

Pacific Institute for Sport Education

Accessibility Framework

Definitions, guidelines and recommendations



Contents

- Accessibility Framework..... 4
- Operational definitions..... 4
 - Disability 4
 - Barrier 4
 - Accessibility 4
- Survey of Canadians..... 5
- PISE philosophy on accessibility 6
 - Meaningful access 6
 - Using the social model of disability to create access 6
 - Universal design 8
 - Application of universal design at PISE 9
- Identification of accessibility areas of focus 10
 - Areas of focus..... 10
 - Built environment..... 10
 - Program environment..... 10
 - Workplace environment..... 11
- Built environment 12
 - Beautiful and invisible 12
 - PISE modifications 12
 - Rick Hansen Foundation Accessibility Certification 12
 - Future accessibility improvements to the built environment 15
 - Exterior approach and entrance 15
 - Parking..... 17
 - Interior services and environment..... 18
 - Wayfinding and signage 21
 - Summary of recommendations for the built environment..... 22
- Program environment 23
 - Customer service 24
 - Reception..... 24
 - Children’s programming..... 24
 - Sustainability 25
 - Knowledge transfer 25

Youth programming	25
Educator knowledge	25
Future development.....	25
Adult programs and memberships	26
Equipment.....	26
Education and advocacy.....	26
Marketing and communication	26
Website	26
Videos	26
Images	26
Fonts and text	26
Summary of recommendations for program environment	27
Workplace environment	28
Organisational culture	28
Person first language	28
Employment practices.....	29
Service animals	29
Physical environment	29
Summary of recommendations for the workplace environment	30
Closing comments.....	31
References	32
Appendix A.....	34
Exterior entrances	34
Additional spaces.....	34
Emergency systems	35
Interior circulation	35
Interior services.....	36
Sanitary facilities	36
Vehicular access	37
Wayfinding and signage	37
Appendix B	38
Appendix C	39
Appendix D	40

Accessibility Framework

This framework is designed to guide accessibility improvements, upgrades, programming, policies and culture around inclusion, diversity and equity within all areas of PISE. While we acknowledge the wide variety of areas that are included on the inclusion spectrum, such as age, gender, sexuality, ethnicity and race, this document will have a specific focus on accessibility and inclusion for individuals who experience a disability.

Ultimately, disability is a complex phenomenon reflecting the interaction between features of a person's body and features of the society in which they live.

Operational definitions

Throughout this document, terms will be used that need to be defined in order to understand the context of their use. Below are the operational definitions of these terms from respected sources from Canadian government and international sources.

Disability

The Accessible Canada Act defines disability as “a physical, mental, intellectual, learning, communication or sensory impairment - or a function limitation - whether permanent, temporary, or episodic in nature, that, in interaction with a barrier, hinders a person's full and equal participation in society” (1).

Barrier

The Accessible Canada Act also defines a barrier as “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” (1).

Accessibility

Accessibility is a term that lacks a definitive definition and can be interpreted differently depending on the client or organisation involved (3). In the Convention on the Rights of Persons with Disabilities, the United Nations “recognises the importance of accessibility to the physical, social, economic and cultural environment, to health and education and to information and communication, in enabling persons with disabilities to fully enjoy all human rights and fundamental freedoms” (3). The document goes on to state that accessibility means the ability for persons with disabilities to live independently and participate fully in all aspects of life, with

An obstacle is a partial impediment or limitation to an activity. Obstacles may not stop a person with a disability from full participation, but they do make participation unnecessarily difficult.

appropriate measures taken, to ensure persons with disabilities have access to any service on an equal basis with other (3). In addition, any measures taken should include the identification and elimination of obstacles and barriers to accessibility (4). In Canada, the Rick Hansen Foundation defines accessibility as the degree to which a product, device, activity, facility, service or environment allows everyone to participate fully and is available to everyone on an equal basis.

More locally, the City of Victoria state in their Accessibility Framework 2020 that accessibility is a general term used to describe the degree of ease that something (e.g. device, service, place) can be used and enjoyed by people with disabilities (5).

On April 28, 2021 the Government of British Columbia announced new accessibility legislation. If passed, the accessible British Columbia act will allow government to establish accessibility standards aimed at identifying, removing and preventing barriers to accessibility and inclusion. Standards will be developed in a range of areas such as employment, the delivery of services and the built environment (6).

**“the intentional design,
planning, attitude and effort
to identify and remove
barriers to participation in all
physical activity-based
programs for individuals
with a disability”**

Survey of Canadians

In a recent survey, Canadians significantly underestimated how common disability is. Most people surveyed thought that the prevalence of people with disabilities was 1 in 25 or fewer - but the official estimate is closer to 1 in 5. The survey also indicated that Canadians strongly agree that accessibility is a basic human right and not a privilege, and that Canada should be a world leader in accessibility.

However, it was also found that there are massive gaps in accessibility in communities, and that ensuring people who experience a disability are able to fully participate in life should be a high priority for the country.

Even if a person doesn't have a disability now, it's quite likely they will at some point in their life. Sooner or later, barriers to accessibility will directly impact nearly everyone.



A photo of children preparing to run around a track

PISE philosophy on accessibility

Placing accessibility in a PISE context is important for us to understand how these broader definitions can be implemented from a strategic and operational platform. Accessibility in relation to PISE means the intentional design, planning, attitude and effort to identify and remove barriers to participation in all physical activity-based programs for individuals with a disability. PISE aims to benefit everyone in our community, especially persons with disabilities, by helping to create a barrier-free environment for physical activity through the proactive identification, removal and prevention of barriers to accessibility wherever people interact with any PISE service, facility or staff member. This identification and removal of barriers falls in to three areas of focus with the PISE organisational framework; built environment, program environment and workplace environment.

Meaningful access

We must develop an appreciation for the perspectives of a broad range of people with disabilities. Something cannot be considered fully accessible if there have only been efforts to make it accessible to particular groups, such as people with visual impairments or those who use wheelchairs. In other words, we should understand the **meaningful access** level of any location and services.

What do we mean by Meaningful Access?

- The location meets the real accessibility needs of all its users
- The location is assessed based on the overall experience of users, not just its individual access features
- Assessments go beyond building code minimums
- We must understand how people with all ability types interact with the location

Rather than creating a series of separate services for individuals of differing abilities, meaningful access involves creating entries, washrooms, service desks, systems for facility use and support and emergency plans that support everyone.

Using the social model of disability to create access

Theoretical perspectives of disability use many different models to understand disability and place people's perceptions of those who experience disability in to context. While many of these models have value, there are three main models that require distinction; medical, social and ICF.

While all of these models have benefits depending on the context in where the model is being used, the main model that PISE uses to inform its decisions everyday on inclusion and accessibility is the ICF model. The ICF model is an integration of the medical and social models, where barriers may be created by society, and in certain contexts these may be more of a

challenge than others (6). Additionally, the ICF model understands the interaction between the individual attributes of the person (height, mobility, pain etc.) and the environment and task that are being completed. The dynamic nature of the ICF model reflects the functioning of the individual and recognizes the impacts of each element in an individual's life. Each component interacts with the other components depicting this dynamic relationship (7).

Medical model	Social model	ICF Model
<p>The medical model is the most traditional, Western way of viewing disability. In this view, disability is caused by an individual's impairment. The individual has a problem which needs to be fixed, cured, or rehabilitated by a doctor or program provider.</p> <p>Criticisms of this model include:</p> <ul style="list-style-type: none"> - The participant is passive - Participant needs defined by non-disabled 'experts' and does not account for lived experience - It ignores a person's context 	<p>The social model, in contrast with the medical model, views disability as a societal problem. In this view, disability is caused by societal factors that disable people, such as the environment, attitudes, stereotypes, and organizational procedures & practices.</p> <p>Benefits of this model include:</p> <ul style="list-style-type: none"> - The participant plays an active role. <p>Criticisms of this model include:</p> <ul style="list-style-type: none"> - It overlooks the impact of physiological impairment on a person's life (i.e., pain) 	<p>The ICF framework or biopsychosocial model is an integration of both the medical and social models. In this view, disability is caused by an interaction of health conditions with personal and environmental factors.</p> <p>Disability is a continuum in which some activities and environments are more disabling than others. This model is the most relevant and up-to-date for exercise professionals, and is most closely aligned with widely accepted inclusive language.</p>

Table 1: Comparison of medical model, social model and ICF model of disability.

The ICF model is the most up-to-date and relevant model for those that work in recreation, exercise and fitness. Figure 1 illustrates the interacting factors that are present in the ICF model (8).

