



**CAPER-BC**



**ANNUAL REPORT  
2022-2023**

## WHAT OUR USERS SAY\*:

*“CAPER-BC provides an essential service to many students who require alternative formats for texts. If it weren’t for CAPER-BC, I would not be a successful college graduate. Thank you!”*

*“Keep up the awesome work. Your service has been invaluable to my studies. To be honest, without this service, I question if I would be 1 class away from my diploma right now. Thank you for all that you do, your work doesn't go unnoticed.”*

*“You are a great service and I enjoy you a lot. It makes a huge difference for me to have books that I can access. Keep up with the great work!”*

*“This makes my life a lot easier and my studies a lot more accessible than I would have imagined...trying to do so with textbooks, notebooks and other equipment can be challenging. Digital files that I can listen to that are at my fingertips are a god send.”*

*“[CAPER-BC staff] are so kind and helpful. They make everything so much easier, and I couldn’t be more thankful for them. Thank you all for your work :)”*

\*All student quotes used with permission from results of Fall 2022 and Spring 2023 surveys of active CAPER-BC users.

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**Service provided by Langara College**

**Funded by the B.C. Ministry of Post-Secondary Education and Future Skills**

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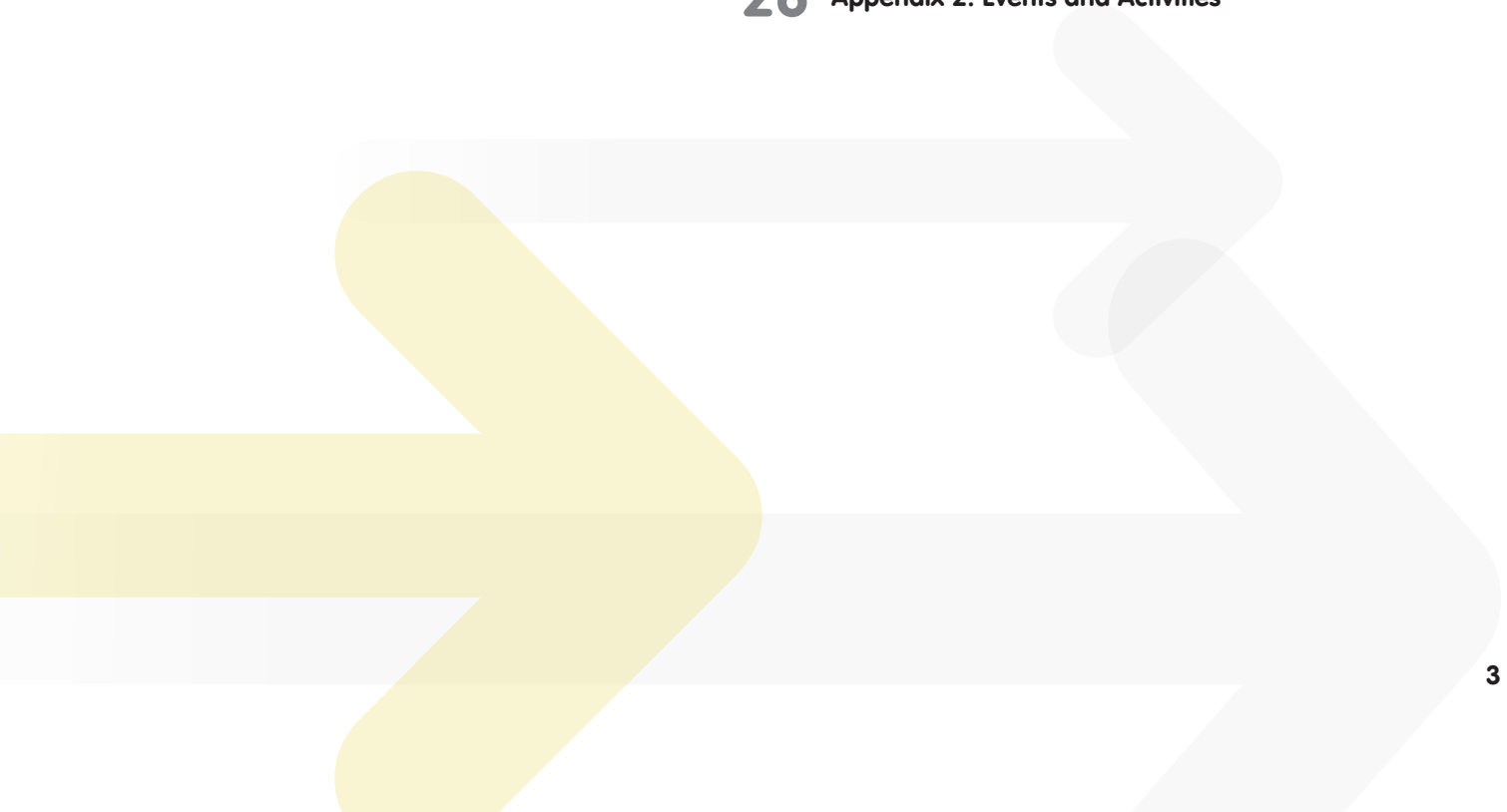
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# EXECUTIVE SUMMARY

The 2022/23 year remained steady for CAPER-BC, with the number of students, requests, and productions virtually the same as the previous two years. While these numbers have not risen back up to pre-pandemic levels, the work we do has gotten more complex and staff have been busy with formats that take up more production time than usual. CAPER-BC staff were able to attend conferences and other events in person again, and a highlight of these activities was participating in the first in-person Accessible Publishing Summit in three years. One of the reasons that CAPER-BC champions accessible publishing is that if more publisher e-books are born accessible, then CAPER-BC staff will have the capacity to focus on the more technical and time-consuming productions, so students with the most complex access profiles are more likely to get their course materials in a timely fashion.

The need for the shift towards born accessible textbooks was illustrated in our statistics this year. While we were able to keep our turnaround times within internal standards, our production time increased significantly. Our turnaround times remained stable because as we increase our access to publisher files, even when they require some remediation, we can usually provide them to students faster than a traditional production from print. When students are able to get accessible textbooks directly from the publisher, we may get fewer requests, but this gives our staff more time to work on the more complex work of science e-text productions, MathML,

or large print that involve more production time, or more than one technician to do the work.

As part of our continued efforts to increase our efficiency, we opened a new avenue to obtain publisher files this year through enrolling in the Educator Access Program with the Centre for Equitable Library Access (CELA). As a member of the program, we can now borrow titles from CELA's collection that we are unable to source directly from the publisher, or from our other partners.

This year, CAPER-BC aims to contribute to accessible post-secondary education by focusing outreach to teaching and learning departments at post-secondary institutions and partnering with other accessible education organizations to improve the supports for transition from K-12 into post-secondary.

As always, CAPER-BC will continue to provide excellent customer service, demonstrate a dedicated model of shared provincial support, maintain a commitment to professional development to keep up with new technologies and services, and focus on advocacy to enhance the understanding and practice of accessible education in British Columbia.

