions or transcripts for any videos or audio they produce for public use.
- The library should develop a plan to ensure that web content complies with the most up-to-date **Web Content Accessibility Guidelines (WCAG)** (see appendix 5)
- Promotion of accessible services should be integrated into the library's overall marketing and communication plan. Libraries should work collaboratively with

organizations to ensure joint promotional opportunities and increased communication regarding accessible library services.

- Internal marketing and training developed for staff and administrators should be an integral part of promoting and improving accessible services.
- The website should have a "Preferences Tool"

4. Budgeting and Procurement

- The library's accessible services need to be part of the budget planning and procurement process – if within the realm of a "library operating budget". Areas for consideration should include the purchase of collections, library equipment and furniture.
- Steps to making a library's physical facilities and services accessible, and to acquiring adaptive technologies, should be identified in an "operating budget" if possible.
- The purchase of alternative formats should be part of the collection budget process. Where accessible formats are not readily available, procurement decisions should be documented and contingency plans developed as to how accessible formats can be secured to accommodate a patron request.

5. Human Resources and Training

- An ongoing training program should be in place for library administrators, existing staff, new employees, volunteers, and library board members to heighten awareness and sensitivity, identify skill sets and provide information on the rights and needs of persons with disabilities, and help develop positive and appropriate attitudes. Library training should cover different types of disabilities, such as:

- o Learning disabilities
- o Visual disabilities
- o Physical disabilities
- o Mental illness
- o Speech or language disabilities
- o Developmental or intellectual disabilities
- o Hearing disabilities
- o Sensory disabilities

- Training policies and procedures should include guidelines regarding confidentiality, equitable service and equal access for people with disabilities.
- The library should compile a list of persons and organizations with particular expertise regarding various forms of disability in their community.
- While all library staff should have basic accessibility knowledge, one staff member should be designated as the resource person responsible for the library's accessible services: to provide information for both staff and the public; to coordinate activities and services; to keep informed of developments and trends and share this information with colleagues; to act as liaison with community disability groups; and to serve as internal coordinator within the library. All staff should be able to respond to questions that do not require expertise in disability issues, e.g., a person with a disability should not be referred automatically to the coordinator for accessibility services but be directly served by library staff as any other library patron/user.

6. Collections Management

- A library's collection development policy should include procurement of alternative formats wherever possible.
- The acquisitions process should include the purchase of titles in formats that everyone can use as well as specialized formats.
- Libraries should collaborate with local authors and publishers to increase the availability of titles that are accessible at source, providing them with specific feedback as to how their content can be improved.

7. Resource Sharing

- Acquisition policies should consider resource-sharing opportunities.
- Libraries should refer to Library and Archives **Canada's Symbols and Interlibrary Loan Policies in Canada** for library lending information and policies. (see Appendix 8)
- Libraries should promote and participate in networks of local, provincial/territorial, regional, national and international libraries and institutions to ensure availability of alternative format materials through interlibrary loan, cooperative or subscription-based programs. Some examples of Canadian alternative format repositories include members of the Centre for Equitable Library Access (CELA), the National Network for Equitable Library Service (NNELS) (for public libraries across Canada). An example of a repository available internationally includes Bookshare.

8. Assistive Devices and Technology

As more than 8 out of 10 Canadians with disabilities use aids and assistive devices, a library environment that provides assistive technologies will enable people to access library services with greater independence and privacy.

- The library's website and online catalogue should be compatible with assistive technologies. Library staff responsible for providing these services should receive training on web accessibility and assistive technologies. Visit WebAIM for resources for administrators, developers and designers.
- Libraries should provide public workstation(s) and OPACS (online public access catalogue) that are routinely maintained and equipped with furniture, hardware and software to meet the needs of people with various types of disabilities. Examples could include:
    - height adjustable desks

- large screen monitors
- roller track mice
- large print, colour contrast keyboards
- screen magnification
- screen reading software.

