

District of Lantzville

Agenda and Notice for the Meeting of the Accessibility Advisory Statutory Committee to be held on Tuesday, July 9, 2024, at 6:00 pm, in the Council Chamber, Municipal Hall, 2nd Floor – 7192 Lantzville Road, Lantzville, BC

<u>Page No.</u>	
	1. CALL TO ORDER
1-2	2. ADOPTION OF THE AGENDA THAT the July 9, 2024, meeting agenda be adopted, as presented.
	3. PUBLIC INPUT PERIOD <i>(Persons recognized by the Chairperson to speak must first state their name and address for the record, may speak once for up to 2 minutes (unless the Committee resolves otherwise), and are limited to providing comment regarding items listed on the Committee agenda for this meeting. Comments must be directed to the Chair, are not to be directed to individual Council members, staff or the audience and must not include personnel issues.</i>
	4. BUSINESS ARISING – Nil
	5. CORRESPONDENCE – Nil
	6. STATUS OF COMMITTEE RECOMMENDATIONS TO COUNCIL/COUNCIL MOTIONS – Nil
	7. UNFINISHED BUSINESS – Nil
	8. NEW BUSINESS
3-45	(1) Staff PowerPoint presentation regarding Committee
46-56	(2) Draft accessibility plan for review THAT the Accessibility Advisory Statutory Committee recommend that Council review and accept the draft accessibility plan, AND FURTHER, THAT the plan be posted to acquire public feedback and review on the District of Lantzville website.
	(3) Grant application recommendation THAT the Accessibility Advisory Statutory Committee recommend that Council install accessible playground equipment at a Lantzville park if the Government of Canada’s Enabling Accessibility Fund – Small Projects Component grant application is successful.
57-76	THAT the Accessibility Advisory Statutory Committee recommend that Council install equipment from Landscape Structures based on the Inclusive Play Planning Guide and their professional recommendations if the Government of Canada’s Enabling Accessibility Fund – Small Projects Component grant application is successful.

9. INTRODUCTION OF LATE ITEMS

10. PUBLIC CLARIFICATION/INPUT PERIOD (Persons recognized by the Chairperson to speak must first state their name and address for the record, may speak once for up to 2 minutes (unless the Committee resolves otherwise), are limited to asking clarification questions or clarification questions must be directed to the Chair, are not to be directed to individual Committee members, staff or the audience and must not include personnel issues.

11. MOTION TO CLOSE THE MEETING TO THE PUBLIC – Nil

12. ADJOURNMENT

THAT the Accessibility Advisory Statutory Committee Meeting be adjourned.



Accessibility Committee Orientation Guide

District of Lantzville
Accessibility Advisory Statutory Committee

2024

What's inside the Orientation Guide?

Introduction

About Legislation

About Accessible Organizations Project

About the Committee

Committee Administration

Developing a Plan and Feedback

Evolution of Committee and Required Plan

Welcome (Statement from Council & CAO)

Thank you for joining the District of Lantzville's Accessibility
Advisory Statutory Committee!

Your contribution will have a lasting impact on the lives of people
with disabilities, their family and friends, visitors...everybody



Expectations

To be a successful Committee, and to meet the intent of the legislation, all members of the Committee should see themselves as partners in the journey

This means understanding the needs of people with disabilities and the limitations of a municipality in meeting the needs of all its citizens

Meaningful engagement starts with active listening by all

Mistakes will be made and that's ok... as long as we learn from them

Introduction

Agree on etiquette as members (respect, equal participation, confidentiality)

Review the scope of our Committee (what is within the control of the organizations involved)



Stating purpose of the Committee

- Assist Lantzville in identifying barriers to individuals in or interacting with our Community
- Advise Lantzville and Council on how to remove and prevent barriers to individuals in or interacting with in the Community
- Develop policies and programs that educate and inform on matters affecting residents with disabilities
- Review design plans for civic buildings and public spaces

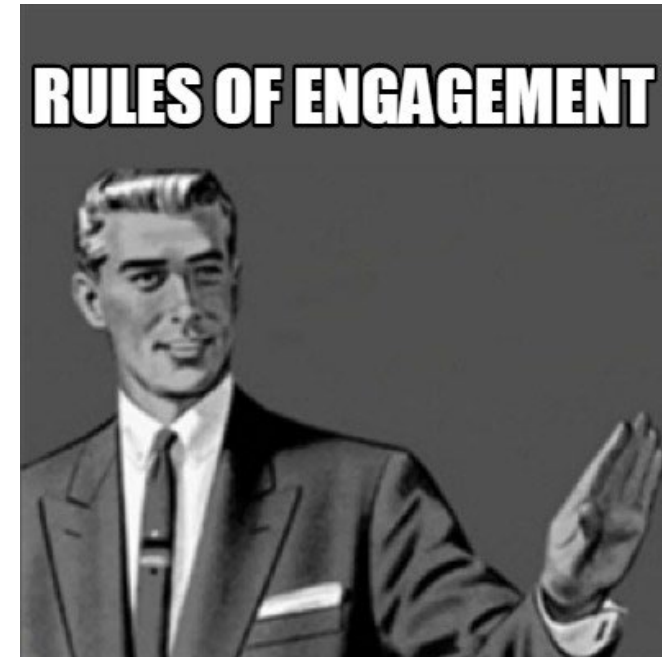


Agreeing on rules of engagement

Rules depend on Committee type:

- Council Committees require following Robert's rules (quorum, motions, etc.)

Rules are explicit in the Terms of Reference and District Policies and Bylaws



Committee Principles

From the Act

In developing and updating its accessibility plan, an organization must consider the following principles:

- inclusion
- adaptability
- diversity
- collaboration
- self-determination
- universal design

In addition...

- Do you want to add principles that reflect the specific nature of the committee?
- Discuss them as a committee and add them to the Terms of Reference and/or plan

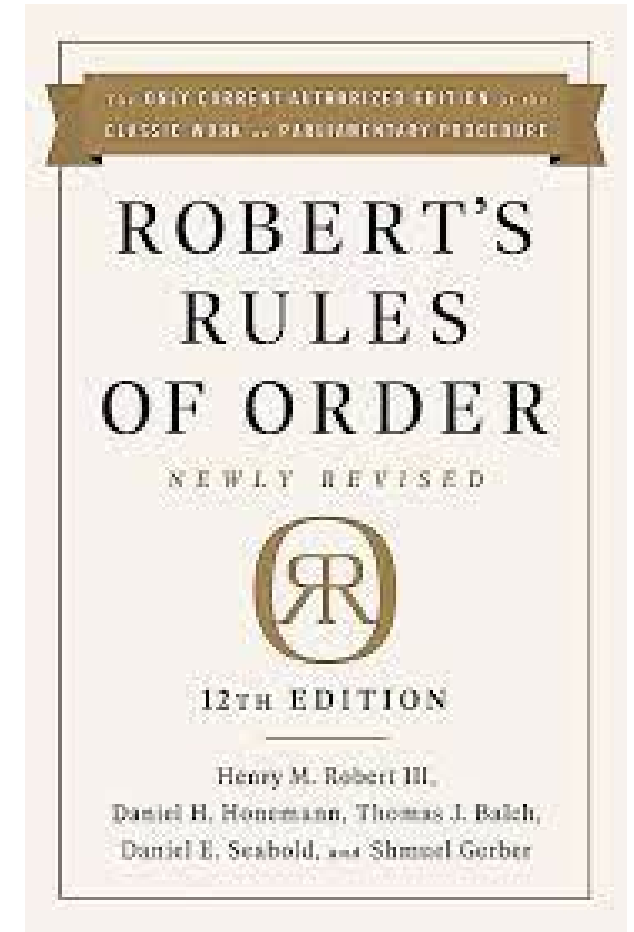
Orderly Meetings

Guiding Principles:

- Everyone has the right to participate in discussion if they wish, before anyone may speak a second time.
- Everyone has the right to know what is going on at all times. Only urgent matters may interrupt a speaker.
- Only one thing (motion) can be discussed at a time.

Motions

- A motion is the topic under discussion (e.g., “I move that we add a coffee break to this meeting”).
- After being recognized by the Chair, any member can introduce a motion when no other motion is on the table.
- A motion requires a second to be considered. If there is no second, the matter is not considered.
- Each motion must be disposed of (passed, defeated, tabled, referred to committee, or postponed indefinitely).



Roles and responsibilities

City Council has distinct responsibilities to govern.

Advisory Committees have distinct responsibilities to represent citizen interests and provide advice to Council.

The Advisory Committee represents one collective voice.

The role of staff is to provide support to the Advisory Committee including meeting coordination, agenda management, minute taking, minute distribution and providing information, in the form of reports and/or advice, when requested within the limits of the available resources and in accordance with the work plan approved by Council.