# YEAR AT A GLANCE



2022/23 continued the trends seen in previous years with numbers of requests and usage of CAPER-BC's collection and those of its partners remaining largely the same. However, the complexity of the productions increased, with a greater variety of formats produced including MathML and large text.

Number of clients served

**2,324**



Increase in clients since 2013/14

**+95%**



Number of requests for alternative format materials

**3,170**

Funding increase since 2009

**0%** 

Average request turnaround time

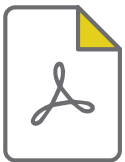
**4.2 days**



**102**

Meetings with partner institutions and other stakeholders

Formats produced



**333**  
PDF



**108**  
e-Text



**13**  
Large Print

Requests fulfilled from existing CAPER-BC collection or partner collections

**75%**

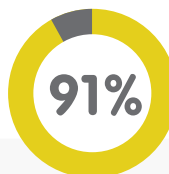


**6**

Presentations & workshops for faculty & administration at partner institutions and other stakeholders

**25%**

Requests fulfilled through new CAPER-BC productions



Students who responded to the spring 2023 student survey that they are "Very happy" or "Happy" with CAPER-BC services

# ABOUT CAPER-BC

The Centre for Accessible Post-secondary Education Resources British Columbia (CAPER-BC) is a publicly funded organization that provides print disabled post-secondary students with the accessible course materials they need to succeed. CAPER-BC serves clients who cannot use conventional print due to visual impairments (including blindness), learning disabilities, physical limitations, neurological impairments and multiple disabilities.

For students with a print disability, reading a textbook, journal article, or website, or accessing an online course or database can be a barrier to pursuing post-secondary education. To remove these barriers, CAPER-BC assists those with print disabilities successfully access post-secondary educational opportunities, and become skilled members of BC's workforce.

## **OUR MISSION:**

CAPER-BC is a publicly funded organization that provides print disabled BC post-secondary students with the accessible course material they need to succeed.

**We are passionate about making teaching and learning materials accessible.** We are

advocates for students with print disabilities.

We believe in personalized support, equal access to information, and the development of a collective repository of knowledge. Open-minded, collaborative, and student-centred.

**We are CAPER-BC.**

# SERVICE GOALS

**CAPER funding is intended to provide equitable access to resources for students with print impairments attending British Columbia's public post-secondary institutions.**

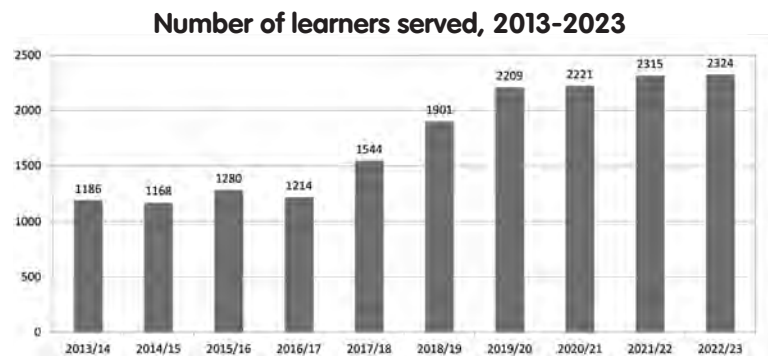
CAPER-BC priorities for 2022/23 services are outlined in the BC Ministry of Post-Secondary Education and Future Skills (PSFS) funding letter of February 1, 2023, as follows:

- Continuing to **improve responsiveness** to, and **communication with students**, Accessibility Coordinators, librarians and other stakeholders regarding requests for accessible resource material;
- **Increasing efficiencies** by lending alternate formats, consulting on best solutions, communicating through a variety of electronic and personal means, and following up with surveys to determine students' needs;
- **Maintain, develop and strengthen partnerships** with other agencies, services and consortia through the creation and sharing of resource materials;
- **Increasing learner access** to alternate formats to ensure equity of access. Support institutional effectiveness and program diversity by establishing and maintaining appropriate liaisons with clients, service providers and the on-line community;
- **Developing and delivering training tools** and workshops to inform Accessibility Coordinators, librarians and related personnel and students about alternate formats, CAPER services and accessible on-line learning;
- Continue to **coordinate and support** the activities of **the Accessibility Community of Practice in Education**, and;
- **Encouraging collaborative mechanisms** with other provincial groups such as BCcampus and the British Columbia Electronic Library Network.

# INCREASING LEARNER ACCESS TO ALTERNATE FORMATS

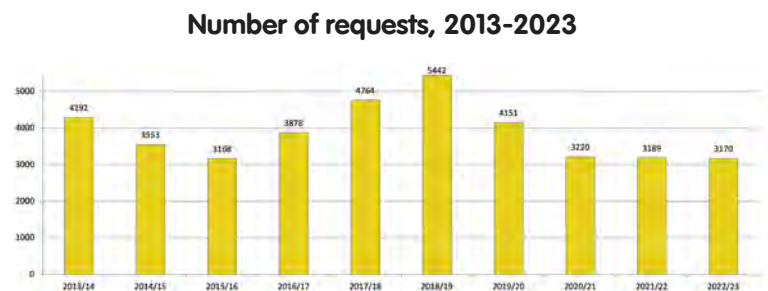
## CAPER-BC USE CONTINUES TO GROW

CAPER-BC had **2,324 active users** in 2022/23, a 95% increase over the past decade.



## LOADING ALTERNATE FORMATS

**3,170 requests** were made to CAPER-BC from post-secondary institutions around the province. The number of requests was nearly the same as the last two years since the Covid-19 pandemic began.



\*The decrease request numbers after 2018/19 is partially due to a change in the method of tallying trades requests that we implemented that year.

The 2022/23 school year saw a return to primarily in-person learning, but CAPER's requests have not returned to pre-pandemic levels. While it is difficult to identify why this is the case, possible reasons include::