- Library staff should be familiar with how to use relay services for people with hearing or speech disabilities (see Appendix 6)

- Libraries should provide assistive reading devices to support the use of alternative format collections.

- User manuals and instructions should be available for both staff and the public. Manuals and instruction sheets should be accessible in alternative formats.

- Major purchases should be planned on the basis of user needs assessment and research into (a) costs of maintaining, servicing, and using the equipment; (b) availability of identical or compatible equipment in local disability centres or other libraries; (c) evaluations or other information on performance, cost, and reliability of the product.

- Service contracts with vendors should include training and troubleshooting as well as a demonstration of accessibility features of tools and platforms.

9. Physical Access

A barrier-free design helps to ensure that the library facility is welcoming to all users. As libraries are required to follow applicable federal, provincial or municipal building codes and by-laws, they should also consider the following:

- Library staff should be familiar with the accessibility standards outlined in the latest edition of the **National Building Code of Canada** (see Appendix 9) and

the **Accessible Design for the Built Environment** (see Appendix 10) for planning new library facilities or retrofitting/renovating existing facilities.

- The library environment should provide:
  - accessible public transportation routes to the library
  - wheelchair and scooter access. This includes parking areas, library entrance(s), pathways (interior/exterior), aisles, washrooms, programming rooms and service desks;
  - evenly distributed (non flickering) light both outside and inside the library;
  - variety of lighting options in reading areas;
  - hearing loop system for use at service desks and assembly areas;
  - sound absorbent walls and floors;
  - non-slip floors;
  - contrasting tones on walls, floors and doorways;
  - audible and visual emergency alarm systems;
  - tactile and visually contrasting path from the front door to the reception desk;
  - glare-free, tactile, colour-contrasted signage;
  - family washroom;
  - quiet room/area with soft furnishings/lighting;
  - wheelchair access to public computer stations
  - wheelchair access to Library OPAC's
  - wheelchair ramp or elevator options in addition to stairs
  - wheelchair accessible table heights
  - wheelchair accessible interior pathways
- Libraries should consult with people with disabilities prior to building a new facility or retrofitting an existing library.

10. Advocacy

All library staff and trustees have a responsibility to advocate for equitable access to library services at regional, national and international levels by making recommendations to government(s). To facilitate advocacy on accessibility issues:

- Library staff and trustees should be proactive in keeping up to date on library accessibility issues.

- Experts in the field should be invited to deliver training workshops and presentations highlighting emerging technologies and innovative solutions towards building inclusive learning environments for all library patrons.

- Libraries should partner with similar and external organizations to collaborate on projects, to reduce duplication of effort and to ensure that a consistent level of quality is achieved in the procurement or production of accessible formats and services across different organizations, making it a seamless process for users who frequent several libraries.

- Libraries should work with publishers to advocate for accessible materials at source.

11. References for the above 10 Areas

Besides Sechelt Public Library staff, the following were references used by the Canadian Federation of Library Associations Accessible Collections and Services Materials for the above 10 areas of considerations:

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World Wide Web Consortium. Web Content Accessibility Guidelines (WCAG) 2.0. Retrieved January 13, 2016. http://www.w3.org/WAI/.

Members of the Accessible Collections and Services Network:

- Alan Carlson – BC Libraries Branch
- Andrew Miller-Nesbitt – McGill University
- Bob Minnery – Alternative Education Resources for Ontario (AERO)
- Catherine Kelly – Nova Scotia Provincial Library
- Denise Weir – Manitoba Public Libraries Branch
- Erika Martin – Manitoba Public Libraries Branch
- Grace Dawson – PEI Public Library Service
- Gwen Schmidt – Saskatoon Public Library
- Jaime Griffis – Barrie Public Library
- John Tooth – University of Winnipeg
- Katya Pereyaslavska – Scholars Portal Ontario Council University Libraries
- Kim Johnson – Alberta Public Libraries Branch

- Leslie Corbay – Manitoba Public Libraries Branch
- Mary Frances Laughton – Library and Archives Canada (retired)
- Rachel Breau – CNIB
- Ralph Manning – Library and Archives Canada (retired)
- Tara Robertson – Langara College
- Teresa Johnson – New Brunswick Public Library Service

