

Guide to Planning Accessible Meetings and Events

Nova Scotia Accessibility Directorate,
Department of Justice



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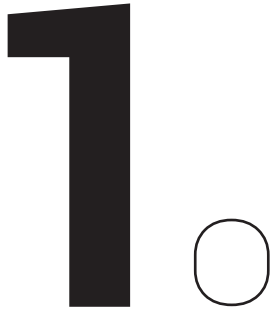
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The following resources were referenced and adapted to develop this guide:

Guide to Planning Inclusive Meetings (Human Resources and Skills Development Canada);
Guide to Conducting Accessible Meetings (Ontario Municipal Social Services Association);
A Planning Guide for Accessible Conferences (Council of Ontario Universities); and
Planning Accessible Meetings and Events: A Toolkit (American Bar Association).

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Guide to Planning Accessible Meetings and Events
Department of Justice

ISBN 978-1-55457-805



Introduction

Nearly 20% (144,000) of Nova Scotians are currently living with a disability¹, and this number is expected to increase as the population of our province ages.

Nova Scotia’s Accessibility Act states the goal of achieving an accessible province by the year 2030. “An accessible Nova Scotia will improve the health, well-being and independence of persons with disabilities.”²

Accessibility involves preventing and removing attitudinal and environmental barriers related to: information and communication; transportation; employment; the built environment; education; and goods and services. Ensuring that all Nova Scotians are able to participate in meetings and events is just one aspect of accessibility.

Regardless of the size of your event, accessibility can be incorporated into all areas of your planning to ensure all attendees can fully participate.

There are two main areas of accessibility to consider when planning an event:

- Access to the physical event space – parking, washrooms, entrances, meeting space
- Access to the event materials and presentations – accessible materials such as electronic and audio versions, large print, braille, and American Sign Language (ASL)/ English interpretation, and real-time captioning (CART).

People with disabilities all have different needs, so be sure to communicate with participants ahead of time to clarify their accessibility requests. Remember to be flexible, creative, and open to alternative arrangements.

¹Statistics Canada, Canadian Survey on Disability, 2012.

²An Act Respecting Accessibility in Nova Scotia, S.N.S, 2017, c.2

2.0

Scheduling

The timing and scheduling of an event always has implications for attendees, but is especially important when ensuring the inclusion of persons with disabilities.

Timing

Consider other significant events happening in the area on the same day. Where possible, ensure that the timing of your event does not conflict with another event that many people with disabilities and service providers may be attending.

Transportation

People with disabilities may need extra time to arrange transportation and prepare for an event. If you schedule an event on short notice, people with disabilities may not be able to attend. (For example, in Halifax Regional Municipality, Access-a-Bus must be booked seven days in advance.) Additionally, be aware that, due to transportation arrangements, disabled participants may arrive early, and if the event runs over the scheduled time, people with disabilities may be unable to stay. Try to ensure your event or meeting runs on time.

Disability Supports and Accessible Communication

Disability support and service agencies (such as ASL/ English interpreters, oral translators, and real-time captioning professionals) are in great demand and short supply, so must be booked weeks in advance. Be sure to schedule your event far enough in advance to accommodate this required time.

Developing alternative versions of documents (such as braille and ASL), captioned video, and plain language materials can also take significant amounts of time (generally, 2- 4 weeks). Disability supports and accessible communications are the first services you should book to ensure the accessibility of your event.

✓	Scheduling Checklist
	Start and end times allow time for accessible transportation to and from event.
	Event agenda allows adequate time at beginning of event to identify available disability support services, and remind participants about logistics related to accessibility.
	Event agenda allows adequate time at breaks and between sessions for people with disabilities to access refreshments and washrooms, and transition between meeting spaces.
	Where possible, event date does not conflict with another event that many people with disabilities and disability support and service providers may be attending.
	Disability support and service providers are booked well in advance of event.
	Arrangements for the development of alternative versions of communications materials are made well in advance of event.

3.0

Selecting a Venue

The degree to which your venue is accessible is paramount to the success of your event.

A facility that is accessible also minimizes the number of additional arrangements to be made to accommodate participants with disabilities.

Assessing the accessibility of the building entrance, meeting rooms, washrooms, hallways, paths, and elevators all contribute to its level of accessibility for persons with mobility, sensory and other disabilities. It is also important to consider the location of the venue in relation to accessible transportation and parking.

