

Accessibility assessment framework video: Transcript with visual descriptions

Opening scene

Audio: Gentle music

Visual description: A man with a brown coat and dark grey hat walks into the front entrance of a library. He uses a cane and carries a black shoulder bag. The automatic doors open as he approaches.

Then he walks through the front area of the library. He passes a seating area that's filled with patrons.

Alysa Garza interview section 1

Audio: Having an accessible library really sends the message that everybody is welcome, and that you are a part of our society. You are a part of our community.

Visual description: Alysa sits in a room and speaks to the camera. She has dark hair and wears a brown shirt and black N95 mask. A purple banner with white text sits in the bottom lefthand corner of the frame. It says, "Alysa Garza (she/her), Library staff".

Jose R.C. Cruz interview section 1

Audio: The library must provide a safe way to enjoy the material they provide.

Visual description: Jose walks into the elevator. He's the man from the opening scene. A close-up shot shows his hand pressing the button for the second floor. In the next scene, Jose sits in a room and speaks to the camera. A purple banner with white text sits in the bottom lefthand corner of the frame. It says, "Jose R.C. Cruz (he/him), Library patron".

Lucy Prichard-Mandl interview section 1

Audio: For me personally, it would mean being able to feel comfortable in different environments and being able to navigate said environments.

Visual description: Jose walks with his cane, passing the bookshelves. The next frame shows Lucy sitting in a room and speaking to the camera. She

has long blonde hair with blue highlights and wears a blue varsity jacket with white sleeves. A purple banner with white text sits in the bottom lefthand corner of the frame. It says, "Lucy Prichard-Mandl (she/her), Library patron".

Kevin Millsip interview section 1

Audio: Accessibility is about doing the work up front to identify and remove barriers for people who have specific disabilities.

Visual description: Kevin is sitting in a room and speaking to the camera. He has white hair and a short white beard. He wears an orange collar shirt. A purple banner with white text sits in the bottom lefthand corner of the frame. It says, "Kevin Millsip (he/him), Executive Director of BC Libraries Co-op". The next frame shows Jose standing in front of a bookshelf, pulling a book out to view it.

Logan Rempel interview section 1

Audio: It sort of lets you know that your employer values you and is able to see your strengths when there are fewer obstacles in the way.

Visual description: A close-up shot of a sign that identifies a bookshelf as "Large print fiction". The next frame shows Logan sitting in a room, speaking to the camera. They have short brown hair and wear a dark denim jacket and black N95 mask. A purple banner with white text sits in the bottom lefthand corner of the frame. It says, "Logan Rempel (they/them), Library staff".

The Accessibility Assessment Framework for Library Spaces section

Audio: Gentle music

Visual description: White text appears on a purple background with a yellow outline. It reads, "The Accessibility Assessment Framework for Library Spaces". Photos of disabled library patrons and staff surround the text box.

The next frame shows white text over a purple background. The text reads, "Brought to you by the Public Library Accessibility Working Group (PLAWG)." Below the text is logos for working group member organizations, including BC Libraries Cooperative, British Columbia Library Association, Trail and District Public Library, and InterLINK.

Kevin Millsip interview section 2

Audio: The accessibility framework has a few components. There's the framework itself. There's a framework assessment tool and an activity book. And really at a core level, our hope is that it's a comprehensive and inclusive tool that can help you and your public library address accessibility concerns.

Visual description: Kevin is speaking to the camera. The shot shifts to show a close-up of his face as he speaks. The next frame shows a top-down view of staff members having a meeting at a table. A copy of the Accessibility Assessment Framework sits on the table. The view shifts to show the staff members engaging in discussion.

Narration section 1

Audio: The framework gives you guiding principles and three types of accessibility to evaluate your library spaces. Its purpose is to help you understand and anticipate the diverse needs of patrons and staff with disabilities so you can prioritize accessibility in your physical and virtual library environments.

Visual description: Close-up shot of one of the staff members engaging in discussion. The next frame zooms in on the framework document, showing a staff member flipping through the pages and pointing out key sections.

Kevin Millsip interview section 3

Audio: Really, a lot of what informed the work is what we were hearing from people in community who are working in libraries about what they need. And we started to hear sort of the same thing again. We could use an overarching framework. We could use some guiding principles.

Visual description: Kevin is speaking to the camera.

Audio: So there's five guiding principles. The first one is accessibility from the start, so it's not an afterthought. It's we're doing it at the beginning of our work. Another one is trying to have an intersectional approach to accessibility. And then having a user-centered approach, naming what we know, which is basically naming the barriers we know that we have and naming the accessibility features that we know that we have. And then the fifth one is trying to be flexible and adaptable in our work.

Visual description: Top-down view of staff members' meeting, with the assessment framework visible on the table. As Kevin speaks about the guiding principles, the frames shift between showing the staff members engaging in discussion about the resource and Kevin talking to the camera.

Narration section 2

Audio: The guiding principles represent core values that can steer your library's accessibility work. They offer clarity and direction to you and your teams, especially when choices about accessibility aren't clear.

Visual description: As the narrator speaks, staff members continue engaging in discussion about the resource.