Special Consultants:

- Alliance for Equality of Blind Canadians
- Autism Society of Canada
- Canadian Association of the Deaf
- Canadian Council of the Blind
- Canadian Federation of the Blind
- Canadian Hard of Hearing Association
- Council of Canadians with Disabilities
- Canadian National Institute for the Blind
- Learning Disabilities Association of Canada
- National Education Association of Disabled Students
- Vision Impaired Resource Network
- Canadian Association for Community Living
- Neil Squire Society
- Independent Living Canada
- Canadian Hard of Hearing Association
- Canadian Association of Educational Resource Centres for Alternate Format Materials

Feedback Mechanism

Legislation:

Part 3 of the Accessible BC Act states the following:

Public feedback

12 An organization must establish a process for receiving comments from the public on

(a) the organization's accessibility plan, and

(b) barriers to individuals in or interacting with the organization.

Sechelt Library Feedback Mechanism:

Sechelt Library currently receives public comments from various forms including:

1. Sechelt Library website "contact us" page
2. In-person comments from patrons to staff
3. Phone calls from patrons or public in general
4. Emails to the Sechelt Library info email
5. Comments Box located in the library
6. Comments emailed directly to the Library Director
7. Kicks and Kisses section in the Coast Reporter

The public comment medium which will be an additional method will be:

1. A specific Accessibility Section of the Sechelt Library website

Appendix 1 - Principles of Universal Design

The following information is taken from: https://universaldesign.ie/what-is-universal-design/the-7-principles/

Principle 1: Equitable Use

The design is useful and marketable to people with diverse abilities.

Guidelines:

1a. Provide the same means of use for all users: identical whenever possible; equivalent when not.

1b. Avoid segregating or stigmatizing any users.

1c. Provisions for privacy, security, and safety should be equally available to all users.

1d. Make the design appealing to all users.

Principle 2: Flexibility in Use

The design accommodates a wide range of individual preferences and abilities.

Guidelines:

2a. Provide choice in methods of use.

2b. Accommodate right- or left-handed access and use.

2c. Facilitate the user's accuracy and precision.

2d. Provide adaptability to the user's pace.

Principle 3: Simple and Intuitive Use

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

Guidelines:

3a. Eliminate unnecessary complexity.

3b. Be consistent with user expectations and intuition.

3c. Accommodate a wide range of literacy and language skills.

3d. Arrange information consistent with its importance.

3e. Provide effective prompting and feedback during and after task completion.

Principle 4: Perceptible Information

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

Guidelines:

4a. Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.

4b. Provide adequate contrast between essential information and its surroundings.

4c. Maximize "legibility" of essential information.

4d. Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).

4e. Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

Principle 5: Tolerance for Error

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

Guidelines:

5a. Arrange elements to minimize hazards and errors: most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.

5b. Provide warnings of hazards and errors.

5c. Provide fail safe features.

5d. Discourage unconscious action in tasks that require vigilance.

Principle 6: Low Physical Effort

The design can be used efficiently and comfortably and with a minimum of fatigue.

Guidelines:

6a. Allow user to maintain a neutral body position.

6b. Use reasonable operating forces.

6c. Minimize repetitive actions.

6d. Minimize sustained physical effort.

Principle 7: Size and Space for Approach and Use

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

Guidelines:

7a. Provide a clear line of sight to important elements for any seated or standing user.

7b. Make reach to all components comfortable for any seated or standing user.

7c. Accommodate variations in hand and grip size.

7d. Provide adequate space for the use of assistive devices or personal assistance.

Appendix 2 - Clear Print Accessibility Guidelines

CNIB Clear Print Accessibility Guidelines

Contrast:

Use high-contrast colours for text and background. Good examples are black or dark blue on a white or yellow background, or white/yellow text on a black/dark blue background.

Type:

Colour Printed material is most readable in black and white. If using coloured text, restrict it to things like titles, headlines or highlighted material.

