

AODA TeachAble Project 2024

1. AODA Teachable Project May 2024



1.1 Accessible Ontario



Notes:

Welcome to the Accessibility for Ontarians with Disabilities Act TeachAble Project Online Course. This course is an orientation to the integrated accessibility standards for Greater Essex County District School Board staff. As part of the training course, you view a slide presentation. Use the Next button or the right arrow key on your keyboard to advance the presentation.


1.2 Accessible Ontario



Accessible Ontario

Ontario's new Integrated Accessibility Standards Regulation (IASR) requires that all staff receive training on:

- (a) the requirements of the accessibility standards set out in the IASR and,
- (b) The Ontario Human Rights Code as it pertains to people with disabilities. We offer this overview of the Regulation which will support our progress towards an Accessible Ontario by 2025.



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- a) The requirements of the accessibility standards set out in the IASR and,
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We offer this overview of the Regulation to support our progress towards an Accessible Ontario by 2025.

1.3 Accessible Standards and the



Accessible Standards and the Ontario Human Rights Code

The Ontario Human Rights Code contains provisions that promote and protect the rights of persons with disabilities.

To become fully aware of how these provisions of the Ontario Human Rights Code align with the Integrated Accessibility Standards, please access the training module on Human Rights Code available at: www.ohrc.on.ca

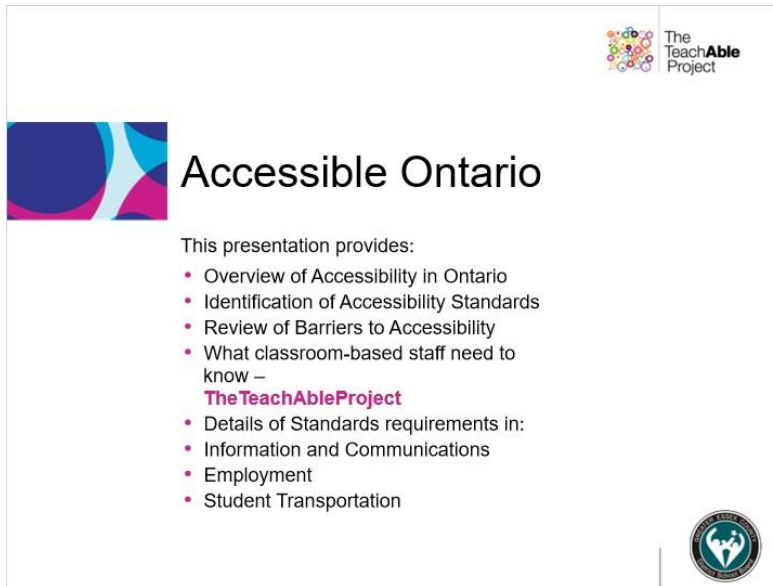


Notes:

The Ontario Human Rights Code contains provisions that promote and protect the rights of persons with disabilities. What exactly is a “disability”? The Accessibility for Ontarians with Disabilities Act (AODA) uses the same definition of disability as the Ontario Human Rights Code, which includes both visible and non-visible disabilities.

To become fully aware of how these provisions of the Ontario Human Rights code align with the integrated accessibility standards, please access the training module on Human Rights Code available at: www.ohrc.on.ca.

1.4 Accessible Ontario



The slide features a header with the 'The TeachAble Project' logo in the top right corner. On the left side, there is a decorative graphic consisting of overlapping circles in shades of blue, purple, and pink. The main title 'Accessible Ontario' is positioned to the right of this graphic. Below the title, the text 'This presentation provides:' is followed by a bulleted list of topics. The list includes 'Overview of Accessibility in Ontario', 'Identification of Accessibility Standards', 'Review of Barriers to Accessibility', and 'What classroom-based staff need to know – The TeachAbleProject'. Under the last bullet point, there is a sub-list: 'Details of Standards requirements in: Information and Communications', 'Employment', and 'Student Transportation'. In the bottom right corner of the slide, there is a circular seal with a globe and the text 'Ontario Human Rights Commission'.

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Accessible Ontario



This presentation provides:

- Overview of Accessibility in Ontario
- Identification of Accessibility Standards
- Review of Barriers to Accessibility
- What classroom-based staff need to know –
The TeachAbleProject
- Details of Standards requirements in:
 - Information and Communications
 - Employment
 - Student Transportation

Notes:

This presentation provides an overview of Accessibility in Ontario, Identification of Accessibility Standards, Reviews Barriers to Accessibility, Explains What classroom-based staff need to know -**The TeachAbleProject**, details of Standards requirements in: Information and Communications, Employment and Student Transportation.