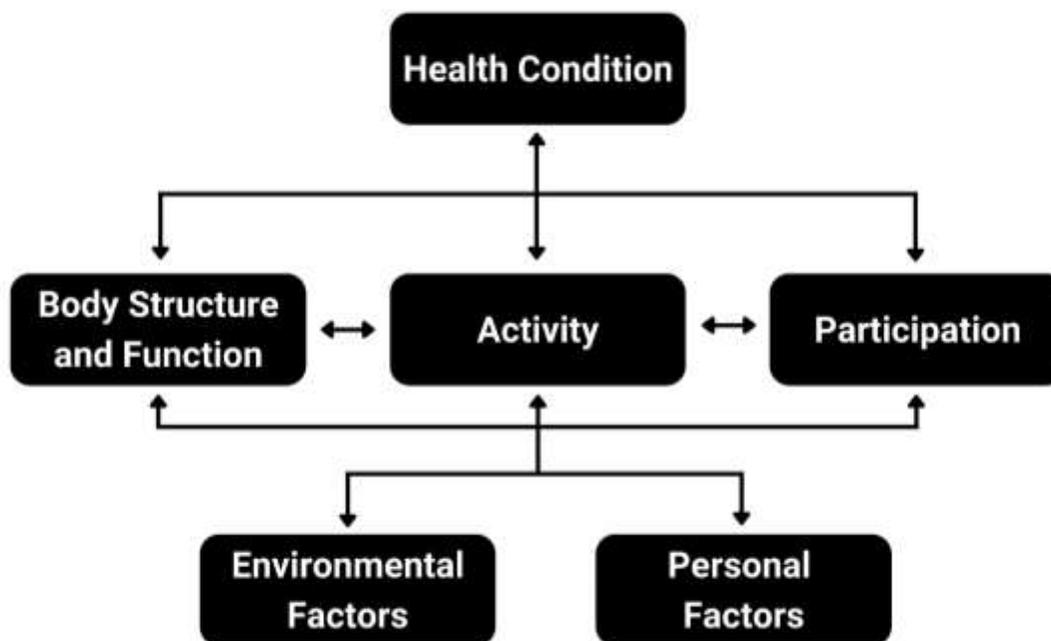


Figure 1: Flow diagram showing the interacting components of the ICF model

Universal design

Understanding meaningful access and the social model of disability allows PISE to use this framework to enhance the facility and program environment through the implementation of universal design.

Universal design is a system of planning and implementation that takes all abilities, experiences and situations into account. By definition, universal design aims to provide a service, product or environment that can be used by all people, to the greatest extent possible, without the need for specific alterations for the individual.

Universal design does not just benefit those who experience a disability. Everyone in the community benefits from facilities and services that are accessible. Below are some examples of who may benefit from universal design in a physical activity context:



A photo of a summer camp participant with ankle

Seniors	As the average age of Canadians continues to increase, many seniors will be looking to maintain or increase their fitness levels. Barriers to seniors may include low-vision, hearing loss or mobility limitations. These are similar to barriers that those with a visual impairment, the deaf or hard of hearing community or individuals with gross motor limitations may face.
Families with young children	The use of a stroller can become a significant barrier to observing a program or sport, or choosing which programs to attend. The use of sliding doors, easily visible and reachable door openers and smooth flooring can make traversing a facility with a stroller much easier. These are often the same barriers that individuals who use walkers, wheelchairs and canes may experience.
Children	Children may not be able to open heavy fire doors, or may be unable to reach sinks and hand dryers while at camps and programs. These may be similar to barriers that those with muscular dystrophy or individuals who use a wheelchair may encounter.
People who do not speak the local language	Clear visual cues and signage for facilities within an environment, such as the stairs, elevator or bathroom, allow those who may be unfamiliar with the local language to easily navigate a space. This can also be helpful to those who experience a learning disability or who have low vision.
People with an injury	Individuals with an injury that need to access the facility for rehabilitation or other services may be considered to have a 'temporary disability'. They may face barriers in terms of stair usage or the ability to navigate a door because of crutches.

Table 2: List of community members who benefit from universal design

Application of universal design at PISE

Universal design is utilised at PISE in both program design and facility enhancements. These two key components to programs and services at PISE allow for the continual evolution of meaningful access for our clients. Each of these areas will be explored in more detail throughout this framework.



A photo of the track and turf field in use

Identification of accessibility areas of focus

There are three main areas of focus at PISE that need to be addressed when thinking of accessibility for clients, community and staff. Table 3 provides an outline of each of these areas and the elements within those environments that need to be specifically addressed. Each of these areas will constitute the rest of the document.

Areas of focus

Overview

Built environment	Program environment	Workplace environment
Exterior entrances Additional spaces <ul style="list-style-type: none"> - Fitness centre - Classrooms - Change rooms - Public assembly areas Emergency systems Interior circulation Interior services Sanitary facilities Vehicular access Wayfinding and signage	Program offerings <ul style="list-style-type: none"> - Children - Youth - Adults - High Performance Equipment Staff education Community education Customer Service Marketing Communication	Workstations Equity Diversity Human resources Opportunities Funding

Table 3: Overview of environments at PISE that require an accessibility focus

Built environment

The built environment relates to all areas that are assessed by Rick Hansen Facility Accessibility Certification with the goal of becoming a Gold Certified facility with a 90% or higher rating in 2023 (at the expiration of our current Certified status).

The built environment consists of all aspects of the facility that are capital costs and require maintenance or upgrade approval from a Facility Manager, Camosun Facilities staff or external contractor.

This includes but is not limited to; bathroom access, signs to access the building (both interior and exterior), elevator access, door openers, parking, etc.

Program environment

The program environment relates to all areas that involve community-based programs. This includes all ages and ability levels, and for all programs (including both adapted and 'regular').

The program environment includes any programs, both onsite and offsite, that are facilitated by PISE staff under the jurisdiction of the Physical Literacy Department and Adult Programs Department.

This section also includes any 'client oriented' elements of the organisation, such as the role the Customer Service Specialists, Fitness Attendants, Physical Literacy staff and S&C staff in

providing an inclusive environment. In addition, as this area involves promotion, advertising and marketing to the general public, all marketing and communication strategies are included in this area.

Workplace environment

The workplace environment encompasses any aspect of the organisation relating to employees. This includes all aspects related to Human Resources, as well as broad elements in relation to policies and procedures to provide an equitable employment opportunity for all. Strategies for inclusive workstations and design of the workspace may be included in this section.



A photo of a youth participant working with an S&C coach during summer camps

Built environment

The built environment is defined as the human-made space in which people live, work and recreate on a day-to-day basis (8). Providing universal access to safe, inclusive and accessible public spaces ensures that everyone is able to participate and live to their full potential, and is an important part of the United Nation's "Envision2030" sustainable development goals (9,10).



A photo of the PISE building and Track and Training Zone

Beautiful and invisible

While removing barriers is important to create accessible environments, this is just the first step. Universal Design is about creating spaces that anticipate the needs of users and that remove labels that stigmatize users or separates people with disabilities as distinct from other users.

In a PISE context, this relates to the facility, all components within the facility such as the Fitness Centre, Movement Studio, classrooms, gymnasium etc, and the surrounding areas within the PISE envelope.

PISE modifications

PISE has taken steps since the building open to improve, enhance and update the facility with many inclusive features. These include:

- Welcome Desk adjustments (2008)
- 400m Track surfacing (2015)
- Increased accessible parking (2018)
- Hip to floor door openers (2019)
- Accessible outdoor training surfaces (2020)
- Ramp access to Power Play Dome (2022)

Final Rating
Score

77%

**RHF
Accessibility
Certified**

Rick Hansen Foundation Accessibility Certification

In 2018, PISE was involved in the initial rollout of the Rick Hansen Foundation Accessibility Certification (RHFAC). The RHFAC program is a national rating system that measures and certifies the level of meaningful access of buildings and sites. The RHFAC rating is designed to allow a better understanding of the physical accessibility of the building, improvements that can be made and barriers that the community, customers, or employees may be experiencing (11).

RHFAC offers two certification levels, **RHF Accessibility Certified Gold** and **RHF Accessibility Certified**. PISE was evaluated to have achieved a score 77% resulting in a ‘certified’ designation.

It should be PISE’s goal to achieve a Gold designation at the next RHFAC certification process in 2023.

To achieve a gold rating, PISE will need to meet the certification requirements to a level of 80% as well as meeting the minimum standards for a gold level certification.