Point Size:

Bigger is better. Keep your text large, preferably between 12 and 18 points depending on the font (point size varies between fonts). Consider your audience when choosing point size.

Leading:

Leading is the space between lines of text and should be at least 25 to 30 per cent of the point size. This helps readers move their eyes more easily to the next line of text. Heavier typefaces will require slightly more leading.

Font family and font style:

Avoid complicated or decorative fonts. Choose standard fonts with easily recognizable upper and lower case characters. Arial and Verdana are good choices.

Font heaviness

Choose fonts with medium heaviness and avoid light type with thin strokes. When emphasizing a word or passage, use a bold or heavy font. Italics or upper case letters are not recommended.

Letter spacing:

Don't crowd your text: keep a wide space between letters. Choose a monospaced font rather than one that is proportionally spaced.

Margins and columns

Separate text into columns to make it easier to read, as it requires less eye movement and less peripheral vision. Use wide binding margins or spiral bindings if possible. Flat pages work best for vision aids such as magnifiers.

Paper finish:

Use a matte or non-glossy finish to cut down on glare. Reduce distractions by not using watermarks or complicated background designs.
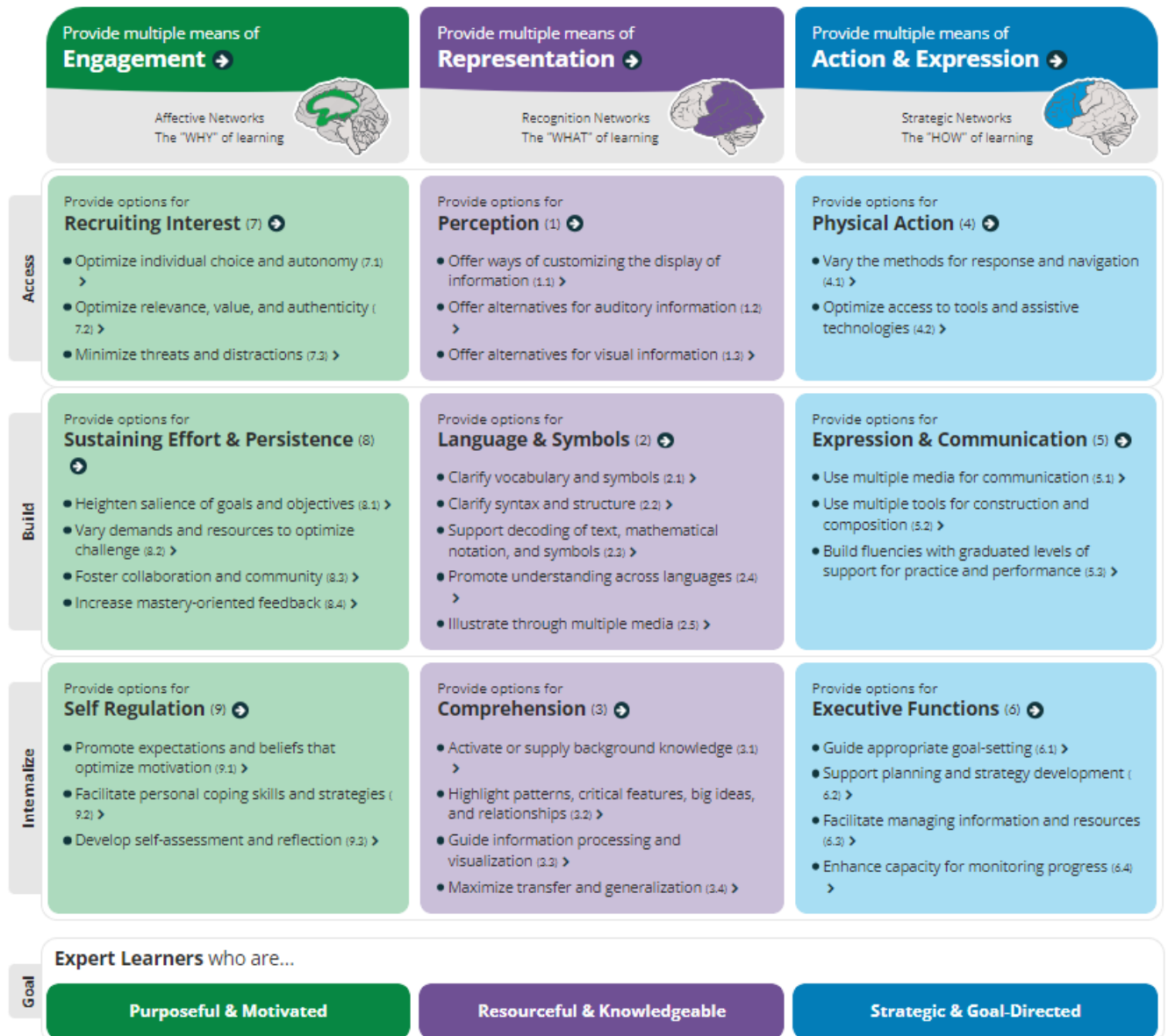
Clean design and simplicity:

Use distinctive colours, sizes and shapes on the covers of materials to make them easier to tell apart.

Link:

https://cnib.ca/sites/default/files/2018-07/CNIB%20Clear%20Print%20Guide.pdf

Appendix 3 - Universal Design for Learning Guidelines

The following chart will outline guidelines for consideration with universal design for learning.   Link: https://udlguidelines.cast.org/

Provide multiple means of **Engagement** →	Provide multiple means of **Representation** →	Provide multiple means of **Action & Expression** →
Affective Networks The "WHY" of learning	Recognition Networks The "WHAT" of learning	Strategic Networks The "HOW" of learning

Access

Provide options for **Recruiting Interest** (7) →	Provide options for **Perception** (1) →	Provide options for **Physical Action** (4) →
• Optimize individual choice and autonomy (7.1) > • Optimize relevance, value, and authenticity (7.2) > • Minimize threats and distractions (7.3) >	• Offer ways of customizing the display of information (1.1) > • Offer alternatives for auditory information (1.2) > • Offer alternatives for visual information (1.3) >	• Vary the methods for response and navigation (4.1) > • Optimize access to tools and assistive technologies (4.2) >

Build

Provide options for **Sustaining Effort & Persistence** (8) →	Provide options for **Language & Symbols** (2) →	Provide options for **Expression & Communication** (5) →
• Heighten salience of goals and objectives (8.1) > • Vary demands and resources to optimize challenge (8.2) > • Foster collaboration and community (8.3) > • Increase mastery-oriented feedback (8.4) >	• Clarify vocabulary and symbols (2.1) > • Clarify syntax and structure (2.2) > • Support decoding of text, mathematical notation, and symbols (2.3) > • Promote understanding across languages (2.4) > • Illustrate through multiple media (2.5) >	• Use multiple media for communication (5.1) > • Use multiple tools for construction and composition (5.2) > • Build fluencies with graduated levels of support for practice and performance (5.3) >

Internalize

Provide options for **Self Regulation** (9) →	Provide options for **Comprehension** (3) →	Provide options for **Executive Functions** (6) →
• Promote expectations and beliefs that optimize motivation (9.1) > • Facilitate personal coping skills and strategies (9.2) > • Develop self-assessment and reflection (9.3) >	• Activate or supply background knowledge (3.1) > • Highlight patterns, critical features, big ideas, and relationships (3.2) > • Guide information processing and visualization (3.3) > • Maximize transfer and generalization (3.4) >	• Guide appropriate goal-setting (6.1) > • Support planning and strategy development (6.2) > • Facilitate managing information and resources (6.3) > • Enhance capacity for monitoring progress (6.4) >

Goal

Expert Learners who are…

Purposeful & Motivated	**Resourceful & Knowledgeable**	**Strategic & Goal-Directed**

Appendix 4 – Creating Accessible PDF's

Step 1: Create an Accessible Microsoft Word Document

Much of the work required to create an accessible PDF happens in the creation of the document itself, not in the conversion to PDF.

