1. CALL TO ORDER

Call to Order – 12:02PM

2. TERRITORIAL ACKNOWLEDGMENT

We respectfully acknowledge that the SFSS is located on the traditional, unceded territories of the Coast Salish peoples, including the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish), Selíl̓witulh (Tsleil-Waututh), kʷikʷəƛ̓əm (Kwikwetlem) and q̓icə̓y̓ (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 *(Chair)* .... Jennifer Chou
VP Student Services (*Vice-Chair*) .... Matthew Provost
Ex-Officio .... Osob Mohamed
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

Administrative Assistant .... Brianna Mau
Accessibility Assistant .... Brianna Price

3.3 Regrets

Student At-Large .... Spencer Chen
Student At-Large .... Vivian Ly
VP Student Services (*Vice-Chair*) .... Matthew Provost

4. RATIFICATIONS OF REGRETS

4.1 MOTION AC 2021-04-26:01

Jill/Serena

Be it resolved to ratify regrets from Spencer Chen, Vivian Ly, and Matthew Provost.

CARRIED AS AMENDED UNANIMOUSLY

- Amended to include regrets from Matthew Provost who is at another meeting.

5. ADOPTION OF THE AGENDA

5.1 MOTION AC 2021-04-26:02

Emerly/Serena

Be it resolved to adopt the agenda as presented.

CARRIED UNANIMOUSLY

6. MATTERS ARISING FROM THE MINUTES

6.1 Accessibility Committee Minutes-MOTION AC 2021-04-26:03

Emerly/Jill

Be it resolved to receive and file April 12, 2021 Accessibility Committee minutes:

- AC 2021-04-12

CARRIED UNANIMOUSLY

7. DISCUSSION

7.1 Accessibility Awareness Workshop with Creating Accessible Neighbourhoods

- SFSS Events Committee is hosting this workshop on May 28th from 2:30 - 4:30pm. Deadline to request accommodations is May 14th, and closed captioning has been booked.
- There are a few social media posts that can be shared, and the Facebook event has been created.
- Accessibility Assistant updated that the funding request has been approved. She will just need to make sure that it gets reimbursed afterwards. The post-event report and cheque requisition needs to be submitted after the event to the Finance department.
    - o Accessibility Assistant will check with the Finance department on who needs to submit the cheque requisition.
    - o This should be one of the last grants submitted through the old cheque requisition system.
    - o VP Student Life will plan to submit the forms herself.
- May 28th will be with the next Board term, but VP Student Life will still be there as an attendee.

7.2 Disability Justice Policy Updates

- The policy was passed at the last SFSS Board meeting!
- Some committee members have made comments on it with suggestions and amendments. The policy can be amended at the next possible Board meeting if the appropriate Notice of Motion is given.
- Document with all the changes: https://docs.google.com/document/d/1AsRVEQTDw66nQDa0M5Pf3x4dq_Ow5UHtkaceZ7d15RM/edit#heading=h.duzf07x2b0vl
- Feel free to make more changes, but please let VP Student Life know if you do.

7.3 Accessible Events Checklist Drafts

- There are two checklists, one for in-person and one for online.
- They are still quite long, but that is needed to be fully comprehensive.
- This will be submitted to Communications to be made into the proper formatting.
- There have been a couple of changes since the last committee meeting.

- There are forms and processes that are listed in the checklist that are not live yet, but they should be done and coming into force soon.
- Vendors list will never be 100% done because there are so many disabilities. There is a section that outlines that if there is a vendor needed and not listed, people can request it.
- Looked into other checklists that are cited at the bottom, and this checklist also provides specific numbers.
- Accessibility Assistant will add definitions for acronyms and terms, and hyperlink some additional resources.
- Accessibility Assistant would like the document to go up as soon as possible and then further evaluation and improvements based on feedback and use can be made.
- Let Accessibility Assistant know about any changes.

7.4 SUB Accessibility Audit Survey
- The survey will be open for a month to give people enough time.
- The survey is to assess people's accessibility experience around SFU.
- Survey contains:
    - Demographic questions,
    - Whether identity characteristics make it more difficult or impossible to take part in experiences on campus,
    - Ranking buildings on experience accessing the space,
    - Use of accessibility features
- Five $50 gift cards have been approved by the Communications department and will be taken out of their budget.
- Small changes have been made to the survey since the last look through.
- Accessibility Assistant will share the survey with the Communications department.
- Start promoting it when it goes live! VP Student Life will also ask the Center for Accessible Learning to promote it as well.

7.5 Goodbye / Wrap-up
- It is the last committee meeting!
- It has been a super productive year, and this committee has accomplished so much.
- If you want to get involved next year, please apply on the SFSS website when the application opens next month.
- Members expressed thanks and appreciation for each other and the committee.