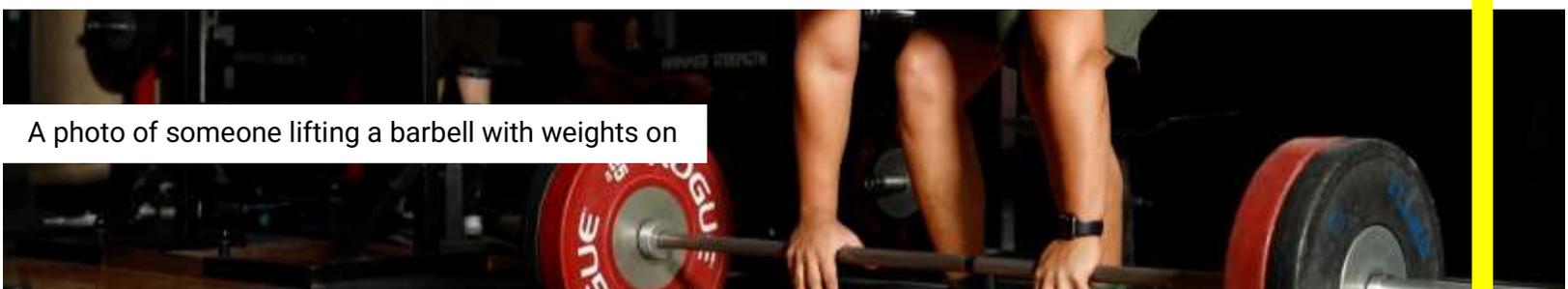
This is an achievable objective that timeline and strategic plan for improvements. This framework should guide all future funding, decision making and enhancement of the built environment for years to come.

See Appendix A for full scorecard.

The report that was provided to PISE highlighted both key areas of success and key areas for improvement. Acknowledging these areas will allow PISE to build on the successes by continuing the areas of success throughout other areas of the facility, while using the areas for improvement as a starting point to increase accessibility.

Key areas of success	Key areas for improvement
Clearly labelled area of refuge on only floor without ground access.	Concrete block in pedestrian lane is low contrast and could be a hazard.
Visual fire alarms are installed throughout the building.	Signage on lower level blocking view and access to the auto door button.
High contrast markings on floor to provide enhanced contrast in hallways and gym area on lower level.	The washroom in the student clinic is not wheelchair accessible. Signage should be changed to reflect this.
Multiple adapted fitness equipment options.	Some handrails are terminated incorrectly/ Stairs
Running track-like texture on walkway to south entrance provides excellent grip.	Door weights were inconsistent with some up to 12 lbs.
	Bleachers along field lack adequate seating options and space for mobility devices.

Table 4: A table outlining the areas of success and areas for improvement noted by the RHF Accessibility Certification



A photo of someone lifting a barbell with weights on

It is important to note that these areas were selected in April 2018. At time of writing (February 2023) many changes have been made the both enhance the areas for improvement but also mitigate the areas of success.

Key areas of success	Notes from 2023
Clearly labelled area of refuge on only floor without ground access.	Still relevant
Visual fire alarms are installed throughout the building.	Still relevant
High contrast markings on floor to provide enhanced contrast in hallways and gym area on lower level.	Due to COVID 19 and other Fitness Centre modifications, these markings have disappeared or become lower contrast
Multiple adapted fitness equipment options.	Equipment options may have been reduced
Running track-like texture on walkway to south entrance provides excellent grip.	This style of surface has been utilised in more spaces, specifically the front entrance to the facility
Key areas for improvement	
Concrete block in pedestrian lane is low contrast and could be a hazard.	Contrast has increased due to new black surface on the entrance way on one side of the blocks. Blocks still may pose a hazard
Signage on lower level blocking view and access to the auto door button.	Signage was removed
The washroom in the student clinic is not wheelchair accessible. Signage should be changed to reflect this.	Still relevant
Some handrails are terminated incorrectly/ Stairs	Still relevant
Door weights were inconsistent with some up to 12 lbs.	Hip to floor door openers installed on many doors. Some doors still require this modification
Bleachers along field lack adequate seating options and space for mobility devices.	Still relevant

Table 5: A table to show the areas for success and improvement from the RHFAC and notes on updates within the facility



A photo of an accessible door opener



Future accessibility improvements to the built environment

In consultation with members of the PISE staff at all levels of the organisation and community members that use the facility, some key areas in the built environment were highlighted for improvement. These categories have been broken down below to align with the RHFAC rating scorecard:

Exterior approach and entrance

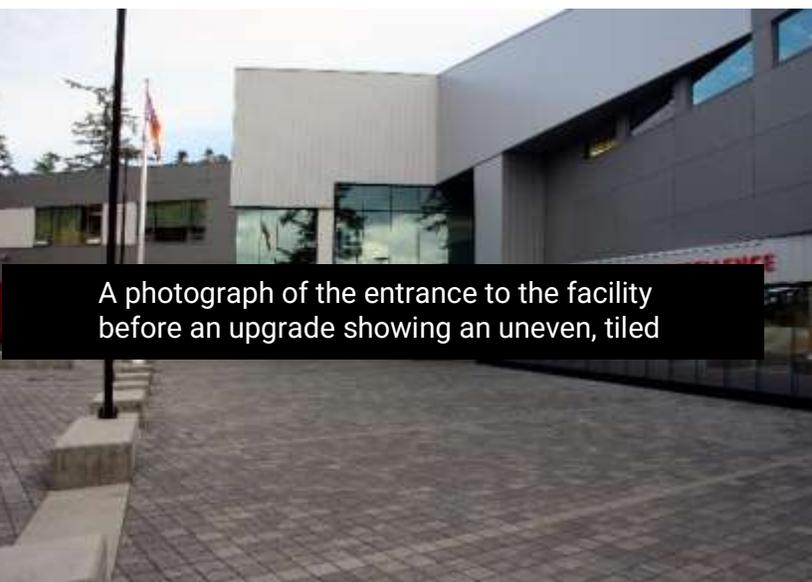
Consistently highlighted by all individuals as the main feature that creates an inaccessible facility is the pathway from the parking lot to the Track and Training Zone. This pathway is used for multiple purposes, including:

- Transit to/from accessible parking spots
- Transport of large items to the lowest floor of the facility
- A shelter from inclement weather

The recommended gradient for an accessible slope is 1 in 20. **The gradient of the current slope is approximately 1 in 13.** The steeper the ramp, the greater the likelihood that an individual, especially someone who uses a wheelchair, will require some form of assistance. Ramps with a slope of 1 in 12 can be difficult for many individuals who use a wheelchair and ramps with slopes of 1 in 10 and 1 in 11 are extremely difficult and tiring.

Furthermore, the slope continues for over 40 metres from top to bottom without any landings for individuals to rest. Accessibility standards state that a slope of a gradient between 1 in 16 and 1 in 12 should have landings every 9 metres (12).

In addition to the gradient and length of the slope, the curved design causes additional challenges. Curved ramps should be avoided unless the radius is extremely large. Most individuals who use a wheelchair find it difficult negotiating a corner while ascending or descending a ramp. Landings, not curves, are required where ramps change direction (12,13).



A photograph of the entrance to the facility before an upgrade showing an uneven, tiled

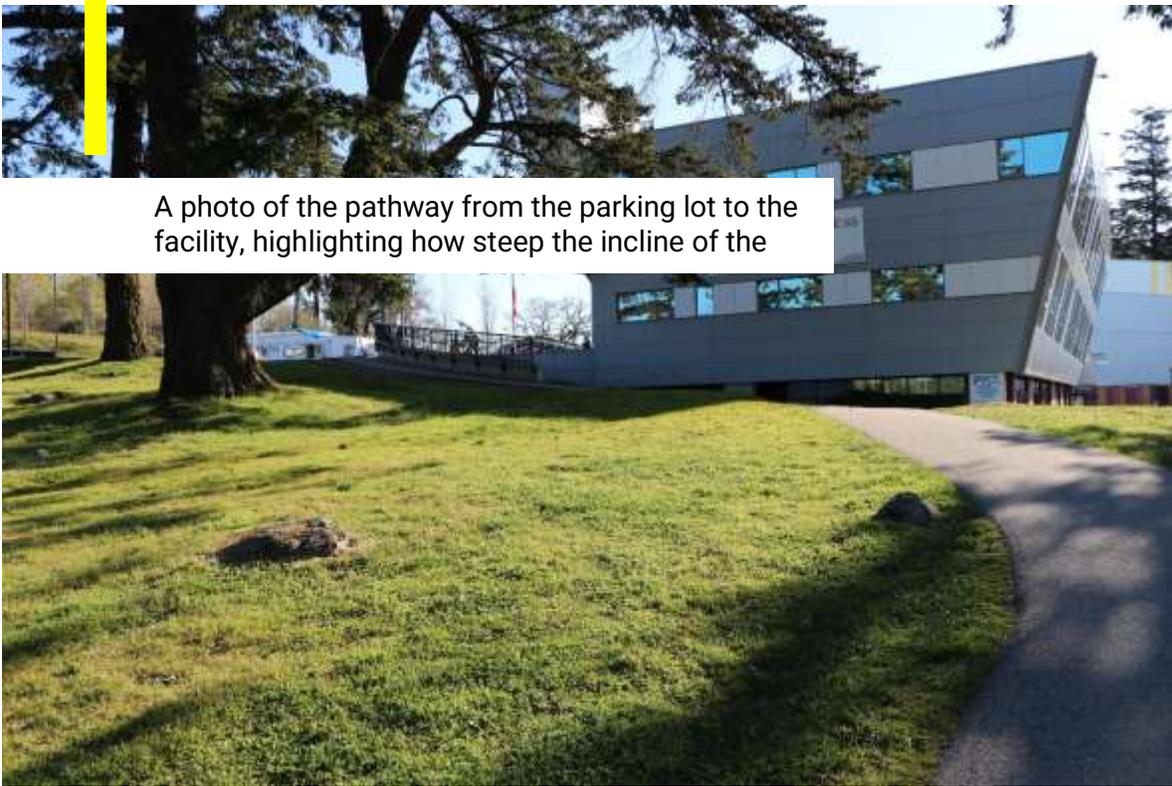


A photograph of the entrance to the facility after a new, black track surface was installed in 2020.