Make Text Accessible

- Follow the Clear Print Guidelines
- Text should be at least 12-point type; fonts should be simple, sans serif (for example, Arial).
- Use a bold font to show emphasis. Italics and uppercase letters are not recommended.
- Avoid using "Enter" to create space between paragraphs. Instead, use the Space Before and Space After properties in your styles.
- Avoid using text boxes.
- Use real text rather than text within graphics.
- Ensure that there is sufficient colour contrast between the text and the background.
- Avoid using watermarks; instead include the information elsewhere in the document.

Use Styles

- Design your documents and format text using Microsoft Word's "Styles" menu rather than character formatting.
- View Word's paragraph styles in the "Home" tab, within the "Styles" menu group.
- Edit styles by right-clicking on a style and selecting "Modify > Format."
- Use "Styles" to create hierarchical and logical headings: "Title," "Heading 1," "Heading 2" and so on.

Be Careful When Using Tables, Columns and Lists

- Avoid nested tables or merged or split cells inside tables.
- Ensure that the tab order within a table is logical. To test the navigation of a table tab order, select the first cell of the table, then press the "Tab" key repeatedly to ensure that the focus moves across the row and then down to the first cell of the next row.

- Format the layout or spacing between paragraphs by customizing your styles or using Word's "Column" command to create multi-column documents.

Add Alternative Text to Images

- Alternative text or "alt text" refers to text that can be read by a screen reader to describe graphics and images that people with visual disabilities cannot see.
- Provide alt text for all graphics, images and multimedia content. To add alt text:
- Right click on the image.
- Select "Size."
- Select the "Alt Text" tab and type text that describes the image (for example, "Logo of Council of Ontario Universities"). Use clear but concise descriptions.
- For more information about alt text, please refer to the "Alternative Text" guide in the Accessibility Toolkit.
- Step 2: Configure the PDFMaker
- Once you have prepared your Microsoft Word document with accessibility in mind, you are ready to convert it to a PDF. You must use the Acrobat PDFMaker tool within Word to create a tagged PDF.
- In the top toolbar, click the "Acrobat" tab.
- Select "Create PDF."
- In the "Save" box, select the "Options" button. Select the "Enable Accessibility" and "Reflow with Tagged Adobe PDF" options.
- Name the file as desired, select a destination folder, and click "Save."
- Do not create your documents using the "Print" to PDF method, as this creates an untagged (inaccessible) PDF.
- Step 3: Check and Fix Accessibility in Acrobat
- If you have followed all of the above guidelines for creating your Word document, the resulting PDF has a basic level of accessibility. However, it still may not be fully accessible to all screen readers, and you may need to provide additional information using Adobe Acrobat software.
- For information about creating accessible PDFs using Acrobat software, visit www.adobe.com/accessibility/products/acrobat/pdf/A9-accessible-pdf-from-word.pdf

Appendix 5 – Web Content Accessibility Guidelines

The Web Content Accessibility Guidelines (WCAG) is an internationally recognised standard created by the World Wide Web Consortium (W3C). The purpose of the WCAG standard is to define how to make Web content more accessible to people with disabilities. Accessibility involves a wide range of disabilities, including visual, auditory, physical, speech, cognitive, language, learning, and neurological disabilities.

WCAG 2.0 guidelines are categorized into three levels of conformance in order to meet the needs of different groups and different situations: A (lowest), AA (mid range), and AAA (highest).

WCAG 2.0 is based on four main guiding principles of accessibility known by the acronym POUR perceivable, operable, understandable, and robust.