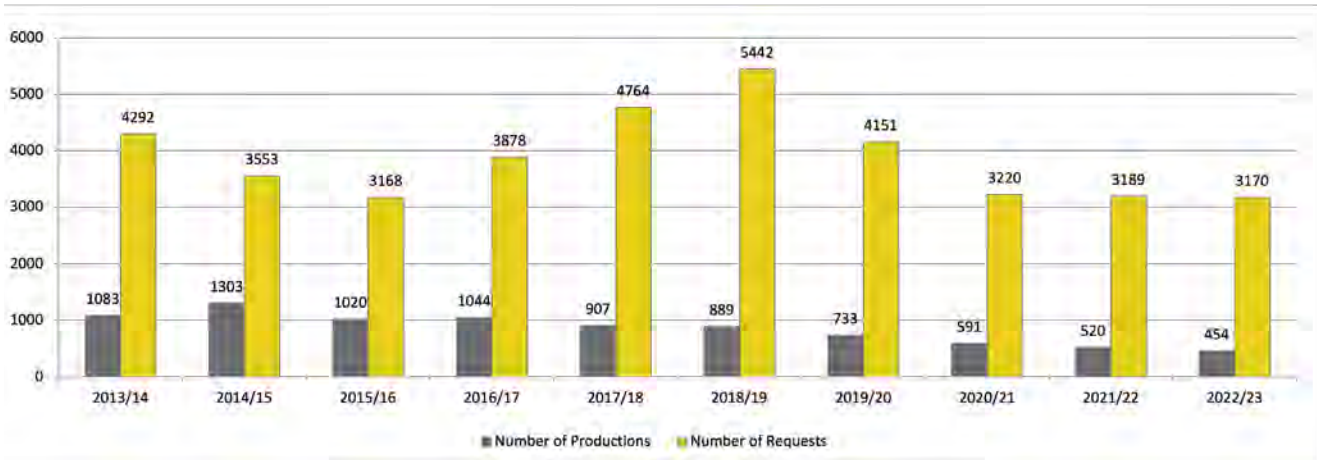
- instructors assigning less reading materials or continuing to use electronic format materials adopted during the pandemic
- students may still not be as aware of supports available to them due to remote learning in previous years
- improvements in commercially available e-book accessibility



## PRODUCTION OF ALTERNATE FORMATS

Of the 3,170 requests in 2022/23, 75% were filled from the CAPER-BC collection, demonstrating the impact of our centralized shared-service model.

Productions vs. requests 2013-2023



**37,729 days** were saved by filling requests with items in the centralized CAPER-BC collection\*

\*2,329 requests that did not need to be produced, multiplied by an average production time of 16.2 days.

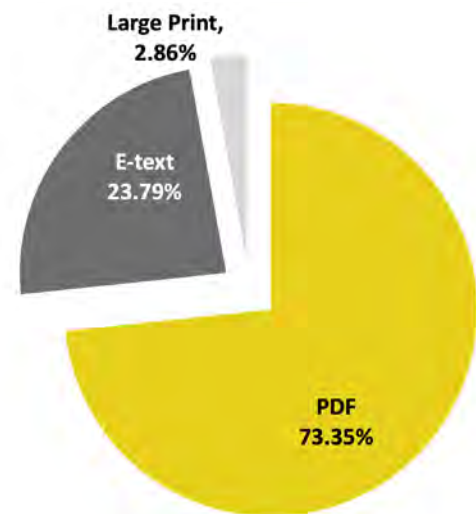
## BORROWING ALTERNATE FORMATS

Due to reciprocal borrowing agreements with other Canadian alternate format providers, CAPER-BC was able to borrow 53 of the resources requested this year. We loaned 5 resources out to our partners, and produced 14 requests for non-mandated users, as part of four fee-based service.

## IN-DEMAND RESOURCE FORMATS

CAPER-BC produced 13 large print books this year, which take longer to produce and likely had an impact on our increased average production time. PDF continues to be the most requested and most produced format.

Types of Formats Produced 2022/2023

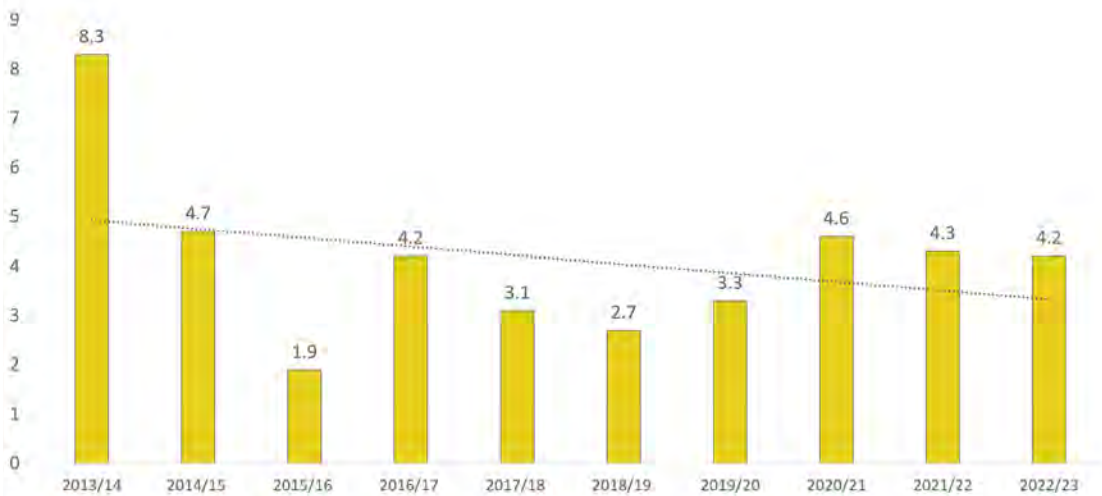


# IMPROVING RESPONSIVENESS AND COMMUNICATION

## RESPONSIVENESS

Turnaround times for CAPER-BC requests improved slightly this year to an average of 4.2 days and remain within our internal standard of five days. We received an additional grant for 2022-23 and were able to employ on-call library assistants to help with production. As with previous years, the improvements in turnaround times correlate to years in which CAPER-BC received one time funding.

Average request turnaround time in days (all schools, all formats), 2013-2023

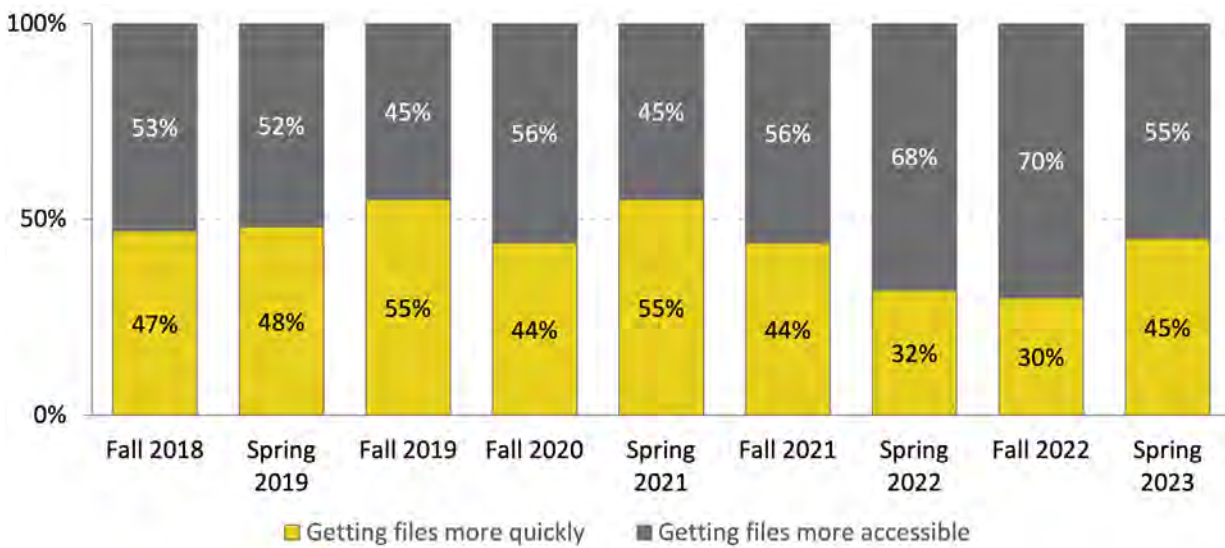


\* Includes requests filled by production, inventory, and interlibrary loan.

