



# AODA TeachAble Project

## 1. AODA

### 1.1 Welcome




## Welcome

Welcome to the Accessibility for Ontarians with Disabilities Act (AODA)/Teach**Able** Project Online Course.

This course is an orientation to the integrated accessibility standards for Greater Essex County District School Board staff.

You will watch a video and view a slide presentation.

Use the Next button or the right arrow key on your keyboard to advance the presentation.



#### Notes:



Welcome to the Accessibility for Ontarians for 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 will watch a video and view a slide presentation.

Use the Next button or the right arrow key on your keyboard to advance the presentation.


## 1.2 Video Introduction



### Video Message

Let's start with a message from the 28th Lieutenant Governor of Ontario, The Honourable David C. Onley, Order of Ontario, on the topic of accessibility.

Click Next to begin the video

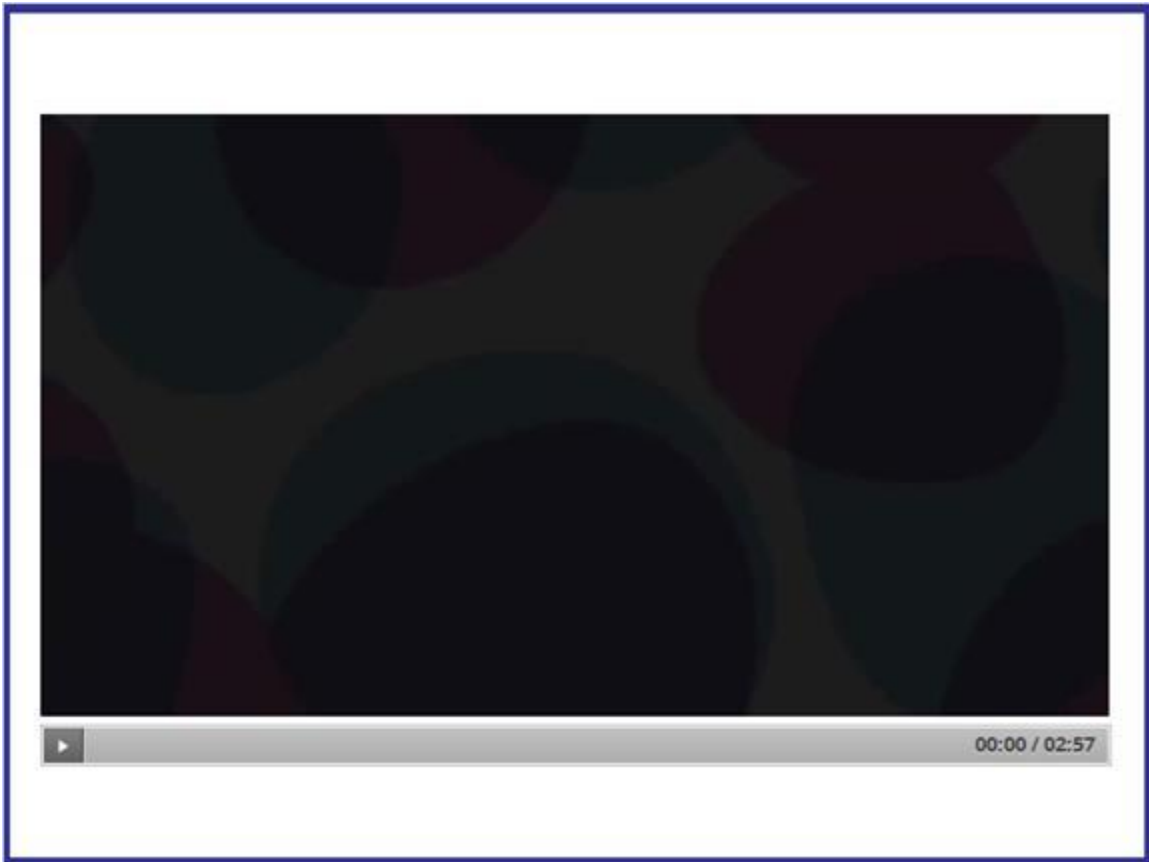


### Notes:

Let's start with a message from the 28<sup>th</sup> Lieutenant Governor of Ontario, The Honourable David C. Onley, on the topic of accessibility.

Click Next to begin the video.


### **1.3 Video**



#### **Notes:**

28th Lieutenant Governor of Ontario, the Honourable David C. Onley

## 1.4 Presentation



# Presentation

Now that you have watched the video, take the time to read through the information presented in the following slides.



