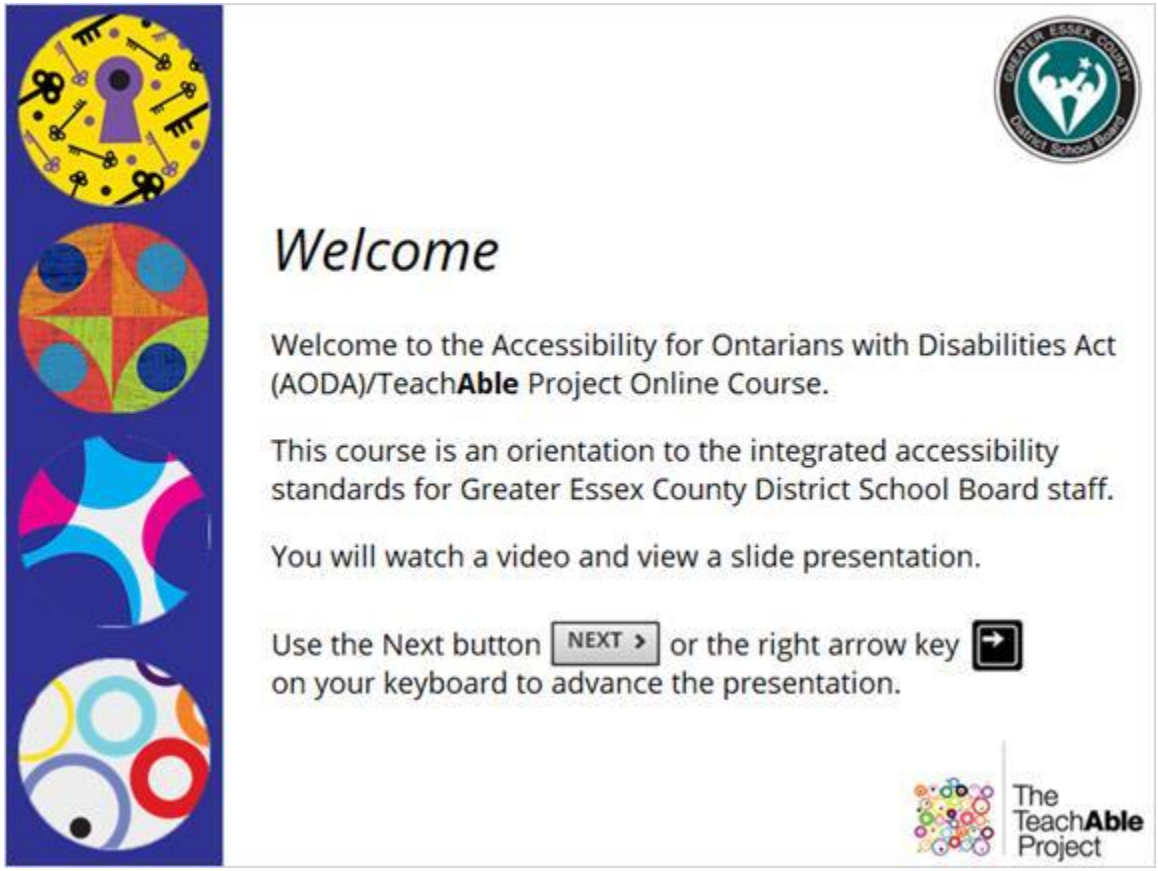
AODA TeachAble Project

1. AODA

1.1 Welcome



Notes:

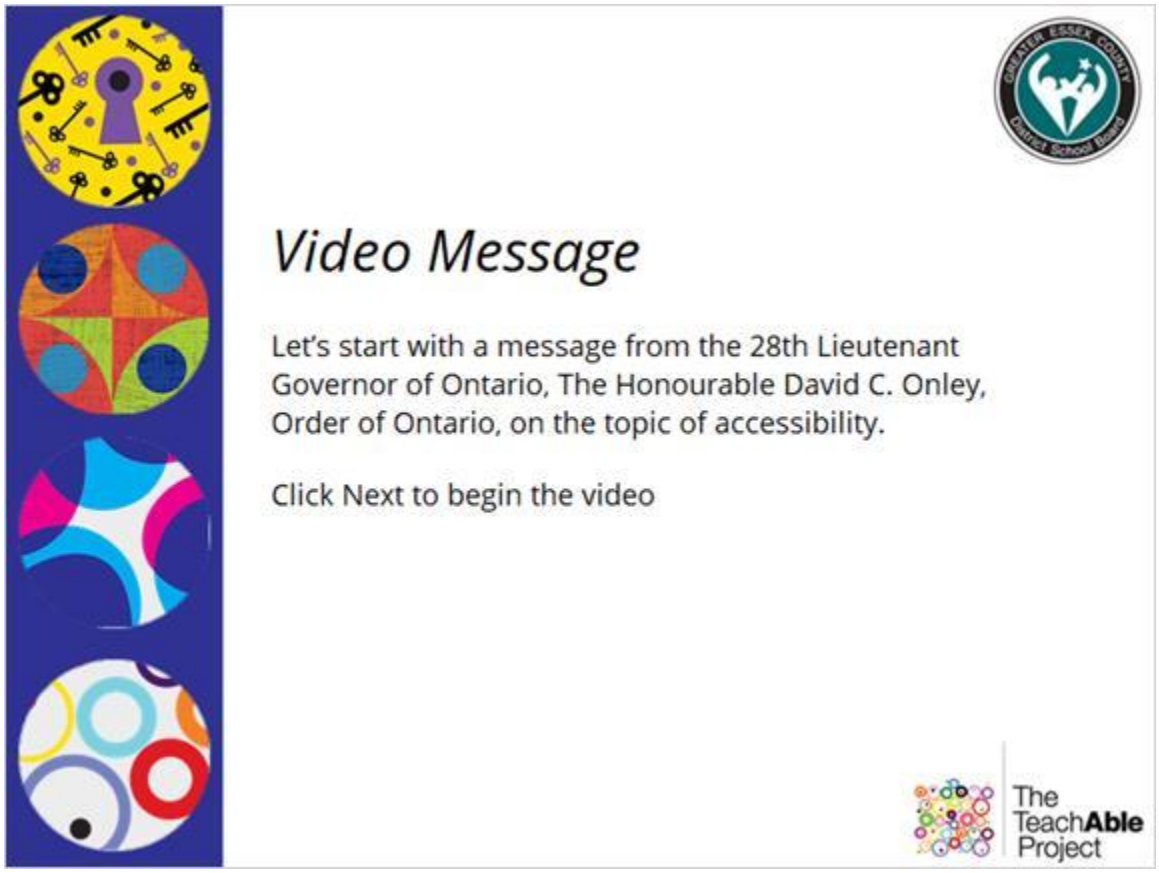
Welcome to the Accessibility for Ontarians for Disabilities Act TeachAble Project Online Course.