Principals of design WCAG observes:

- Information provided via images should have a text alternative
- Video content should have captions support or alternative language options
- Website navigation should be clear and logical
- Interactive elements should be clearly labeled
- Text colour and font should provide clear contrast with the background
- Font and layout should allow for readability when enlarged.
- Flashing animations should be avoided
- Website content should be understandable
- Websites should be functional

Appendix 6 – Relay Services

Canadian Radio-television and Telecommunications Commission (CRTC) requires network operators to provide TTY Relay, IP Relay, and Video Relay services. Network operators refer to organizations such as Telus, Rogers, and Bell. Relay services are a 24/7 way for a person with disabilities, typically speech and hearing, to reach an interpreter and be able to communicate in a different way.

TTY Relay example:

> In a relay call the person with the disability calls the relay operator, the relay operator then places a voice call to the person or organization the first person was trying to contact. The relay operator acts as the interpreter for the two parties, converting text to speech and back again

IP relay:

> Same as above but computer base instead of phone.

Video relay example:

> Video Relay service is for people who use sign language. There is a toll-free number that may be used by non-disabled people to access the system to reach people who are using the relay network.

International Federation of Library Associations (IFLA) sections relating to persons with disabilities:

Libraries Serving Persons with Print Disabilities https://www.ifla.org/units/lpd/

Did you know that there are just 5-7 % of the world's published information fully accessible to persons with print disabilities?

Supported by the UN-Convention on the Rights of Persons with Disabilities and based on the Marrakesh Treaty, we stand up for the right to equal access for persons with print disabilities. We advocate for equal access to materials, knowledge and information, equal cost and quality.

Our Mission:

- The mission of the IFLA LPD is to advocate for library services that are equitable and accessible for any person with a print disability.

Our Goals & Actions:

- Establish a global accessible library for people with print disabilities
- Partner and co-operate with other organizations to influence international policy on access to knowledge and information
- Establish and support guidelines and best practice for accessible library and information services
- Promote the Marrakesh Treaty
- Support the development of standardization of accessible book data
- Raise the profile of LPD and accessible library services within the library community

Library Services to People with Special Needs https://www.ifla.org/units/lsn/

The Section for Library Services to People with Special Needs provides an international forum for the discussion of ideas, sharing of experiences and development of tools designed to promote and improve the effectiveness of library and information services to special needs groups, and the promotion of national and international cooperation at all levels.

These groups include, but are not limited to, people who are in hospitals, nursing homes, and other care facilities; people in prisons; people who are experiencing homelessness; people with physical disabilities; people who are deaf, hard of hearing, or deafblind; people with dyslexia; and people with cognitive and mental disabilities.

Appendix 8 – Library Symbols

https://library-archives.canada.ca/eng/services/services-libraries/canadian-library-directory/Pages/library-symbols.aspx

Libraries use short, standardized codes known as symbols to identify themselves when participating in interlibrary loans, shared cataloguing, and networking.

Canadian Library Symbols

Library and Archives Canada (LAC) issues Canadian Library Symbols, which may be up to 8 characters long. The symbol comprises letters that identify the province or territory, the city, and the library. For example "AEU" stands for the Rutherford Library at the University of Alberta in Edmonton, Alberta.

Exceptions to the above rule are federal government libraries in the National Capital Region, which have symbols beginning with "OO." For example, "OONL" is the symbol for LAC.

It should be noted that the official Library and Archives Canada issued symbol for Sechelt Public Library is "BSE".

Appendix 9 – National Building Codes

https://www2.gov.bc.ca/gov/content/industry/construction-industry/building-codes-standards/accessibility

Building Accessibility Handbook:

See above link to learn about the BC Building Code 2018 accessibility requirements in the Building Accessibility Handbook 2020 (PDF, 9.9MB). The 2020 handbook includes illustrations and explanatory text to support users to apply the BC Building Code 2018 requirements to make buildings more accessible.

Appendix 10 – Accessible Design for the Built Environment

CSA/ASC B651, Accessible design for the built environment

This standard contains requirements for making buildings and other facilities accessible to individuals with a range of physical, sensory, and cognitive disabilities. It is a new edition of a previous standard.

Please paste this link into your web browser:

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.csagroup.org/wp-content/uploads/B651-18EN.pdf