### Notes:

Now that you have watched the video, take time to review the information presented in the following slides.

Use the arrows in the bottom right to move from one slide to another.

## 1.5 Accessible Ontario

# *Accessible Ontario*



Integrated Accessibility Standards Orientation for  
School Board Program and Classroom Staff  
Last Revised: May 2019



The  
Teach**Able**  
Project

## 1.6 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 persons with disabilities.

We offer this overview of the Regulation to support our progress towards an Accessible Ontario.

The TeachAble Project


### Notes:

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 to support our progress towards an Accessible Ontario.

## 1.7 Accessible Standards and the Ontario Human Rights Code





# 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.

**"Disability"** means,

a) Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;

Continued on the next slide...



### 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.


The Ontario Human Rights Code defines a disability as:

a) Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;

Continued on the next slide...



## 1.8 Accessible Standards and the Ontario Human Rights Code




# Accessible Standards and the Ontario Human Rights Code

Continued from previous slide...

**"Disability"** means,

- b) A condition of mental impairment or a developmental disability;
- c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols of spoken language;
- d) A mental disorder, or
- e) An injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997; ("handicap")



### Notes:

- b) A condition of mental impairment or a developmental disability;
- c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols of spoken language.
- d) A mental disorder, or
- e) An injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997: ("handicap")



## ***1.9 Accessible Standards and the Ontario Human Rights Code***



# Accessible Standards and the Ontario Human Rights Code


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 the Human Rights Code available at: [www.ohrc.on.ca](http://www.ohrc.on.ca)



### **Notes:**

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 the Human Rights Code available at [www.ohrc.on.ca](http://www.ohrc.on.ca)



## 1.10 Accessible Ontario



# Accessible Ontario

This presentation provides:

- Overview of Accessibility in Ontario
- Identification of Accessibility Standards
- Review of Barriers to Accessibility
- Detailed look at Accessibility Standards
- The **TeachAble Project** - What classroom-based staff need to know