8. ATTACHMENTS
8.1 Disability Justice Policy Draft
8.2 Accessible In Person Events Checklist
8.3 Accessible Online Events Checklist
8.4 SUB Accessibility Audit Survey Draft

9. ADJOURNMENT
9.1 MOTION AC 2021-04-26:04
Emerly/Jill
Be it resolved to adjourn the meeting at 12:30PM.
CARRIED UNANIMOUSLY

IP: Disability Justice

Preamble

Disability justice is a framework created in 2005 by the *Disability Justice Collective* in response to the exclusion of queer Black, Indigenous and people of colour from the mainstream disability rights movement. Where disability justice goes beyond the framework of disability rights, as it recognizes that ableism and other forms of oppression are intertwined. Disability justice outlines ten principles: intersectionality, leadership by those most affected, anti-capitalism, solidarity across different activist causes and movements, recognizing people as whole people, sustainability, solidarity across different disabilities, interdependence, collective access, and collective liberation.

In 2017, the [Canadian Survey on Disability](#) showed that 1 in every 5 Canadians aged 15 or older have one or more disabilities. With the impacts of marginalization, climate change and other issues of contemporary life, this number shows no signs of decreasing. It is imperative that the SFSS recognizes that disabled people and people with disabilities are already a crucial part of our institutions, and that it is our responsibility to make sure that they are well-served by those institutions.

Accessibility is only the first step towards true disability justice, but it is a necessary one. All people need accessibility, but there are many people for whom their accessibility is considered by default.

When you have a disability, your accessibility is often unconsidered or treated as an afterthought. Legal requirements are insufficient and ignored, and organizations often fail to take the time necessary to include your needs in their plans.

The SFSS recognizes that accessibility must be a crucial part of their organization. It also recognizes that it cannot be the entirety of their commitment to disability justice and to serving disabled students and students with disabilities.

Definitions

Disability Justice: A framework that recognizes all bodies as unique and essential, that have strengths and needs that must be met. It also recognizes that all bodies are confined by ability, race, gender, sexuality, class, nation state, religion, and more that cannot be separated. Disability justice includes a vision borne out of collective struggle, where disabled people can flourish in a world that values and celebrates them. It involves a commitment to liberation from ableism, as well as liberation from all forms of marginalization. While a disability rights framework focuses on disability and the reduction of ableism, disability justice insists on solidarity with other movements for justice, and centres the interconnected nature of marginalization. Our understanding of disability justice follows ten principles, which can be found [here](#).

Gatekeeping: the ableist belief that without proper diagnosis, documentation, visibility of disability, or experience of disability, one is not disabled or disabled enough for their experience to be recognized as one of a disabled person.

Disability: a broad category of physical, mental, intellectual, sensory and communication needs that interact with barriers to hinder a person's full and equal participation in society. A disability may be long-term or temporary, and may or may not be easily apparent to others.

Ableism: A form of systemic oppression that places value on people's bodies and minds based on societally constructed ideas of normalcy, intelligence, excellence and productivity. Ableism is hostile towards people with disabilities, and is deeply rooted in anti-Blackness, eugenics, colonialism and capitalism. You do not have to be disabled to experience ableism.

Access Needs: something a person needs to communicate, learn, and take part in an activity, such as a meeting or an event. Everyone has access needs, which may be met or unmet depending on the situation. An individual may communicate how their access needs can be met either publicly or privately to the Chair of a meeting. The members of a meeting shall do everything in their power to ensure that the access needs of each individual person present at a meeting, whether virtual or in person, are met. Conflicting access needs between multiple individuals will be addressed collaboratively on a case-by-case basis to ensure that all individuals can communicate, learn, and take part in meetings and events.

Accomodations: Modifications made to a place, system, or service so that it can be accessed by a person facing barriers. SFSS groups must make themselves available for a person facing barriers to disclose their needs and seek accommodation.

Barrier: Anything that prevents a person from fully participating in a particular environment or service because of barriers or structural oppression (ableism, racism, etc.) Barriers can be physical, architectural, communications-based, attitudinal, technological, a policy, or practice.

Intersectionality: A lens for examining how different forms of marginalization interact with one another and exacerbate each other. Intersectionality focuses on the experiences of those who are marginalized by multiple systems of power, and resists the notion that all forms of inequality happen independent of each other. It was coined by Kimberlé Crenshaw as a legal term focused on the experiences of Black women.

Universal Design: A design that works for everyone. Includes the expansion of current design parameters to be inclusive of a broader range of users, regardless of their disability, age, size, living situation or identity. 12 Universal design puts the onus on the group offering the service, rather than the person with the disability.

Person-first language: language that emphasizes individuality, putting a person before a diagnosis. An example would be "person with a disability." Some people prefer using person-first language while others prefer identity-first language.

Identity first language: language that emphasizes the identity of a person. An example would be "disabled person." Some people prefer using identity-first language because it subscribes to the social model of disability.

Social model of disability: a way of viewing the world that says people are disabled by societal and systemic barriers rather than an individual impairment or difference.

Equitable treatment/equity: fair treatment, access, and opportunity that acknowledges diversity and eliminates barriers that prevent certain groups from being included or being able to participate.