2022/23 average request fulfillment: **4.2 days**

CAPER-BC often manipulates PDF files to make them more accessible. This also increases the amount of time before the student receives their request. Based on survey responses, student preference in the last 4 semesters has been shifting towards getting files that are more accessible over receiving them quickly, whereas in previous years it has been split between the two.

**Student preference: accessibility of materials vs. speed of response, fall 2018 through spring 2023 student surveys**



**“This is such a great service and without it, I could not access my courses in the way I do.”**

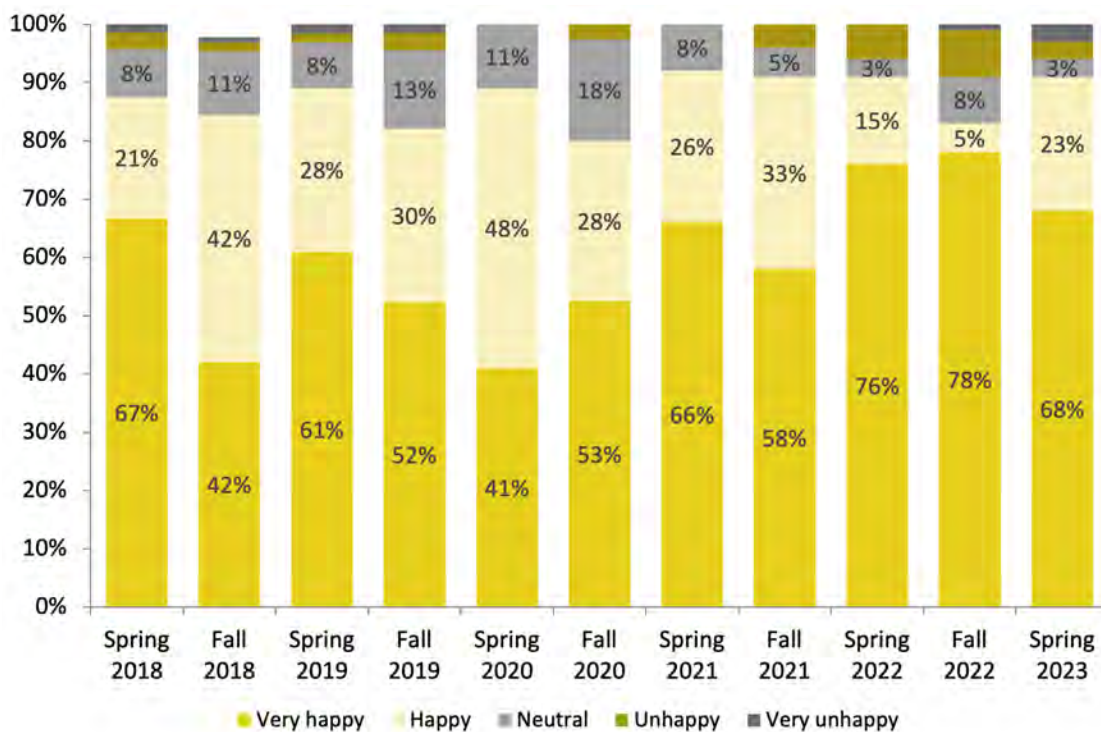
## COMMUNICATION

CAPER-BC communicates with stakeholders in multiple ways:

- surveys of all active students conducted every fall and winter semester;
- calls or video chats with new staff at Accessibility Services offices;
- annual Advisory Committee meeting;
- site visits, workshops, presentations, and conference attendance as appropriate.

**91%**  
of students are “very happy” or “happy” with CAPER-BC services (based on student responses to spring 2023 survey)

Year-over-year comparison of student satisfaction with CAPER-BC services, spring 2018 through spring 2023 student surveys



## **CAPER-BC ADVISORY COMMITTEE**

The Advisory Committee meets annually to provide a forum for collaboration, support, and sharing of information. The purpose of the Committee is to advise CAPER-BC of student needs, give feedback on products and services provided by CAPER-BC, and share information about trends, opportunities, and technology.

The Advisory Committee met January 26th, 2023. Highlights of this meeting included an update from Ministry representative Miles Stratholt, updates from CAPER-BC about ongoing project work, and identifying two priorities for the upcoming year: outreach to Teaching and Learning departments at post-secondary institutions to offer training sessions to faculty about accessible classroom materials and collaborating with partners on K-12 transition into post-secondary supports.



# INCREASING EFFICIENCIES

Average Production Time in days of All Formats 2017-2023



In 2022/23, average production time increased again. This may reflect several factors, including:

- increased complexity of productions, including e-text production of STEM materials and multiple MathML productions;
- higher numbers of large print requests
- higher number of “consumables” to be produced, including instructor generated materials and publisher supplemental materials; and
- increased remediation of PDF files to improve their accessibility.