(these roles and responsibilities are derived from the Community Charter)

Understanding scope of committee

While we'd love to be able to solve all accessibility issues, there are many factors to contend with:

Limited financial and human resources – focus on what is going to make the biggest difference to begin with

Spheres of control and influence – local governments don't own and operate everything within the boundaries of the city – build connections to other power structures

Recommendations made by the committee to Council are non-binding – seek other approaches to ensure that your recommendations are adopted

Be innovative, see accessibility as an opportunity

Developing a vision for the Committee

Development of a vision statement for the plan and post for community feedback and engagement

Add updates to Website in addition to posting minutes and agendas



How to use the guide

Review all elements of the guide and, as a committee, adopt, add, or revise the plan according to the consensus of the committee

Recommend revisions to the Terms of Reference and guide the development of the Accessibility Plan

The Accessibility Plan must be accepted by Council before publishing to the public

Make sure accessibility assessments are conducted for documents presented to the community

Example: PDF's can become "readable"

Structure of plan

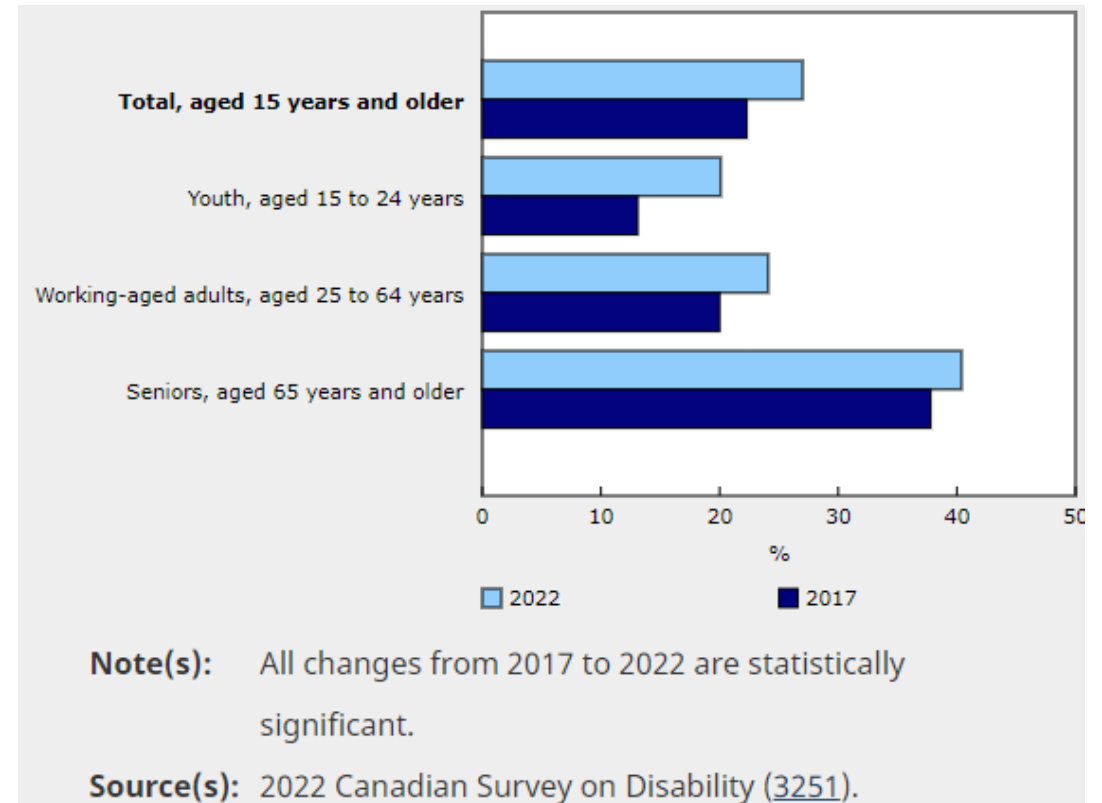
- Introduction
- Executive Summary
- Guiding framework
- About the committee
- Engagement
- Barriers
- Action plan



Demographics

- There are between 3,800 and 4,000 people in Lantzville
- Older people have much higher rates of disability
- A majority of people with disabilities have more than 1 type of disability
- Family and friends of people with disabilities
- Families with strollers, people with temporary disabilities, etc.

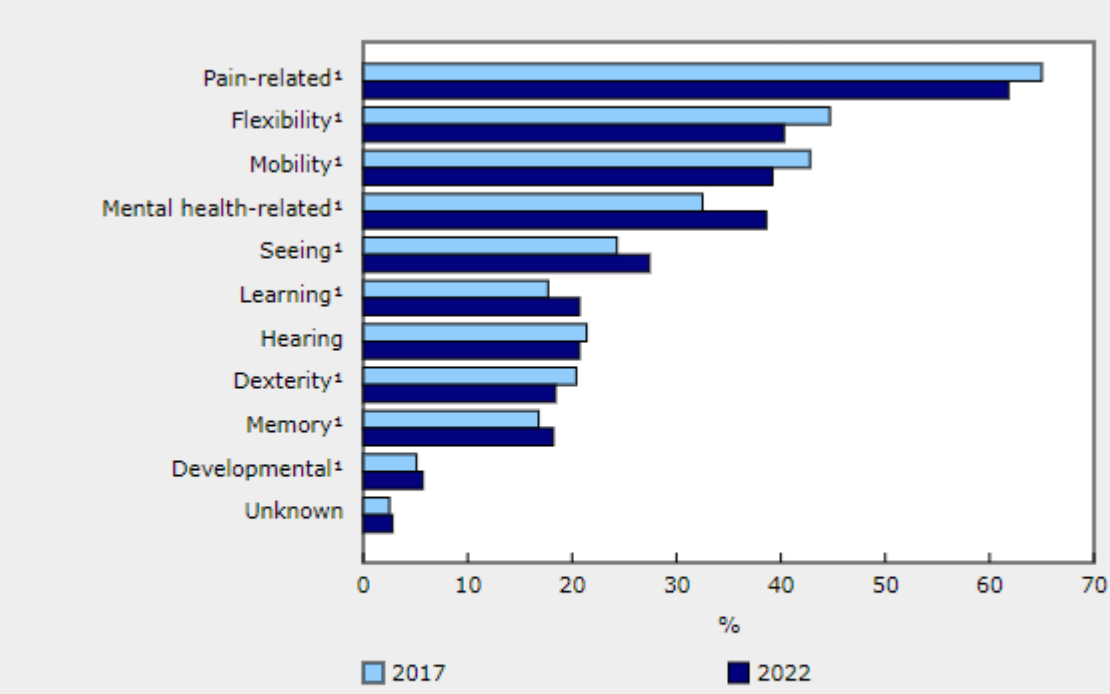
Source: [Percentage of Canadians with a disability by age group, 2017 and 2022 \(statcan.gc.ca\)](https://www150.statcan.gc.ca/n1/pub/82-625-x/2023001/article/00001-eng.htm)



Percentage of Canadians with a disability by age group, 2017 and 2022, %

	2022	2017
Total, aged 15 years and older	27.0	22.3
Youth, aged 15 to 24 years	20.1	13.1
Working-aged adults, aged 25 to 64 years	24.1	20.0
Seniors, aged 65 years and older	40.4	37.8

Prevalence of disability types among persons with disabilities aged 15 years and older, 2017 and 2022



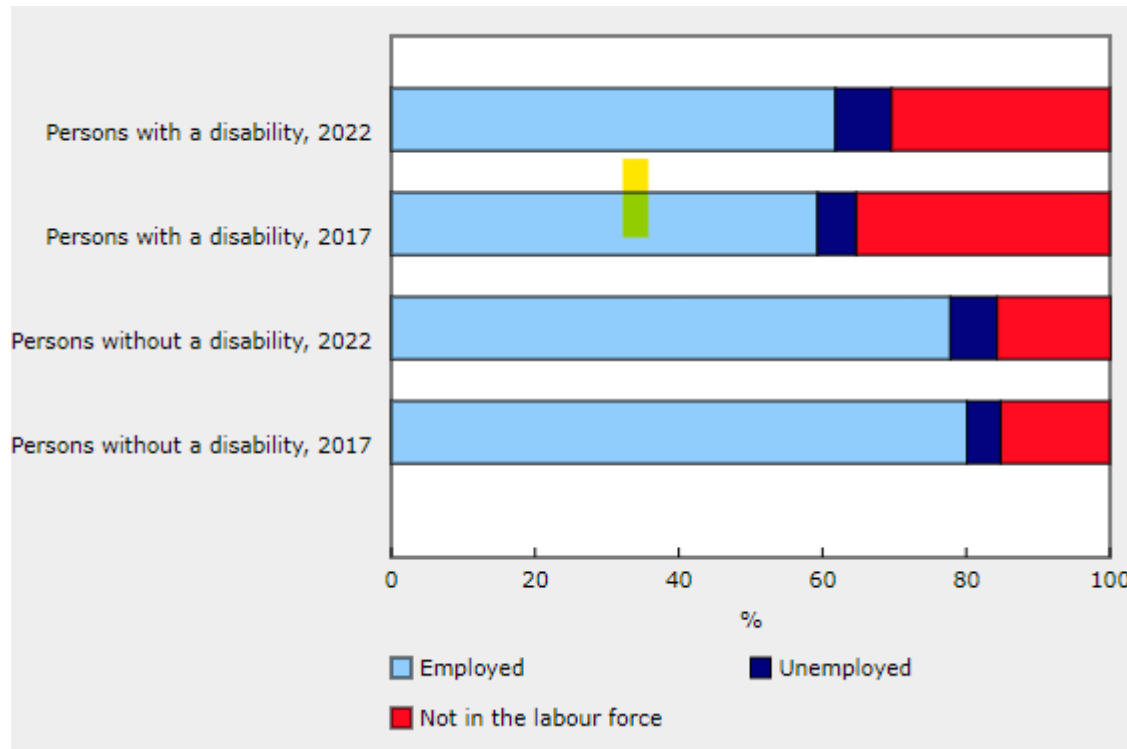
1. Change from 2017 to 2022 is statistically significant.