Diversity: recognizing that each individual is unique and has differences in their identity. Diversity includes visible and non-visible attributes, including but not limited to: disability, race, culture, gender, age, religion, sexual orientation, socioeconomic status, education level, marital status, language, and physical appearance.

Inclusion: the practice or policy of providing access to opportunities and resources for people who may otherwise be excluded or marginalized.

Policy

1. The SFSS supports:
   a. General
      i. Anti-ableism
      ii. Intersectionality, anti-oppression, and anti-essentialism
      iii. Disability justice
      iv. Equitable access and treatment
      v. Freedom from discrimination,
      vi. Respect for diversity of ability,
      vii. Respect for dignity and independence through ensuring support and accommodations meet the unique needs of the person requesting them, while also striving for universal design for all persons,
      viii. Respect for a person's need for accommodation, regardless of whether their disability is apparent,
      ix. Respect for privacy and confidentiality,
      x. Shared accountability,
      xi. Universally accessible post-secondary education,
      xii. The disability justice approach, which includes a focus on multiple intersecting identities, rather than an exclusive commitment to disability rights,
      xiii. The use of language preferred by disabled individuals and individuals with disabilities, prioritizing whatever language each individual prefers to use

for themself. This includes each individual's preference for "person first" or "identity first" language,

xiv.   Striving for universal design wherever possible, providing or facilitating accommodations in a timely, respectful and confidential manner in other instances,

xv.   Buildings that are accessible and subscribe to Universal Design principles,

xvi.   Courses that teach about disabilities using an inclusive, equitable, and social framework,

xvii.   Representation of disabled students on decision-making bodies that directly impact the student community,

b. Access to resources and funding
   i.   Proper funding of accessibility initiatives, that pays people for their work fairly,
   ii.   Publicly funded home care for disabled people and people with disabilities
   iii.   Indigenous Ways of Knowing and resources for Indigenous students to get support (adequate and financial) for their mental health and learning needs,
   iv.   Accessible and therefore free public transportation for disabled people and people with disabilities which, wherever possible, are integrated with existing public transportation systems,
   v.   Equitable and accessible mental health resources for disabled people and people with disabilities, while recognizing their intersectionality,
   vi.   Access to resources, equipment, funding, and services to ensure disabled people and people with disabilities get equitable treatment and opportunities to learn and pursue education,

c. Events, meetings, workshops, and more
   i.   Live captioning and recording of public events, when applicable,
   ii.   Encouragement of stating name, pronouns, and access needs in meeting and event spaces when safe. This can be done publicly, in confidence to event hosts, or be non-disclosed,
   iii.   Accessible events, workshops, meetings, and other aspects of student life that extend beyond academics,

d. Internal
   i.   The SFSS is committed to preventing, reducing, and removing barriers to accessibility for all SFSS members, staff, guests and other visitors through our service and resource provision, including through representation and advocacy efforts,
   ii.   The SFSS is committed to providing accessibility training for all staff, Board members, Councillors, volunteers, and any other individuals working with or for the SFSS,
   iii.   Policies and procedures that align with the rest of this issues policy,

        iv.   Consulting with SFU Disability and Neurodiversity Alliance and the SFSS Accessibility Committee in the case of any changes made to this policy, Disability Justice,

    e. External
        i.   Advocate and work with Centre for Accessible Learning, SFU Health & Counselling Services, MySSP, and Health & Dental Plan so disabled students receive assistance in these services. This can include advocating for students pushing for improvements in these departments so students can access the services they need,
        ii.   Training for primary care physicians, mental health nurses, psychiatrists, and psychologists so when students are going through mental, emotional, physical distress, they are provided appropriate and adequate care,
        iii. Safe and accessible spaces on campus for Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, gender non-conforming folks, and others who do not identify as straight and/or heterosexual. Spaces include, but not limited to: accessible gender neutral and wheelchair accessible washrooms, Out On Campus Collective, Women's Centre Collective, and others.

2. The SFSS opposes
    a. Requirement for sick notes for students to miss class due to visible and less noticeable disabilities, death in the family, and other reasons which add additional barriers to accessing support,
    b. Use of proctoring software for online exams,
    c. The use of security, law, or police enforcement as a response to students going through mental, emotional, and physical distress,
    d. The gatekeeping of disabilities by institutions, systems, and persons,
    e. Discrimination and violence towards disabled people and people with disabilities,
    f. Attempts to dictate which disabilities are "real" and "fake" through use of diagnosis or visual assumption,
    g. Tokenization, in which one disabled individual or individual with disabilities is expected to represent and "speak for" all disabled individuals and individuals with disabilities,
    h. The expectation that disability accommodation work does not need to be compensated,
    i. Not consulting disabled individuals and individuals with disabilities on issues that directly impact them and their communities
    j. The expectation that accessibility is the exclusive responsibility of disabled people and people with disabilities,
    k. Groups, organizations and programs which refuse to make accommodations for disabled people and people with disabilities.
    l. Forcing an individual to self-disclose their disability status unless necessary.