**“Excellent job this term. I got everything I needed quickly.”**

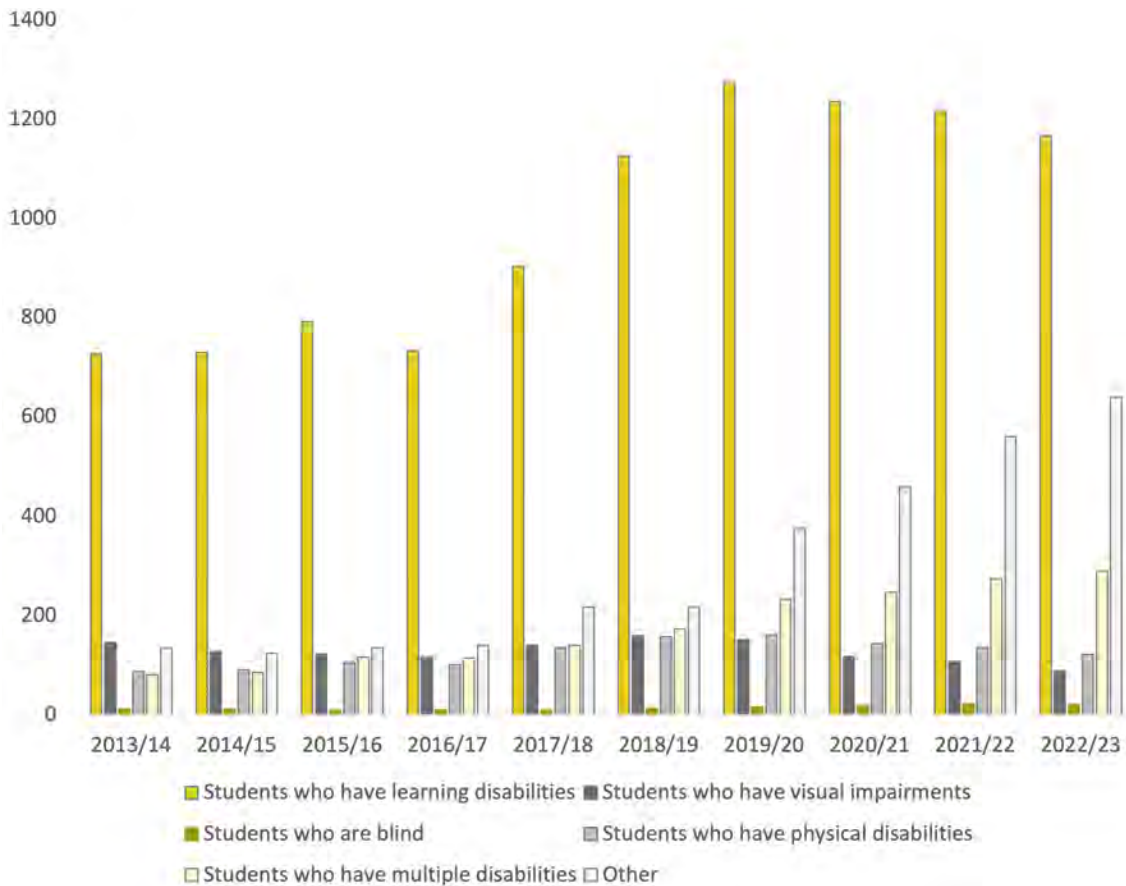
CAPER-BC continues to investigate areas to improve production efficiency, including:

- increased focus on working with publishers to access electronic files and continued membership in the AccessText Network (CAPER-BC received 559 publisher files in 2022/23, including 310 from the ATN);
- enrolling in the Educator Access Program with Centre for Equitable Library Access (CELA), which allows us to borrow titles from their collection for our students;
- educating faculty and instructors at mandated institutions on creating born accessible class materials;
- working with partners in Accessibility Services to advocate for the use of existing accessible materials, including materials available via the institution’s academic library; and
- ongoing development of the online repository for storage, searching, and sharing of CAPER-BC resources.

## FOCUSING RESOURCES TO MEET STUDENT NEEDS

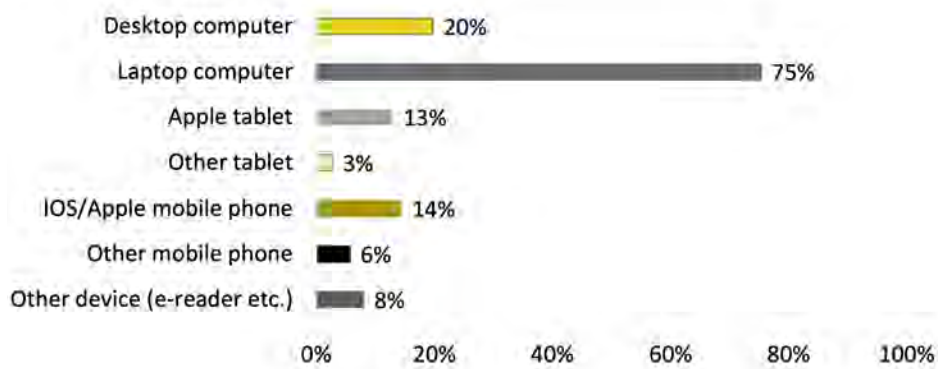
CAPER-BC utilizes student surveys and registration materials to learn more about the types of disabilities our users have and how they work with their alternate format materials. This information guides production workflows to ensure the most appropriate and efficient types of alternate formats are produced to meet user needs.

**Disability disclosures of registered students, 2013-2023**

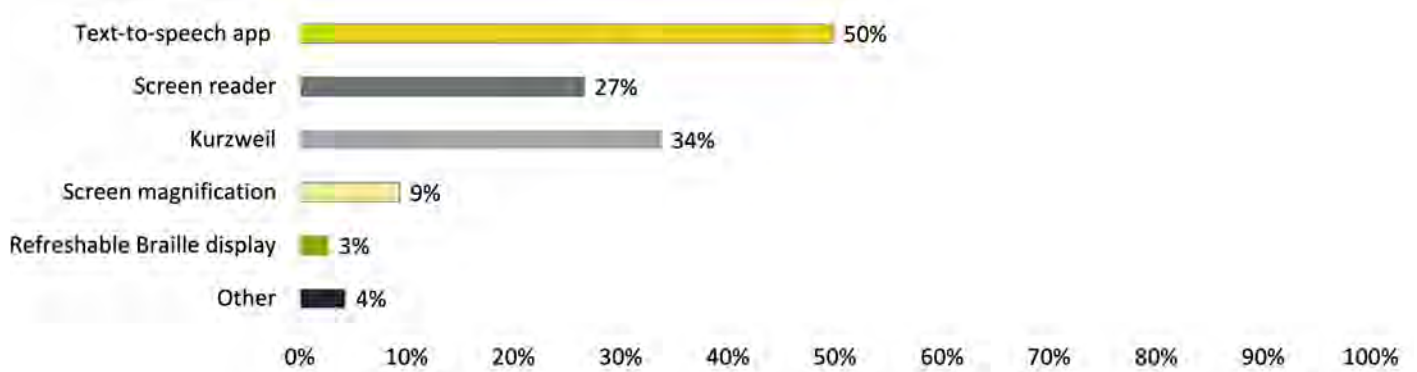


Over the last decade, CAPER-BC has seen large increases in registered users, with the most marked increases in the number of users who have learning disabilities or “other” disabilities. In contrast, the numbers of blind and partially sighted users, and users who have physical disabilities have remained relatively stable over the past decade so the profile of our registered users has shifted over time.

**Type of device used to access CAPER-BC materials,  
average from fall 2018 through spring 2023 student surveys**



**Type of assistive technology used to access CAPER-BC materials,  
average from fall 2018 through spring 2023 student surveys**





# DEEPENING PARTNERSHIPS AND ENCOURAGING PROVINCIAL COLLABORATION

Connecting remotely continues to be a common way to hold events, which can increase participation and maintain accessibility for those who cannot, or do not wish to travel. CAPER participated in both virtual and physical events with partners this year.

For World Braille Day, CAPER-BC collaborated with PRCVI, AERO, and NNELS to organize a virtual student panel on January 25, 2023 highlighting the impact that access to Braille, or the lack thereof, has on Braille reading post-secondary students in Canada.