Finally, the slope does not feature any handrails to assist individuals up and down the path. Apart from very short ramps, handrails are required on both sides to allow the individual to use their strong side (13).

Client feedback on this slope includes:

“The hill to the track is steep. I’ve always managed...for a wheelchair user, the hills on the pathway to the PISE gym is super hard to navigate. I consider myself pretty fit for a chair user too. I know anybody with less mobility cannot navigate the pathway on their own.”



A photo of the pathway from the parking lot to the facility, highlighting how steep the incline of the

Any future enhancements to the facility should include funding and design to regrade and improve this pathway. As is the nature to the envelope of the PISE facility, consultation will need to take place with Camosun College. The estimated cost for this enhancement is unknown.

Parking

While the exterior approaches to the building are important, another aspect to the building access is parking. PISE has accessible parking in two locations, three stalls by the roundabout and one near the access to the track.

When the construction of the track was completed in 2017, three parking stalls were located near the entrance to the track. These spots were reduced to one space, impacting the ability for users to

“My van has a ramp on my passenger side door. Parking on gravel doesn’t work for me or my wheelchair or my hand cycle.”

“The lower parking lot [is] one of my pet peeves about PISE.

I use [sic] to use the track with my hand cycle attachment as

a warm up to my S&C workout. I quit using the track a few

years ago when they only left one handicapped spot (of the

4 handicap spots that use to be there). Often when I arrived

the one handicap spot was already in use.”

utilise those spots and the track:

Another aspect of the PISE lot is the use of gravel in regular parking spots, where users with accessible vehicles need to park when the accessible spaces are full.

In order to increase the number of accessible spots in the lower lot, it is recommended that the parking stall next to the pathway be adjusted to be a wide accessible stall that is paved.

For all the accessible spaces, it is recommended that the signs highlighting that the spaces are accessible are raised beyond the current location. In the below image, the sign is located on the concrete wall. It would be beneficial for this to be placed on a pole with the bottom of the sign

located between 1.5 and 2.0 metres from the ground. This provides an easier visual indicator for all clients, as the painted accessible signs on the ground can easily become obscured by snow or dirt, or the paint can become faded and less easy to see.



A picture of the parking spot next to the path that is recommended for paving and being made wider to provide increased

Interior services and environment

In order to enhance customer service for all individuals, and continue the improvement of facility for our entire base of community members, installing hearing loops throughout the facility is recommended.

Hearing loops (sometimes called an audio induction loop) are a type of sound system for use by people with assistive hearing devices. The hearing loop provides a magnetic, wireless signal that is picked up by the hearing device when it is set to 'T' (Telecoil) setting.

Hearing loops can be applied to many different settings and increase the accessibility of customer service areas, classrooms and boardrooms. Hearing loops minimise the background noise present in certain environments and allow for discreet and easy communication between the client and staff.

As our population continues to age and more older adults look to stay active, a hearing loop may also be a defining characteristic in the client's choice of engaging with PISE's services.

It is recommended that hearing loops be installed in four primary locations:

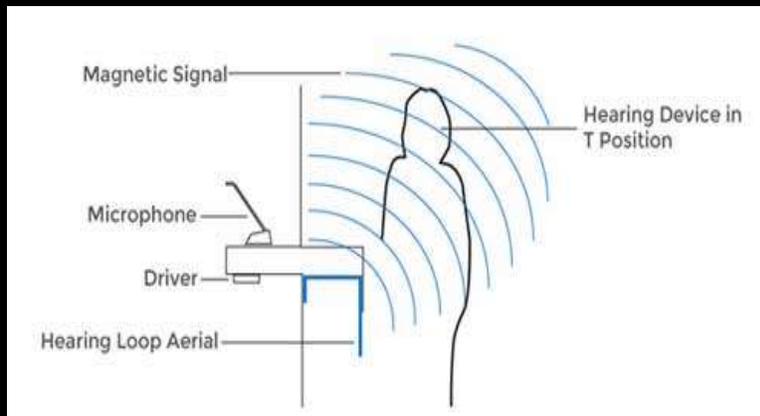
- Welcome Desk on the first floor (**completed November 2022**)
- Reception Desk on the second floor
- All classrooms
- Boardroom



The symbol indicating the presence of a hearing loop

By installing hearing loops in each of these locations, PISE shows a willingness for accessibility beyond the Fitness Centre environment, taking in to account the needs of students, board members and funders. As such, investment in this technology may be able to be shared with the partners in the organisation.

There are a number of different options for this technology depending on the type of technology that is chosen. The information and quotes below were provided by Hearing Loops Canada who specialise in making spaces more accessible for people with or without hearing loss.

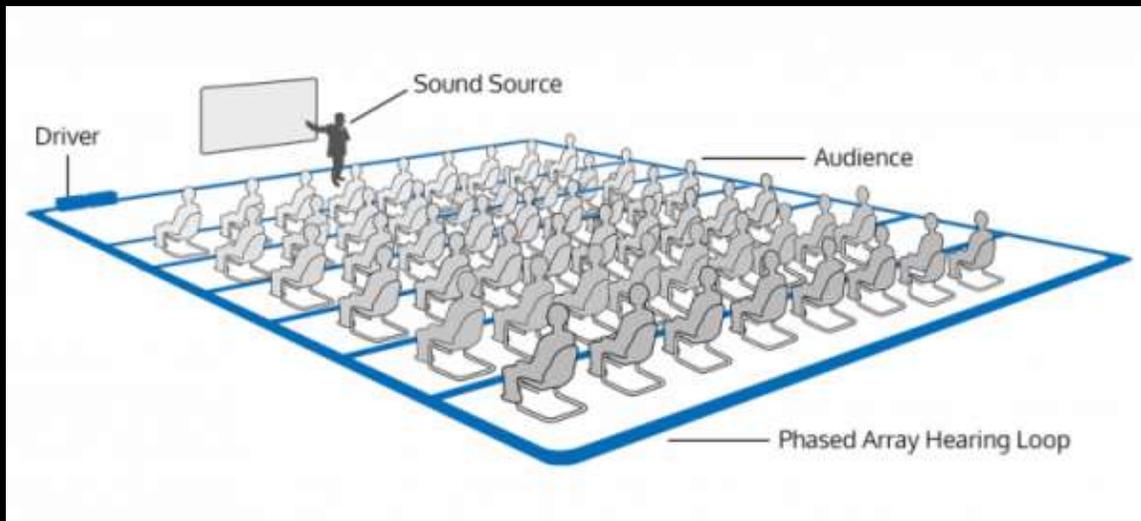


An image showing how hearing loops work on a one to one interaction basis at a customer service station

Type	Locations	Cost	Image
Portable Loop	Small office spaces Small meeting rooms Reception	\$995.00 plus GST	
Stationary Loop	Reception	\$2,566.77 plus GST	
Hearing Loop System	Boardroom Classrooms	Approximately \$3,500.00 plus GST for Boardroom Approximately \$6,000.00 plus GST for each classroom	

Table 6: A table to show the types, locations and costs of hearing loops

For more information on these options, please see Appendix D



An image showing how hearing loops work in a larger room such as a conference centre or classroom.

Wayfinding and signage

Wayfinding is how people navigate the built environment to get from one place to another. Good wayfinding ensures people can move independently within a Site by providing multiple cues and engaging the senses (14). All strategies for wayfinding should communicate effectively to the broadest group possible, including people with a wide range of sensory abilities, intellectual abilities, literacy levels, languages, and physical statures.

Wayfinding relies on both **architectural** and **information** cues that help people to construct a mental map of the area. Architectural wayfinding can relate to the colour of the walls, a unique item in the area, a distinctive feature of the site or distinctive paths that are delineated by carpet and/or tile. Information wayfinding relates to how individuals can gain information from the environment by using visual, tactile and audible feedback.

Currently within the PISE facility informational wayfinding can be seen with a mix of signage and wayfinding strategies. Many of the signs are the original signs included when the building opened in 2008 and need updating. Other signs are more recent additions and some signs include raised lettering while others that do not. There are no room signs that include braille.

