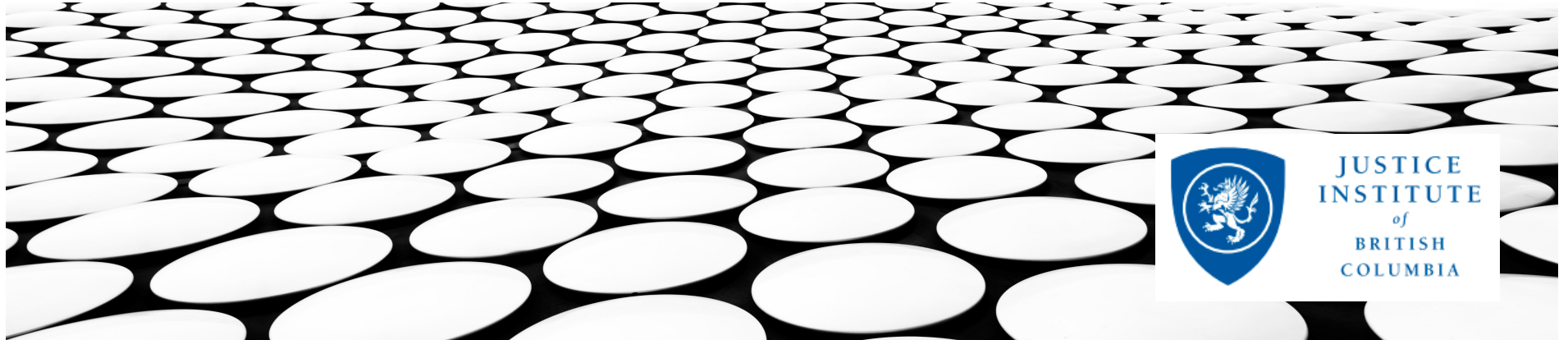

IMPLEMENTING THE ACCESSIBLE BC ACT

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A BIT ABOUT ME



- PhD in Educational Psychology - Literacy
- Faculty, Accessibility Services, KPU
- UDL and accessibility consultant
- CACUSS Accessibility and Inclusion CoP
- BC Articulation Committee

AGENDA

- What is the Accessible BC Act?
- What are the goals of The Act?
- The Structure of the Legislation
- Types of Barriers
- A Tasting Menu of AccessibilityActions
- Examples



WHAT IS THE ACCESSIBLE BC ACT?

AND WHY DO WE HAVE IT?




ACCESSIBLE BC ACT (JUNE, 2021)



- Influenced heavily by Ontario legislation (AODA)
- Universal Design
- Indigenization

People with
disabilities are at
the heart of
implementation of
the Accessible BC
Act



NOTHING
ABOUT US
WITHOUT US

GOALS

- Identification, removal, and prevention of **barriers** to accessibility and inclusion
- Develop accessibility **standards**
- Establish a framework of mechanisms for **compliance** and enforcement



This legislation expands the formal legal authority for accessibility standards with recourse separate from the BC Human Rights Tribunal

MAKE A LIST

When you think about your organization, what obstacles and barriers can you identify for people with disabilities?



MAKE A(NOTHER) LIST

When you think about your organization, what is being done well to support people with disabilities?



STRUCTURE OF LEGISLATION

Part 1 Interpretation

Part 2 Recognition and Accountability

Part 3 Accessible Organizations

Part 4 Accessibility Standards

Part 5 Compliance and Enforcement

Part 6 Reconsiderations and Appeals

Part 7 General

BC Accessibility Hub

www.bcaaccessibilityhub.ca

TARGETS FOR ACCESSIBLE ORGANIZATIONS

- Employment
- Delivery of services
- Built environment
- Information and Communications
- Transportation
- Health
- Education
- Procurement

Which target of Accessible Organizations would you be most comfortable working on?

- Employment
- Delivery of services
- Built environment
- Information and Communications
- Transportation
- Health
- Education
- Procurement



BARRIER TYPES

- Attitudes
- Systems
- Spaces and Places
- Technology
- Information and Mapping



WHAT ARE WE GOING TO DO?

We're going to develop a series of `AccessibilityActions` to reduce barriers for people with disabilities