CAPER-BC participated in the two-day Accessible Publishing Summit in Toronto, Ontario in February 2023. As a representative of educational alternate format producers, we contributed to the Copyright Act discussions about balancing publishers needs and expectations with providing timely, accessible course materials to students.

CAPER-BC participated in a virtual information session as part of the Canadian National Institute for the Blind (CNIB) World of Work Transition Supports Workshop Series that was designed to inform CNIB members of the array of supports available to them in their pathways to employment.

Jennifer Weldon represented CAPER-BC on the Centre for Equitable Library Access (CELA) Educator Advisory Group, and advisory committees for the Provincial Resource Centre for the Visually Impaired (PRCVI) and Academic Communication Equity BC (ACE-BC), enhancing CAPER-BC's presence in the broader disability community in BC.

# SUPPORT THE ACTIVITIES OF THE COMMUNITY OF PRACTICE IN EDUCATION

The community of practice in education (COPE) meetings continued biweekly during 2022/23. Some highlights from the sessions include:

- Guest speaker Michael Prince, Lansdowne Professor of Social Policy at the University of Victoria spoke to the group about the Accessible BC Act & Post-Secondary Education Institutions
- Jackie Gruber, Director of the Respect, Diversity, and Inclusion office at BCIT presented on her experiences with implementing accessibility plans at the University of Manitoba.
- Parliamentary Secretary Dan Coulter, and Sam Turcott, Executive Lead from the Accessibility Directorate, Ministry of Social Development and Poverty Reduction and provided an update on the Accessible BC Act.

# ADDITIONAL FUNDING

The Ministry of Advanced Education and Skills Training granted CAPER-BC one-time additional funding for the 2022/23 year. The funds were put towards professional development for staff by covering fees for the Accessing Higher Ground conference (Jennifer Weldon attended in person, and CAPER-BC staff attended virtually), and the BC Library Association annual conference. The additional funding also allowed CAPER-BC to employ two on-call library assistants from September to March to help with production during the busiest semesters.

With the Accessible BC Act passing in the BC Legislature, and the inclusion of an education standard, CAPER-BC began doing preliminary work in developing a suite of accessibility training materials for faculty of post-secondary institutions in 2021. Other jurisdictions with accessibility legislation have typically required that all staff at post-secondary institutions receive some degree of accessibility training, so CAPER-BC is investigating the requirements for a centralized repository of training material available to all institutions. CAPER-BC hired a consultant to do an environmental scan of the benefits of accessibility training for faculty, the requirements for accessibility training in jurisdictions with accessibility legislation, and effective accessibility training content. The project was completed thanks to additional funding received from the Ministry of Advanced Education and Skills Training for the 2022/23 year.

# FINANCIAL REPORT 2022/2023

REVENUE 2022/23	BUDGET	ACTUALS	BALANCE
Grant	\$516,000.00	\$516,000.00	\$ -
Grants (One time funding) *	\$75,000.00	\$75,000.00	\$ -
Miscellaneous Revenue	\$7,500.00	\$812.00	\$6,688.00
<b>Total Revenue</b>	<b>\$598,500.00</b>	<b>\$591,812.00</b>	<b>\$6,688.00</b>
<b>EXPENSES</b>			
	<b>BUDGET</b>	<b>ACTUALS</b>	<b>BALANCE</b>
<b>SALARIES</b>			
Staff	\$483,469.65	\$459,835.40	\$23,634.25
Fringe Benefits	\$112,938.44	\$107,454.08	\$5,484.36
<b>Subtotal Salaries</b>	<b>\$596,408.09</b>	<b>\$567,289.48</b>	<b>\$29,118.61</b>
<b>OTHER EXPENSES</b>			
Software, Communication & Maintenance	\$18,500.00	\$9,913.24	\$8,586.76
Fees & Contract Services	\$37,800.00	\$38,667.32	\$(867.32)
Travel & Conferences	\$20,000.00	\$7,561.64	\$12,438.36
Supplies	\$5,900.00	\$3,638.42	\$2,261.58
Contract Administration & Recovery	\$39,300.00	\$39,300.00	\$-
<b>Subtotal Other Expenses</b>	<b>\$121,500.00</b>	<b>\$99,080.62</b>	<b>\$22,419.38</b>
<b>Total Expenses</b>	<b>\$717,908.09</b>	<b>\$666,370.10</b>	<b>\$51,537.99</b>

# APPENDIX 1: ADDITIONAL DATA

**Table 1: Requests fulfilled by mandated institution 2021/22 & 2022/23**

INSTITUTION	REQUESTS	FULFILLED FROM COLLECTION	PERCENT FULFILLED FROM COLLECTION	REQUESTS	FULFILLED FROM COLLECTION	PERCENT FULFILLED FROM COLLECTION
	2022/23			2021/22		
British Columbia Institute of Technology	311	242	78%	268	167	62%
Camosun College	584	446	76%	688	583	85%
Capilano University	164	120	73%	215	101	47%
Coast Mountain College (Formally Northwest)	21	20	95%	43	27	63%
College of New Caledonia	93	66	71%	25	23	92%
College of the Rockies	180	163	91%	90	58	64%
Douglas College	210	154	73%	264	213	81%
Emily Carr University of Art + Design	1	0	0%	21	0	0%
Justice Institute of British Columbia	49	28	57%	12	5	42%
Kwantlen Polytechnic University	79	43	54%	52	47	90%
Langara College	126	75	60%	163	90	55%
Nicola Valley Institute of Technology	129	96	74%	97	79	81%
North Island College	138	115	83%	131	107	82%
Northern Lights College	162	119	73%	34	33	97%
Okanagan College	101	61	60%	146	107	73%
Selkirk College	79	73	92%	64	56	88%
Thompson Rivers University	190	140	74%	214	173	81%
University of the Fraser Valley	228	188	82%	354	306	86%
Vancouver Community College	44	38	86%	43	30	70%
Vancouver Island University	196	142	72%	177	139	79%
<b>Total</b>	<b>3085</b>	<b>2329</b>	<b>75%</b>	<b>3101</b>	<b>2344</b>	<b>76%</b>