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

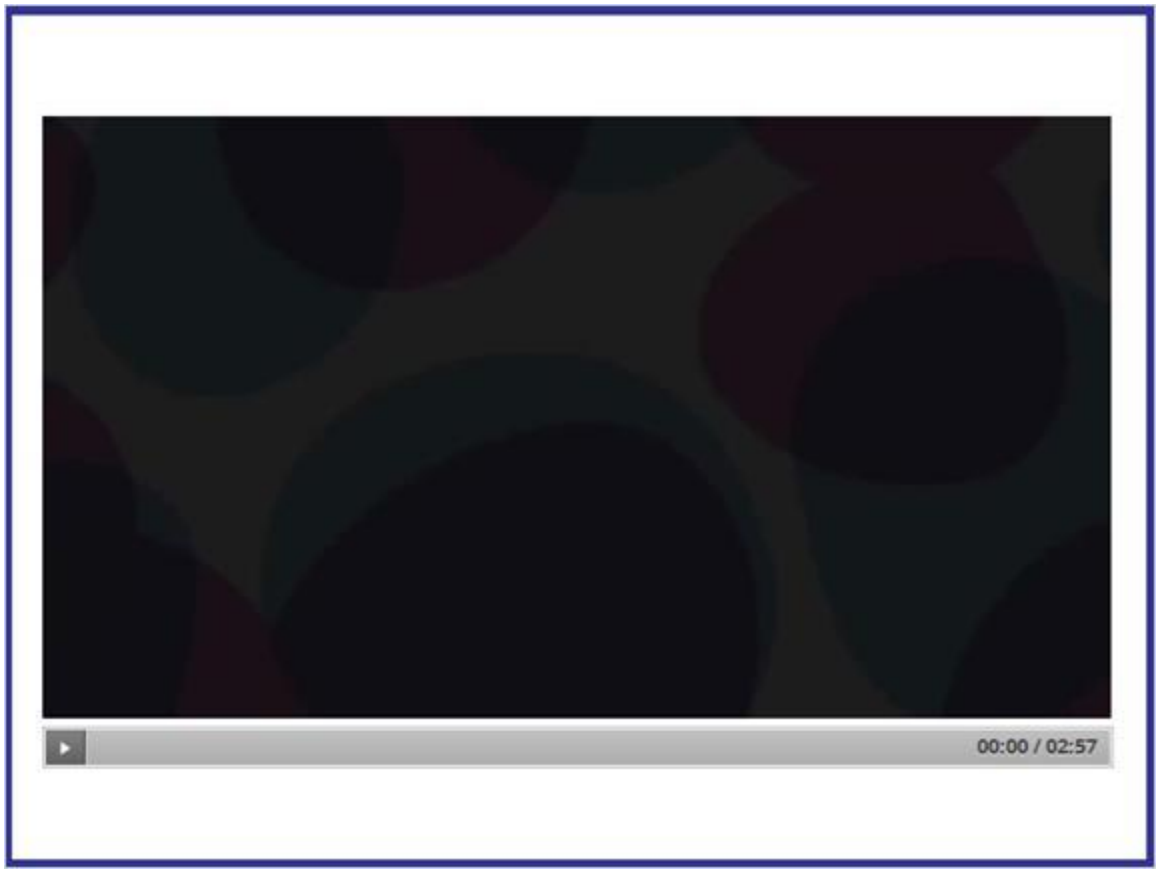


Notes:

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

Click Next to begin the video.

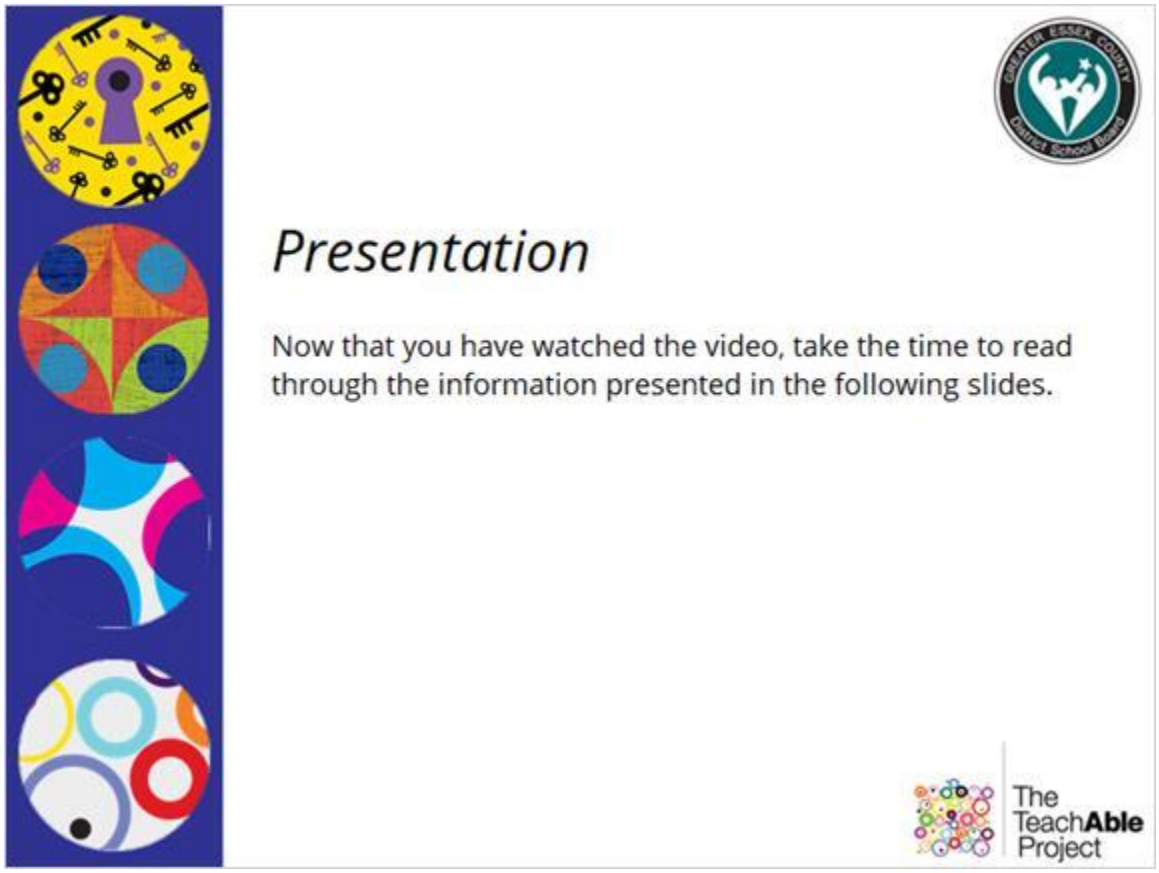
1.3 Video



Notes:

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

1.4 Presentation

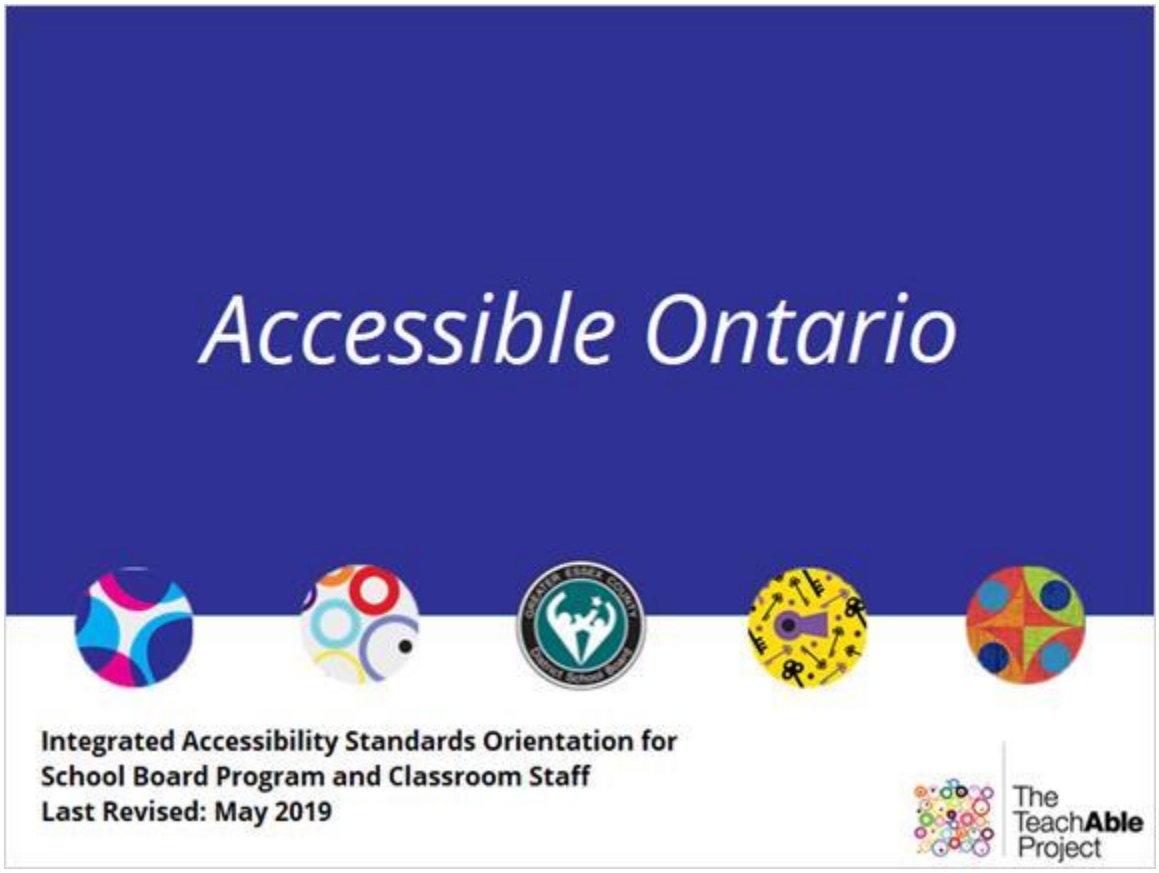


Notes:

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



1.6 Accessible Ontario

Notes:

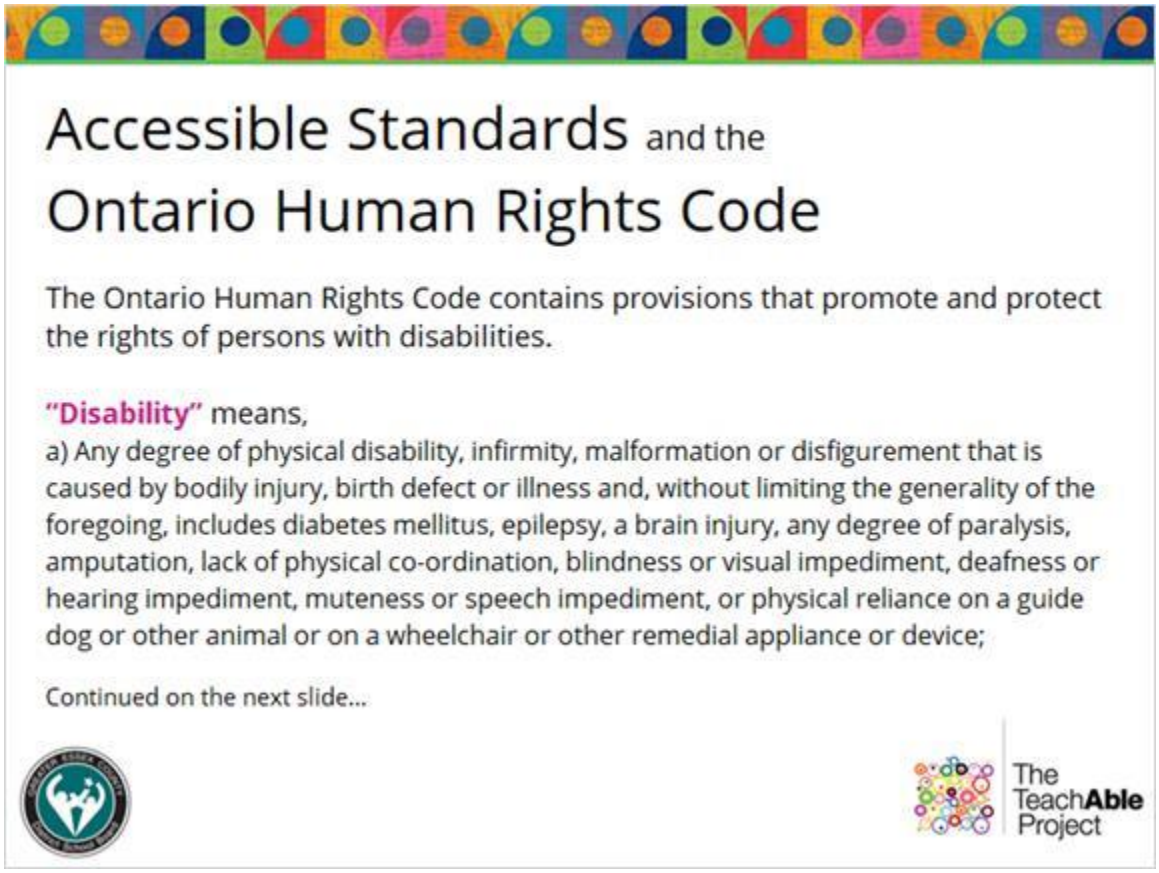
Ontario's new Integrated Accessibility Standards Regulation (IASR) requires that all staff receive training on:

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



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

Notes:

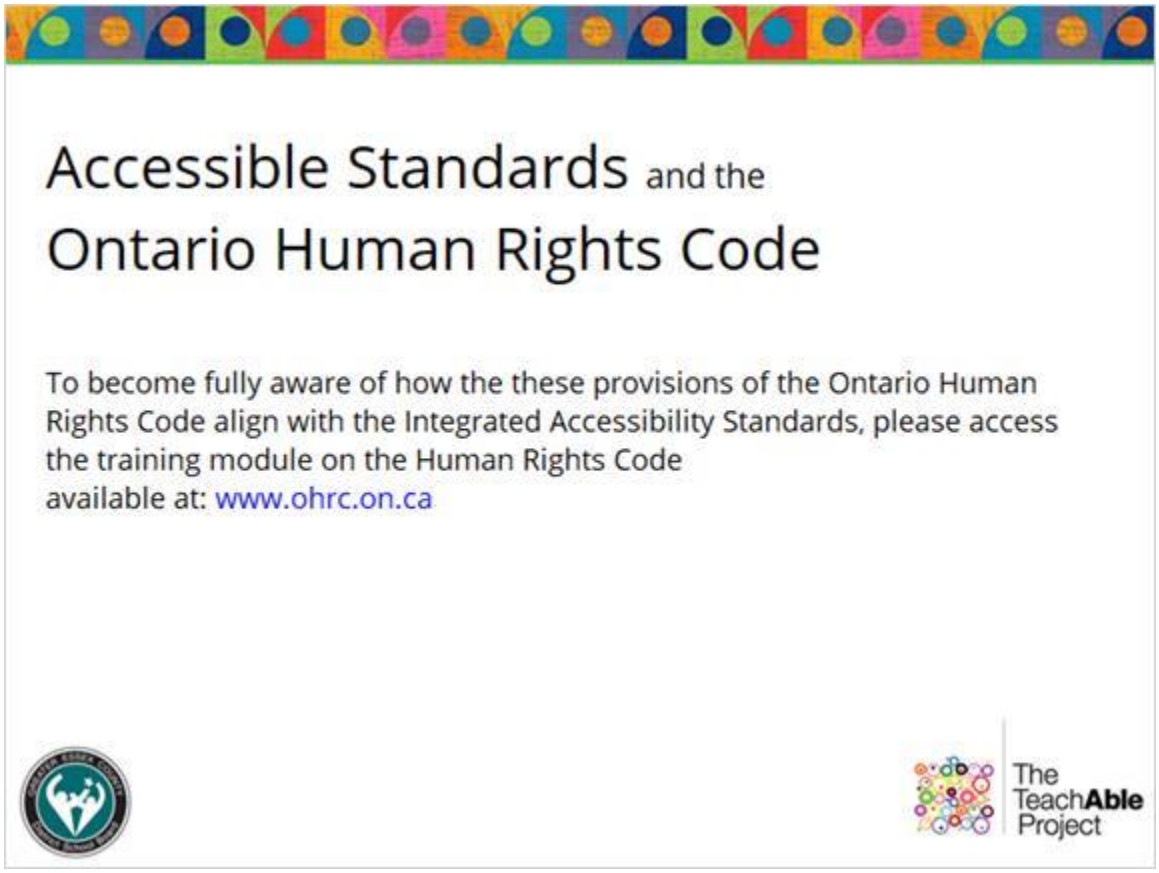
b) A condition of mental impairment or a developmental disability;

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")