1.5 Profile of Disability



Profile of Disability in Ontario

The numbers:

- About **1 in 7** (1.85 million) Ontarians has a disability
- As population ages, the number will increase. In 2025, **1 in 5** Ontarians will be 65 or older – nearly 6.7 million people
- **38%** of people will experience either a permanent or a temporary disability over the course of their lives
- Right now, **53%** of Canadians either have a disability or have someone in their immediate family circle who is living with a disability



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- 38% of people will experience either a permanent or a temporary disability over the course of their lives
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1.6 Accessibility for Ontarians with Disabilities Act, 2005 (AODA)



Accessibility for Ontarians with Disabilities Act, 2005 (AODA)



The goal of the Accessibility for Ontarians with Disabilities Act is to have an accessible Ontario by 2025



Notes:

The Accessibility for Ontarians with Disabilities Act (AODA) became law in 2005. The AODA was designed to make Ontario more accessible by identifying, removing, and preventing barriers for persons with disabilities. The goal of AODA is to have a fully accessible Ontario by the year 2025.

1.7 AODA Accessibility




AODA Accessibility Standards

Accessibility Standards cover the following areas:

- Customer Service (implemented)
- Built Environment (yet to be released)
- Employment*
- Information and Communications*
- Transportation*

*These are combined in the Integrated Accessibility Standards Regulation



Notes:

There are five Accessibility Standards that cover the following areas:

1. Customer Service
2. Built Environment
3. Employment
4. Information and Communications and
5. Transportation

1.8 Integrated Accessibility



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Integrated Accessibility Standards

The Integrated Accessibility Standards became an Ontario Regulation in July, 2011 and address the following three Standards:

- Information and Communications
- Employment
- Transportation



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Notes:

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- Information and Communications
- Employment, and
- Transportation


1.9 Standards



Standards address Barriers

Accessibility Standards address issues that pose major barriers for people with disabilities. A barrier could be:

- A physical barrier
- An architectural barrier
- An information or communications barrier
- An attitudinal barrier
- A technological barrier
- A policy or practice




Notes:

Accessibility Standards address issues that pose major barriers for people with disabilities. What exactly is a “barrier”?


A barrier could be:

- Physical - for example, stairs with no ramp or elevator in a building
- Architectural - for example, a doorway that is too narrow for a wheelchair to fit through
- Information or communications - for example, print that is too small to read
- Attitudinal - for example, assuming someone with a speech impairment cannot understand you
- Technological - for example, websites that do not meet accessibility standards
- A Policy or Practice - for example, a company denying interview accommodations

1.10 More about Barriers




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More about Barriers

Barriers are further reinforced by:

- Bias
- Lack of information
- Stereotypes
- Myths
- Prejudice
- Lack of Awareness
- Unwillingness





Notes:

Barriers are further reinforced by:

- Bias
- Lack of information
- Stereotypes
- Myths
- Prejudice
- Lack of Awareness, and
- Unwillingness

1.11 Putting Integrated Accessibility Standards into Practice




Putting Integrated Accessibility Standards into Practice

School Boards must have policies, practices and procedures that ensure accessible services for people with disabilities in the areas of:

- Information and Communications
- Employment
- Student Transportation

They must also have a multi-year Accessibility Plan outlining strategies to prevent and remove barriers.





Notes:

School Boards must have policies, practices and procedures that ensure accessible services for people with disabilities in the areas of:

- Information and Communications
- Employment
- Student Transportation

They must also have a multi-year Accessibility Plan outlining strategies to prevent and remove barriers.


1.12 Program/Classroom Staff



Program/Classroom Staff

By January 2013

- All staff who design, deliver or teach educational programs and courses will undertake accessibility awareness training related to their responsibilities
- A key intent of this requirement is that classroom staff will be able to deliver instruction through a lens of accessibility awareness




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1.13 The TeachAble Project




The TeachAble Project



The TeachAble Project for Program and Classroom Staff

- The TeachAble Project offers Program and Classroom Staff a rich array of resources designed to build accessibility awareness
- These are available on an easy-to-use website and offer opportunities to deepen knowledge of accessibility at the school level





Notes:

The TeachAble Project offers Program and Classroom Staff a rich array of resources designed to build accessibility awareness.