Source(s): 2022 Canadian Survey on Disability ([3251](#)).

Prevalence of disability types among persons with disabilities aged 15 years and older, 2017 and 2022, %

	2017	2022
Pain-related ¹	65.0	61.8
Flexibility ¹	44.7	40.3
Mobility ¹	42.8	39.2
Mental health-related ¹	32.5	38.6
Seeing ¹	24.3	27.4
Learning ¹	17.7	20.7
Hearing	21.4	20.7
Dexterity ¹	20.4	18.4
Memory ¹	16.8	18.2
Developmental ¹	5.1	5.7
Unknown	2.5	2.8

Labour force status for persons aged 25 to 64 years with and without a disability, 2017 and 2022



Labour force status for persons aged 25 to 64 years with and without a disability, 2017 and 2022, %

	Employed	Unemployed	Not in the labour force
Persons with a disability, 2022	61.8	7.8	30.4
Persons with a disability, 2017	59.3	5.4	35.3
Persons without a disability, 2022	77.8	6.5	15.8
Persons without a disability, 2017	80.1	4.7	15.2

Socio-economics

[A demographic, employment and income profile of Canadians with disabilities aged 15 years and over, 2017.](#)" According to the 2022 CSD, the median personal after-tax income of persons with disabilities was \$32,870, compared with \$39,490 for persons without disabilities. The median personal after-tax income for persons with more severe disabilities (\$28,110) was lower than that for those with milder disabilities (\$36,900).

According to the 2022 CSD, two in five persons with disabilities (45%) reported difficulties in meeting their financial obligations due to the pandemic. Working age adults with disabilities were more likely than youth and seniors to report financial challenges due to the pandemic.

Social model of disability

Disability is not the result of an impairment but a product of how the environment, including the actions of people in that environment, have excluded them from full participation

Sometimes this is intentional but is usually due to a lack of understanding what people with disabilities need

This can be addressed by engaging people with disabilities in the co-design of a community that welcomes their contribution

Accessibility committees and plans are one part of this solution

Learn more about the social model of disability [here](#).

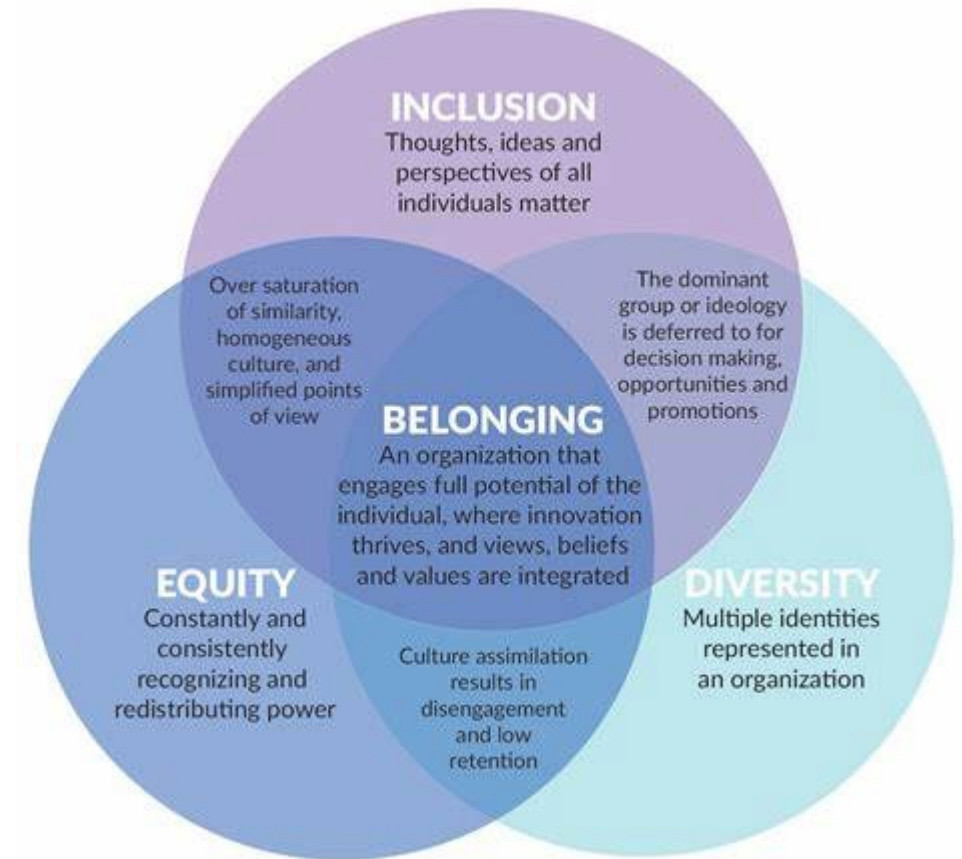
Social model of disability

The 2022 CSD collected information on barriers to accessibility, in support of the Accessible Canada Act (ACA). The ACA was passed in 2019 with the intention of creating a barrier-free Canada by 2040. In 2022, 72% of persons with disabilities reported that they experienced 1 or more of 27 types of barriers to accessibility because of their condition at least sometimes in the past year.

A report which uses data from the 2022 CSD to further explore the accessibility experiences of persons with disabilities in Canada will be released in support of the 2024 National AccessAbility Week, taking place from May 26 to June 1, 2024.

What affects accessibility and inclusion?

- Policies
- Physical environment
- Social environment and societal attitudes
- Communication
- Information and technology
- Temporal factors (age, time of day, time of year, etc.)



Resources

- BC Accessibility Hub
- Toolkits
- Establishing a Committee Guide
- Developing Your Plan Guide
- Templates and examples

Website

bcaccessibilityhub.ca



Creating a shared language

Language preferences are ever evolving and can be highly charged. On an individual level it makes sense to ask anyone how they prefer to describe their identity and disability, as you write your plan, you will also need to make decisions about what approach to take when speaking about the disability community in general.

For example, the BC Government and other government bodies in Canada default to using person-first language, for example, “person with a disability” or “people with Autism”. However, many in the disability community prefer identity-first language. For example, “disabled person” or “autistic person”.

Terminology – Part 1

Inclusion: All British Columbians, including persons with disabilities should be able to participate fully and equally in their communities.

Adaptability: Accessibility plans should reflect that disability and accessibility are evolving concepts that change as services, technology and attitudes change.

Diversity: Every person is unique. People with disabilities are individuals with varied backgrounds. Individual characteristics including race ,gender, sexual orientation, religion, and lived experience greatly inform the experiences of individuals. Accessibility plans should acknowledge the principle of intersectionality and the diversity within the disability community.

Terminology – Part 2

Collaboration: Promoting accessible communities is a shared responsibility and everyone has a role to play. Accessibility plans should create opportunities for Organizations and communities to work together to promote access and inclusion.

Self-determination: Accessibility plans should seek to empower people with disabilities to make their own choices and pursue the lives they wish to live.

Universal Design: the design and composition of an environment so that it can be accessed, understood, and used to the greatest extent possible by all people regardless of their age, size, ability or disability. An accessibility plan should be designed to meet the needs of all people who wish to interact with the Organization.

Vision: District of Lantzville

We are a livable community — one where everyone can find their place to belong, their cozy home, and their opportunity to succeed. We are a model for thoughtful growth, welcoming newcomers while recognizing the character that long-time residents cherish.

We are in harmony with our neighbours, our region, these lands, and one another.

We are connected. We have what we need close to home and we have sustainable transportation options to take us where we need to go.

We embrace change, choosing together how we adapt, face challenges, and evolve. We tackle the difficult challenges with determination and do our part to support a healthier world.

We live sustainably, alongside the agricultural fields and forests, the watercourses and lakeshores, the businesses and industry that support us. We care for these lands and waters, working to understand how we can live in harmony with our environment.

We care about quality. Our buildings, our infrastructure, our amenities, and our environment are thoughtfully planned and cared for, reducing risk, creating efficiency, and showcasing beauty.

We celebrate and express our unique sense of place and its energy runs through our places and our people, calling to the curious to explore what makes us uniquely [Your Community]. Our community spirit pulses through our energized Westbank Centre, our inviting waterfront, and our distinct, complete neighbourhoods.