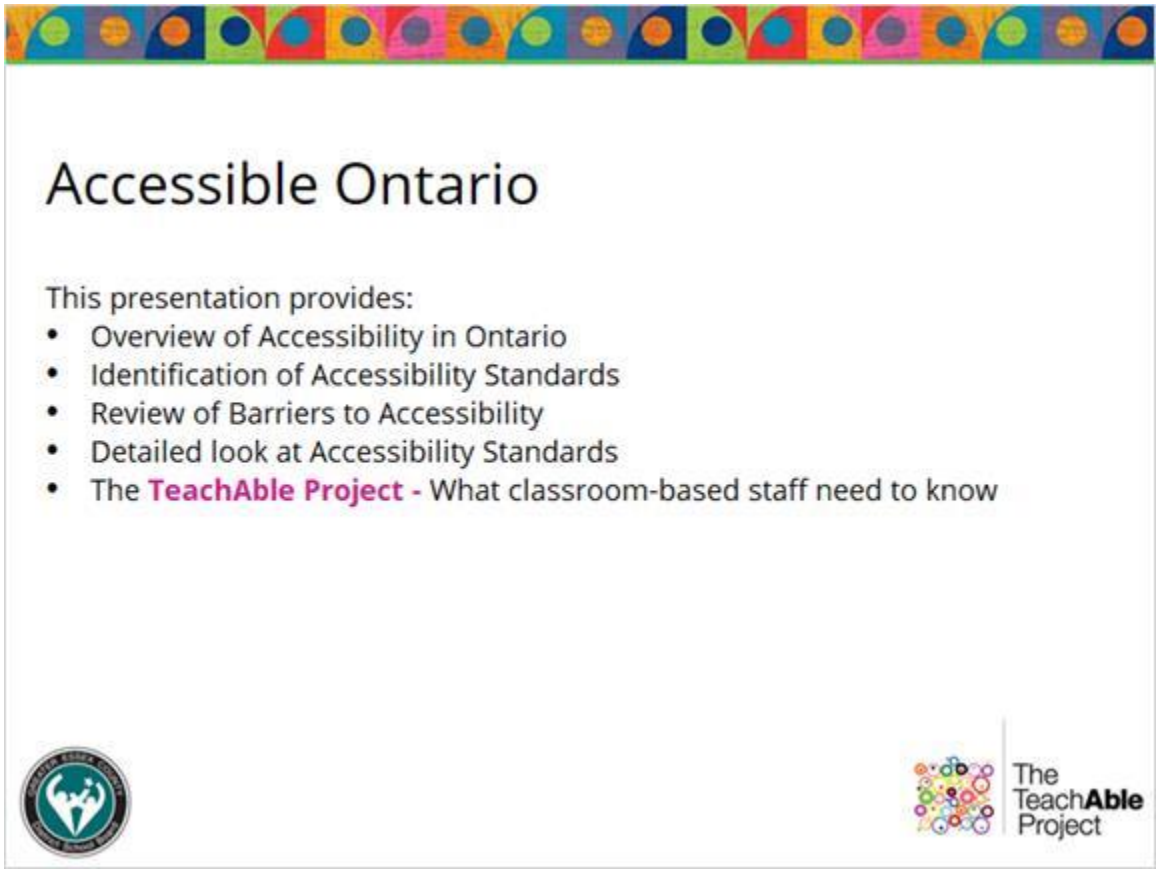
1.9 Accessible Standards and the Ontario Human Rights Code



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

1.10 Accessible Ontario



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:

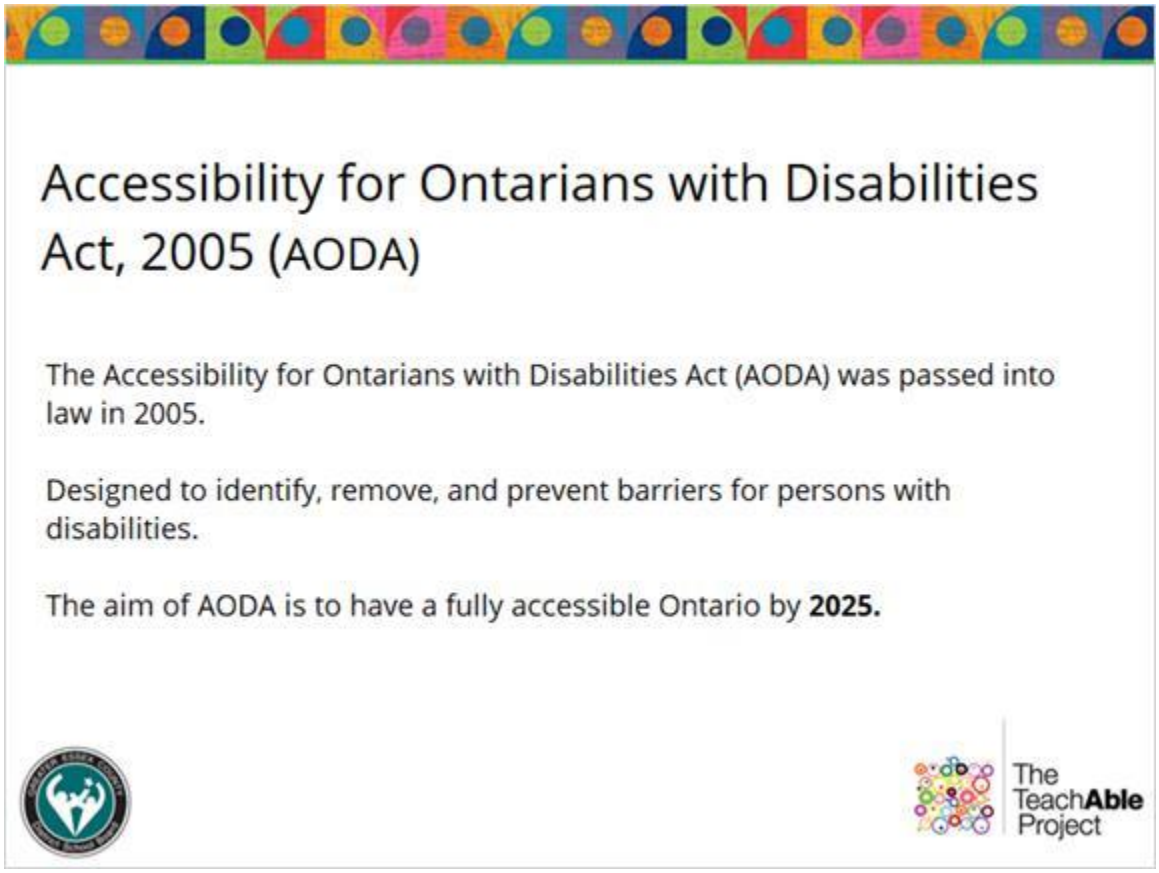
1 in 7 people in Ontario has a disability. That is almost 2 million Ontarians.

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)



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

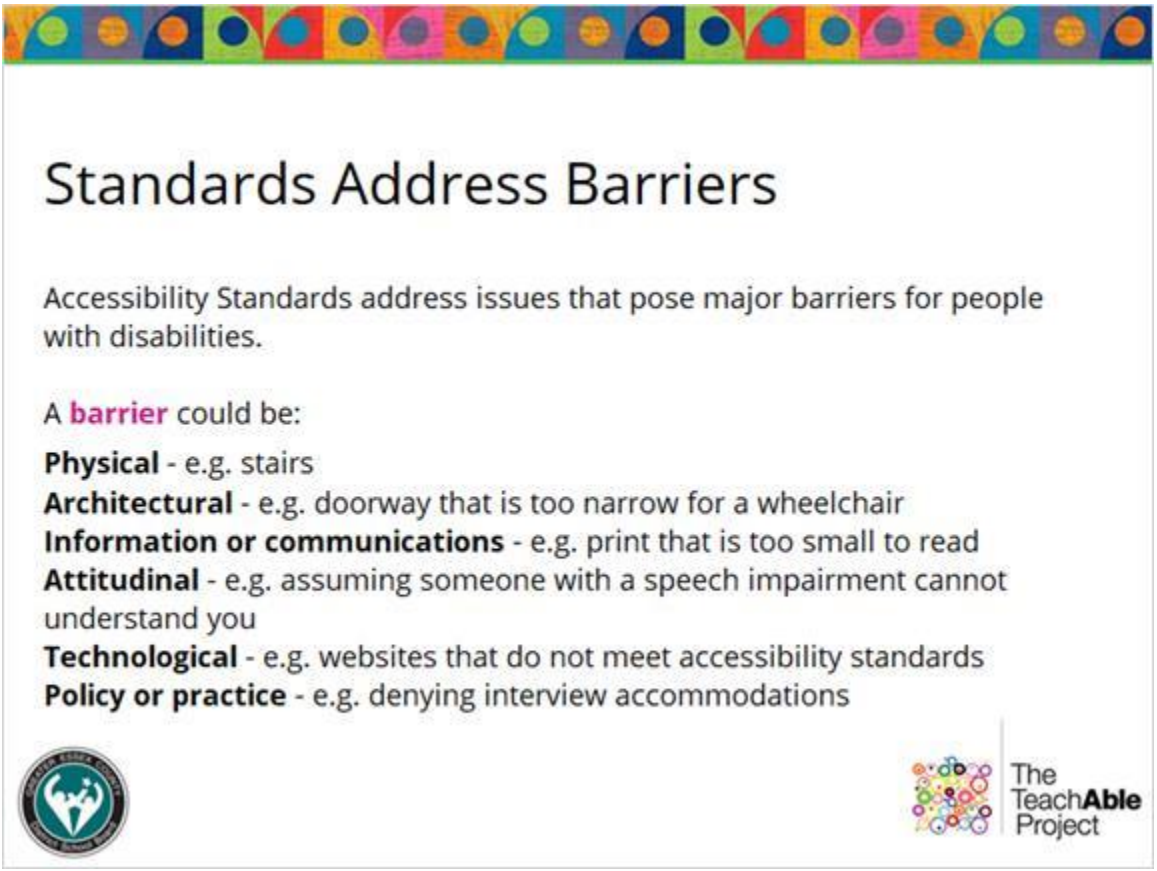
Notes:

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



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

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

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

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

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

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)

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

Notes:

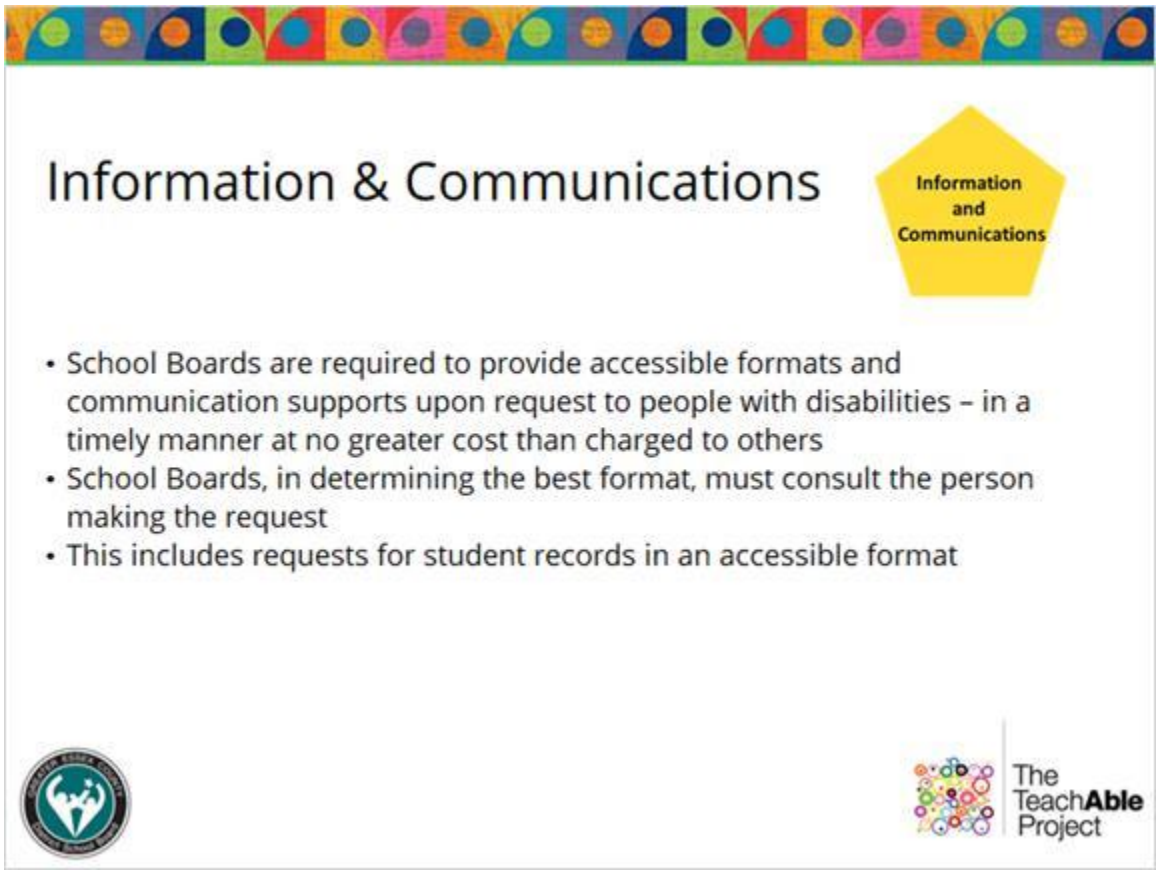
Information and Communications Training Resources and Materials

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



Notes:

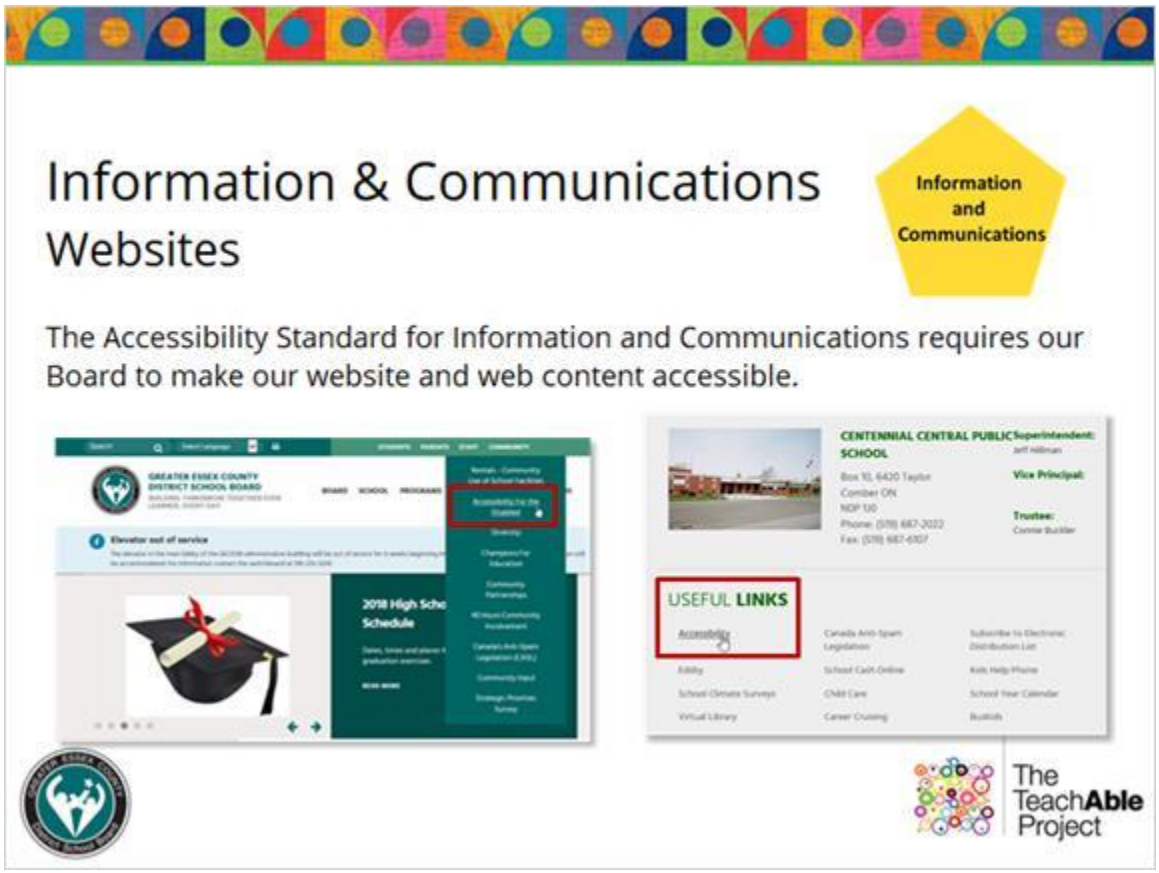
School Boards are required to provide accessible formats and communication supports upon request to people with disabilities - in a timely manner at no greater cost than charged to others.