SFSS Accessible Events Checklist - In Person

The following is a checklist of various steps you should take to ensure your event is accessible. It is intended for club events that take place in person, are a few hours long and have a maximum of 20-30 people. If you're doing an online event, follow the Accessible Online Events Checklist.

The checklist is organized into various sections that are each part of putting together an event. Whenever you're planning a particular part of the event, you can pull out the checklist and fill out that section.

Initial Planning

Rather than being an afterthought, starting out with a focus on accessibility can make the whole process go much more smoothly. When working on planning and scheduling, here's some things to consider:

- ❏ When choosing dates, check for conflicts such as a cultural or religious holiday. [You may want to use a diverse holiday calendar](#)
- ❏ Designate the following roles:
    - ❏ A contact person for accessibility needs and requests
    - ❏ Someone who will evaluate the location for accessibility
    - ❏ A person who maintains rules and expectations required to keep the event accessible
    - ❏ People to help serve food to those who may need it (if food is offered buffet style)
- ❏ Schedule 10-15 minute breaks every hour, with a 30 minute break every 2 hours.
- ❏ Check each planned activity for any of the following, then adjust or determine accommodations for each:
    - ❏ Does it require physical activity?
    - ❏ Does it require verbal communication?
    - ❏ Does it involve physical touch?
    - ❏ Does it include reading or visual content?
    - ❏ Does it involve the use of harsh light or sound?
- ❏ Check that your content is inclusive of all cultures and identities. Ask questions like:
    - ❏ Is this informed by the work of marginalized people?
    - ❏ What are the unacknowledged biases here?
    - ❏ Does this use jargon, slang or assumed knowledge?
- ❏ If you are charging money, discuss how you can include people who don't have the funds, such as a sliding scale or a certain number of free seats.
- ❏ Start booking accessibility services early. The SFSS can help support you through the Accessibility Grant Application process. For a list of accommodations we can help you with, check out our Vendor List

Checking Location

You should visit any in person location before confirming it. If you are not familiar with access, bring someone with lived experience of disability and knowledge about access with you to audit the space, and pay them for their work.

We will soon have full accessibility information for the SUB, allowing you to skip this section and use the information found there.

Outside

- ❏ AT HOME: Check for accessible transportation routes, including accessible public transit, taxis and non-emergency cabulance services
- ❏ Do a survey of the accessible parking spots. Mark down:
  - ❏ The amount of accessible parking spots
  - ❏ The distance between accessible parking spots and the building entrance
  - ❏ If the parking spots have a firm, slip-resistant surface
- ❏ Check for at least one entrance that is well-lit and not isolated
- ❏ Check for a sign for the building that has large text and Braille
- ❏ Chart paths from each accessible transit stop and each accessible parking spot. Ensure that each path is:
  - ❏ No more than a five minute walk to the entrance
  - ❏ Flat, without hills, stairs or barriers. If there are ramps, make sure they are gradual and use handrails
  - ❏ Equipped with curb cuts for all curbs needed to get to the entrance
  - ❏ A sidewalk that is separate from a road, and at least 36 inches wide (ideally 60)
- ❏ Evaluate wheelchair accessibility of the entrance. Wheelchair accessible entrances have:
  - ❏ A clear path with no stairs
  - ❏ A doorway at least 32 inches wide
  - ❏ An automatic door opener or lever handles
- ❏ If the main entrance is not wheelchair accessible, look for a clearly visible sign that directs people to the accessible entrance

Inside

- ❏ Ask the venue for the following:
    - ❏ Any construction expected during the event
    - ❏ Policy on service animals and whether there is water available for them
    - ❏ A Physical Access Guide, or detailed maps which reference accessibility features
    - ❏ Whether venue staff have had any accessibility training
    - ❏ Information on assistive listening devices, and whether there are loop systems set up in the building
- ❏ Chart a path through the space that has the following:
    - ❏ Hallways that are at least 48 inches wide and doorways that are at least 32 inches wide
    - ❏ Doors that can be opened easily with one hand without twisting the wrist (such as automatic doors or lever handles)
    - ❏ Floor coverings that are easy to wheel over, such as low-pile carpeting, hardwood flooring or tile
- ❏ Check that all elevators on the path meet the following requirements:
    - ❏ Less than a 30 second walk from the event room
    - ❏ A door that opens up 36 inches wide
    - ❏ A cab that is 51 inches long by 68 inches wide, or 80 inches wide if the door opens in the centre
    - ❏ Multiple in number - assume one elevator per person who needs it
    - ❏ Equipped with buttons that are within 35-54 inches of the floor, with Braille or raised numerals
    - ❏ Equipped with both visual and auditory cues
- ❏ Find the washrooms nearest to the event room and determine if there is a gender neutral washroom with them. If not, find the nearest gender neutral washroom.
- ❏ Check that all washrooms (including a gender neutral washroom) meet the following requirements:
    - ❏ Less than a 30 second walk from the event room
    - ❏ Doors are at least 36 inches wide, with an automatic or push-button opener, and Braille lettering or a raised symbol