Conducting a site visit before booking the location is the best way to determine how accessible a venue is. When visiting, be sure to see all space that will be used by speakers and attendees, and ask staff specific questions about venue accessibility.

✓	Venue Checklist
	Venue is close to accessible public transit stops, and has clear, level, short paths between transit stops and the venue.
	Accessible parking spots are available (with slip-resistant, level access, close to building entrance). If the number of accessible parking spaces is limited, the location of the nearest additional accessible parking has been noted.
	Entrances (especially main entrance) to building are equipped with automatic doors wide enough to accommodate wheelchairs and scooters. If the main entrance is not accessible, a clearly visible sign indicates the location of an accessible entrance.
	All building entrances are well-maintained (e.g., snow shoveling to bare pavement and de-icing in winter).
	Doorways to meeting rooms have automatic door openers, and are approximately 1-metre wide to accommodate wheelchairs and scooters.
	Meeting rooms have adequate lighting in areas where presenters are situated and participants will be seated.
	Room capacity figures have been adjusted down to account for assistive and mobility equipment. (For example, if 10% or more of participants are expected to use mobility aids, plan for 30% additional space.)
	Routes of travel (e.g., hallways and paths) to and from all event areas are wide and barrier-free (e.g., no steps or sudden changes in level or flooring).
	Public elevators are accessible (i.e., large enough to accommodate power wheelchair and scooter users, and equipped with auditory floor indicators, door sensors, and control panel buttons with braille indicators at an accessible height). If the event will take place on several floors, the building has enough elevator capacity to transport attendees who cannot use stairs or escalators.
	Accessible washrooms are available and close to meeting room and dining area. Washrooms should have raised tactile symbols or braille lettering, an automatic door opener, and at least one accessible stall. There should be enough accessible washrooms to accommodate the expected number of attendees.
	Refreshment and reception areas are near the main event rooms and have accessible washrooms nearby.
	Outdoor access to allow participants to walk/relieve their guide or service dogs during breaks.
	The venue's emergency evacuation plans take persons with disabilities into account.
	No renovation or construction work is scheduled during the event date(s) that might affect accessibility
	Venue staff are trained in providing accessible customer service.

4.

Promotions and Registration

To address participants' needs effectively, you must know what those needs are.

Asking for and using this information is the essence of a person-centered and respectful approach to planning an inclusive event. Be sure to invite participants to identify any accommodation needs early in the planning process.

✓	Promotions and Registration Checklist
	A range of registration options is provided (online, telephone, text phone, email, TTY).
	Options for providing input (e.g., if planning a consultation) are clearly presented, with alternative formats accepted (i.e., in person, by phone or videoconference, paper or email submissions, or ASL via video logs (VLOG)).
	Event website is accessible.
	All communications use plain language.
	Pre-meeting and registration materials are offered in alternative formats such as braille, large print, and text-only saved to USB.
	Registration includes a request for participants to identify accommodation needs (see Appendix 2), with one designated person identified to coordinate these requests. A deadline to submit these requests is clearly communicated.
	Barriers that cannot be eliminated, and suggested alternatives, are communicated in promotions and registration materials.
	Promotional and registration materials state that the event is accessible, will provide accessible meeting materials, and strives to be scent-free.
	Information related to the availability and location of accessible parking spots and proximity of transit stops is provided.
	When possible, participants are provided with the event agenda in advance.

5.

Communications and Accommodations

It is important to consider accessibility, accommodations and the communication needs of your whole audience when preparing an event budget, workplan, and communications plan.

Planning may involve providing large print or braille documents, electronic and audio versions of documents, ASL/ English interpretation, real-time captioning (CART), and sighted guides.

The person(s) for whom you are booking the service should be consulted on their preferences and involved in booking service providers. Bookings must be made well in advance, and meeting materials must be provided to service providers prior to the meeting (generally, at least 3 business days). Costs for these services are difficult to estimate since they vary based on time, location, availability of service providers, and the type of service required.

Estimated costs for these services in Nova Scotia and some logistical considerations are outlined below:

ASL (American Sign Language)/ English Interpreters

American Sign Language (ASL) is a complete, complex visual language. Information is conveyed by the shape, placement, and movement of the hands, as well as facial expressions and body movements.

ASL is a language of access, evolving out of a need for people with different hearing levels to access spoken communication and connect with fellow community members.

ASL is not a universal language - each country has its own sign language, and regions have dialects, much like the many languages spoken all over the world. ASL is used predominantly in the United States and Canada, and, like any language, has its own unique rules of grammar and syntax.