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

This includes requests for student records in an accessible format.

1.27 Information & Communications

Websites

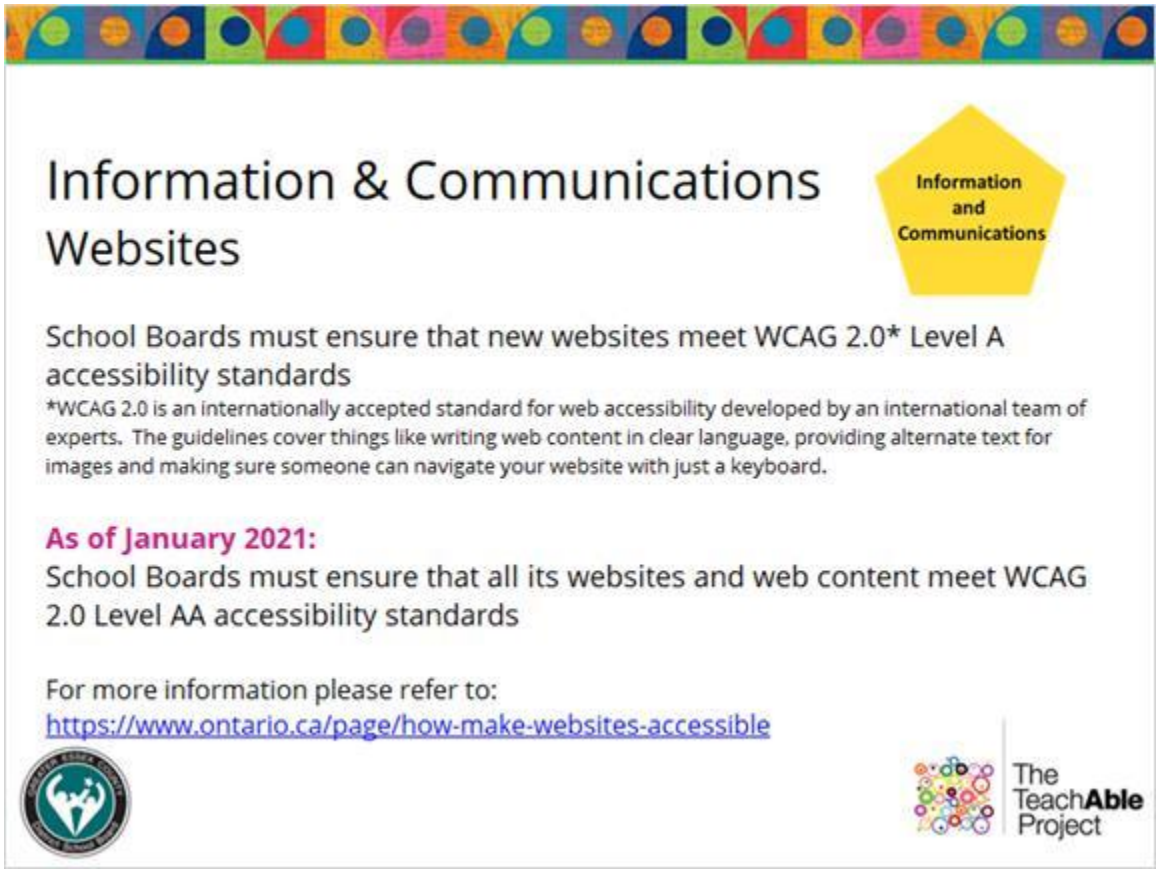


Notes:

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



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.

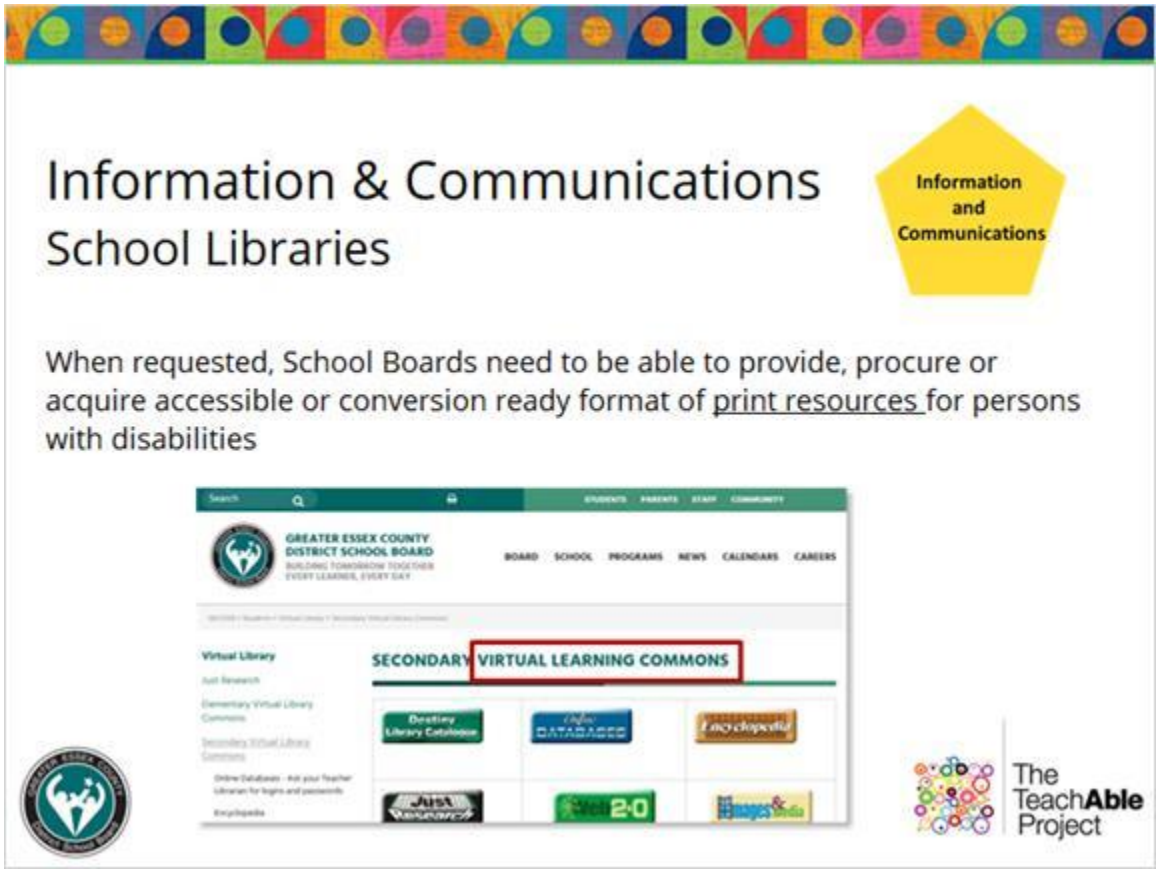
As of January 2021, School Boards must ensure that all its websites and web content meet WCAG 2.0 Level AA accessibility standards.