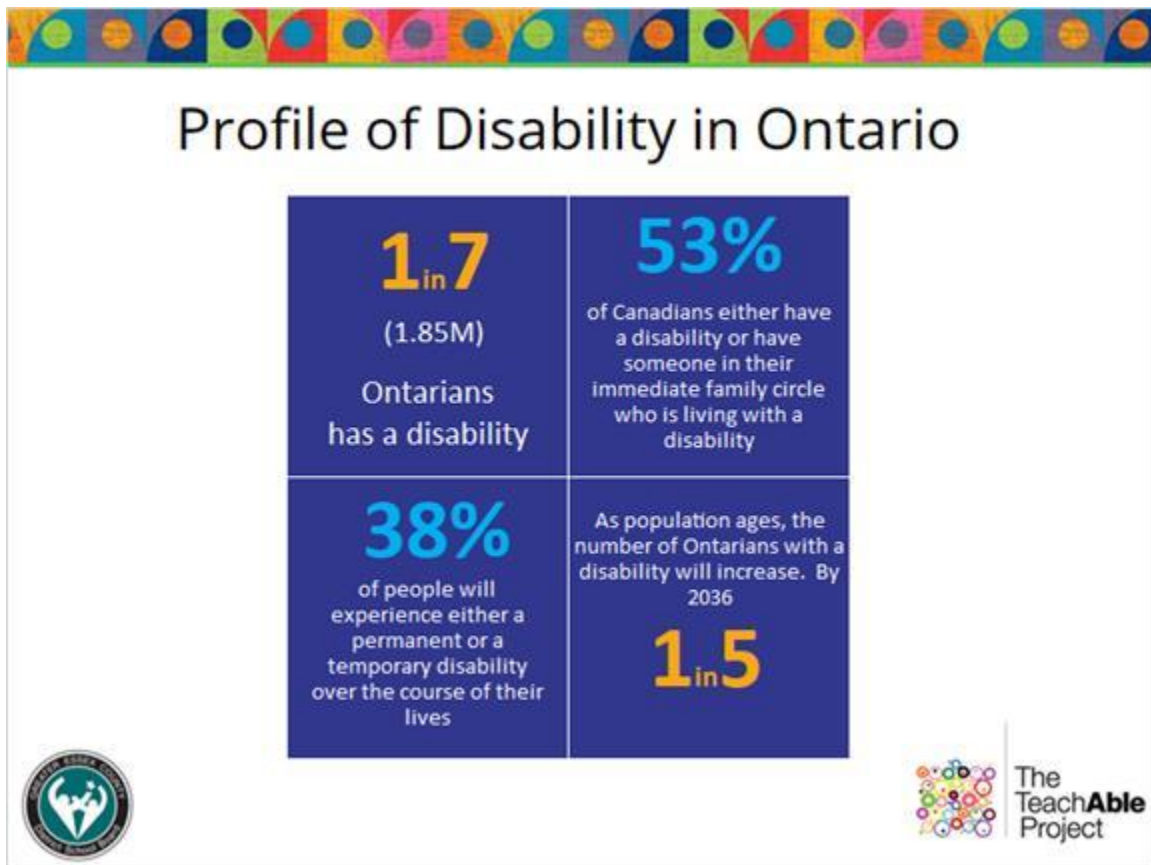


### Notes:

This presentation provides:

- An overview of Accessibility in Ontario
- Identification of the Accessibility Standards
- A review of Barriers to Accessibility
- A detailed look at each Accessibility Standard
- The TeachAble Project - what classroom-based staff need to know to support a fully accessible Ontario by 2025

## 1.11 Profile of Disability in Ontario



### Notes:

Here are the facts:


1 in 7 people in Ontario has a disability. That is almost 2 million Ontarians.

As people age, this number will rise. By 2036, 1 in 5 people will have a disability.

Right now, 53% of Canadians either have a disability or have someone in their immediate family who is living with a disability.

38% of people will experience either a permanent or a temporary disability over the course of their lives.

### ***1.12 Accessibility for Ontarians with Disabilities Act, 2005 (AODA)***





## Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

The Accessibility for Ontarians with Disabilities Act (AODA) was passed into law in 2005.

Designed to identify, remove, and prevent barriers for persons with disabilities.

The aim of AODA is to have a fully 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 aim of AODA is to have a fully accessible Ontario by the year 2025.

### 1.13 AODA Accessibility Standards




#### Notes:

There are five Accessibility Standards that cover the following areas:

1. Customer Service
2. Design of Public Spaces
3. Employment
4. Information and Communications
5. Transportation

These Standards are combined in the integrated Accessibility Standards Regulation, which became Ontario Regulation in July of 2011.

## 1.14 Standards Address Barriers





# Standards Address Barriers

Accessibility Standards address issues that pose major barriers for people with disabilities.

A **barrier** could be:

- Physical** - e.g. stairs
- Architectural** - e.g. doorway that is too narrow for a wheelchair
- Information or communications** - e.g. print that is too small to read
- Attitudinal** - e.g. assuming someone with a speech impairment cannot understand you
- Technological** - e.g. websites that do not meet accessibility standards
- Policy or practice** - e.g. denying interview accommodations



### 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



## 1.15 More About Barriers



# More About Barriers

Barriers are further reinforced by:

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



The TeachAble Project

### Notes:

Barriers are further reinforced by:

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



## 1.16 The Customer Service


### Accessibility Standard




#### Notes:

Now that we've identified barriers to accessibility, we'll take a detailed look at each Accessibility Standard, starting with the Customer Service Accessibility Standard.

## 1.17 Customer Service Standard






# Customer Service Standard



Requires organizations and businesses to provide accessible customer service to people with disabilities (applies to visitors to our schools). Training on providing accessible customer service and how to interact with people with disabilities is a key requirement of the standard.

Other requirements:

- Create accessible customer service policies
- Consider a person's disability when communicating with them
- Allow assistive devices and service animals
- Welcome support persons
- Invite customers to provide feedback
- Inform the public when accessible facilities or services are temporarily unavailable



### Notes:

The Customer Service Standard requires organizations and businesses to provide accessible customer service to people with disabilities. This applies to visitors to our schools.

Training on providing accessible customer service and how to interact with people with disabilities is a key requirement of the standard.

Other requirements include:

- Creating accessible customer service policies
- Considering a person's disability when communicating with them
- Allowing assistive devices and service animals
- Welcoming support persons
- Inviting customers to provide feedback
- Informing the public when accessible facilities or services are temporarily unavailable - for example, when an elevator is out of service in a building

## ***1.18 The Design of Public Spaces***

### ***Accessibility Standard***



#### **Notes:**

The Design of Public Spaces and Accessibility Standard

## 1.19 Design of Public Spaces Standard



# Design of Public Spaces Standard



Sets requirements for specific features of our physical environment that make it easier for people with disabilities to move through, use and enjoy what communities have to offer.