These are available on an easy-to-use website and offer opportunities to deepen knowledge of accessibility at the school level.


This information can be found at <https://theteachableproject.org/>

1.14 The TeachAble Project



The TeachAble Project Resources

- An Introductory Module on Accessibility Awareness
- Model Lesson Plans that incorporate accessibility awareness – written by Ontario teachers, aligned with Ontario curriculum
- Ready to use inventory of resources about accessibility





Notes:

An Introductory Module on Accessibility Awareness

Model Lesson Plans that incorporate accessibility awareness - written by Ontario teachers, aligned with Ontario curriculum

and ready to use inventory of resources about accessibility.


1.15 Information & Communications Standard



Information & Communications Standard Training Resources & Materials

As of January 2013:

- When requested, School Boards need to be able to provide educational and training resources or materials in an accessible format
- The School Board will procure an accessible or conversion ready electronic format where available
- Where the resource is not available in these formats, comparable resources will be provided



Notes:

When requested, School Boards must be able to provide educational and training resources or materials in an accessible format.

The School Board will procure an accessible or conversion ready electronic format when available.

Where the resource is not available in these formats, comparable resources will be provided.

1.16 Information & Communications Standard



The slide features a header with the 'The TeachAble Project' logo in the top right corner. On the left side, there is a decorative graphic with overlapping blue, pink, and white shapes. The main title is 'Information & Communications Standard' followed by 'Information about Programs' in a larger font. Below the title, a pink heading reads 'As of January 2013:'. A single bullet point states: 'When requested, School Boards need to be able to provide information on the requirements, availability and descriptions of its educational programs in an accessible format'. In the bottom right corner, there is a circular logo for the 'Ontario Education' department.

Notes:

When requested, School Boards need to be able to provide information on the requirements, availability and descriptions of its educational programs in an accessible format.

1.17 Information & Communications Standard



Information & Communications Standard
Student Records

As of January 2013:



- When requested, School Boards need to be able to provide student records in an accessible format



Notes:

When requested, School Boards need to be able to provide student records in an accessible format.


1.18 Information and



Information and
Communications Standard

As of January 2015:

- School Boards are required to provide accessible formats and communication supports upon request to people with disabilities – in a timely manner and at no greater cost than charged to others
- School Boards, in determining the best format, must consult with the person making the request



Notes:

School Boards are required to provide accessible formats and communication supports upon request to people with disabilities - in a timely manner and at no greater cost than charged to others. School Boards, in determining the best format, must consult with the person making the request.

1.19 Information and Communications Standard

The screenshot shows the website for the Greater Essex County District School Board (GECDSD). The page is titled "Information and Communications Standard Websites". The navigation menu includes "Accessibility", "Careers", and "Staff", with "Accessibility" circled in red. The main content area is titled "Accessibility" and includes the following information:

- As of January 2014:**
 - School Boards must ensure that new websites and new web content meet WCAG* 2.0, Level A accessibility standards
- As of January 2021:**
 - School Boards must ensure that all its websites and web content meet WCAG 2.0, Level AA accessibility standards

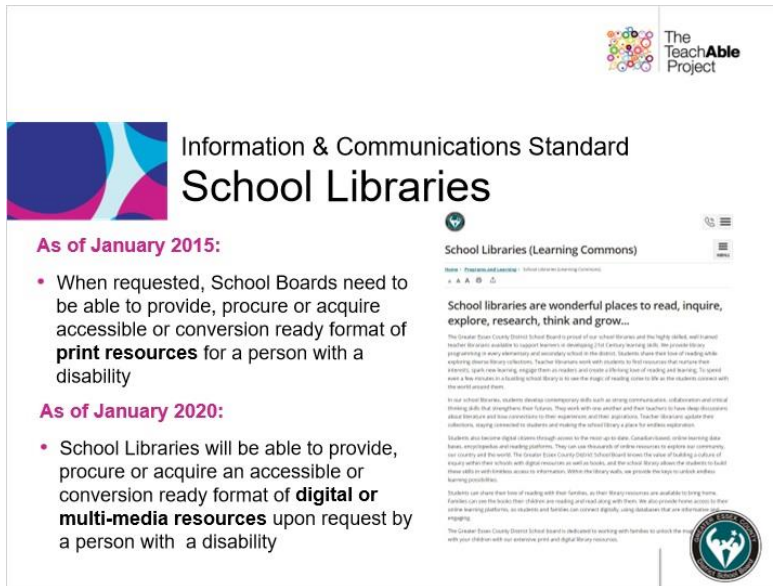
* WCAG: World Wide Web Consortium Web Content Accessibility Guidelines

Notes:

School Boards must ensure that new websites and new web content meet WCAG* 2.0, Level A accessibility standards.