Identify barriers - brainstorming

Brainstorm as many challenges you can think of by completing this sentence:

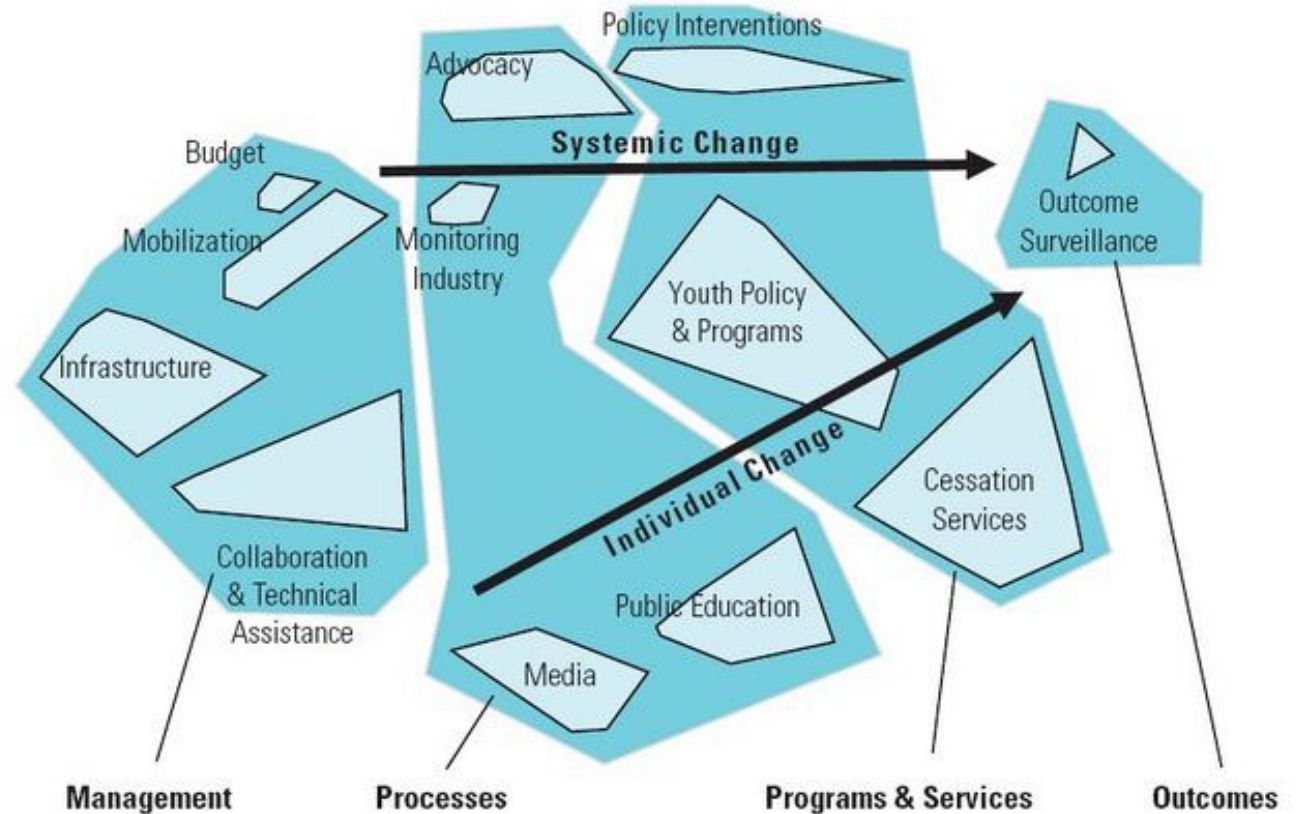
Accessibility challenges people with disabilities face in Lantzville include...

*** This includes removing barriers or adding opportunities



Grouping barriers

- Group individual challenges into broader groups such as
- Human resources
- Organizational policies
- Transportation
- Housing
- Information and communications



What are the most common barriers in Lantzville?

Employment

- Recruitment and hiring process
- Training and orientation
- Accommodation for disability
- Career development

Policies and practices

- Accessibility orientation
- Disability awareness
- Emergency preparedness
- Communications and promotion
- Web vs. Other
- Procurement

Physical environment

- Parking
- Sidewalks
- Crosswalks
- Other paths and trails
- Wayfinding
- City hall
- Recreational facilities
- Library
- City parks
- Winter mobility

Other types

- Temporary closures mobility
- Programs and Services
- Events and Activities

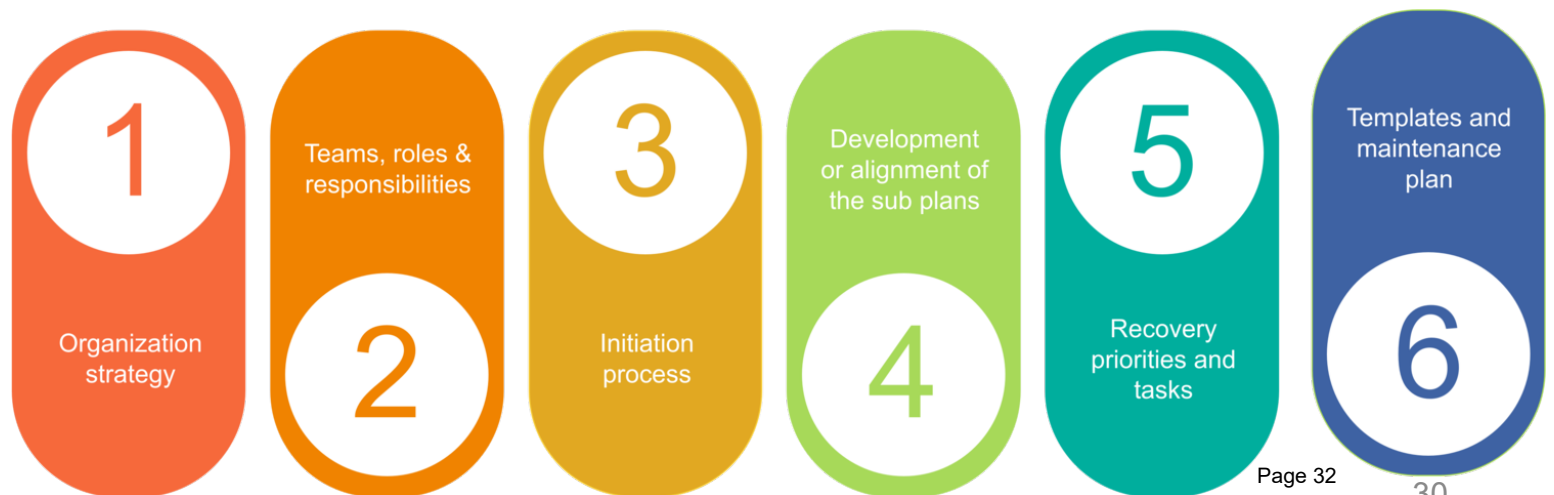
Cost of operationalizing

Have appropriate staff rate the relative (orders of magnitude) ease of addressing each challenge