Requires organizations to incorporate accessibility when building new public spaces, or making planned significant alterations to existing public spaces.

Accessibility for elements related to buildings - entrances, washrooms and barrier-free paths of travel, are addressed through Ontario's Building Code.



### Notes:

The Design of Public Spaces Standard sets requirements for specific features of our physical environment that will make it easier for people with disabilities to move through, use and enjoy what our communities have to offer.

It requires organizations to incorporate accessibility when building new public spaces, or making planned significant alterations to existing public spaces.

Accessibility for elements related to buildings, for example building entrances, washrooms and barrier-free paths of travel, are not addressed in this standard. They are addressed through Ontario's Building Code.

## 1.20 Design of Public Spaces Standard



# Design of Public Spaces Standard



Annually the Board puts out a report detailing what we have done to address accessibility standards in our school system - e.g. schools we have added barrier-free washrooms to, automatic door entrances, etc.

A.V. Graham PS	New automatic door opener on main entrance door New portable lift system installed in barrier free washroom
Belle River PS	New automatic door opener on a girls' washroom door
W.F. Herman Elementary Academy	Two barrier free washrooms constructed
General Brock PS	Reversed direction of door swing of a washroom door to provide better access into washroom and provide room for a change table in the kindergarten area
Mill Street PS	Installed door in wall between two special education classrooms New automatic door opener on main entrance door



### Notes:

The Accessibility Plan, found on the Board's website, details what has been done, and what we plan to do, in our buildings to address accessibility standards. For example, schools we have added barrier-free washrooms to, automatic door entrances, etc.

## ***1.21 The Employment***

### ***Accessibility Standard***



#### **Notes:**

The Employment Accessibility Standard



## 1.22 Employment Accessibility Standard



# Employment Accessibility Standard



Builds on existing requirements of the *Ontario Human Rights Code* to accommodate persons with disabilities

School Boards are required to have processes that 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

Continued on next page...



### Notes:

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

School Boards are required to have processes that ensure that:

- Recruitment is accessible, for example making accommodations for interviews
- Workplace information and communications are provided in accessible formats
- Individual accommodation plans are developed for employees with disabilities



## 1.23 Employment Accessibility Standard

(continued)



### Employment Accessibility Standard (continued)



School Boards are required to have processes that ensure that:

- Employees returning to work after disability-related absences are accommodated as prescribed by their physician
- 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



### Notes:

School Boards are required to have processes that ensure that:

- Employees returning to work after disability-related absences are accommodated, as prescribed by their physician
- 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

## ***1.24 The Information and Communications***

### ***Accessibility Standard***



#### **Notes:**

The Information and Communications Accessibility Standard

## **1.25 Information & Communications**

### **Training Resources & Materials**



# Information & Communications Training Resources & Materials



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



#### **Notes:**


Information and Communications Training Resources and Materials

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.