Updating all of the signs within the building with colour coded information that includes raised images and lettering along with braille would aid in the informational wayfinding for all individuals within the building. An example of this can be seen at the sliding doors located on the second floor, where the PISE, Camosun College and Canadian Sport Institute offices are separated by colour on the building directory. Furthermore, some of the signs are located in hallways that can be quite dark and the signs do not have their own lighting. This is evident with the washroom blade signage on the third floor. A recommendation would be to increase the lighting in that area, or have specific lighting for the signs themselves.

Additional signage elements that may enhance the ability of an individual to efficiently and effectively navigate the building include more clear signage at the exit of the elevator and stairs. Currently when exiting these important navigation components of the facility the directories hanging from the roof are insufficient to effectively inform all user groups of where components of the facility reside.

In 2022, a reception desk was installed in the main second-floor atrium of the building. This reception desk has the potential to provide a welcoming and accessible service to all members of the public. The atrium is a large, echoey space with many sounds, directions of travel and light sources available. The combination of these factors creates a potentially confusing, disorienting and intimidating introduction to the facility. The reception desk in this area allows for an initial human interaction that can assist all members of the public with finding their destination within the facility, and asking for any assistance if needed. Since installation, challenges with the reception have been that no staff member feels it to be an adequate

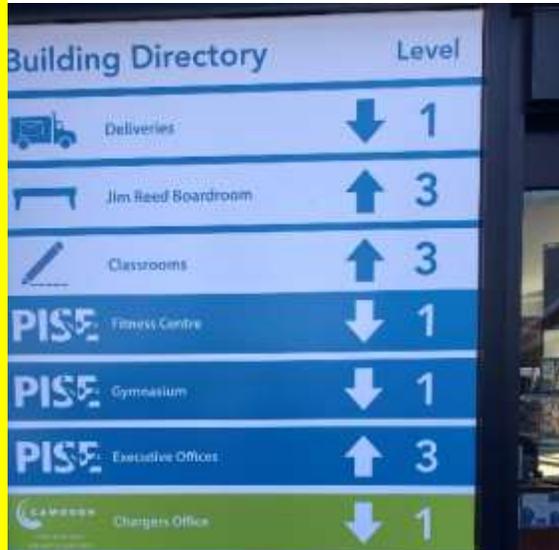


An image of a map of the PISE floor plan and the elements located on each floor.

workspace for them to complete their tasks. This is a factor that needs to be addressed during the hiring process to highlight the importance of the person to be a connection to community and clients.

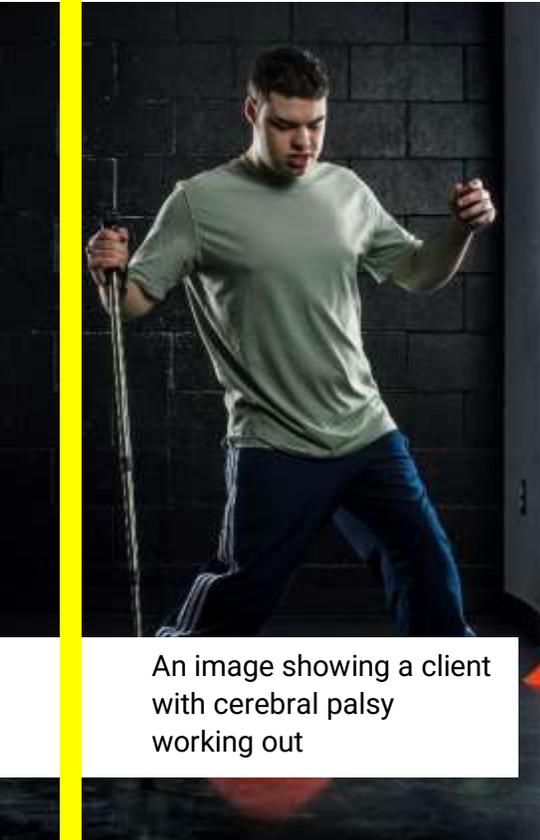
Summary of recommendations for the built environment

Below is a summary of recommendations that were included in the previous section for the built environment:



An image of the building directory for the PISE facility that differentiates each business by colour.

- Regrading the slope from the parking lot to the TNT with additional accessibility features including handrails, a gentler slope and improved lighting.
- Add in an additional accessible parking stall next to the access to the path
- Raise the accessible parking signs to be 1.5-2.0m from the ground.
- Install hearing loops at all customer service points and classrooms.
- Update all signage with colour coded elements, raised letters, images and braille.



An image showing a client with cerebral palsy working out

Program environment

The 'Program environment' refers to the features and setting of the program offering beyond that of the built environment. This includes the equipment available, type of instruction, staff ratios, customer service, marketing, equity in offerings and any other factor related to the facilitation of the program from registration through to the end of the session. All these aspects affect the interactions and relationships clients and staff experience while at PISE or engaged in a PISE program. High-quality program environments help protect the health and safety of all clients and staff, as well as making them feel welcomed, valued and respected (15).

At PISE, there are many different program areas that need to be taken in to account when looking at the overall program environment. These include programs and services for children, youth and adults. PISE is recognised throughout Canada as a leader in creating programs for individuals with a disability and we are proud of this achievement. In order for this to continue, continued education, fundraising and innovation needs to take place within each sector outlined above.

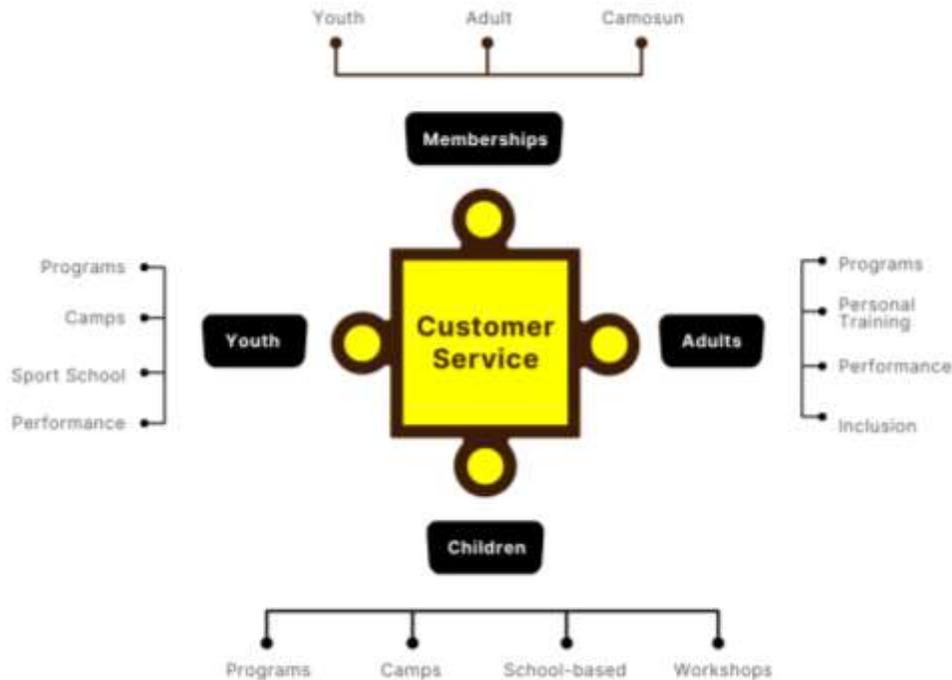


Figure 2: A visual representation of how customer service is interrelated to all areas of PISE programs

Customer service

As often the first interaction with PISE programs is through our customer service team, it is important for all individuals that work directly, manage and oversee customer service representatives at PISE are educated and knowledgeable about accessibility, inclusivity, equity and the ability for PISE to offer programming to all individuals. A customer service representative is not limited to those working as a Fitness Centre Receptionist (FCR), but also includes members of the Physical Literacy team, Strength and Conditioning team, any other PISE staff members and also any contractors that have signed agreements to deliver programming within the PISE facility.

Reception

The FCR team is more often the first face and voice that clients of our facility experience. As such, it is critical that employees in this role understand the importance of their communication and have a broad knowledge of inclusion practices and accessibility features. Many of the features mentioned in the 'Built environment' section will also enhance the capability of the FCR team to be able to interact with clients of all abilities.

Children's programming

Children's programming refers to all programs for individuals between the ages of 0 and 11. Children's programming takes place both on site at the PISE facility and offsite at many schools and recreation centres around the South Vancouver Island region.

Programming for children facilitated by PISE staff aims to develop the physical literacy within

Physical literacy:

- is an inclusive concept accessible to all
- represents a unique journey for each individual
- can be cultivated and enjoyed through a range of experiences in different environments and contexts
- needs to be valued and nurtured throughout life
- contributes to the development of the whole person.



each individual. Physical literacy by definition, as stated in Canada's Physical Literacy Consensus Statement of 2015, is an inclusive concept accessible to all (16). These programs are guided by universal design principles that were created to allow for the inclusion of all individuals within PISE children's programs. The

universal design principles provide the framework to consistently and intentionally adapt and modify activities for all individuals in order for them to have success in PISE programs. The principles include the following area:

With purpose

Always engaged

Everyone included

Progressive and challenging

Fun



An image showing a child attending summer camps who uses a power chair

For more details on the specifics related to these principles, please see the information sheets included on the play.pise.ca webpage.