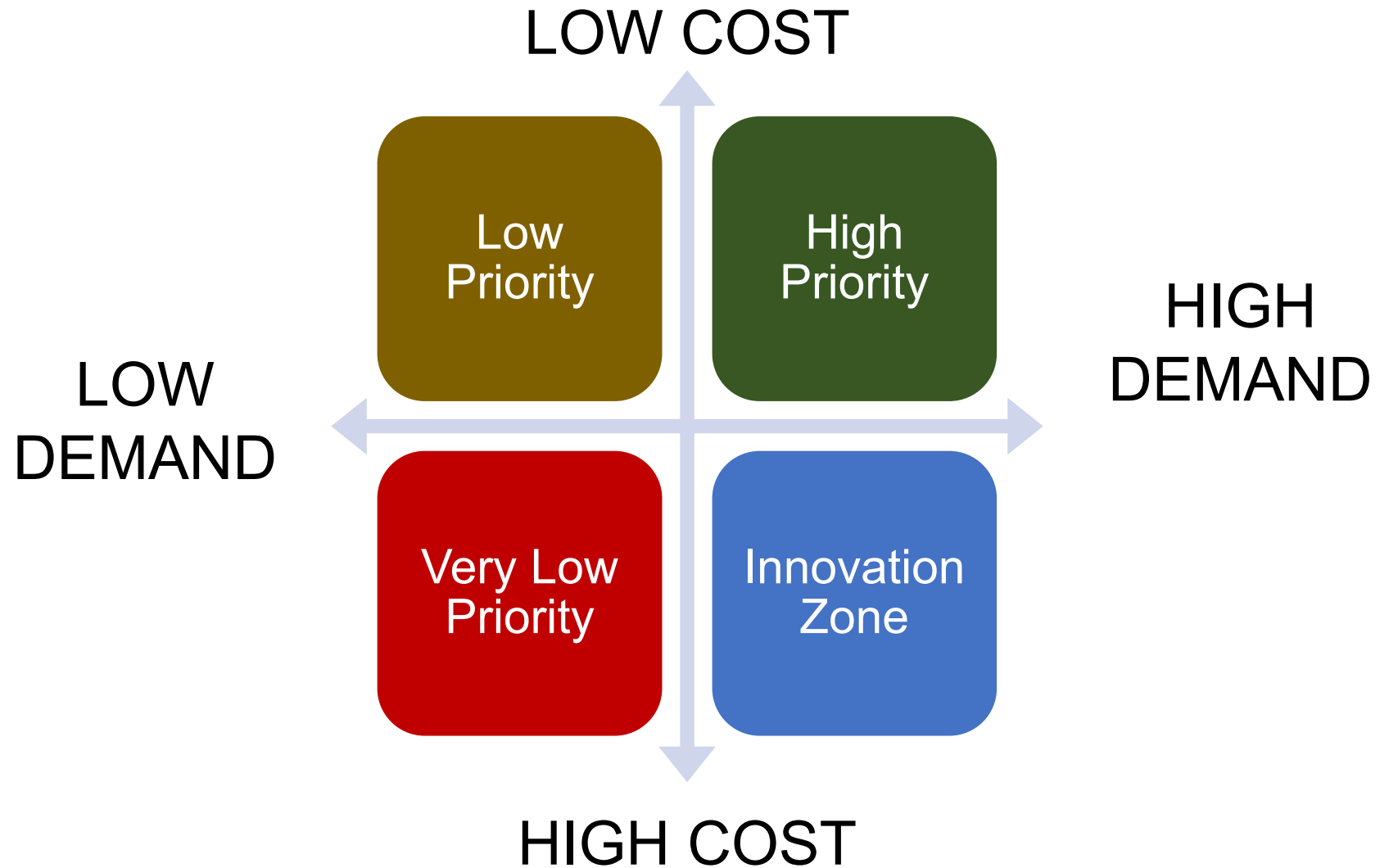
State reasoning behind rating



- Financial
- Staff resources
- Technological



Prioritizing Action Plan

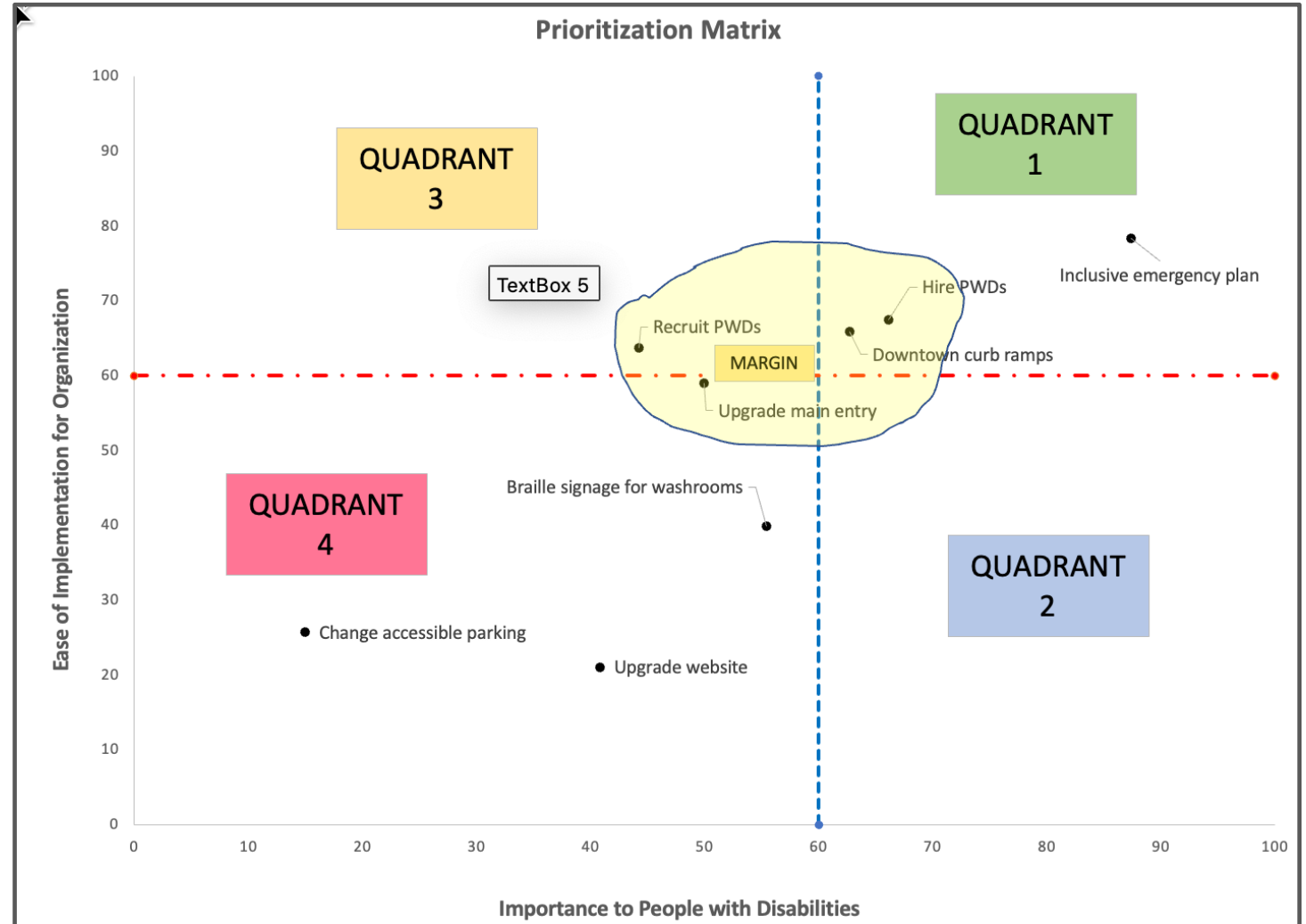


Prioritize

Importance on the x axis

Ease of operationalization on the y axis

Focus next steps on Quadrant 1 and items on the margin



Environmental scan/audit

Based on priorities, conduct assessments using the Journey Experience Model (JEM)

This approach maps out how different stakeholders (employees, citizens, visitors) experience their environments

- Information and communication networks
- Policies and practices
- Physical environment – pedestrian network, parking, building access (RHFAC)
- Natural environment

Action plans

Use project management principles

Determine timelines

Assign roles and responsibilities

Establish measures

Develop communication and change management plan

Note priorities that are outside the control of organizations that make up the committee



Change management strategy

Consider who and how the accessibility plan impacts the community and if the District has the means to follow through

Develop training opportunities for the public

Develop communications strategy?

- Community Newsletter
- Email
- DOL website

Feedback mechanisms

- Monitoring progress
- Soliciting feedback
- Responding to feedback
- Surveys
- Story mapping
- Presentations, popup events, charettes
- Email – Direct to staff district@lantzville.ca

Membership

Find champions in the community to help guide the Committee

- Suggestions?

Succession planning – continuous recruitment, especially to increase diversity in committee membership

- Talk about the Committee in the community

Exit interviews

- Staff will conduct an exit interview

Celebrate successes

Learning from mistakes

After Action Reviews will be held to identify what could be done differently in the future

Reviews are not intended to assign blame

Revise policies and procedures as required (ongoing basis)

Keep track of how the Committee made changes

Share lessons learned with others

Adapting to the (un)expected

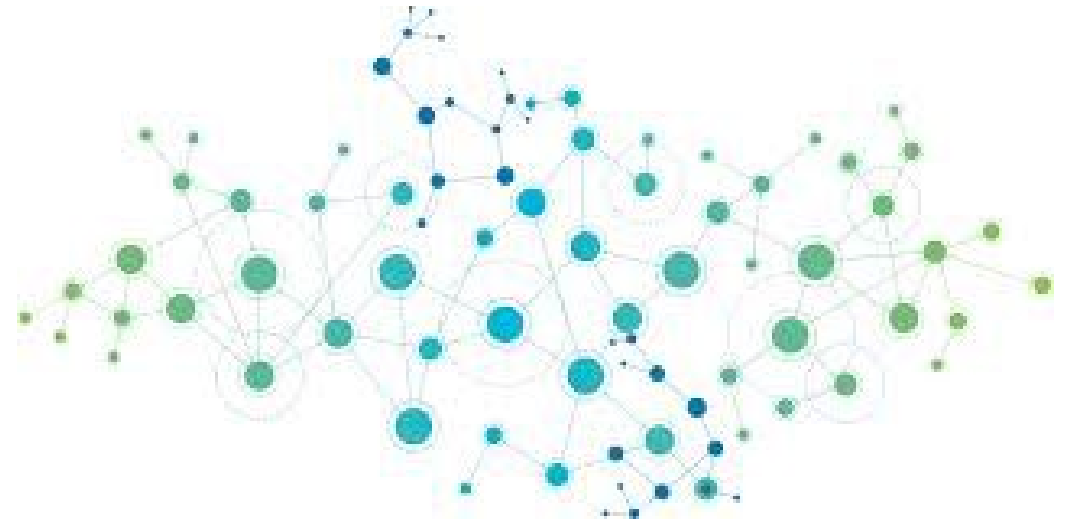
- Ensure representation on task forces & Committee
- Learn from acute events in the community
- Weather events
- Epidemics
- Emergency preparation
- Alternative transportation
- Artificial intelligence
- Democracy