ASL Service Providers

- ASL/ English interpreters can be booked directly, or through the **Society for Deaf and Hard of Hearing Nova Scotians**.
- Hourly rates are approximately \$55 per hour per interpreter. Bookings under 2 hours require a minimum of 2 interpreters; bookings over 2 hours require a minimum of 3 interpreters.
- It is important to ask participants if they have preferred interpreters and to involve them in the booking process.

Braille Translation

Braille is a tactile system of raised dots used by many people who are blind or partially sighted. Each raised dot arrangement represents a letter or word combination that is read by touch. More information about braille is available through the **Canadian National Institute for the Blind (CNIB)**.

Braille Service Providers

- Braille costs are difficult to estimate, since varying formats may be required for different users, and each document will have unique complexities and, therefore, require different parameters.
- Most companies will assess documents on an individual basis before issuing quotes. Generally, each electronic page of text will require approximately 3 pages of braille translation.
- There are numerous businesses across the country that offer braille printing:
 - In Nova Scotia:
Julianne Acker-Verney
jackerverney@me.com
902.456.9913
 - Across Canada: the CNIB maintains a list of providers on its [website](#).

CART (Communication Access Real-Time Translation)

CART, or real-time captioning, provides simultaneous (real-time) speech-to-text translation for people who are deaf, or hard of hearing and who may not use sign language. An on-site captioner uses a court reporting steno machine, which is connected to a laptop containing special software that converts the key strokes, and displays the text being spoken on an overhead screen or monitor. Real-time captioning can also happen remotely, where the CART provider connects to the meeting via the room's telephone/audio system, and streams text over the internet to an overhead screen or monitor.

CART Service Providers

- CART services should be booked at least one week in advance. It is advisable to have an A/V specialist onsite to assist with technical setup and testing
- All event materials (presentations, agenda, meeting minutes, acronyms, speaker names, speaker notes, etc.) should be provided to the translator in advance.
- Hourly rates range from \$125 to \$140 per hour, with additional time required for technical set-up and testing prior to the session. Many CART providers require a 2- 4 hour minimum and may charge for the entire time booked, even if the event ends early.
- Technical requirements: hard-wired internet and audio (phone or polycom with extended speakers) connections; dedicated phone line; laptop; projector with screen; A/V technician.
- There are currently no CART providers based in Nova Scotia, so providers from other provinces must be engaged. Some options include:
 - **Canadian Hearing Society** - Remote services across Canada and internationally. (On-site services in Ontario only.) Both English and French language services
 - **AB Captioning & CART** - On-site and remote services across Canada.
 - **Neesons** - On-site and remote services across Canada. Both English and French language Services.

Sighted Guides

Sighted guiding is a technique used when an individual who is blind or partially sighted is led while walking by holding the arm of another individual just above the elbow.

Sighted Guides Service Providers

- The Canadian National Institute for the Blind (CNIB) Nova Scotia has a roster of volunteers trained in sighted guiding. To book a sighted guide, contact the CNIB Nova Scotia.

Teletypewriter (TTY)

A Teletypewriter, or TTY, is a text telephone consisting of a keyboard and small display screen that permits communication over a phone line via typed conversation. If both the caller and the receiver have a TTY, the call can take place directly, person to person. If one party does not have a TTY, they can still communicate through a telephone relay operator using a toll-free number. The operator acts as a communication link by typing what the hearing person says so it appears as written text on the TTY screen, and voicing what the TTY user types.

TTY Service Providers

- The Nova Scotia Accessibility Directorate's TTY line can be used during regular business hours by any person who requires this service. To access, call: 1-877-996-9954 (toll-free in NS) or 902-424-2667

✓	Communications and Accommodations Checklist
	Websites and web-based meeting materials are accessible (e.g., HTML or Word documents, accessible PDFs, ASL /audio versions, compatibility with screen readers).
	All communications use plain language, are written using minimum 12-point, legible font (such as Arial or Verdana), and follow the CNIB's Clear Print Guidelines.
	All PowerPoint presentations use a minimum 22-point, legible font, such as Arial or Verdana. Slides use dark coloured text over a plain, light background.
	Meeting materials are prepared in alternative formats, including braille, large print (Arial or Verdana, 18-point font), text-only (Word docs) and audio versions of documents on USB drives.
	All videos used during event have been captioned.
	Promotional and registration materials state that the event materials are available in alternative formats and how to obtain them.
	The person(s) for whom service providers and accommodations are being provided have been consulted about and involved in arrangements.
	ASL/English interpreters have been booked well in advance and sent the agenda, speakers' notes, and other relevant materials at least 3 business days before the event.
	Real-time captioning (CART) has been arranged and sent the agenda and all other relevant materials ahead of the event.
	Options for last minute and on-site requests for accessible communications and accommodations have been explored.