- ❏ Multi-person washroom has an accessible stall at least 70 inches wide by 67 inches deep, with a minimum five-foot turning radius
- ❏ Single stall washroom has clear floor space by the toilet that is at least 56 inches by 60 inches
- ❏ Has a grab bar that is 33-36 inches above the floor next to the toilet
- ❏ Sink is 32-34 inches tall, with 28 inches of clearance space underneath and the ability to turn the water on with one hand
- ❏ Dispensers and accessories are no more than 43 inches tall, with 28 inches of clearance space underneath and the ability to be operated automatically or with one hand
- ❏ Evaluate the space itself:
  - ❏ Sign for the room has large text and Braille
  - ❏ Event room will be large enough to provide 36 inch wide aisles and 120x60 inch reception areas
  - ❏ Stage has a gradual ramp for disabled presenters
  - ❏ Room has limited background noise, such as ventilation system or sounds from adjacent rooms
  - ❏ Lighting is adjustable, using controls like dimmers or drapes over windows
  - ❏ Room has air conditioning or heating (depending on expected temperature)

Catering

Food is a great draw for events and an opportunity for community building, but it also comes with its own unique accessibility considerations. It's important to make sure that everyone can partake in the food options.

- ❏ Order catering options which fit the following criteria:
    - ❏ Gluten-free
    - ❏ Dairy-free
    - ❏ Low-sugar
    - ❏ Vegan
    - ❏ Kosher
    - ❏ Halal
    - ❏ Meat options
- ❏ Ask caterers for access to ingredient lists for allergy purposes, and have them available for attendees
- ❏ Ask for labels for the food that list the dietary needs they fulfill in large text
- ❏ Provide water or other drinks for each break. When serving beverages:
    - ❏ Get bendable straws and lightweight cups
    - ❏ Get sugar-free beverages, juices or water

Rules and Expectations

Setting good rules and expectations is the easiest way to ensure your event goes smoothly. There's a number of rules and expectations you should set to ensure the event stays accessible the whole time.

- ❏ Ban flash photography
- ❏ Enforce a scent free environment
    - ❏ Ban the use of products that have any scents at all attached to them. Allow only the use of [completely fragrance-free products](#) for participants. [Take a look at a list of fragrance free products](#).
    - ❏ Check all bathrooms and remove all artificial fragrance dispensers in advance of the event
    - ❏ Bring baking soda to put over clothing of those who forgot or ignored the policy
- ❏ Establish respectful audience interaction rules, such as:
    - ❏ Do not bend down to speak to people in wheelchairs
    - ❏ Respect people's needs to move around, such as stimming or pacing
    - ❏ Do not comment on people's ticks or other non-disruptive behaviour
    - ❏ Do not touch people's mobility aids without permission
    - ❏ Do not pet or distract service animals
- ❏ Establish presenter rules, such as:
    - ❏ Provide content warnings for potentially triggering material
    - ❏ No flashing lights in presentations
    - ❏ Avoid multiple people speaking at once or crosstalk
    - ❏ Use language that is clear, inclusive and respectful
    - ❏ Make microphone use mandatory
- ❏ Make rules and expectations clear, and create a plan for how to respectfully remove guests who refuse to follow the rules

Advertising and Invitations

Advertising gives you an opportunity to get the word out, as well as ask for accessibility needs. You should try and start advertising well in advance of the event, at least three weeks, giving the attendees time to plan for transportation and accessibility services.

- ❏ Prepare advertising that is both online (email, social media) and offline (flyers, phone calls, word of mouth)
- ❏ Add the following to the event description:
  - ❏ Schedule of events, including planned ending time
  - ❏ Scent-free policy
  - ❏ Presence of accessibility services
  - ❏ How to request multilingual translations
  - ❏ Contact information for your accessibility contact person
  - ❏ Food menus with ingredients
- ❏ Provide a description of your location. Include all that apply from your location survey:
  - ❏ Accessible transportation routes
  - ❏ Parking information
  - ❏ If there is any construction scheduled
  - ❏ Wheelchair accessibility of the path from transit or parking to the event space
  - ❏ Accessibility information received from the venue
  - ❏ Elevator accessibility
  - ❏ Washroom accessibility
  - ❏ Physical and sensory accessibility of the event space
- ❏ Include alt-text, image descriptions or captions for all images and videos in your advertising material
- ❏ If you have outside speakers or groups:
  - ❏ Provide them with your current schedule and plan
  - ❏ Ask what their particular accessibility needs are
  - ❏ Communicate speaker rules and expectations and ensure they agree

Creating Materials

When you are creating materials like PowerPoints or handouts, you want to make sure those materials are accessible to everyone. This provides a guide for how to create accessible materials, whether they're physical or online (hint: it's best to have both options!)