More information can be found on Ontario.ca:

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

1.29 Information & Communications

School Libraries

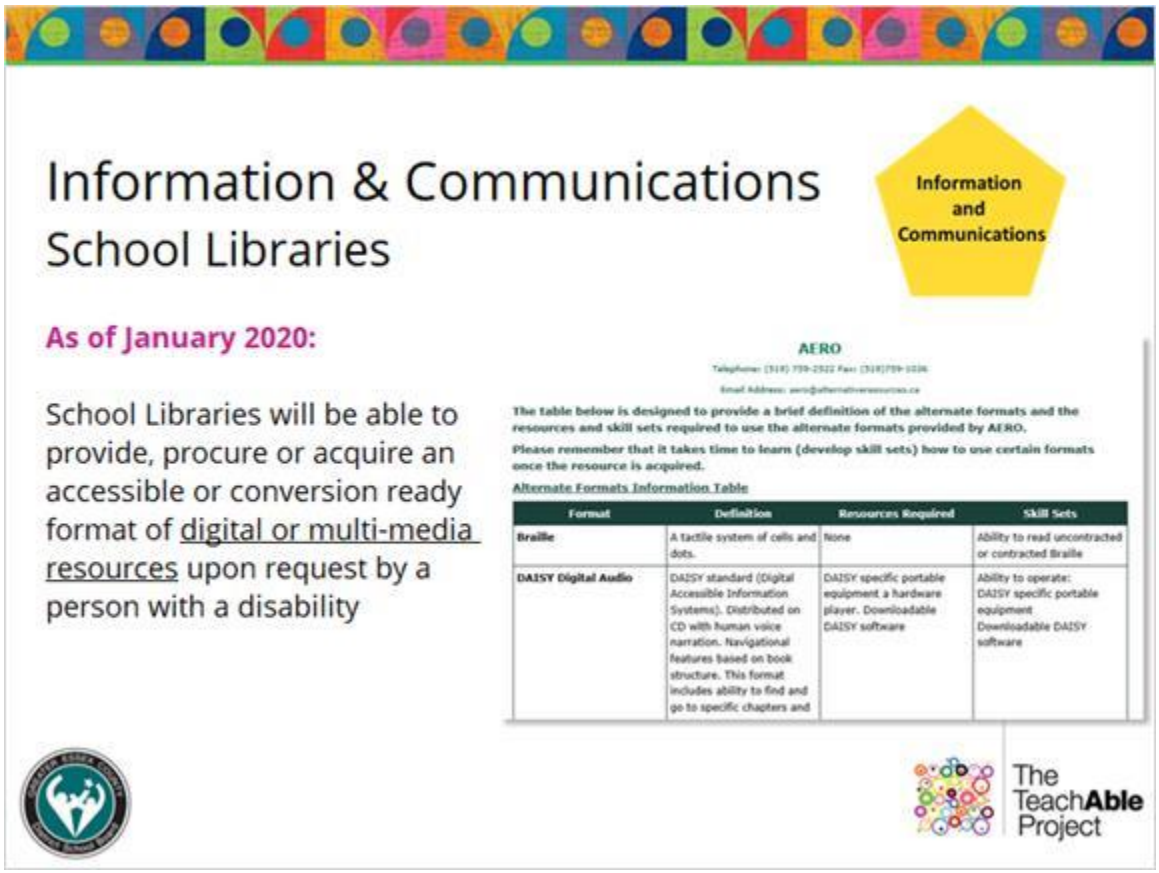


Notes:

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



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

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

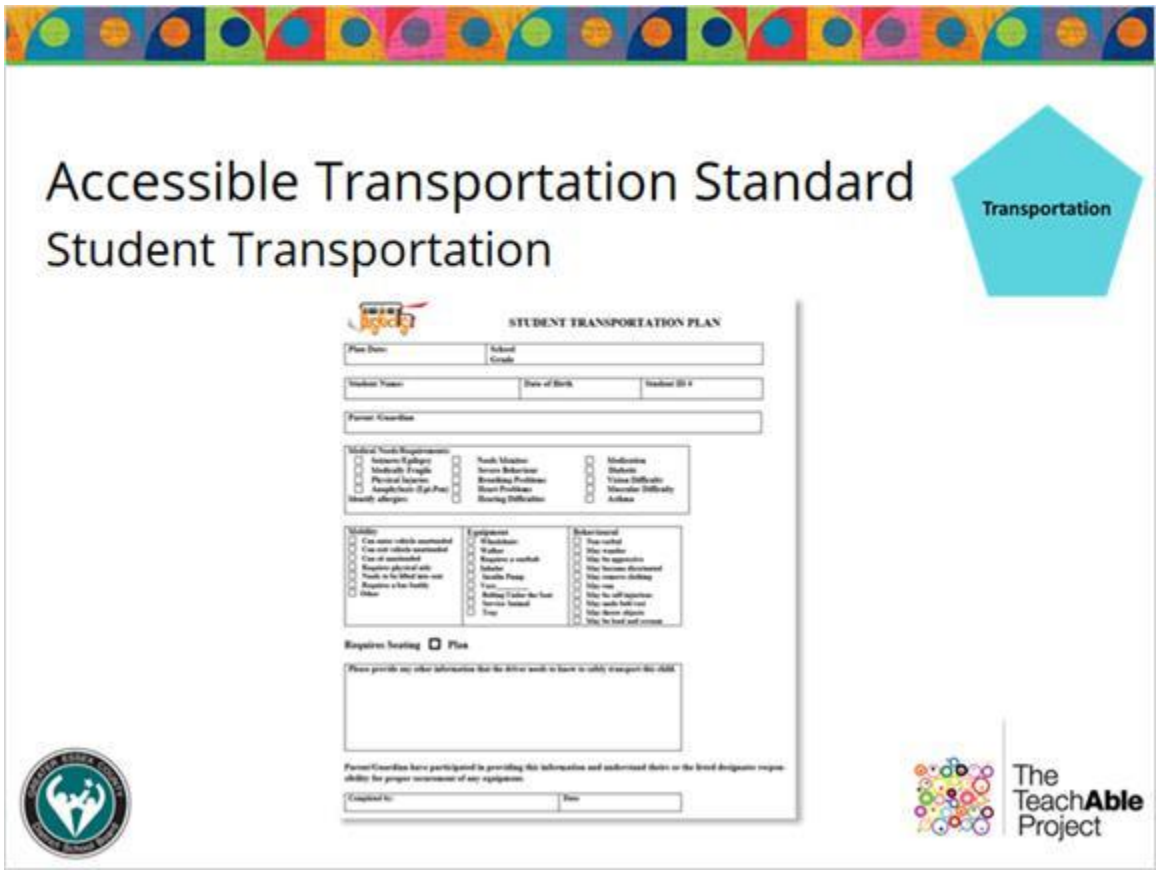
Notes:

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

1.34 Accessible Transportation Standard

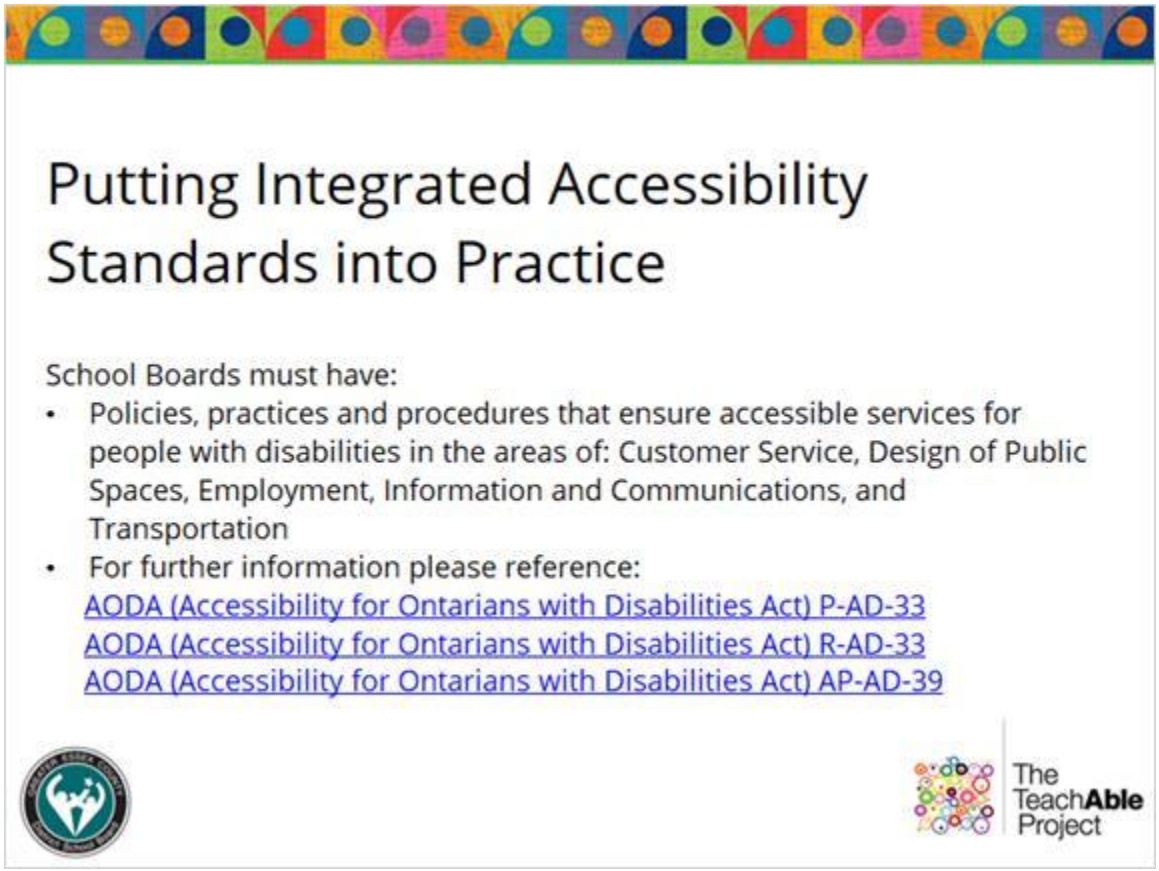
Student Transportation



Notes:

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

1.35 Putting Integrated Accessibility Standards into Practice

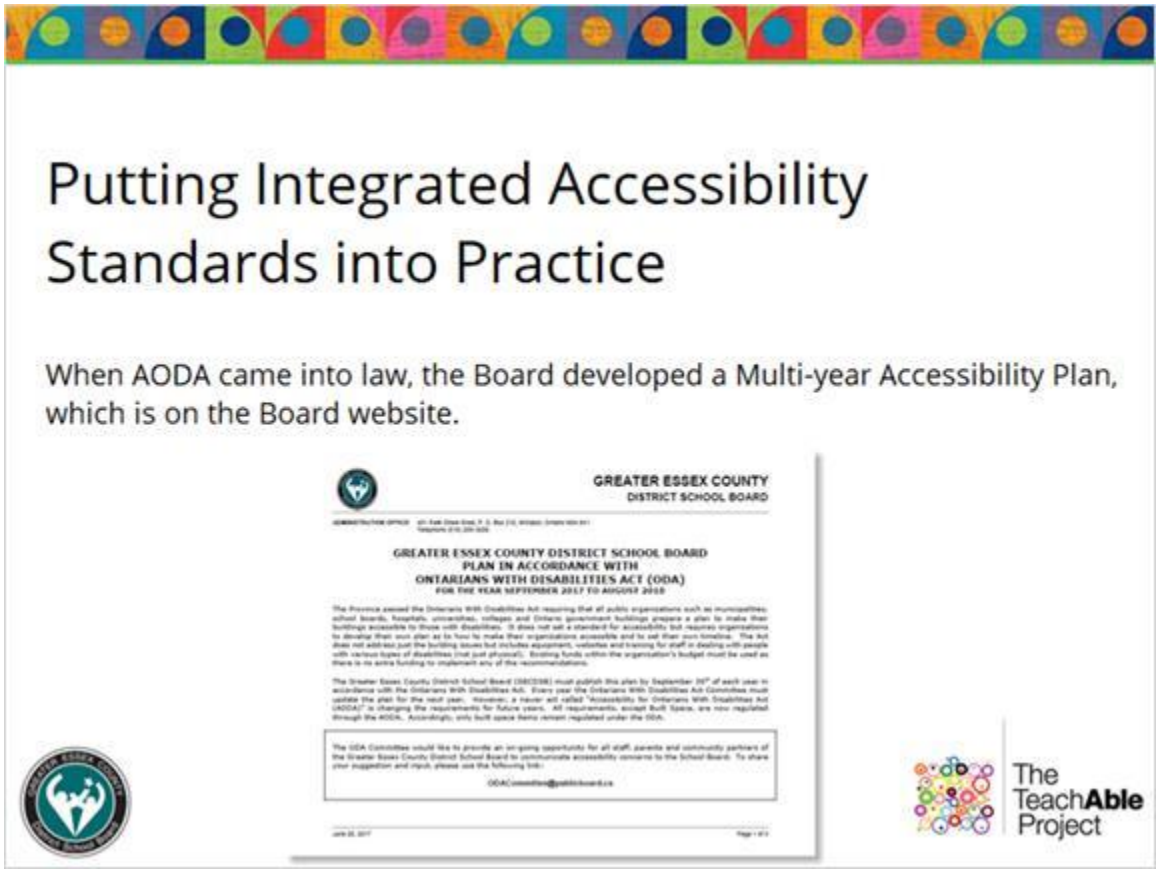


Notes:

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



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

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

Notes:

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

The GECDSB 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

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

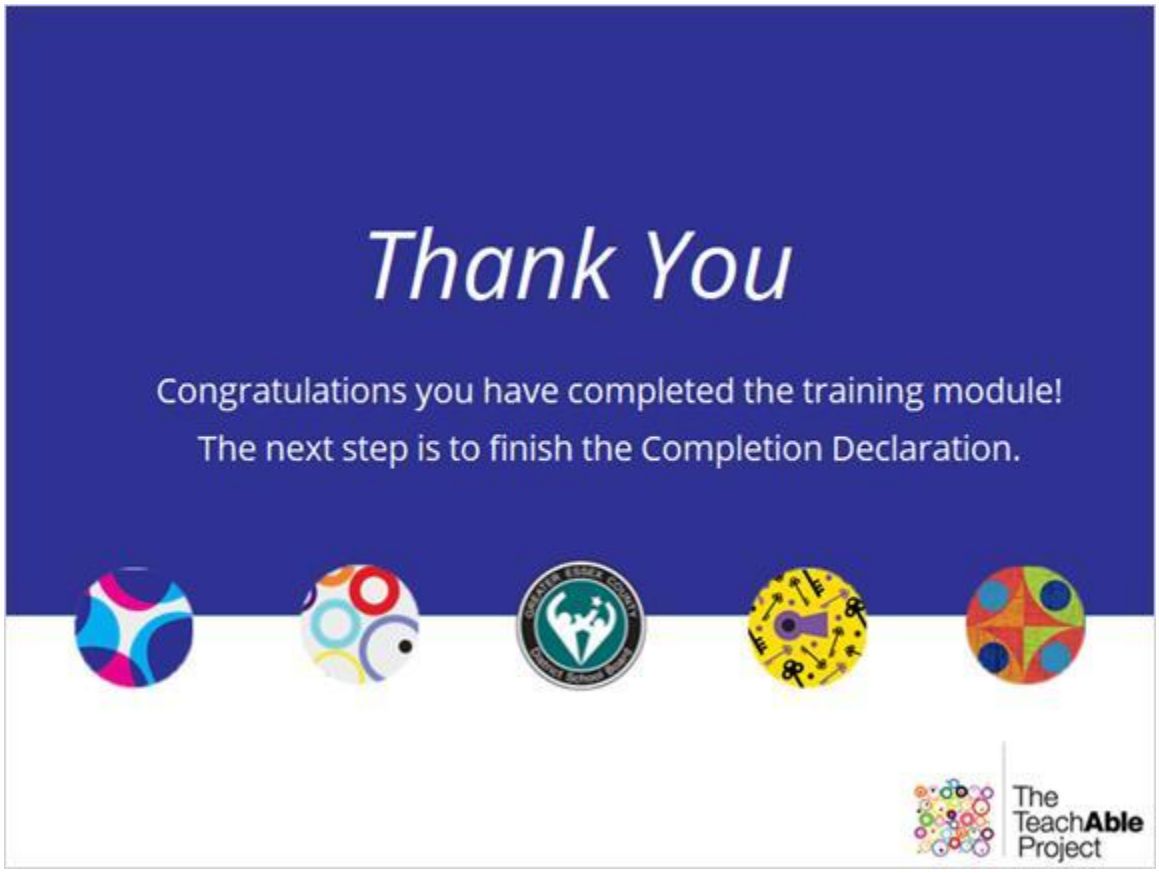
Notes:

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

Notes:

Here are some references for further information.

1.42 Conclusion