**Table 2: Average wait time in days to fulfill requests by institution. 2018-2023**

<b>INSTITUTION</b>	<b>2022/23</b>	<b>2021/22</b>	<b>2020/21</b>	<b>2019/20</b>	<b>2018/19</b>
British Columbia Institute of Technology	2.77	2.72	3.99	2.11	1.3
Camosun College	2.11	1.08	0.93	1.72	1.1
Capilano University	4.5	4.17	4.58	5.52	2.7
Coast Mountain College (Formally Northwest)	2.89	4.85	1.91	1.82	1
College of New Caledonia	2.79	2.45	1.27	3.93	0.8
College of the Rockies	4.24	3.35	2.48	7.54	1.5
Douglas College	4.26	4.83	4.98	2.34	2.1
Emily Carr University of Art + Design	0	5.18	0	0	3.5
Justice Institute of British Columbia	13.14	13.83	4.41	4.14	1.8
Kwantlen Polytechnic University	5.31	1.8	13.98	1.45	1.2
Langara College	6.3	5.05	7.91	5.04	5
Nicola Valley Institute of Technology	2.67	7.42	3.6	4.6	3.2
North Island College	3.74	2.51	4.34	1.11	1.8
Northern Lights College	4.28	3.25	5.92	1.04	1.3
Okanagan College	5.4	2.17	3.86	1.45	3.1
Selkirk College	1.8	1.55	1.2	1.46	1.4
Thompson Rivers University	3.15	5.56	4.4	3.7	2.1
University of the Fraser Valley	4.19	5.88	5.02	2.79	2.2
Vancouver Community College	5.2	6.13	12.11	12.27	14.8
Vancouver Island University	4.27	1.92	5.84	2.45	1.4
<b>Overall average number of days</b>	<b>4.2</b>	<b>4.3</b>	<b>4.6</b>	<b>3.3</b>	<b>2.7</b>

\*Includes requests filled by production, CAPER-BC library collection, publisher file remediation, and interlibrary loan/partner collections.

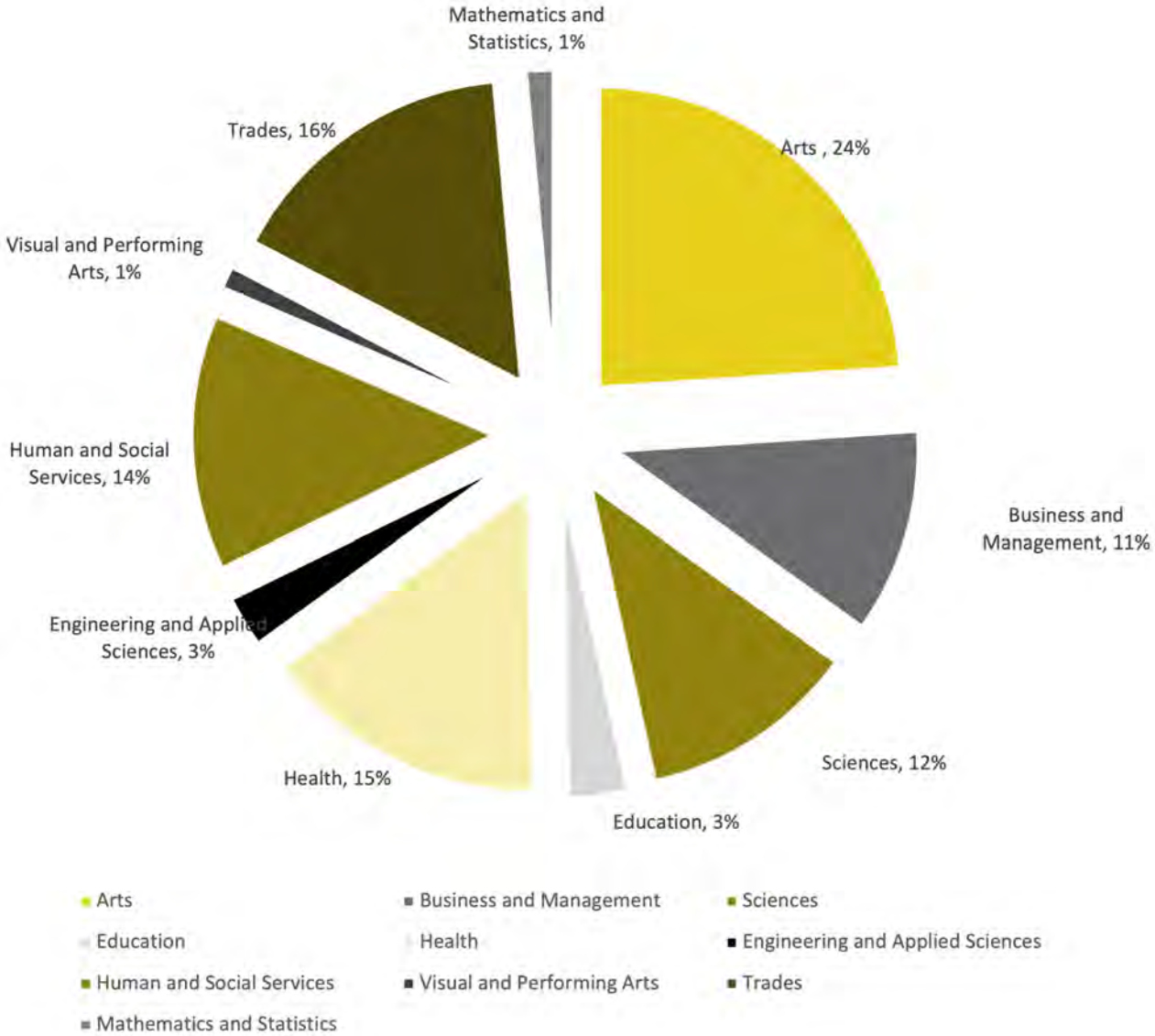
**Table 3: Average production time by format in days, 2018-2023**

FORMAT	2022/23	2021/22	2020/21	2019/20	2018/19
E-text	18.7	15.7	17.1	10.6	10.7
Kurzweil				1.0	
MP3		10.0	7.0	6.1	6.1
PDF	12.0	4.8	3.4	5.9	3.1
Large Print	18.0	12.5			
Average	16.2	10.8	9.2	5.9	6.7