- ❏ Provide written and verbal instructions, as well as visual aids such as (captioned) pictures and videos.
- ❏ Make 5-10 copies of alternative versions of documents that are accessible:
    - ❏ Materials with large print (at least 20pt.)
    - ❏ Materials with Braille
    - ❏ Easy read materials (plain language with pictures)
    - ❏ Translations of all material in any languages requested
- ❏ Caption all video or audio content and provide transcripts
- ❏ For live videos, use CART services
- ❏ Use dyslexia friendly fonts and formatting. This means:
    - ❏ Sans serif fonts (like Arial or Helvetica)
    - ❏ Minimum 12-14pt. Font
    - ❏ 1.5 line spacing
    - ❏ Emphasize with **bold text** instead of italics, underlining or all caps
    - ❏ Dark text on lightly coloured backgrounds ([contrast should pass this test](#))
- ❏ Make all digital content screen reader friendly:
    - ❏ Able to be navigated with the Tab key
    - ❏ Avoid dynamic content (content that changes without the page reloading)
    - ❏ Provide alt-text and captions for all images and videos
    - ❏ Mark your headings as headings in your word processor
    - ❏ Ensure all fillable fields are labelled
    - ❏ Only use tables for data
    - ❏ Avoid any autoplay media or automatic navigation
- ❏ Remove any flashing or strobing lights or animations in any material
- ❏ Add at least one question about accessibility to your evaluation form

Extra Supplies

- ❏ Put in tables that have a surface height of 34 inches or less, with at least 28 inches of clearance underneath
- ❏ Have chairs with full backs and/or cushions
- ❏ Get microphones for all presenters, and ensure they are sanitized throughout the event
- ❏ Make name tags with a space for pronouns
- ❏ Make communication badges (social interaction badges) for those who might want to use them (find examples here)
- ❏ Make signs to direct guests to the event room with at least 22 pt. font

Set Up

These are the tasks you should do on the day of the event, once you have access to the event space.

- ❏ Check weather conditions and update guests if snow or rain is expected
- ❏ Place accessible seating throughout the event room, not separated from the main seating area. Accessible seats are open spaces among the chairs where a wheelchair user can easily park
- ❏ Secure cables, wires and microphones away from aisles
- ❏ Designate space in reception and refreshment areas that is at least 120x60 inches
- ❏ Perform sound checks before the event starts to avoid feedback
- ❏ Do an external survey of the building and ensure:
    - ❏ All accessible parking spots and walkways are cleared of snow, ice, wet leaves and standing water
    - ❏ There are no vehicles obstructing the path to the entrance
- ❏ Do a walk-through and remove any debris or barriers
    - ❏ Check doorways, the path to the event room, and washrooms. Look out for trash cans placed in front of elevator buttons or paper towel dispensers
- ❏ Place signs in the lobby to direct guests towards the event room. Signs should be clearly visible and placed approximately 47 inches above the ground.

Sources

- [City of Vancouver accessible events checklist and resources](#)
- [SFU Equity, Diversity and Inclusion Initiative Inclusive Events Checklist](#)
- [Pacific Alliance Holding Inclusive Events Checklist](#)
- [Accessible Campuses Checklist for Planning Accessible Events](#)
- [Thinking Person's Guide to Autism - How to Plan Events that Prioritize Accessibility](#)
- [Rooted In Rights - How to Make Your Virtual Meetings and Events Accessible to the Disability Community](#)

SFSS Accessible Events Checklist - Online

The following is a checklist of various steps you should take to ensure your event is accessible. It is intended for online club events that are a few hours long and have a maximum of 20-30 people. If you're doing an in-person event, follow the Accessible In-Person Events Checklist.

The checklist is organized into various sections that are each part of putting together an event. Whenever you're planning a particular part of the event, you can pull out the checklist and fill out that section.

Initial Planning

Rather than being an afterthought, starting out with a focus on accessibility can make the whole process go much more smoothly. When starting the initial planning, here's some things to consider:

- ❏ When choosing dates, check for conflicts such as a cultural or religious holiday. [You may want to use a diverse holiday calendar](#).
- ❏ Designate the following roles:
  - ❏ A contact person for accessibility needs and requests
  - ❏ A person who can assist with troubleshooting or access issues during the event
  - ❏ A person who maintains rules and expectations required to keep the event accessible
  - ❏ A person who monitors and shares chat contributions throughout the event
- ❏ Schedule 10-15 minute breaks every hour, with a 30 minute break every 2 hours.
- ❏ Check that your content is inclusive of all cultures and identities. Ask questions like:
  - ❏ Is this informed by the work of marginalized people?
  - ❏ What are the unacknowledged biases here?
  - ❏ Does this use jargon, slang or assumed knowledge?
- ❏ If you are charging money, write down how you can include people who don't have the funds, such as a sliding scale or a certain number of free seats.
- ❏ Start booking accessibility services early. The SFSS can help support you through the Accessibility Grant Application process. For a list of accommodations we can help you with, check out our Vendor List

Choosing A Video Calling Program

When choosing a program, make sure it's one that has the accessibility features you need. [This link outlines the advantages and disadvantages of various video calling platforms as of April 2020](#).