6.

Room Set Up

There are several important factors to consider when ensuring a meeting room is accessible.

The size of the space, positioning of service providers such as ASL/ English interpreters and CART providers, lighting, audio systems, and assignment and positioning of seating all must be considered in relation to the needs of participants, and the content and objective of the event.

✓	Room Set-Up Checklist
	Space for ASL/ English interpreters and captioning equipment is designated and in areas with adequate levels of lighting.
	Clear sightlines are established for people using ASL/ English interpreters and CART.
	Seats at the front of the room are reserved for participants who are deaf, hard of hearing or have low vision.
	Area where presenters are situated and participants will be seated are well lit.
	If slide presentations or videos are used, the images are projected high enough to be fully visible to all seated attendees.
	Sufficient space is provided to allow circulation and seating for the anticipated number of participants who use wheelchairs, scooters, guide/service dogs or other mobility aids.
	Seating arrangement is designed with multiple seating options for participants using wheelchairs, scooters, guide/service dogs, or other mobility aids. More than just one seat has been removed in these spaces to accommodate the turning radius of these devices. (For sample accessible floor plans, visit the ADA National Network Initiative website)
	Aisles are sufficiently wide (a minimum of 38 inches) to ensure ease of passage of wheelchairs and scooters. When possible, both horizontal and vertical aisles are established to improve access and flow.
	Microphones are available for speakers and participants so participants can adequately hear proceedings.
	Microphones are adjustable, and there is a clear path for people to move to and from microphones. (For the audience, a hand-held microphone is a more accessible option than a standing microphone.)
	Cables, wires, and microphones are well secured and away from aisles and other traffic areas.
	Speaker podium is at ground level or accessible via ramp or lift. Speaker podium height is set at, or can be adjustable to, 28–34 inches.
	Room is free of distracting background noises, such as ventilation systems or sound from adjacent rooms.
	If water is available for presenters or attendees, bendable straws and cups with handles are provided for persons with limited hand/ grasping mobility.
	Tables for displays, materials and food/beverages are be in an accessible area, and at a height that is accessible for persons using wheelchairs or scooters (28-34 inches).
	Water dishes are provided for service/guide dogs.

7.0

Chairing or Moderating Events

As chair or moderator of an event, your role is to act as host and help facilitate communication between participants and event organizers.

You will be responsible for identifying available disability support services to participants, and reminding them about event logistics related to accessibility.

✓	Chair/ Moderator Checklist
	Participants advised of services available (e.g., sign language interpretation, attendant care, note taking, captioning).
	Accessibility service providers identified to anyone requiring assistance.
	Participants reminded to identify themselves each time they speak for the benefit of participants who are blind or partially sighted, and to assist remote CART providers identify who is speaking.
	Participants informed of the nearest emergency exits and accessible restroom facilities.
	Participants reminded to use the microphones provided.
	All presenters reminded to speak clearly and at a moderate pace so information is easier to communicate to interpreters, intervenors, note takers and captioners. Presenters reminded to describe any visual/graphic references in their PowerPoint presentations for the benefit of participants who are blind or have low vision.
	The content of the agenda and handout materials briefly described, and meeting breaks and any content or scheduling changes clearly identified.
	Participants and speakers advised to minimize any interruptions that may interfere with the work of interpreters, intervenors, captioner and note takers.
	Participants advised that interpreters say everything that is signed, and sign everything that is said; they will not add words, edit, or censor a conversation.
	During question and answer periods, participants asked to state their name before beginning and to speak slowly and clearly. Time is allowed for people to respond and express ideas at their own speed.
	Participants reminded that the event strives to be scent-free.



Effective, Respectful Communication

Regardless of ability, everyone deserves respectful, clear communication.

Below are some key guidelines for communicating with participants with disabilities:

- Treat the person with a disability with the same respect that you extend to every person.
- Focus on the person as an individual, not their disability.
- Ask each person what will make them most comfortable during the event.
- Always ask the person if they need assistance and how you can assist; do not make decisions for the person or assume they need help.
- Address the person directly rather than the service provider.