**Table 4: Disability disclosures of registered students, 2013-2023**

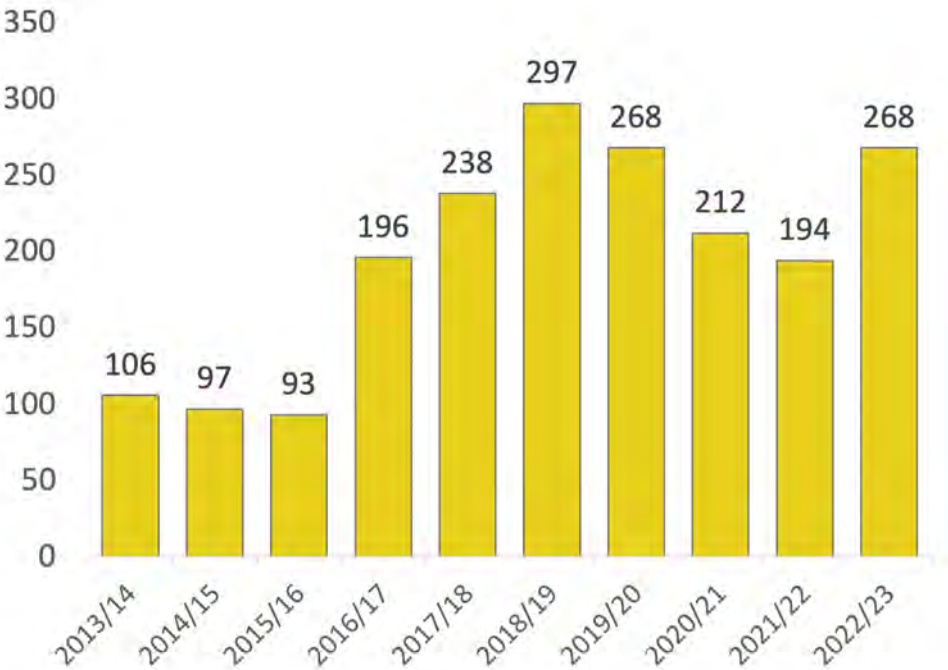
YEAR	STUDENTS WHO HAVE LEARNING DISABILITIES	STUDENTS WHO HAVE VISUAL IMPAIRMENTS	STUDENTS WHO ARE BLIND	STUDENTS WHO HAVE PHYSICAL DISABILITIES	STUDENTS WHO HAVE MULTIPLE DISABILITIES	OTHER	TOTAL
2013/14	726	145	12	87	81	135	1186
2014/15	730	128	11	90	85	124	1168
2015/16	792	123	9	105	116	135	1280
2016/17	732	117	10	101	114	140	1214
2017/18	903	140	9	135	140	217	1544
2018/19	1126	160	13	158	173	217	1901
2019/20	1272	151	16	161	233	376	2209
2020/21	1235	117	19	144	247	459	2221
2021/22	1216	107	22	136	274	560	2315
2022/23	1165	88	20	122	290	639	2324

Figure 1: : Subjects requested (by percent of total requests), 2022/23

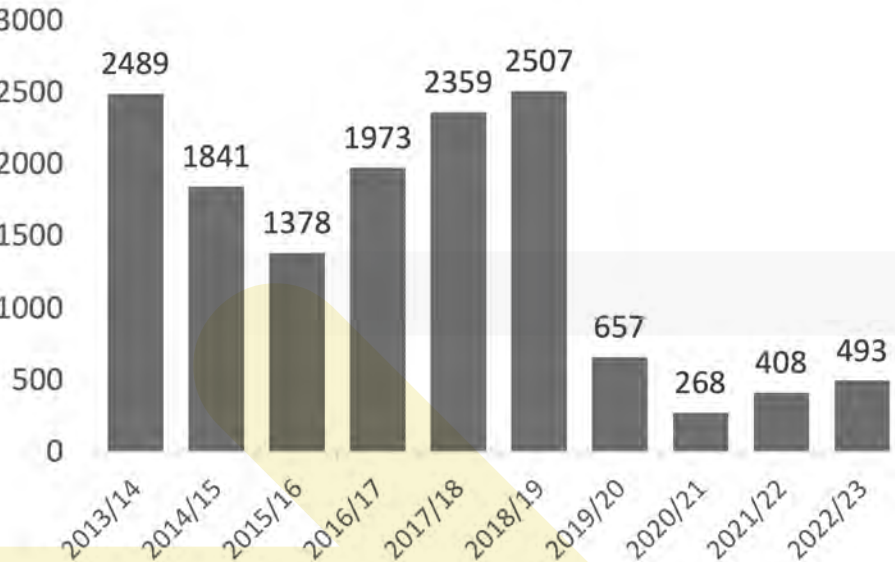




**Figure 2: Number of Trades students, 2013-2023**



**Figure 3: Number of Trades requests, 2013-2023**



\* The decrease in trades request numbers from 2019/20 onward is mainly due to a change in the method of tallying requests. In previous years, each Trades module was recorded as a separate request. Since 2019/20, all modules in one Trades resource are recorded as one request.

## APPENDIX 2: EVENTS AND ACTIVITIES

<b>Apr 6</b>	Orientation meeting with new Langara Accessibility Services Office (ASO) team member	<b>Aug 16</b>	University of the Fraser Valley ASO staff visited CAPER-BC offices
<b>Apr 11</b>	Canadian Association of Educational Resource Centres for Alternate format Materials (CAER) regular meeting	<b>Sep 23</b>	Orientation meeting with new Langara ASO team member
<b>Apr 19-22</b>	BC Library Association Conference	<b>Sep 26</b>	Regular CAER meeting
<b>Apr 26</b>	Centre for Equitable Library Access Educator Advisory Group meeting	<b>Oct 12</b>	CAPER Team field trip to the Provincial Resource Centre for the Visually Impaired
<b>May 3</b>	Presentation to the Council of Post Secondary Library Directors	<b>Oct 25</b>	CAER subcommittee meetings
<b>May 25</b>	Presentation at the Canadian National Institute of the Blind - World of Work Transition Supports Workshop Series	<b>Nov 7</b>	CAER regular meeting
<b>May 26</b>	Presentation at Articulation 2022	<b>Nov 14-18</b>	Accessing Higher Ground Conference – Denver, Colorado
<b>May 31</b>	Document accessibility workshop with Vancouver Community College Library	<b>Nov 17</b>	Articulation mid-year meeting
<b>Jun 1</b>	CAER AGM Day 1	<b>Dec 2</b>	Orientation meeting with new Langara ASO team member
<b>Jun 8</b>	CAER AGM Day 2	<b>Jan 25</b>	World Braille Day Student Panel
<b>Jun 16</b>	COPE Meeting: Legislation update by Dan Coulter and Sam Turcott	<b>Jan 26</b>	CAPER Advisory Committee Meeting
<b>Jun 17</b>	Document accessibility workshop with Vancouver Community College English as an Additional Language department	<b>Jan 27</b>	Academic Communication Equity BC Advisory Committee Meeting
<b>Jun 28</b>	Handout review with Vancouver Community College English as an Additional Language department	<b>Feb 6-7</b>	Accessible Publishing Summit – Toronto, Ontario
<b>Jul 7</b>	COPE Meeting: Presentation by Michael Prince on the Accessible BC Act and Post-Secondary Education	<b>Feb 21</b>	Suzanne Rackover takes over from Dr. Debbie Schachter as CAPER's director. Welcome Suzanne, and best wishes Debbie!
<b>Jul 12</b>	Marinella Puevas joins CAPER as an on-call library assistant. Welcome Marinella!	<b>Feb 28</b>	Accessible Math and Science Workshop with Vancouver Community College Centre for Teaching and Learning
		<b>Mar 9</b>	COPE Meeting: Presentation by Jackie Gruber
		<b>Mar 23</b>	Presentation at BC Teaching and Learning Council



**CAPER-BC is a publicly funded organization that provides print disabled BC post-secondary students with the accessible course material they need to succeed.**

**We are passionate about making teaching and learning materials accessible. We are advocates for students with print disabilities. We believe in personalized support, equal access to information, and the development of a collective repository of knowledge. Open-minded, collaborative, and student-centred.**

**We are CAPER-BC.**

**[CAPERBC.ca](http://CAPERBC.ca)**