Building a network

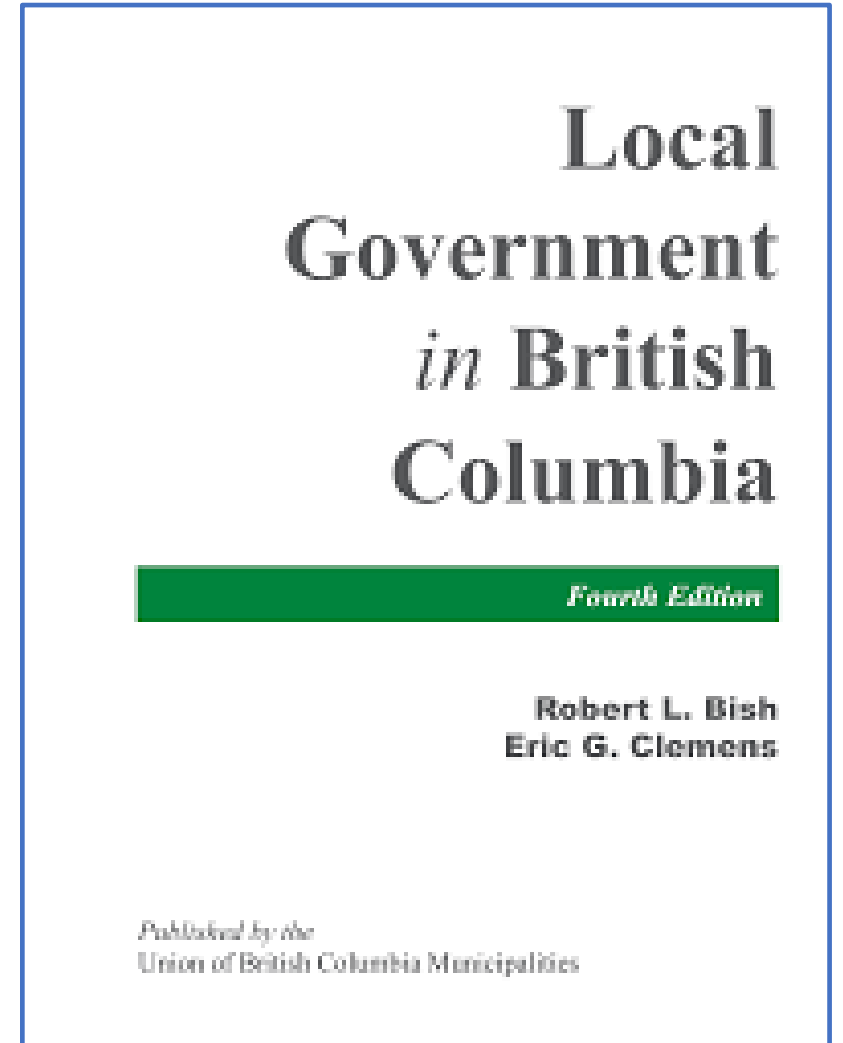
Reach out to other groups:

- Committees in other sectors in the central island
- Committees in other municipalities
- Federally regulated committees
- Non public sector organizations
- Non-profits that serve people with disabilities
- Create sister committees in other provinces



Other legislation

- [Local Government Act](#) - provides a legal framework and foundation for the establishment and continuation of local governments
- [Community Charter](#) - Charter provides a legal framework for the powers, duties and functions that are necessary for local governments to fulfill their purposes
- [BC Building Code](#) - governs how new construction, building alterations, repairs and demolitions are completed



Accessibility legislation

- [United Nations Convention on the Rights of Persons with Disabilities](#)
- [Canadian Charter of Rights and Freedoms](#)
- [BC Human Rights Code](#)
- [Accessible Canada Act](#)
- [Accessible BC Act](#)

For more information:

- [Accessibility Directorate](#)

Accessible BC Act (ABCA)

The [Accessible BC Act](#) fosters an inclusive environment and seeks to remove barriers for people with disabilities and improve accessibility for everybody

Part 3

- Establish an accessibility committee by aiming for a committee made up of:
 - 50% people with disabilities (or organizations that represent people with disabilities)
 - 1 person of Indigenous background
- Develop an accessibility plan
 - Review plan every 3 years
- Create a public feedback mechanism



2024

District of Lantzville Accessibility Advisory Committee Draft Plan



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Introduction

Accessibility is a journey, not a destination. We know that the work to improve access for people with disabilities is crucial. We also acknowledge that our organization has much to learn.

Council is happy to have had the opportunity to create a Standing Accessibility Advisory Committee for the community. Call for applications were placed in the Newspaper and the District's website asking for volunteers to help Lantzville represent their diverse abilities, ages and cultures. The district and Council are very grateful for the residents who have volunteered their time to help move Council's goals forward.

The Accessibility Advisory Committee will be a contact for the community to bring forward their ideas and concerns to help funnel these to Council with clear goals and objectives to create meaningful change. The Committee will provide environments that are accessible to ensure that people with disabilities can voice their opinions, be involved in decisions on an equal basis with others and be leaders in the community.

Council values good governance for the public while also managing growth of the community and respecting Lantzville's diverse character and charm. The Committee will also model Council's Values and their mission statement to provide consistency for the community.



Contact Information

All community members are encouraged to attend the Accessibility Advisory Committee and give feedback through the District's email address accessibility@lantzville.ca or in person.

The District office location is PO Box 100, 7192 Lantzville Road, Lantzville, BC V0R 2H0. The main office phone number is (250) 390-4006.

The Staff liaison responsible for aiding the Committee conduct business is the Director of Planning, George Robinson (grobenson@lantzville.ca) and planning staff, Amanda Masse (planning@lantzville.ca)

Questions about the agenda or process to be a delegation? Please contact the Director of Corporate Services, Delcy Wells (dwells@lantzville.ca).

Agendas and minutes will be available on the District of Lantzville website under Town Hall -> Council Meetings -> Agendas Videos and Minutes [here](#).

Terms of Reference for the Committee can be found [here](#).

Council Committee System Policy can be found [here](#).



Definitions

“access”

A place that is easily reached, an environment that is easily navigated or a program or service that can easily be obtained.

“accessibility”

The combination of aspects that influence a person's ability to function within an environment; Accessibility involves developing laws, standards, and practices that remove barriers and support persons with disabilities to live with dignity and to meaningfully participate in their own communities.

“accessibility and inclusion lens”

A mechanism by which programs and services can be assessed to ensure that persons with disabilities have equal access to and equitable inclusion in programs and services.

“accessibility plan”

A published document in accordance with Accessible BC Act legislation that describes plans to remove barriers in an organization.

“accommodation”

The employer’s responsibility under the B.C. Human Rights Code to adapt the workplace to meet the needs of the individual employee.

“barrier”

means anything—including anything physical, architectural, technological or attitudinal, anything that is based on information or communications or anything that is the result of a policy or a practice—that hinders the full and equal participation in society of persons with an impairment, including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment or a functional limitation. Barriers can be caused by environments, attitudes, practices, policies, information, communications, or technologies, and can be affected by intersecting forms of discrimination.

Definitions Continued

“barrier free”

Designed or planned to give access to persons with disabilities.

“caption”

Captions convey not only the content of spoken dialogue, but also equivalents for non-dialogue audio information needed to understand the program content, including sound effects, music, laughter and speaker identification and location.

“collaboration”

The recognition that people with disabilities are the experts on their own needs and experiences and that any work being done to support accessibility must be done in collaboration with them. People with disabilities are the most knowledgeable about accessibility and the most impacted by barriers to accessibility. Collaboration is key

“disability”

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

“diversity”

The measurable representation or presence of differences in lived experience and intersections of identities (e.g., race, sexuality, age, gender, ability) within a group. In the context of the Accessible BC Act, we understand diversity in reference to the range of disabilities in a community and the various intersecting identities that those communities have.

“equity”

A policy or practice of treating everyone fairly by; acknowledging each unique situation and person, accounting for the differences in each person’s starting point, ensuring equal opportunity, allocating the exact resources or support based on the need of the person that is required to reach an equal outcome.

Definitions Continued

“impairment”

An impairment can be a physical, sensory, mental, intellectual, or cognitive impairment - whether permanent, temporary, or episodic.

“inclusion”

The act of recognizing, valuing and building on differences in identity, abilities, backgrounds, cultures, skills, experiences and perspectives while respecting human rights; An attitude and approach that embraces diversity and differences and promotes equal opportunities for all. Inclusion is not just about persons with disabilities. When our communities include and embrace everyone, we are ALL better able to reach our full potential.

“inclusiveness”

The designation "inclusiveness" has a passive connotation meaning that although no effort is being put toward inclusion, no member of society is being specifically excluded. Not to be confused with "inclusivity," which means proactively planning for and seeking the inclusion of marginalized or minority groups.

“Nothing Without Us”

A guiding principle used across the Government of Canada to communicate the message that no policy should be decided by a representative without the full and direct participation of the members of the group affected by that policy

“participation restriction”

A problem that prevents an individual from fully engaging in everyday situations.

“person with a disability”

A person with a partial or full reduction in the ability to perform an activity in a manner or within the range considered normal because of an impairment.

A person with disabilities is exposed to a handicap when barriers stand in the way of them achieving full autonomy and there aren't enough resources to overcome them.

The designation "handicapped person" has been replaced by "person with disabilities."

Definitions Continued

“political inclusion”

Political inclusion refers to the right of all individuals to political participation and representation on an equal basis with others.

“spread effect”

Spread effect refers to the fact that people assume that a person's disability negatively affects other senses, abilities or personality traits, or that the whole person is impaired.

“standard on web accessibility”

A standard that ensures the uniform application of a high level of web accessibility across Government of Canada websites and web applications.

“systemic barrier”

A pattern of behaviour, inherent in the policies and practices of an organization, which creates or perpetuates disadvantage for persons with disabilities.

“tactile signage”

A system of raised pictograms, lettering and dome braille that provides information for visually impaired individuals.

“tactile warning strip”

A device felt by a person's foot and designed to facilitate and secure the movement of visually impaired persons in areas with obstacles.