- ❏ Check for the following:
    - ❏ Participants can dial in by phone without internet access
    - ❏ Any captioners you have are comfortable and experienced with the captioning system
    - ❏ Live automated captions are accurate and easy to activate (if you don't have captioners)
    - ❏ Any ASL interpreters you have are comfortable and experienced with the system
    - ❏ Participant audio levels are adjustable by both users and hosts
- ❏ Note any other technology, software or accounts users will need to access the video calling platform. Less is better!

Advertising and Invitations

Advertising gives you an opportunity to get the word out, as well as ask for accessibility needs. You should try and start advertising well in advance of the event, at least three weeks, giving the attendees time to plan for transportation and accessibility services.

- ❏ Add the following to the event description:
    - ❏ The video calling platform and any requirements for access
    - ❏ Detailed steps on how to join the event
    - ❏ Schedule of events, including planned ending time
    - ❏ Presence of accessibility services
    - ❏ How to request multilingual translations
    - ❏ Contact information for your accessibility contact person
- ❏ Include alt-text, image descriptions or captions for all images and videos in your advertising material
- ❏ If you have outside speakers or groups:
    - ❏ Provide them with your current schedule and plan
    - ❏ Ask what their particular accessibility needs are
    - ❏ Communicate speaker rules and expectations and ensure they agree

Rules and Expectations

Setting good rules and expectations is the easiest way to ensure your event goes smoothly. There's a number of rules and expectations you should set to ensure the event stays accessible the whole time.

- ❏ Establish respectful audience interaction rules, such as:
    - ❏ Do not comment on people's ticks or other non-disruptive behaviour
    - ❏ If you speak, describe yourself and your surroundings for blind participants
    - ❏ Avoid crosstalk and speaking over others
    - ❏ Do not spam the chat
- ❏ Establish presenter rules, such as:
    - ❏ Provide content warnings for potentially triggering material
    - ❏ No videos and presentations with loud noise or flashing lights
    - ❏ Avoid multiple people speaking at once or crosstalk
    - ❏ Use language that is clear, inclusive and respectful
    - ❏ When you begin speaking, describe yourself and your surroundings for blind participants
    - ❏ During your presentation, describe images or other visual content
- ❏ Encourage applause through chat functions or ASL applause ("flappause")
- ❏ Make rules and expectations clear, and create a plan for how to respectfully remove guests who refuse to follow the rules
- ❏ Give permissions for screen-sharing and custom backgrounds to those who use AAC technology
- ❏ Secure the meeting to prevent attacks like "Zoom-bombing":
    - ❏ Implement a registration or password system
    - ❏ Adjust settings so that hosts control who can interject and screen-share (mass mute, etc.)
    - ❏ Avoid sharing personal information or information about the event broadcast
- ❏ Edit your display name to include your pronouns, encourage others to do the same

Preparing Online Materials

When you are creating materials like PowerPoints, handouts and links, you want to make sure those materials are accessible to everyone. This provides a guide for how to create accessible online materials for your event.

- ❏ Provide all materials, links and login codes at least a day in advance of the event
- ❏ Use dyslexia friendly fonts and formatting. This means:
    - ❏ Sans serif fonts (like Arial or Helvetica)
    - ❏ Minimum 12-14pt. Font
    - ❏ 1.5 line spacing
    - ❏ Emphasize with **bold text** instead of italics, underlining or all caps
    - ❏ Dark text on lightly coloured backgrounds ([contrast should pass this test](#))
- ❏ Make all content screen reader friendly:
    - ❏ Able to be navigated with keyboard only - particularly the use of the Tab key
    - ❏ Avoid dynamic content (content that changes without the page reloading)
    - ❏ Provide alt-text and captions for all images and videos
    - ❏ Mark your headings as headings in your word processor
    - ❏ Ensure all fillable fields are labelled
    - ❏ Only use tables for data
    - ❏ Avoid any autoplay media or automatic navigation
    - ❏ Check your content using a screen reader to test

Test Run

The safest way to ensure that your event is accessible is to do a test run with organizers, volunteers and any presenters you can bring together.

- ❏ Test everyone's audio to ensure that it is easy to hear and understand
- ❏ Test to make sure you can mute other people
- ❏ Test that all forms of engagement can be done without verbal communication
- ❏ Test for feedback and echo - headsets and earphones are best
- ❏ Evaluate lighting to ensure everyone's face is well-lit and easily visible
- ❏ Run through image describing to ensure that people understand how to do it effectively
- ❏ Test run a presentation to ensure all content is accessible, and use this as a guide for other presenters

During the Event

A lot of accessibility needs will need to be managed during the event, which is why it's good to have multiple organizers working to keep things running smoothly while it is running.