## 1.26 Information & Communications



# Information & Communications



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



### Notes:

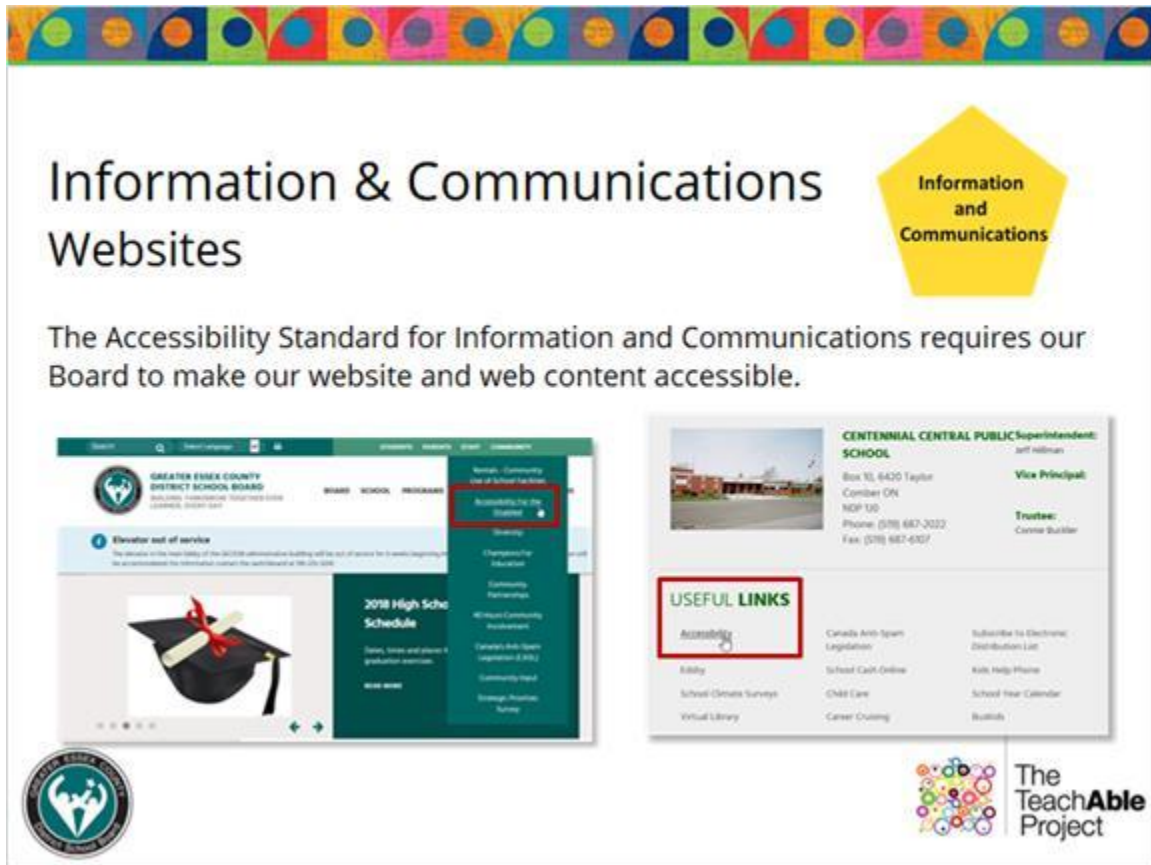
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School Boards, in determining the best format, must consult with the person making the request.

This includes requests for student records in an accessible format.

## 1.27 Information & Communications

### Websites



The screenshot shows the Greater Essex County District School Board website. At the top, there is a colorful banner with circular patterns. Below it, the title "Information & Communications Websites" is displayed in a large, bold font. To the right of the title is a yellow pentagon containing the text "Information and Communications". Below the title, a paragraph states: "The Accessibility Standard for Information and Communications requires our Board to make our website and web content accessible." Below this text are two screenshots of the website. The left screenshot shows the main navigation menu with "Accessibility for the Student" highlighted in a red box. The right screenshot shows the "USEFUL LINKS" section with "Accessibility" highlighted in a red box. Below the screenshots are the Greater Essex County District School Board logo and the "The TeachAble Project" logo.

Information & Communications Websites

The Accessibility Standard for Information and Communications requires our Board to make our website and web content accessible.

Greater Essex County District School Board

Accessibility for the Student

USEFUL LINKS

Accessibility

Canada Anti-Spam Legislation

School Cash-Online

Child Care

Virtual Library

Subscribe to Electronic Distribution List

Kids Help Phone

School Year Calendar

Buildings

The TeachAble Project


#### Notes:

To help make Ontario accessible to people with disabilities, the Accessibility Standard for Information and Communications requires our Board to make our website and web content accessible.




## 1.28 Information & Communications

### Websites



# Information & Communications Websites





School Boards must ensure that new websites meet WCAG 2.0\* Level A accessibility standards

\*WCAG 2.0 is an internationally accepted standard for web accessibility developed by an international team of experts. The guidelines cover things like writing web content in clear language, providing alternate text for images and making sure someone can navigate your website with just a keyboard.

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

For more information please refer to:  
<https://www.ontario.ca/page/how-make-websites-accessible>



#### Notes:

School Boards must ensure that new websites meet WCAG 2.0\* Level A accessibility standards.

\*WCAG 2.0 is an internationally accepted standard for web accessibility developed by an international team of experts.

Each guideline has three levels of accessibility: A, AA, and AAA. Level AAA is the highest level of accessibility.

The guidelines cover things like writing content in clear language, providing alternate text for images and making sure someone can navigate your website with just a keyboard.

As of January 2021, School Boards must ensure that all its websites and web content meet WCAG 2.0 Level AA accessibility standards.