“web content accessibility guidelines”

The Web Content Accessibility Guidelines defines how to make web content more accessible to persons with disabilities.

Committee Members

The Committee consists of 7 members and is made up of a diverse group of individuals with Lantzville's best effort to include (to the extent possible based on applications):

- a member of Council to serve as Chair, appointed by the Mayor;
- at least half of the members are persons with disabilities or individuals who support, or are from organizations that support persons with disabilities;
- at least one member identifies as an Indigenous person; and
- persons from diverse cultures, backgrounds, ethnicities, sexual orientation or gender identity or individuals who support, or are from organizations that support, such persons.

Current Appointed Members

Current members of the Committee will be kept up to date on the District of Lantzville website [here](#).

Accessible BC Act

The Accessible BC Act became law in June 2021. It aims to remove all types of barriers to accessibility for British Columbians with disabilities.

Currently, the Accessible BC Act applies to public sector organizations, including municipalities and police services. Organizations are required to establish an accessibility committee, such as the Accessibility Advisory Committee, develop a accessibility plan, and establish a process for receiving public feedback.

Accessibility plans must outline how organizations will identify, remove, and prevent barriers. It does not need to be complete or comprehensive. Rather, it is intended to be a developing and evolving plan. Organizations must review and update their plans every three years.

In the future, accessibility standards will be developed by the Provincial Accessibility Committee with more specific requirements. Standards are expected on employment, service delivery, built environment, information and communications, transportation, health, education, and procurement.

Complimentary Legislation

The Accessible BC Act works with other BC laws on accessibility, employment, buildings, and municipalities.

The Human Rights Code prohibits discrimination based on numerous personal characteristics, including physical or mental disability. The Human Rights Code prevails over all other laws, including the Accessible BC Act.

Other laws that apply to the District of Lantzville and may impact accessibility initiatives include:

- Workers Compensation Act (regarding WorkSafeBC)
- Employment Standards Act
- Occupational Health and Safety Act
- Community Charter (regarding municipalities)
- BC Building Code

Draft Plan and Objectives

OBJECTIVE	ACTION	IMPLEMENTATION
Create opportunity for ongoing public feedback	Created accessibility email address to track feedback from the community	Implemented July 2024
Create Webpage “Accessibility Planning”	Posted to public and updated May 16, 2024	Ongoing updates regarding provincial legislation and the Accessibility Plan
List documents needing to become “readable”	Update new PDF documents to be readable & train applicable staff	Implement when plan adopted, staff training in advance
Review hiring processes for accessibility and inclusion	Create opportunities for those with diverse abilities to know they are welcome to apply at the District of Lantzville	Update hiring packages in 2025 to add language inclusive of diverse abilities

OBJECTIVE	ACTION	IMPLEMENTATION
Update survey regarding accessibility	Complete new survey for 2025 to be reviewed by Committee	Implement survey on website for 2025 and add to the Community Newsletter
Create an accessibility policy	Review similar local government accessibility policies and align Lantzville's	Implement when priorities list generated by the Committee
Awareness and Education materials to be made available on the District's website	Compile current educational documents and materials	Implement on website once approved by Committee and Council

Conclusion

This draft plan captures our overall commitment to accessibility. As planning develops, there will be continual assessments and opportunities to reduce barriers to local government services. Our collective efforts will help improve social health and well-being in our community.



INCLUSIVE PLAYSPACE DESIGN

PLANNING GUIDE



INCLUSIVE PLAYGROUNDS HELP BUILD COMMUNITIES.

Well-designed inclusive parks and playspaces welcome children of all abilities to play, learn and grow together. But did you know that their benefits extend even further?

UNIVERSAL DESIGN is a process that enables and empowers a diverse population by improving human performance, health and wellness, and social participation.

— *Center for Inclusive Design and Environmental Access (IDeA Center), University of Buffalo School of Architecture and Planning*

WHY EMBRACE UNIVERSAL DESIGN? Because it benefits everyone regardless of condition. Applying Universal Design does not mean that all the fun and risk of a park and playground are eliminated. Instead, it helps to create a place where all can play, learn and grow together.

Inclusive playgrounds also allow adults of varying ages and abilities to actively engage with the children in their care. The playground thus becomes a truly multigenerational gathering space for community enjoyment, socialization, healthy bodies and imaginative fun.

This guide can help you create an inclusive playground unique to your community, from concept through installation and beyond.

OUR DESIGN PHILOSOPHY

Landscape Structures creates inclusive playgrounds featuring activities that are age and developmentally appropriate, sensory stimulating and universally designed. Our design philosophy is influenced by the tenets of Universal Design, a theory of design that strives to make environments more usable, safer and healthier for all.

Our collaborative process engages your stakeholders, interprets community needs and ultimately results in a responsive design that reflects your vision. To this we apply our extensive experience with inclusive play, infused by our ongoing research into empirical evidence-based best practices.

This process creates a strong foundation for inclusive playground design, incorporating scientific findings into the play experiences themselves as well as the overall design.

PARTNER

Start by aligning yourself with like-minded community members.

1. BUILD A STRONG COMMITTEE.

KEY STAKEHOLDERS. Invite people associated with your neighborhood, school, park or city—to join. Be sure to include people with disabilities, as they will be able to contribute a great deal of valuable insight. A multigenerational committee will ensure that you are aware of everyone's needs: kids, parents, grandparents, etc.

2. FORM SPECIALIZED TEAMS WITHIN YOUR COMMITTEE.

BUDGET/FUNDRAISING. The most important considerations are to be both realistic and complete. Once your budget is complete, estimate the portions of that budget that will likely be funded by the following sources:

- ___ % parks and rec
- ___ % city government
- ___ % private donations/fundraising
- ___ % foundation grants

PUBLICITY. Distribute information about the inclusive playground development process to the community through the press, special events, mailings and a website.

RESEARCH. Gather information on inclusive playgrounds and your community needs that you can use to support your efforts.

DESIGN. Collaborate with community members and city authorities to design the best inclusive playground for your site and specific purposes.

CONSTRUCTION/INSTALLATION. Coordinate volunteers for construction and installation duties.

3. START FUNDRAISING.

This can vary somewhat depending on the size and geography of your community, but here is a short list of proven sources.

INDIVIDUAL CONTRIBUTIONS. Parents, neighbors, churches and local businesses.

LOCAL AND STATE FOUNDATIONS. Grants from corporate foundations and local non-profit groups are an excellent source of capital for causes that benefit kids. Your parks and recreation department will also be able to tell you if your state offers recreation grants. Landscape Structures offers a helpful grant guide that can get you started.

CIVIC ORGANIZATIONS. Check with the Kiwanis, Jaycees, Rotary, Lions and Optimist chapters in your city. They often make donations for causes such as yours, and may even host fundraising events of their own on behalf of your playground.

IN-KIND CONTRIBUTIONS. You can reduce the need for financial donations by raising in-kind donations for materials, labor, equipment and supplies. Perhaps a local landscaping company will contribute trees, shrubs and labor, or a printer will donate the printing of your fundraising flyers.

ACTIVITIES. One of the best sources of funding will come from fundraising events that your committee will host. Try to find several people at local schools or churches who have fundraising event experience and ask for their help. Consider events such as door-to-door solicitations, silent auctions, car washes, raffles, gift bricks, etc. Get creative and have fun!

EDUCATE

You don't have to become an expert. Consult with them, instead.

1. ASK LANDSCAPE STRUCTURES.

Leverage our deep knowledge of inclusive play. We will apply our evidenced-based best practices and extensive design expertise to create the best play experiences for the most people.

2. CONNECT WITH PEOPLE WITH DISABILITIES.

When you include people with disabilities as part of your committee and/or planning process, you will glean real-world perspectives on everyday issues that typically-abled people do not routinely consider.

3. USE THIS INSIGHT TO DEFINE AND REFINE YOUR PROJECT.

Pair expert recommendations with the wishes of your community, and you've got a winning solution.





DESIGN: THE PLAYGROUND

Our extensive experience with inclusive play, blended with the philosophy of Universal Design, has resulted in a process that builds a strong foundation for inclusive playground design.

1. PLAY EXPERIENCE. Playgrounds can offer many opportunities for children to further develop physical, cognitive, sensory and social skills. An inclusive design includes a balance of play experiences to build all these skills.

SENSORY STIMULATION. All children are attracted to sensory activities. A sensory-rich inclusive play environment can bring children together while providing each one with the sensory experiences they seek.

Tip: Make a wide range of materials and textures available for touch—rough and smooth, hard and soft, warm and cool.

Tip: Natural elements such as sand and water or flowers and plants provide ever-changing multisensory experiences.

Tip: Interactive play panels captivate kids of all abilities with displays of color, moving objects and visually stimulating surfaces.

Tip: Color can sometimes generate strong responses for visually sensitive children; consider simple color schemes in more muted color tones and/or earth tones.

Tip: Include elements that offer strong visual contrast for children with low vision, especially to highlight sudden elevation changes.

Tip: Many children like to discover sound and enjoy their own musical creations, so consider incorporating music panels and instruments.

SWINGING, SPINNING AND SLIDING.

Most kids enjoy sliding, spinning/rotating and swinging. Besides being fun, these activities sharpen our internal senses—vestibular (awareness of how our body moves through space and against gravity) and proprioception (awareness of body position and how much force is needed for an activity).