Each BARRIER



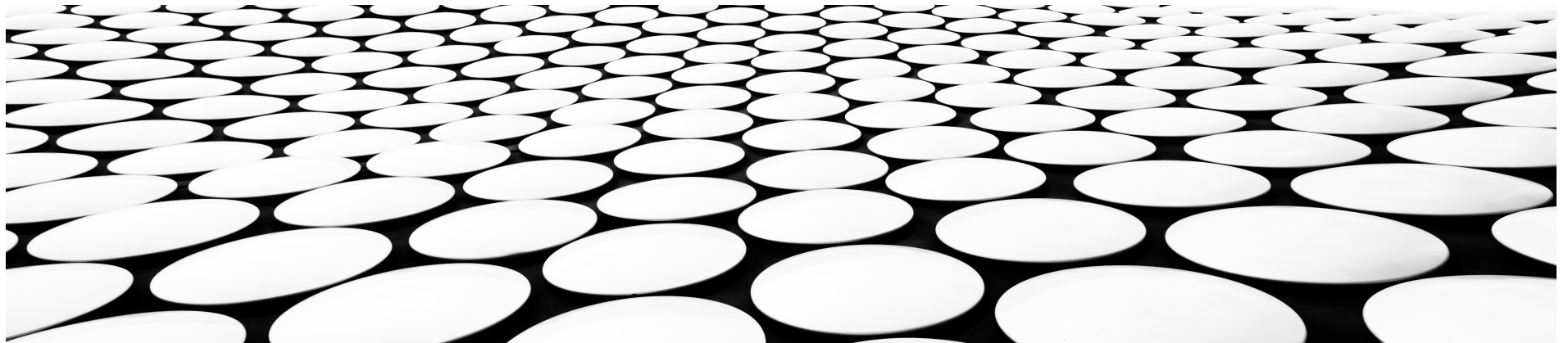
Will have at two AccessibilityActions



and a bunch of suggestions!

A TASTING MENU

IMPLEMENTING THE ACCESSIBLE BC ACT



FIVE COURSE TASTING MENU

ATTITUDES

create a sense of welcome, flavoured with acceptance, openness and problem solving

SYSTEMS

process articulation with a soupcon of wraparound support

SPACES AND PLACES

accessible built environments complemented by wild signage, appealing lighting,
and adjustable furniture

TECHNOLOGY

digital accessibility accompanied by piquant assistive technology, finished with
tech-enhanced assessment

INFORMATION AND MAPPING

a sweet finish of accessible documents with a hint of wayfinding

ATTITUDES



Reframe Accessibility Through Community

1. Write accessibility statements for all JIBC documents stating that we are all members of the JIBC community where diversity and community are our strengths
2. Invite all members of the JIBC to give feedback and offer suggestions for improved accessibility in the spirit of supporting accessibility at the JIBC
3. Use language that is warm, service-oriented, and hospitable

Create a Welcoming Space Through Accessible Design

1. Good design feels good to use; gather feedback on ease of use, seamlessness, speed, ease of correcting errors
2. Make signage and wayfinding tactile and pleasant
3. Use furniture and spaces that are comfortable, flexible, and which minimize hazards

SYSTEMS

Articulate learning expectations and rationale

1. Why are we in this program and what are the program goals?
2. Why are we learning this material?
3. State explicitly what success looks like in the course
4. What parts of this course might be easy and which ones might be difficult?

Articulate methods of support at JIBC

1. What is “normal” struggle and what is “time to get support struggle?”
2. Write warm, welcoming accessibility statements on course outlines
3. Use plain, first-person language to direct learners to types of help
 - “If you need to get extra time for your tests, talk to someone in Accessibility Services”



SPACES AND PLACES

Use Accessible Signage

1. Use conventional fonts for signs and instructions
2. Be sure that shapes and symbols are used to convey important information, and not only colour
3. If a sign cannot convey all information, direct people to a website or use a QR code
4. Be sure all pathways through the information network are connected, reliable, and representative of disabled users



Pay Attention to Flexibility in Lighting and Acoustics

1. Build in options for brightening and dimming rooms including daylight and fluorescents
2. Provide colour and layout options for online courses and forms that are screen-reader friendly
3. Design for “sound breaks” or “soundscapes” in classes, working spaces, and online courses

TECHNOLOGY

Support Broad-Based Text-to-Speech and Dictation

1. Build in text-to speech and dictation function for online courses
2. Support the implementation of accessible documents
3. Frame text-to-speech and dictation features as an “everybody” function for multi-modal learning and expression

Digital accessibility

1. Connect CTLI and the Library for accessible media and documents for design implementation
2. Implement captioning and transcripts of any videos
3. Support the procurement and development of novel assistive technology



INFORMATION AND MAPPING

Develop Awareness of Cognitive Load

1. Gather feedback on how much work it takes to make sense of systems – what is the frustration threshold?
2. Gauge the typical number of steps in processes before the task is abandoned
3. Explicitly solicit feedback on frustration, tiredness, and engagement in navigating systems

Process Mapping

1. Develop visual and auditory ways of mapping systems and processes at the JIBC
 - Program enrollment, course changes, complaints, feedback mechanisms, support services
2. Create conceptual maps of program areas, instructors, student services, and library
3. Map out what instructors expect and what students can expect in terms of challenge, inclusion, feedback, and success



ADD A (HUMAN) RESOURCE

Think about which human resources or areas you would typically call upon for support with accessibility.

Who *else* could you call upon and what could they bring to your AccessibilityActions?



START TOMORROW

Examining barriers
Soliciting feedback
Connecting with others
Proposing a project



THANK YOU