Persons who use wheelchairs/scooters

- When speaking for more than a few minutes, bend to eye level or pull up a chair.
- Never lean on, push, move, or touch the mobility device.

Persons who are blind or partially sighted

- Introduce yourself and others if present, identifying jobs or roles.
- Be descriptive when giving directions. Avoid using visually-oriented references.
- Offer your arm if person needs to be guided. Describe where you are going and any obstacles.
- With permission, guide the person's hand to the back of a chair if you offer someone a seat.
- Let the person know when you are leaving a room.
- Do not pet or distract service animals. When walking, position yourself on the opposite side of the service animal.

Persons with speech difficulties

- Find a quiet space to communicate. Listen carefully. Give the person your full attention.
- Do not simplify your choice of words, or assume that a person with a speech impairment cannot understand you.
- Do not interrupt or finish sentences for the person.
- Do not pretend to understand when you do not. If you do not understand, ask the person to repeat. If you still are unable to understand, ask the person to write the information or to recommend an alternative method of communicating.

Persons who are deaf or hard of hearing

- Ask the person how they prefer to communicate (e.g., sign language, gesturing, writing, or speaking).
- When communicating with a person who reads lips, face the person when talking, and speak clearly, using your normal tone of voice and volume. Do not over-exaggerate words, use short and simple sentences, and avoid blocking your face.
- Seek well-lit spaces, and avoid background noise.
- Have pen and paper or text device on hand as an alternative communication method.
- If you have any doubts, ask if the person understood you. Advise the person if you have trouble understanding them. Do not pretend to understand the person when you do not.
- Be sure to visually identify speakers, in addition to verbally announcing them.

Persons with learning difficulties

- Ask the person how they prefer to communicate (e.g., written or verbal).
- Find a quiet space to communicate. Listen carefully. Give the person your full attention.
- Speak clearly. Use clear, concrete language, avoiding abstractions. Do not overload the person with too much information.
- Allow the person extra time to process the information and ask questions.
- If you have any doubts, ask the person if they understood you.

Persons with developmental/intellectual disabilities

- Speak clearly. Use simple, concrete language, avoiding abstractions. Do not overload the person with too much information.
- Break down complex concepts into smaller, simpler parts.
- Allow time for decision-making. Verify person's responses by repeating questions in a different way. If you are not sure if the person understood you, ask them to repeat the information.
- Keep to the person's schedule and routine.

Appendix 1: Glossary

Advisor

The equivalent of a language interpreter, an advisor makes it possible for people with intellectual disabilities to understand new language and procedures; in effect, they are contextual interpreters.

American Sign Language (ASL)

American Sign Language (ASL) is a complete, complex, visual language. Information is conveyed by the shape, placement, and movement of the hands, as well as facial expressions and body movements. ASL is a language of access; it evolved out of a need for people with different hearing levels to access spoken communication and connect with fellow community members. ASL is not a universal language; each country has its own sign language, and regions have dialects, much like the many languages spoken all over the world. ASL is used predominantly in the United States and Canada, and, like any language, has its own unique rules of grammar and syntax.

Assistive Listening Devices (ALDs)

Devices that help reduce background noise and compensate for poor room acoustics or distance from the sound source. ALDs can be portable or permanently installed, and include FM, infrared and loop systems. They are designed to connect to any audio sound source and send the signal directly to hearing aids and wireless receivers worn by people with hearing loss. The receivers allow individuals to adjust the volume to their comfort level and can be used with a variety of headsets or neckloop listening accessories for those who have a T-switch compatible hearing aid. They are recommended for all meeting assemblies including tours, lectures, meeting venues, classrooms, places of worship, etc.

Assistive technology

Any device or system that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities, including:

- any service or support that directly assists an individual with a disability in the selection, acquisition or use of an assistive technology device
- supportive services such as sign language interpreters, readers, intervenors, service animals, etc.

Attendant

A person who is employed to assist or guide a person with a disability to perform required tasks needed throughout the day. This could include assistance with feeding, toileting, dressing, etc.

Braille

Braille is a tactile system of raised dots used by many people who are blind or partially sighted. Each raised dot arrangement represents a letter or word combination that is read by touch.

CART (Communication Access Real-Time Translation)

Communication Access Real-time Translation (CART), or real-time captioning, provides simultaneous (real-time) speech-to-text translation for people who are deaf, or hard of hearing and who may not use sign language. An on-site captioner uses a court reporting steno machine, which is connected to a laptop containing special software that converts the key strokes, and displays the text being spoken on an overhead screen or monitor. Real-time captioning can also happen remotely, where the CART provider connects to the meeting via the room's telephone/audio system, and streams text over the internet to an overhead screen or monitor.