School Boards must ensure that all its websites and web content meet WCAG 2.0, Level AA accessibility standards. Please see the screen shots of the GECDSD Website meeting accessibility standards.

1.20 Information & Communications Standard



Information & Communications Standard
School Libraries

As of January 2015:

- When requested, School Boards need to be able to provide, procure or acquire accessible or conversion ready format of **print resources** for a person with a disability

As of January 2020:

- School Libraries will be able to provide, procure or acquire an accessible or conversion ready format of **digital or multi-media resources** upon request by a person with a disability

School Libraries (Learning Commons)

School libraries are wonderful places to read, inquire, explore, research, think and grow...

The Greater Essex County District School Board is proud of our diverse libraries and the highly skilled, well-trained teacher librarians available to support learners in developing 21st Century learning skills. We provide the ongoing programming in every elementary and secondary school in the district. We believe that the best of learning will happen where library collections. Teacher librarians work with students to find resources that nurture their interests, spark new learning, engage them in relevant and timely learning, and learning, to spend what a few minutes in a library school library to use the magic of reading come to life as the students connect with the world around them.

In our school libraries, students develop contemporary skills such as strong communication, collaboration and critical thinking skills that strengthen their futures. They work with one another and their teachers to have deep discussions about literature and non-fiction texts to their requirements and their applications. Teacher librarians update their collections, staying connected to students and making the school library a place for endless exploration.

Students also receive digital stories through access to the most up to date, Canada-based, online learning state books, e-books and reading platforms. They can use thousands of online resources to explore our country and the world. The Greater Essex County District School Board knows the value of adding a culture of inquiry and the search and digital resources, as well as books, and the school library allows the students to build their skills in self-directed access to information. With the library staff, we provide the help to unlock online learning possibilities.

Students can share their love of reading with their families, as their library resources are available to bring home. Families can use the books their children are reading and read along with them. We also provide home access to their online learning platforms, e-books and books on various digital devices. We believe that our librarians are the best.



The Greater Essex County District School Board is dedicated to working with families to enrich the lives of our children with our extensive print and digital library resources.

Notes:

When requested, School Boards need to be able to provide, procure or acquire accessible or conversion ready format of print resources for a person with a disability.


School Libraries will be able to provide, procure or acquire an accessible or conversion ready format of digital or multi-media resources upon request by a person with a disability.

1.21 Accessible Employment



Accessible Employment Standard

This Standard builds on existing requirements of the *Ontario Human Rights Code* to accommodate persons with disabilities



Notes:

This Standard builds on existing requirements of the Ontario Human Rights Code to accommodate persons with disabilities.

1.22 Accessible Employment



Accessible Employment Standard

By January 2014:

School Boards are required to have processes to ensure that:

- Recruitment is accessible (e.g. making accommodations for interviews)
- Workplace information and communications are provided in accessible formats
- Individual accommodation plans are developed for employees with disabilities





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- Workplace information and communications are provided in accessible formats
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1.23 Accessible Employment




Accessible Employment Standard (cont'd)

By January 2014:

School Boards are required to have processes to ensure that:

- Employees returning to work after disability-related absences are accommodated
- Accessibility needs are considered through the full spectrum of employment including performance management, career development and redeployment
- Individualized workplace emergency response information is provided for employees with disabilities (**Required by January 1, 2012**)





Notes:

School Boards are required to have processes to ensure that:

- Employees returning to work after disability-related absences are accommodated.
- Accessibility needs are considered through the full spectrum of employment including performance management, career development and redeployment.
- Individualized workplace emergency response information is provided for employees with disabilities (**Required by January 1, 2012**)


1.24 Accessible Transportation Standard



Accessible Transportation Standard
Accessible Student Transportation

By July 1, 2011:

- School Boards shall ensure provision of integrated accessible school transportation for their students,
OR
- Appropriate alternative accessible transportation services for students with disabilities where integrated accessible services are not possible or not the best option for a student





Notes:

School Boards shall ensure provision of integrated accessible school transportation for their students,
OR

Appropriate alternative accessible transportation services for students with disabilities where integrated accessible services are not possible or not the best option for a student.