Sustainability

The children's programs that are delivered are often funded or subsidised through various grants and donations given to the organisation. This creates a potential area of concern as the long-term sustainability of the programs cannot be guaranteed. Acknowledging this and working towards a model of sustainable, consistent and guaranteed funding streams would enable the development of a wider range of programs that children could participate in and dedicated staff for the administration and delivery of these programs.

Knowledge transfer

Another aspect that could affect the long-term success of children's programs is the ability to transfer the knowledge of current senior members of the team to new employees. Currently a large component of the knowledge in relation to adapting, modifying and creating accessible programs resides in a few senior members of staff. This knowledge has traditionally been disseminated through training and workshops, but more long-term or innovative ways need to be discussed.

Youth programming

Youth programming is an emerging area and as such does not currently have the scope or history of the children's programs. Youth programs are defined as any programs that take place for individuals aged between 11 and 18.

Educator knowledge

While working with many Middle Schools across the region, our team has delivered programs to school groups that include youth experiencing a disability. However, often these individuals are not included in the physical education program with their peers. This may be for many reasons, but building the awareness of teachers and educational assistants to be able to include all individuals in their curriculum design is an important strategic element to implement.

Future development

While this area continues to grow, accessibility and inclusion will be at the heart of the program design process in order to provide accessible opportunities for any youth that may need it. Participation rates continue to grow and as such our client base will continue to expand to include more youth that experience a disability.

An example of this development may be a Youth Adapted Strength & Conditioning program. This program would be a progression from children's programs and would lead in to the adult version of the program.

Adult programs and memberships

In consultation with Strength and Conditioning coaches and adult program administration staff, there are certain areas that could be enhanced within the Fitness Centre that could provide a more accessible environment for all clients.

Equipment

One area that was highlighted by multiple people was access to the dumbbells. Since these consultations, a more accessible option was provided. Specifically, smaller weight sizes were purchased and placed on the lower racks, rubber handle grips were utilised and hand grips are available if needed. All these options are available in the Fitness Centre and Movement Studio. Additionally, replacing and investing in equipment such as hand cycles and ski-ergs would provide additional training options for clients.

Education and advocacy

Finally, continual education and advocacy for accessibility, inclusion, parasport opportunities and inclusive play throughout the community is a core component of the PISE strategic plan. This strategy includes visits to schools with the Let's Play fleet of wheelchairs, engaging in parasport education and awareness initiatives and consultations with educators and recreation professionals around inclusion. This again requires financial support from the organisation to continue to develop programs and engage in community outreach.

Marketing and communication

The way images, language and information are used to communicate with clients is vitally important to creating a sense of belonging. The use of websites, videos and resources are important tools to communicate the organisational philosophy and create the awareness of the people welcomed in to the facility and programs.

Website

PISE.ca is the main website for the organisation. Currently, there are no accessibility features available to help navigate the site. In addition, the website contains a lot of information. This can be confusing and lead to clients leaving before they have found the answer, program or service they are looking for. Accessibility upgrades to PISE.ca are needed.

Videos

The use of videography is increasing for all areas of the organisation. Ensuring that all videos have closed captioning enable is important. Additionally, a PISE employee transcribing the text rather the auto-caption option is preferred, as words may be misinterpreted or misunderstood by the auto-caption feature.

Images

Photos that are utilised on the website, in presentations and on social media should all have captions detailing the content of the image.

Fonts and text

Being aware of the size of font, style of font and contrast of colours used in presentations, resources and marketing materials is important. It has been found that a contrast ratio of 4.5:1

for main text and 3:1 for large scale items (font size 18+) (17). To understand this ratio further, black text on a white background is 21:1. A free to use Colour Contrast Analyser (CCA) is available online to check on the contrast of the colours being used (18). This should be installed on each employee's computer that may design materials that are distributed publicly in order for them to check the contrast of their colour choices.

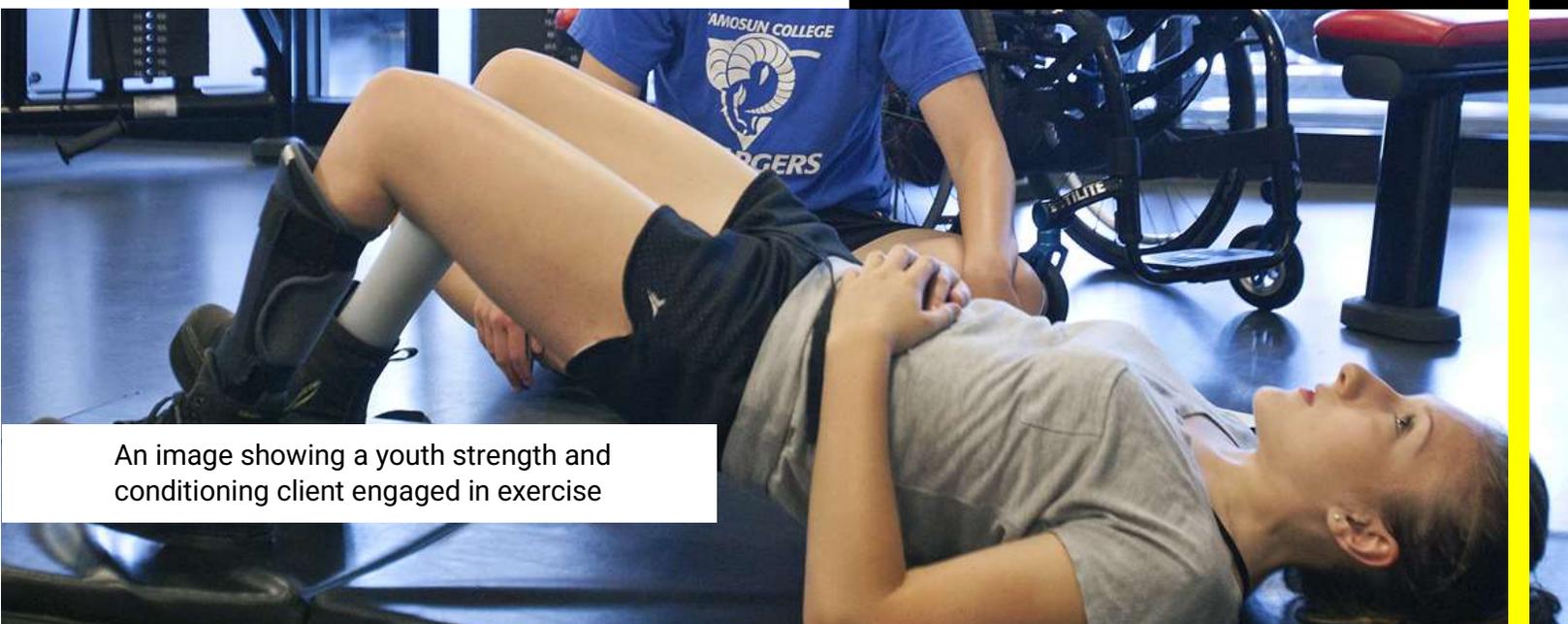
Summary of recommendations for program environment

Below is a summary of recommendations that were included in the previous section for the program environment:

- Create a sustainable financial model that will allow for programming, education and advocacy to continue
- Establish how knowledge around inclusion, accessibility, modifications and adaptations can be disseminated to all staff
- Use universal design principals for all new programs and equipment purchases
- Innovate solutions for equipment in the Fitness Centre to provide a more accessible experience for all
- Educate all staff on inclusive practices, including use of contrast in design



Using the Colour Contrast Analyser on the PISE logo blue. The contrast ratio is 9.6:1, which passes both minimum and enhanced standards



An image showing a youth strength and conditioning client engaged in exercise

Workplace environment

The workplace environment encompasses the setting, social features and physical conditions in which a person performs their job. These elements impact feelings of well-being, workplace relationships, collaboration, efficiency and employee health. The elements of the workplace environment include the organisational culture, physical environment and working conditions.

Organisational culture

The beliefs and goals of an organisation have a significant impact on the culture that is permeated throughout the workplace. As such, it is important to enshrine inclusive practices in policies, hiring protocols, training and strategic planning.

Person first language

One element of culture within an organisation is the language that is consistently used in both written and verbal communication. This is an important first step to building a relational space and rapport with clients and staff because language matters. In North America, person-first language is widely accepted terminology. It stems from the US-based Disability Rights Movement, emphasizing that disability is one trait of an individual, but not their defining traits (7).