SOCIAL/IMAGINATIVE. As children challenge themselves physically, they also learn how to manage joy and frustration, friendship and conflict, while developing their imagination and dramatic play skills. Whether engaged in parallel play, quiet play or active social play, an inclusive playground provides plenty of social and imaginative play opportunities for children.

Tip: Include a variety of gathering spots, some that can accommodate several children as well as cozy, quiet spaces for just a few.

2. VARIABILITY. This design intention meets a child's curiosity with developmentally appropriate challenge, building comfortably on the skills they already possess to help them gain new skills. By striking this balance and achieving a “just right fit,” children are encouraged to challenge themselves in ways that they can control and manage.

DEVELOPMENTALLY APPROPRIATE COGNITIVE AND PHYSICAL PLAY.

Kids learn by doing. Cognitive play can happen individually, in an interactive group, and in teaching moments between adults and children. And all kids benefit from physical activities such as balance and coordination, muscle strength and endurance, cardiovascular exercise and motor planning.

Tip: A playground can reinforce learning and enhance problem-solving skills with games, mazes, maps of the world, tracing panel and more.

Tip: To meet as many needs and skill levels as possible, consider including graduated levels of challenge, complex alternative routes, elements that encourage cross-lateral movement and a variety of developmentally appropriate risks.

LEFT:
Wabun Picnic Area,
Minnehaha Regional Park
Minneapolis, Minn.

FLEXIBILITY/OPTIONS. While many children readily flock to large playstructures, some feel more comfortable in smaller, cozier spaces.

Tip: Add ground-level activities to allow small groups to explore different play experiences at their own pace.

Tip: Include overhead events at different heights or create combinations of stepping forms and balance beams.

SELF DIRECTED. Empowering children to choose the activities that capture their interest puts them in charge, building confidence in their abilities and contributing to their self-esteem.

Tip: Offer a variety of equitable yet diverse options to accommodate the needs of the widest range of users, for example, install Saddle Spinners at different heights.

3. SAFETY, COMFORT AND ACCESS. Creating a welcoming, safe and accessible environment is just as important as the play equipment you put in it. A well-designed environment makes the space more comfortable and user-friendly for children and families of all ages and abilities.

FENCING. A fence can help define and contain the activity area, providing a sense of comfort to both children and their parents.

Tip: Fencing can be purely functional, or incorporate a playground's theme.

SIGNAGE. All people feel more comfortable when they have a better understanding of their surroundings.

Tip: Include signage that identifies accessible facilities, meeting spots and play areas by age group as well as amenities such as water and restrooms.

SHADE. Children's tolerance levels of sun and heat vary greatly.

Tip: Plenty of shade is recommended over the playstructure—incorporate natural shade whenever available.

SEATING. Benches with backs and arm rests, tables and game tables may be strategically located around the play area (preferably in shaded areas) for supervision, resting and to promote multigenerational socialization.

PATHWAYS. Accessible pathways that transition between activity areas should be short and direct. The Americans with Disabilities Act (ADA) requires a minimum 60-inch width—wide enough for a wheelchair and someone walking next to them.

Tip: Universal Design would recommend that you try to improve upon width and slope requirements whenever possible.

Tip: Like fencing, pathways can be thematic as well as functional.

RAMPS AND TRANSFER POINTS.

Wheelchair-accessible ramps and transfer modules to higher play events/overlooks offer more equitable access and encourage interactive play among kids and adults of all abilities.

PROTECTIVE SURFACING. A truly inclusive playground should incorporate a unitary surface such as poured-in-place surfacing or rubber mats/tiles on the accessible routes.

Tip: Continue a theme in your surfacing design.











DESIGN: THE ENVIRONMENT

Make sure everyone can access your inclusive playground! The ideas behind Universal Design can help you go beyond basic regulations and truly make your entire park inclusive.

1. Parking.

Whenever possible, exceed the ADA minimum required parking spaces. Ideally, accessible parking should be scattered throughout the park, located near the activity areas where inclusive play happens, creating different access points in the park that can be used by all visitors.

2. Pathways.

Whenever room permits, try to exceed ADA width guidelines of 60-inches. Wider pathways allow for easier group access for all visitors while accommodating multiple wheeled devices like wheelchairs and strollers. Where available, try to improve upon slope requirements as well.

3. Restrooms.

If individuals with disabilities cannot access the public restrooms in a comfortable way, they will not come and use your park. A well-designed park will include accessible restrooms in close proximity to ball fields, playgrounds and activity areas. These restrooms should include at least one family restroom that is large enough to include a full-size changing table. This enables adults with disabilities to stay longer at the park, since they have the restroom supports that they need.

4. Public buildings.

All the principles of Universal Design should be considered in these buildings, including incorporating wider doorways into locker rooms and roll-in showers to accommodate users of varying abilities.

5. Pools/spray pads and water play areas.

When designing or renovating a pool or spray pad, consideration should be given to creating inclusive access points. The ADA requires a transfer lift, but Universal Design expands options to zero-depth entry design that allows visitors to walk or roll into the pool. For natural water features like a public lake or beach access, consider a variety of roll-up access mats, accessible beach chairs that can be used to take an individual with a disability into the water, and access to fishing docks.

PAGES 8 & 9:

Cooke School
Northfield, Mich.

LEFT:

River Banks Orchard Park
Hutchinson, Kan.

INSTALL

Installing the playground is an exciting step for the entire community because they get to see the playground come to life.

1. Community build.

A community build is a great way to involve everyone and create a sense of pride and ownership in the play area. Landscape Structures has a comprehensive Community Build Guide to walk you through the process all the way to the grand opening.

ENJOY

Start having fun!

1. Get the word out.

Just because it's built doesn't always mean people will come. Use publicity—newspaper, television and social media—to promote your inclusive playground. Drop off flyers at homes and schools throughout your community. Continue to host special events at the playground even well after the grand opening.

2. Maintenance.

Your playground should last for many years to come; regular inspections and proper maintenance will ensure it is safe and compliant. Landscape Structures customizes maintenance kits for each playstructure purchase. The cost and frequency of inspections and maintenance varies depending on the equipment and products you choose. Consult your Landscape Structures playground consultant for assistance. Retrofitting and adding to your play area in phases are great ways to update and add equipment to your play area over time.







LANDSCAPE STRUCTURES IS THE LEADER IN INCLUSIVE AND SENSORY PLAY

Since the development of the Americans with Disabilities Act (ADA), we have been a leader in creating playground designs and events that go beyond minimum requirements. Our innovative and thoughtful playground equipment invites all children to play together. Today we remain steadfast in our ongoing commitment to create playgrounds that strive to attain a Higher Level of Inclusive Play™.

There are more than 75,000 Landscape Structures playgrounds throughout the world. Our founder, Steve King, played a pivotal role in adapting the Americans with Disabilities Act (ADA) for play areas. The resulting guidelines were adopted as best practices in 2000 and finally signed into law in 2010.

To learn more about our pioneering initiatives, please visit playlsi.com/inclusive-play.

PARTNERSHIPS

We work with the following partners because we believe in what they are doing to create equality through play.

- Shane's Inspiration
- The Miracle League®
- The Sensory Processing Disorder (SPD) Foundation and its sister organization, the STAR (Sensory Therapies and Research) Center
- Center for Inclusive Design and Environmental Access (IDeA Center), University of Buffalo School of Architecture and Planning Committed to Ongoing Research

COMMITTED TO ONGOING RESEARCH

Landscape Structures has always been committed to ongoing research around play. Recently this has been taken to a higher level with a collaboration with the STAR Center and the SPD Foundation, drawing on their unparalleled experience and progressive knowledge to truly understand the developmental benefits children gain while playing on inclusive playground equipment.

INCLUSIVE PLAY ADVISORY BOARD

We have gathered a team of experts in the fields of child development, adaptive recreation, sensory play and occupational therapy. Additionally, parents of children with disabilities are some of our most valuable advisory board members. Collectively their input ensures that we continue to advance the inclusive and sensory play movement by creating playgrounds that address accessibility, age and developmentally appropriate play activities, as well as sensory play.

CEU credits

We are pleased to offer our educational seminars to parks and recreation professionals and landscape architects. As an accredited provider of continuing education from the International Association for Continuous Education and Training (IACET) and the Landscape Architecture Continuing Education System™ (LACES), we're able to offer professionals continuing education credits.

Arrange to host one of our Learning Academy sessions at your local conferences, your office over lunch or during a PLAY Tour of our corporate headquarters in Delano, Minn.

www.playlsi.com/en/education



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WELCOME TO ANKENY MIRACLE PARK II





Since 1971, Landscape Structures Inc. has been the leading manufacturer of commercial playground equipment in the world. Our employee-owned company designs community and school playgrounds that encourage kids of all ages and abilities to learn persistence, leadership, competition, bravery, support and empathy through play. We push the limits—of design, inclusion, play—to help kids realize there is no limit to what they can do today and in the future. For a better tomorrow, we play today.

Landscape Structures is the leader in Inclusive and Sensory Play. Our innovative and thoughtful playground equipment invites all children to play together. To learn more about our pioneering initiatives, please visit playlsi.com/inclusive-play.