1.25 Accessible Transportation Standard



Accessible Transportation Standard
Accessible Student Transportation

By January 2014:

- School Boards shall consult with parents or guardians of students with disabilities to develop individual school transportation plans that detail student assistance needs for each student with a disability
- This includes plans for boarding, securement and deboarding, and a process to identify and communicate roles and responsibilities for all those involved in the student's transportation

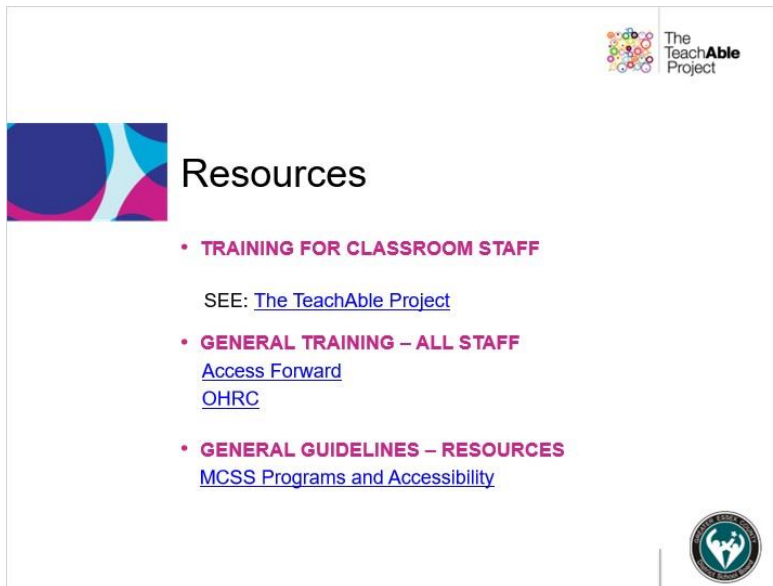


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1.26 Resources



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- **TRAINING FOR CLASSROOM STAFF**
SEE: [The TeachAble Project](#)
- **GENERAL TRAINING – ALL STAFF**
[Access Forward](#)
[OHRC](#)
- **GENERAL GUIDELINES – RESOURCES**
[MCSS Programs and Accessibility](#)

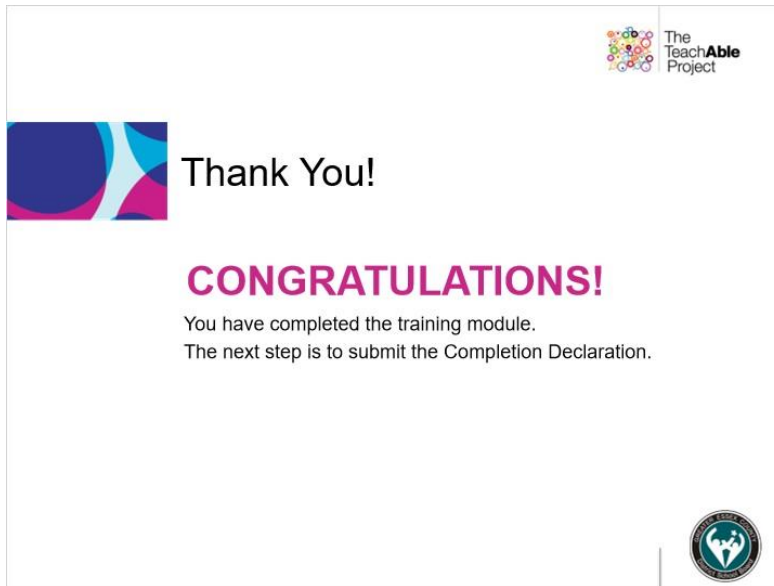
In the bottom right corner of the slide, there is a circular seal or logo.

Notes:


The TeachAble Project offers Program and Classroom Staff a rich array of resources designed to build accessibility awareness.

These are available on an easy-to-use website and offer opportunities to deepen the knowledge of accessibility at the school level.

1.27 Resources




The TeachAble Project



Thank You!

CONGRATULATIONS!

You have completed the training module.
The next step is to submit the Completion Declaration.



Notes:

Thank you for taking part in the Accessibility for Ontarians with Disabilities Act TeachAble Project Online Course with the GECDSB. You have completed the training module. Your next step will be to complete and submit the Completion Declaration.