Kevin Millsip interview section 4

Audio: The tool also has definitions on three types of accessibility, physical accessibility, sensory accessibility, and social emotional accessibility. And there are case studies and examples for each of those in the tool that we hope people can sort of learn from and take ideas from.

Visual description: A close-up shot shows "The three types of accessibility" page of the resource. The next shot shows Kevin speaking to the camera.

Narration section 3

Audio: As you apply the framework, you'll learn about physical accessibility, which considers how disabled people can access, navigate, and use your library spaces.

Visual description: A close-up shot shows the bottom half of Jose walking through the library using his cane. He reaches a glass sliding door with an automatic opener. He pushes the button to open the door.

Jose R.C. Cruz interview section 2

Audio: It is challenging at times, especially since I am living with osteoarthritis, and carpal tunnel syndrome, so there are times it is a bit difficult navigating between shelves.

Visual description: Jose enters the room to sit at a desk. He settles in for work on his laptop. Then the frame shifts back to show Jose speaking to the camera.

Narration section 4

Audio: You'll learn about sensory accessibility, which ensures that anyone who relies on different senses to move through the world can navigate your library with ease. It also means people with sensory sensitivities can access and participate in all aspects of your library without experiencing pain or discomfort.

Visual description: Close-up shot of a sign that says, "This audiobook collection is available to customers registered with Accessible Services. Accessible Services helps people with print disabilities access books in various forms." The next frames show someone grabbing an audiobook from the collection, someone reading Braille on a door, and someone dimming lights to work in a low-light environment.

Logan Rempel interview section 2

Audio: I have autism and ADHD. So I get sensory overwhelmed a lot going into different spaces. The assessment tool will be helpful because it can be hard to put yourself into other people's shoes a lot of the time, so having a tool that is made by people from all different walks of life will be very helpful to the people who are making the library a disability-friendly and accessible space.

Visual description: Logan speaks to the camera. The next frame shows them giving a patron noise cancelling headphones. The patron wears the headphones as she works on a computer with a high contrast and large print keyboard. Then the frame shifts back to Logan speaking.

Narration section 5

Audio: Lastly, you'll learn about social emotional accessibility. This type of accessibility ensures all visitors and staff feel valued, respected, and emotionally safe when accessing your library space.

Visual description: A close-up shot of a sign shows that an induction loop system is available for people who use hearing devices. The next shots show inclusive washroom and scent-friendly signage.

Alysa Garza interview section 2

Audio: If you're able to participate in a space like a library that is intended to be community-focused, and you're able to participate right away without

having to ask for accommodations, that already sends a message that you are welcome, and that you're a part of the whole, and that you've been considered just as much as anybody else.

Visual description: Alysa speaks to the camera.

Narration section 6

Audio: The framework comes with two additional resources to support your accessibility work. The first is the Library Accessibility Assessment Tool.

Visual description: Jose, Alysa, and Logan stand together, looking at the Accessibility Assessment Tool.

Kevin Millsip interview section 5

Audio: You can use the assessment tool with your staff and patrons to do a physical audit of your space to identify what the accessibility barriers are, as well as your current accessibility features. And you can factor all of that into your work. The tools walk you through the process of how to do that, how to think about it, how to approach it, and what to do with the information that you get out of the audit.

Visual description: Jose, Alysa, and Logan walk through the library with the assessment tool, conducting an accessibility audit. The next frame shows Kevin speaking to the camera.

Narration section 7

Audio: The next resource is the activity book, which provides outlines for guided team activities that focus on different ways to apply the framework.

Visual description: Jose, Alysa, and Logan continue with their accessibility audit. The next shot shows a close-up of someone grabbing a sensory tool out of a sensory box.

Audio: We hope this framework will help your library take the next step toward greater accessibility and inclusion. To dive deeper, download the full set of resources on the toolkits page of the BCLA website, bclaconnect.ca/resources/toolkits.

Visual description: A patron uses the self-serve kiosk. The next shot shows a staff member packing up books for a delivery service. White text over a

purple background appears that reads,
“www.bclaconnect.ca/resources/toolkits”.

Audio: Don't forget to share these resources with your colleagues and networks. Together we can create library spaces where everyone belongs.

Visual description: Alysa participates in a video call with her team. Then Jose sits in a green chair reading a large print book by the window.

Closing section

The next frame shows white text over a purple background with a yellow outline. The text reads, “BC libraries serve diverse Indigenous Nations and communities throughout what is now known as British Columbia. Much of the work of these libraries takes place on unceded lands belonging to the k^wikwə́łəm (Kwkwetlem), qiqéyt (Qayqayt), Stó:lō (Sto:lo), x^wməθk^wəyəm (Musqueam), Skwxwú7mesh (Squamish), and sə́lilwətaʔł (Tsleil-Waututh) Nations; and the Songhees and Esquimalt Nations of the lək^wəŋən (Lekwungen) Peoples.”

Then there's another frame with text that reads, “The filming for this video took place on the traditional, ancestral, and unceded territories of the Skwxwú7mesh úxwumixw (Squamish Nation) and sə́lilwətaʔł (Tsleil-Waututh Nation).”

The final frame shows white text over a purple background with a yellow outline. The text reads, “Thank you to Disability Alliance BC (DABC) and the Province of British Columbia for funding this project”. Logos for DABC and the province appear below.