More information can be found on Ontario.ca:


<https://www.ontario.ca/page/how-make-websites-accessible>

## 1.29 Information & Communications


### School Libraries



# Information & Communications School Libraries



When requested, School Boards need to be able to provide, procure or acquire accessible or conversion ready format of print resources for persons with disabilities




#### Notes:

When requested, School Boards need to provide, procure or acquire accessible or conversion ready format of print resources for persons with disabilities.




## 1.30 Information & Communications

### School Libraries



# Information & Communications School Libraries



**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

**AERO**  
Telephone: (318) 739-2522 Fax: (318) 739-2526  
Email Address: aero@alternativeresources.ca

The table below is designed to provide a brief definition of the alternate formats and the resources and skill sets required to use the alternate formats provided by AERO.  
Please remember that it takes time to learn (develop skill sets) how to use certain formats once the resource is acquired.

**Alternate Formats Information Table**

Format	Definition	Resources Required	Skill Sets
Braille	A tactile system of cells and dots.	None	Ability to read uncontracted or contracted Braille
DAISY Digital Audio	DAISY standard (Digital Accessible Information Systems). Distributed on CD with human voice narration. Navigational features based on book structure. This format includes ability to find and go to specific chapters and	DAISY specific portable equipment, a hardware player. Downloadable DAISY software	Ability to operate: DAISY specific portable equipment Downloadable DAISY software



#### Notes:

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.

## 1.31 The Accessible Transportation

### Standard



#### Notes:

The Accessible Transportation Standard

## **1.32 Accessible Transportation Standard**

### **Student Transportation**




# Accessible Transportation Standard

## Student Transportation

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

### ***1.33 Accessible Transportation Standard***

#### ***Student Transportation***



## Accessible Transportation Standard Student Transportation



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 debording, and a process to identify and communicate roles and responsibilities for all those involved in the student's transportation




#### **Notes:**

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 debording, and a process to identify and communicate roles and responsibilities for all those involved in the student's transportation.


## 1.34 Accessible Transportation Standard

### Student Transportation




# Accessible Transportation Standard

## Student Transportation



Transportation



### STUDENT TRANSPORTATION PLAN

Plan Date:  School:   
Grade:

Student Name:  Date of Birth:  Student ID #:

Parent/Guardian:

**Medical Needs/Requirements:**

<input type="checkbox"/> Seizures/Epilepsy	<input type="checkbox"/> Speech Impairment	<input type="checkbox"/> Medication
<input type="checkbox"/> Medically Fragile	<input type="checkbox"/> Severe Behavior	<input type="checkbox"/> Diabetes
<input type="checkbox"/> Physical Injury	<input type="checkbox"/> Breathing Problems	<input type="checkbox"/> Vision Difficulty
<input type="checkbox"/> Allergies/Reactions (Food/Insect)	<input type="checkbox"/> Blood Problems	<input type="checkbox"/> Hearing Difficulty
<input type="checkbox"/> Mobility Aids	<input type="checkbox"/> Bowing Difficulties	<input type="checkbox"/> Asthma

**Ability:**


<input type="checkbox"/> Can enter vehicle unassisted	<input type="checkbox"/> Equipment	<input type="checkbox"/> Behavioral
<input type="checkbox"/> Can exit vehicle unassisted	<input type="checkbox"/> Wheelchair	<input type="checkbox"/> Trip-related
<input type="checkbox"/> Can sit unassisted	<input type="checkbox"/> Walker	<input type="checkbox"/> Other medical
<input type="checkbox"/> Requires physical aid	<input type="checkbox"/> Requires a vest/harness	<input type="checkbox"/> Other behavior
<input type="checkbox"/> Needs to be lifted into/out	<input type="checkbox"/> Staircase	<input type="checkbox"/> Other behavior
<input type="checkbox"/> Requires a bus facility	<input type="checkbox"/> Transfer	<input type="checkbox"/> Other behavior
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other behavior

**Requires hearing:** ☐ Yes ☐ No

Please provide any other information that the driver needs to know to safely transport this child:

Parent/Guardian have participated in providing this information and authorized driver or the listed designee require ability for proper assessment of any equipment.

Completed by:  Date:




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#### Notes:

To meet this standard, the GECDSD uses the Student Transportation Plan form.