“Treat people as people. Every person should be valued, respected, included.”

Rick Hansen

Training on the use of person first language should be completed each year. Terminology is constantly evolving to be more respectful and empathetic, and updates need to language should be communicated to the entire workplace. Additionally, the use of person first language may be a new concept to employees, so taking the time to establish this as an important part of the PISE culture is crucial. Table 7 outlines language that should be used when speaking about someone who experiences a disability.

Person first language

Para-sport or Special Olympic Sport

Person who lives with, person with

Uses a wheelchair

People without impairment/disability (able-bodied)

Psychiatric history, psychiatric impairment/disability, emotional disorder, mental illness, consumer of mental health services

Born with

Deaf, Hard of Hearing

Epilepsy, seizures

Person living with impairment or experiencing disability

Learning disability, intellectual disability, developmental disability, cognitive disability, ADD/ADHD

Table 7: A table outlining some examples of person first language

Employment practices

Having an accessible and inclusive workplace environment means that certain employment practices need to be in place. These include being able to adapt the environment that the employee works in to accommodate any additional needs, as well as the nature of the advertisement of job openings. The *Employment Equity Act* first introduced in 1986 and modified in 1995 states that employers are required to “engage in proactive employment practices to increase the representation of four designated groups: women, people with disabilities, Aboriginal peoples, and visible minorities” (19).

In addition to this, both the *Canadian Human Rights Act* (20) and the *Employment Equity Act* (19) states that an employer or service provider has a “duty to accommodate.” This means that in order to provide employment equity, special measures may need to be taken in order to accommodate differences. The goal of accommodation is to:

- Ensure that an employee who is able to work can do so while not causing the employer undue hardship.
- Allow people with disabilities to equally benefit from and take part in services, housing or the workplace.

Service animals

Service animals help people with a range of disabilities, including people with mobility impairments, vision and hearing impairments and epilepsy. They help a person navigate through public areas and perform tasks on their behalf, such as opening doors and turning on/off lights. They are critical to the health and well-being of their partner and should never be separated from them, even for short periods of time.

The animal has a legal right to accompany its partner anywhere that the person can reasonably be expected to go, including restaurants, aircraft and lounges. Certified service dogs are not aggressive and pose no threat, even in emergency situations.

Certified service animals are usually identified by a vest or harness. Their partner must also carry documentation for the animal.

While service animals are allowed at the PISE facility, there is currently no policy or guidelines pertaining to the critical status of the task they perform. Developing this policy will be a crucial step to ensure the continued usage of service animal onsite, ensuring their status as protected animals and providing clarity for staff as to the access that service animals are allowed.

Physical environment

The physical environment plays a crucial role in people being able to fulfill their potential. The physical environment includes aspects of the built environment, which was covered extensively earlier in this document. Other aspects to consider are the furnishings, such as desks, chairs and kitchen items, the layout and size of offices or workstations and equipment necessary to complete their tasks, such as a larger computer screen or additional lighting.

Summary of recommendations for the workplace environment

Below is a summary of recommendations in the previous section for the workplace environment:

- Enshrine person first language in to the policies and protocols documents during onboarding
- Create accessible versions of important documents, such as policies in large font
- Create a policy document regarding the use of service animals to ensure their respect and continued acceptance within the facility
- Create a budget line/purchase list for items that may be required if a person with a disability was hired. For example, what is the cost of a screen magnifier.

Closing comments

It is PISE's belief that all people should be welcome and belong at our facility and within our programs. This is reflected in our strategic values and the decisions that are made every day. PISE has made substantial improvements to the facility since its opening, and invested in training and programs for staff to advance the knowledge of inclusion throughout the operations team.

However, continued and intentional investment is required to be able to offer a space that all individuals are able to meaningfully access. While these improvements and adjustments may take some time and effort to accomplish, the result will be a building and organisation that is able to offer services to those who may not have any other options in the region. This is a unique quality of PISE, and sets us apart from other centres. Purposeful training for all staff and utilising expertise within the community are two further strategies to continue this development.

References

1. ARCH Disability Law Centre. What is the new Accessible Canada Act. 2019.
2. Kovac L. What is Accessibility [Internet]. Accessibility for Ontarians with Disabilities Act (AODA). 2020 [cited 2022 Sep 9]. Available from: <https://aoda.ca/what-is-accessibility/>
3. United Nations General Assembly. Convention on the rights of persons with disabilities. 2007.
4. City of Victoria. Accessibility Framework. 2020.
5. Ministry of Social Development and Poverty Reduction. Legislation will build a more accessible, inclusive B.C [Internet]. 2021 [cited 2022 Sep 9]. Available from: <https://news.gov.bc.ca/releases/2021SDPR0033-000771>
6. World Health Organization. The ICF: An Overview [Internet]. 2014. Available from: https://www.cdc.gov/nchs/data/icd/icfoverview_finalforwho10sept.pdf
7. 5-Defining and Describing Disability for Exercise Providers.pdf.
8. Roof K, Ngüzi Oleru MS. Public Health: Seattle and King County’ s Push for the Built Environment.
9. The Rick Hansen Foundation. Accessibility matters [Internet]. 2022 [cited 2022 Sep 9]. Available from: <https://www.rickhansen.com/become-accessible>
10. Accessibility matters | Rick Hansen Foundation [Internet]. [cited 2021 May 3]. Available from: <https://www.rickhansen.com/become-accessible>
11. The Rick Hansen Foundation. Attract more visitors & employees - get rated & certified [Internet]. 2022 [cited 2022 Sep 9]. Available from: <https://www.rickhansen.com/become-accessible/rating-certification>
12. Office of Housing and Construction Standards. Building Access Handbook.pdf. 2014.
13. Office of Housing and Construction Standards. The Building Access Handbook 2014. 2014.
14. The Rick Hansen Foundation. RHFAC Professional Handbook. 2020.
15. Head Start. Program Environment [Internet]. Early Childhood Learning and Knowledge Centre. 2022 [cited 2022 Sep 9]. Available from: <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/program-environment>
16. Tremblay MS, Costas-Bradstreet C, Barnes JD, Bartlett B, Dampier D, Lalonde C, et al. Canada’ s Physical Literacy Consensus Statement: process and outcome. BMC Public Health [Internet]. 2018 Oct 2;18(Suppl 2):1034. Available from: <http://dx.doi.org/10.1186/s12889-018-5903-x>
17. Fulton G. Accessibility Basics: Designing for Visual Impairment [Internet]. Web Design Envato Tuts+. [cited 2022 Sep 9]. Available from:

<https://webdesign.tutsplus.com/articles/accessibility-basics-designing-for-visual-impairment--cms-27634>

18. Color and Contrast on Web Pages [Internet]. Accessibility at Penn State. 2014 [cited 2022 Sep 9]. Available from: <https://accessibility.psu.edu/color/contrast.html/>
19. Government of Canada. Employment Equity Act [Internet]. Justice Laws. 2021 [cited 2022 Sep 12]. Available from: <https://laws-lois.justice.gc.ca/eng/acts/e-5.401/>
20. Government of Canada. Canadian Human Rights Act [Internet]. Justice Laws. 2021 [cited 2022 Sep 12]. Available from: <https://laws-lois.justice.gc.ca/eng/acts/h-6/>

Appendix A

Exterior entrances

2018 Rating Scores

1. Exterior Approach & Entrance		Earned	Available
1.1	Exterior Pathways	31	40
1.2	Exterior Stairs	26	38
1.3	Main Entrance or Alternative Accessible Entrance	44	49
	Innovation	0	
Total Points for Exterior Approach & Entrance		101	127

Additional spaces

2018 Rating Scores

2. Additional Use of Spaces		Earned	Available
2.1	Cafeterias, Restaurants and Bars	18	26
2.2	Fitness Centre	20	31
2.3	Outdoor Recreation	9	16
2.4	Workstations	14	21
	Innovation	2	
Total Points for Additional Use of Spaces		63	94

Emergency systems

2018 Rating Scores

3. Emergency Systems		Earned	Available
3.1	Building Evacuation Instructions	13	20
3.2	Emergency Exit/Refuges	15	23
3.3	Fire Alarm Systems	15	20
	Innovation	0	
Total Points for Emergency Systems		43	63

Interior circulation

2018 Rating Scores

4. Interior Circulation		Earned	Available
4.1	Corridors and Hallways	13	19
4.2	Doors and Doorways (not including Sanitary Facilities)	43	50
4.3	Elevator	38	49
4.4	Interior Stairs	31	37
4.5	Path of Travel	17	19
	Innovation	0	
Total Points for Interior Circulation		142	174

Interior services

2018 Rating Scores

5. Interior Services & Environment		Earned	Available
5.1	Acoustic Considerations	5	7
5.2	Illumination	16	21
5.3	Lobby and Reception Area	14	18
5.4	Reception Desks and Service Counters	19	24
5.5	Waiting Areas and General Seating	12	15
	Innovation	0	
Total Points for Interior Services & Environment		66	85