- ❏ Do a final sound check before inviting audience members into the call
- ❏ Ensure that nothing else has changed since the test run
- ❏ Begin by describing yourself and your surroundings, giving an example for others to follow. An effective description is short and gives people an idea of what the camera is showing. You do not need to mention colours, but you should include:
    - ❏ What you look like (gender, ethnicity, anything people might notice about you)
    - ❏ How you're dressed (including hair and makeup)
    - ❏ What your background is/what is behind you
    - ❏ Anything else in frame (visible mic, props, etc.)
- ❏ Have someone available to help latecomers for the first 15-30 minutes
- ❏ Mute all attendees except those speaking
- ❏ Allow extra time for people to respond when prompted
- ❏ Ensure audio levels are consistent between different presenters
- ❏ Instruct participants to adjust their audio levels when too loud or quiet

Sources

- [City of Vancouver accessible events checklist and resources](#)
- [SFU Equity, Diversity and Inclusion Initiative Inclusive Events Checklist](#)
- [Pacific Alliance Holding Inclusive Events Checklist](#)
- [Accessible Campuses Checklist for Planning Accessible Events](#)
- [Thinking Person's Guide to Autism - How to Plan Events that Prioritize Accessibility](#)
- [Rooted In Rights - How to Make Your Virtual Meetings and Events Accessible to the Disability Community](#)

level PLAYING FIELD
an accessibility agency

Dear students, please take 10 minutes to fill out this survey and share your experiences on campus accessibility at SFU. This survey specifically targets the built environment and is meant to help us understand the current level of **physical accessibility** within our campus spaces and facilities. Your answers will help us identify where structural improvements can be made to help make our campus more inclusive to all. The survey is anonymous, and participation is entirely voluntary.

To thank you for your time, the SFSS will provide XXX of $XXX gift cards.

1. **Demographic questions:**

   a) What is your gender identity? (open question)
   b) Do you identify with any of the following statements? Tick all that apply.
      o I have a disability (no/yes, please specify)
      o I am disabled (no/yes)
      o I require a mobility aid to get around (no/yes/sometimes)
      o I am neurodiverse (i.e. having autism, ADHD, learning disability, mental health conditions) (no/yes, please specify)
      o I am a person of colour (no/yes, please specify)
      o I am Indigenous (no/yes, please specify)
      o I am LGBTQ+ (no/yes, please specify)
      o I am religious (no/yes, please specify)

1b. Do you have any other identity characteristics you would like to share?

1c. Have any of the identity characteristics above made it more difficult or impossible for you to take part in any of the experiences below? Tick all that apply.

   a) Living in campus residence
   b) Visiting friends in campus residence
   c) Participating in campus athletics/sports (either as an athlete, staff, or supporter)
   d) Participating in a student club/committee
   e) Attending a conference, event, or performance on campus
   f) Attending class
   g) Doing lab or field work
   h) Dining on campus
   i) Accessing campus services (i.e. Food Bank)

    j)   Taking public transport to get to your campus destination

    k)   Biking to your campus destination

    l)   Parking on campus

    m) Other – please specify

2. **For each of the following buildings, what has been you overall experience (1 – 10, 1 being very poor and 10 being excellent) in accessing, navigating, and utilizing the building space?**

    a)   Academic Quadrangle

    1 – 10 | N/A

    b)   Maggie Benston Centre

    1 – 10 | N/A

    c)   W.A.C. Bennett Library

    1 – 10 | N/A

    d)   West Mall Centre

    1 – 10 | N/A

    e)   SFU Surrey Campus (SRYC)

    1 – 10 | N/A

    f)   Harbour Centre

    1 – 10 | N/A

    g)   Any other building you use often (please specify)

    1 – 10 | N/A

3. **Do you use any of the following accessibility features, or would you use any of the following accessibility features if they were available? (All the time, often, sometimes, rarely, never)**

    a)   Accessible parking spots

b) Vicinity of building entrance to a public transport stop
c) Bike rack
d) Ramps
e) Power-assisted or automatic doors
f) Wide pathways and doors
g) Clear signage and wayfinding
h) High color-contrasting (of floors, signs, doors etc.)
i) Tactile signage
j) Tactile walking surface indicators
k) Service animal relief area
l) Elevators
m) Audible communication within elevators
n) Noise control
o) Adjustable lighting
p) Scent-free environment
q) Gender-neutral washrooms
r) Universal washrooms
s) Adjustable furniture (i.e. the ability to move furniture around; adjust height of seats/desks etc.)
t) Option for privacy within communal spaces (i.e. via screen partitions or distance between furniture)
u) Visual alarm systems
v) Special equipment for safe evacuation
w) Prayer space
x) Other essential element that is not listed (please specify)

3b. What features do you hope to see in the new SUB?

4. **Please answer the following questions on a scale of 1-10, with 1 being not accessible at all and 10 being fully accessible.**

   - On a whole, how accessible do you feel SFU is to the average student?
   - On a whole, how accessible is SFU to you?

5. **Is there anything that you think is important for accessibility that has not been captured in this survey?**

6. **Please enter your email address if you wish to be entered for the raffle of one of the gift cards. For reasons of anonymity, your email address will not be linked to your answers.**