### ***1.35 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: Customer Service, Design of Public Spaces, Employment, Information and Communications, and Transportation
- For further information please reference:  
[AODA \(Accessibility for Ontarians with Disabilities Act\) P-AD-33](#)  
[AODA \(Accessibility for Ontarians with Disabilities Act\) R-AD-33](#)  
[AODA \(Accessibility for Ontarians with Disabilities Act\) AP-AD-39](#)




#### **Notes:**

Schools Boards are required to have policies, practices, and procedures that ensure accessible services for people with disabilities in the areas of Customer Service, Design of Public Spaces, Employment, Information and Communications, and Transportation.

Please reference AODA (Accessibility for Ontarians with Disabilities Act) P-AD-33, R-AD-33, and AP-AD-39 for further information.






## 1.36 Putting Integrated Accessibility Standards into Practice



# Putting Integrated Accessibility Standards into Practice

When AODA came into law, the Board developed a Multi-year Accessibility Plan, which is on the Board website.



### Notes:

When AODA came into law, the Board developed a Multi-year Accessibility Plan that outlined strategies to prevent and remove barriers. This plan can be found on the Board website.



### 1.37 Procuring Goods, Services and Facilities



## Procuring Goods, Services and Facilities

When you procure goods, services and facilities you need to make accessibility design and features part of your criteria, where possible.




#### Notes:

To help make Ontario accessible to people with disabilities, the Integrated Accessibility Standards Regulation (IASR) requires all public sector organizations in the province to incorporate accessibility when they procure goods, services and facilities.

Here are some examples:



1. Accessibility criteria - You need a food provider for an event. Does the company you are considering train their staff on providing accessible services?
2. Technical features - You are planning to buy new software. Does it have accessibility features so that people with disabilities can use it?
3. Structural features - You are looking for a location to host your annual meeting. Can the facility you are considering accommodate people with disabilities?

### 1.38 Program/Classroom Staff



## Program/Classroom Staff

- All staff who design, deliver, or teach educational programs and courses are required to undertake accessibility awareness training related to their responsibilities
- GECD SB provides training to staff on a 5 year cycle
- 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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#### Notes:

All staff who design, deliver, or teach educational programs and courses are required to undertake accessibility awareness training related to their responsibilities.

The GECD SB provides training to all new employees and retraining every 5 years.

A key intent of this requirement is that classroom staff will be able to deliver instruction through a lens of accessibility awareness.

## ***1.39 Planning Field Trips and Excursions***




### ***Program/Classroom Staff***



## Planning Field Trips and Excursions Program/Classroom Staff

The accessibility needs of all participants must be considered when planning school field trips and excursions.

For more information please reference:  
[Field Trips and Excursions P-PR-01](#)  
[Field Trips and Excursions R-PR-01](#)  
[Field Trips and Excursions AP-PR-05](#)



#### **Notes:**

The accessibility needs of all participants must be considered when planning school field trip and excursions. This is a critical component of the planning process.

Please reference the Field Trips and Excursions Policy (P-PR-01), Regulation (R-PR-01), and Administrative Procedure (AP-PR-05) for further details.

## 1.40 The TeachAble Project

### *for Program and Classroom Staff*



# 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 the knowledge of accessibility at the school level

[www.theteachableproject.org](http://www.theteachableproject.org)



#### **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.

## 1.41 Resources

# Resources

Training for Classroom Staff  
➤ [www.theteachableproject.org](http://www.theteachableproject.org)

General Training for All Staff  
➤ [www.accessforward.ca](http://www.accessforward.ca)  
➤ [www.ohrc.on.ca](http://www.ohrc.on.ca)

General Guidelines – Resources  
➤ <https://www.ontario.ca/page/accessibility-laws>

### RESOURCES

TEACHER RESOURCES  
**ACCESSIBILITY+**

The TeachAble Project  
**Accessibility+**  
Introduction

Where to go for help on accessibility information? You are here! A well-organized listing of web resources, community organizations, research documents, children's literature, and much more is at your fingertips.

BY KNOWLEDGE VERSION with audio-captioning    BY ACCESSIBILITY VERSION with video (in PDF)

TOPICS

ACCOMMODATION	TEACHABLE ACTIVITIES	RESOURCES ON ACCESSIBILITY	UPDATES ABOUT ACCESSIBILITY CHANGES
ACCESSIBILITY	MULTIPLE DISCRIMINATIONS	CHILDREN'S LITERATURE	TECHNOLOGY
ADDITIONAL RESOURCES			



The TeachAble Project

### Notes:

Here are some references for further information.

## 1.42 Conclusion

# Thank You

Congratulations you have completed the training module!  
The next step is to finish the Completion Declaration.