Sanitary facilities

2018 Rating Scores

6. Sanitary Facilities		Earned	Available
6.1	Showers	29	32
6.2	Washrooms	54	68
	Innovation	0	
Total Points for Sanitary Facilities		83	100

Vehicular access

2018 Rating Scores

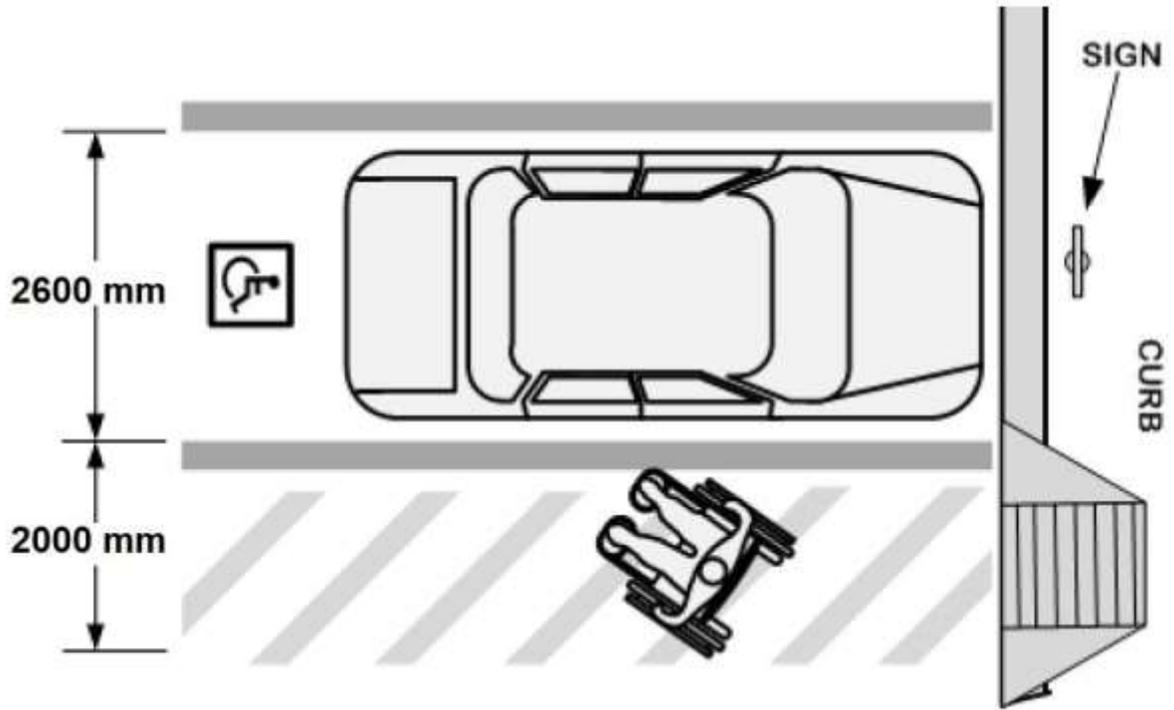
7. Vehicular Access		Earned	Available
7.1	General Vehicular Access	19	20
7.2	Parking	24	33
	Innovation	0	
Total Points for Vehicular Access		43	53

Wayfinding and signage

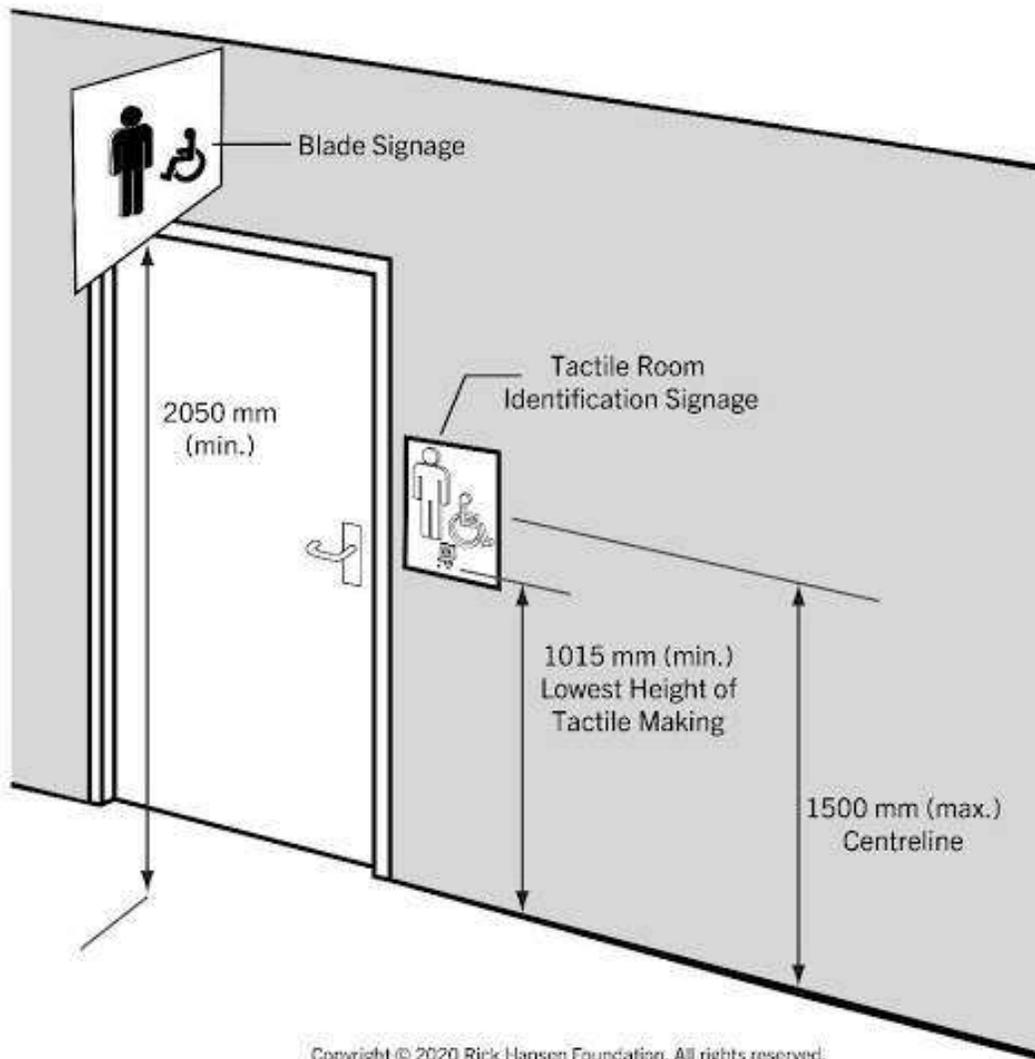
2018 Rating Scores

8. Wayfinding, Signage and Information		Earned	Available
8.1	Communications	9	15
8.2	Directory Board/ Information Kiosk	8	17
8.3	Room Signage	22	25
8.4	Wayfinding and General Signage	28	35
	Innovation	0	
Total Points for Wayfinding, Signage and Information		67	92

Appendix B



Appendix C



Appendix D

Hearing Loop Technology Information

1 to 1 Portable Hearing Assistive Technology:

Recommended Locations:

-Small meeting rooms or Offices

Our PIL portable system:



Contacta Portable Loop (PIL):

PIL is advantageous in small settings and is for mainly 1 to 1 communication. The single control unit is constructed in robust ABS plastic and incorporates a microphone, amplifier, hearing loop aerial and rechargeable battery system.

Investment is: \$995.00 per unit plus GST and Shipping.

1 to 1 Stationary Hearing Assistive Technology:

Recommended Locations:

-Front Desks, Reception areas and Interview rooms

Our STS/Intercom Systems:



Contacta STS K060

This window intercom system features a slimline stainless steel bridge bar unit with a screen-mounted microphone. This system also includes our open duplex amplifier, a hearing loop, and a free-standing staff microphone and speaker unit.

Investment is: \$2,556.77 per unit plus GST and Shipping.

Small or Medium group or area Hearing Assistive Technology:

Recommended Locations:

-Boardroom, Classroom

Our "V Series" Hearing Loop Systems:



Contacta V15a Pro

Our highly efficient and powerful V15a PRO is a constant current hearing loop driver with dual output for phased array loops. It is designed for small to medium facilities.

It has Class-D amplifier output stages and an audio subsystem built around an advanced DSP core.

Combined with a powerful CPU to ensure peak performance, the V15a uses cutting edge technology proven in the pro audio world to achieve life-like speech and first-class music reproduction.

Investment for each space is: Boardroom \$3,500.00 per and Classroom is \$6,000.00 per room.

Important Notes: Proposal does not include installation costs. Does include a five (5) year warranty on Contacta drivers.