Chemical sensitivity

A chronic condition characterized by adverse effects from exposure to low levels of chemicals or other substances in modern human environments. Suspected substances include smoke, pesticides, plastics, synthetic fabrics, scented products, petroleum products and paints.

Closed captioning

Text hidden in the signals that create a television picture, which cannot be seen unless decoded. Just like subtitles, the decoded text appears at the bottom of the screen.

Described video

A video with a described narrative woven into the original soundtrack that meets the viewing needs of a blended audience. It is meaningful for those who are blind and partially sighted, and unobtrusive for those who are sighted.

Disability

The Nova Scotia Accessibility Act defines disability as, "a physical, mental, intellectual, learning or sensory impairment, including an episodic disability, that, in interaction with a barrier, hinders and individual's full and effective participation in society."

FM system

Use of FM radio frequencies to transmit signals that amplify sounds for persons who are hard of hearing.

Guide/service dog or animal

A guide dog is one that has been specially trained to live with and accompany someone who is blind, enabling them to move about safely. A service dog/animal is trained to assist a person with a disability that is not related to vision .

Infrared system

Use of infrared light to transmit signals that amplify sounds for persons who are hard of hearing.

Intervenor

A professional service provider who communicates auditory and visual information to a deaf-blind person using a variety of methods, depending on what works best for the individual. These include visual sign language, tactile sign language, tactile finger spelling, braille and large-print notes.

Large print

Printed material in a font size that is 14 points or greater. Best practice is to use an 18-point, sans serif font, such as Arial, Helvetica, Verdana, Futura, Univers or Franklin Gothic.

Note taker

A person who provides a text (written or transcribed using a keyboard) of the key messages communicated during the event.

Open captioning

Text that always appears on the television screen, without decoding. See closed captioning.

Oral interpreter

Some people who are hard of hearing may rely on speech (lip) reading. Oral interpreters repeat the spoken words silently so that their speech can be read.

Scent-Free

An environment that is identified as a space free of fragrances or other chemicals that affect people with chemical sensitivities.

Sighted Guiding

A technique used when an individual who is blind or partially sighted is led while walking by holding the arm of another individual just above the elbow.

Tactile Markers

A system of textured ground surface indicators found on footpaths, stairs and transportation platforms to assist pedestrians who are blind or partially sighted. Tactile markers are also used on walls as directional indicators, and to identify washroom doors, elevators, etc.

Teletypewriter (TTY)

A Teletypewriter, or TTY, is a text telephone consisting of a keyboard and small display screen that permits communication over a phone line via typed conversation. If both the caller and the receiver have a TTY, the call can take place directly, person to person. If one party does not have a TTY, they can still communicate through a telephone relay operator using a toll-free number. The operator acts as a communication link by typing what the hearing person says so it appears as written text on the TTY screen, and voicing what the TTY user types.

VLOG (video blog)

A blog in which the postings are primarily in video form. In lieu of written communication, a person who communicates using sign language can send a VLOG electronically in lieu of an email.

Appendix 2: Sample Text for Accommodations Request Form

To facilitate your participation in this event, we are happy to provide you with necessary services and supports, including documents in alternative formats, ASL/ English interpretation, CART, sighted guides, etc.

Please indicate your accommodation needs using the list below (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> ASL (American Sign Language)/ English interpreters | <input type="checkbox"/> Note-taker |
| <input type="checkbox"/> Assistive listening system | <input type="checkbox"/> Orientation to the facility |
| <input type="checkbox"/> Braille materials | <input type="checkbox"/> Real-time captioning (CART) |
| <input type="checkbox"/> Dietary needs | <input type="checkbox"/> Scent-free environment |
| <input type="checkbox"/> Large print materials | <input type="checkbox"/> Sighted guides |
| <input type="checkbox"/> Materials on a USB memory stick instead of paper | <input type="checkbox"/> Wheelchair access |
| | <input type="checkbox"/> Other: _____ |

Please provide any additional details regarding the accommodation needs indicated above:

If you require assistance in case of an emergency evacuation, please provide info:

If you will be accompanied by a personal attendant or a service animal, please provide info:

Do you require an accessible parking space?

For more detailed information, questions or concerns please contact (*name of contact*) at (*email address and phone number*).