

**Peel District School Board**

**Multi-Year  
Accessibility  
Plan**

**2020-2022**

Prepared by the  
Peel District School Board  
AODA Advisory Committee

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## Our Mission

We inspire success, confidence and hope in each student.

## Our Vision

We will help our students reach high levels of achievement. Our vision is to prepare each student for a successful future as a lifelong learner. To do this, we will:

- create places to learn and work where staff and students are happy, recognized and fulfilled
- engage all students and staff to achieve the high expectations of the Peel board
- offer all students a range of learning programs to help them discover their passions and potential
- be a leader in the use of technology to encourage creative and innovative learning
- provide equity of access and opportunity for students and staff to learn, work and succeed
- openly communicate as we welcome the involvement of all parents, staff and students in the diverse communities we serve

## Our Values

Our values, based on our character attributes, are the foundation of our genuine relationships with students, parents and each other. Together, we create safe, positive climates for learning and working—environments that prepare students to be empathetic citizens of the world.

- We **care** by being compassionate and kind towards all members of our community
- We are **cooperative**—committed to working collaboratively and valuing the contributions of others for a common purpose
- We value **honesty** by demonstrating integrity in our words and actions. We are truthful and trustworthy
- We respect differences and treat everyone fairly and equitably—we are **inclusive**
- By treating others, ourselves and our environment with high regard and value, we are **respectful**
- Being accountable and reliable in our actions and commitments demonstrates we are **responsible**.

## Our Commitment to Accessibility Planning

The Peel District School Board is committed to accessibility planning for persons with disabilities in achieving its obligations under the *Accessibility for Ontarians with Disabilities Act, 2005* (AODA). To this end the Board works towards ongoing improvements in accessibility for its staff, students, volunteers and members of the public who work in, use or access school board facilities and services.

The plan will be reviewed and updated by the Board's Accessibility Working Committee (AWC) which consists of staff members from key departments in consultation with persons with disabilities and with the Board's Accessibility Advisory Committee (AAC). The Board is committed to:

- Maintaining the AAC;

- Continuing to work with the Special Education Department;
- Making reasonable efforts to ensure the Board’s policies, procedures and practices are consistent with the principles of inclusion, equality of opportunity and respect for the dignity and independence of persons with disabilities;
- Ensuring the Multi-Year Accessibility Plan (MYAP) and annual status reports are available and posted on its website.

## Purpose of the Multi-Year Accessibility Plan

This plan describes the measures that the Peel District School Board (PDSB) will take during the two-year period (2020-2022) to identify, remove and prevent barriers for persons with disabilities who work in, use or access school board facilities and services.

## Plan Objectives

The objectives of the Multi-Year Accessibility Plan (MYAP) are to:

- Describe the process the Board will use to identify, remove and prevent barriers to accessibility;
- Outline the ongoing and future work that will be taken so that programs are implemented to meet the spirit and intent of the AODA;
- Make a commitment to provide an annual status report on the Board’s implementation of the MYAP;
- Outline a communication plan to make the MYAP available to staff, students and the public.

## Accessibility Terminology

### Disability

The AODA adopts the broad definition for disability that is set out in the Ontario Human Rights Code (OHRC). Section 10 of the OHRC defines disability as:

- 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;
- a condition of mental impairment or a developmental disability;
- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- a mental disorder; or
- an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

### Barrier

A “barrier” is anything that prevents a person with a disability from fully participating in all aspects of society because of their disability, including physical barrier, an architectural barrier,

an informational or communication barrier, an attitudinal barrier, a technological barrier and policy, procedures or practice.

## Our Plan to Identify, Prevent and Remove Accessibility Barriers

### Barrier Identification Methodology

The Accessibility Working Committee (AWC) is using the following barrier-identification methods:

- Feedback from staff, students, volunteers and members of the public who work in, use or access school board facilities or services;
- Input from the Special Education Accessibility Committee (SEAC);
- Input from Equity and Inclusion Advisory Committee;
- Input from Operational Support Services;
- Input from Planning and Accommodation Support Services;
- Input from Facilities and Environmental Support Services;
- Input from the Human Rights Commissioner's Office;
- Regular review by the AWC; and
- Consultation with the AAC.

### Barriers to Accessibility

In order to eliminate barriers, an understanding of what a barrier consists of is required. The AODA outlines the requirements of barrier-removal, with the ultimate goal of eliminating obstacles for persons with disabilities. Examples of the different types of barriers stipulated in the provincial requirements and addressed by the Board in its MYAP in Table 1.

## Examples of Different Types of Barriers and Possible Solutions

The following table provides samples of barriers as well as possible solutions.

Barrier type	Example of Barrier	Possible Solution
<b>Architectural and Physical</b>	No elevators in a building with more than one floor. Hardware, fitments, narrow corridors and doorways. For example, round door knobs or heavy doors that cannot be operated or opened by a person with limited dexterity, or upper body strength. Corridors or doorways that are too narrow for a person using a wheelchair or scooter.	A lever handle should be installed and used. The widths of both the corridor and door should meet accepted accessible dimension standards. Installation of automatic door openers to open heavy doors.
<b>Information and Communication</b>	<p>Documents that are not accessible to persons with disabilities.</p> <p>Documents produced in small print that are too small for persons with visual disabilities to read.</p> <p>Not communicating appropriately when addressing a student or parent who has a hearing disability.</p> <p>Using complex terminology when speaking to the public</p>	<p>All typeface/style point size and heading should meet a standard of legibility with an additional alternative larger print document.</p> <p>Accessible PDF documents, the use of HTML and plain text documents. Electronic format such as text, email, etc. Audio format</p> <p>The use of assistive devices (such as sound field equipment), signing, written resources or speaking with clearer enunciation while facing the person (currently applied in Board classrooms). Not using acronyms.</p>
<b>Attitudinal / Awareness</b>	Ignoring the needs and abilities of students, parents or staff with various disabilities. Underestimating the abilities of persons with disabilities.	Web based Customer Service resources expand knowledge and understanding on how to assist persons with disabilities.
<b>Technological</b>	<p>A paper tray on a laser printer that requires two strong hands to open.</p> <p>A website that does not support screen reading software.</p>	<p>Purchasing specifications for equipment should identify required accessibility and usability characteristics.</p> <p>Modifying websites to support screen reading software and to conform to W3C Guidelines.</p>
<b>Organizational Policies, Procedures and Practices</b>	A hiring process that is not accessible to persons with disabilities.	Providing accessible job postings and accommodations during the hiring process when requested.

# Strategies and Actions to Prevent and Remove Accessibility Barriers at the Peel District School Board

## Architectural and Physical Barriers

Description of Barrier	Strategy for Removing or Preventing Barrier	Actions to be Taken by December 2022
<b>Accessibility barriers include interior path of travel, washroom facilities, access between floor levels, visual and mobility.</b>	Planning & Accommodation Support Services and Facilities & Environmental Support Services instructs architects to design new schools, additions and major renovations in compliance with the Ontario Building Code 2012, as amended by O. Reg 368/13 and the AODA.	Continue to apply and uphold regulatory environmental compliance of AODA requirements, as per planning and building related applicable laws (specifically the Ontario Building Code which contains elements of the Ontario Human Rights Act and Ontario Human Rights Code).
<b>Meeting with staff, students or visitors with disabilities in an office or school space that may not be physically accessible to some participants.</b>	Ensure there is an alternate location in building to meet with staff, students or visitors who require accessible meeting space.	Identify a location within the building that can be used on short notice and is accessible.
<b>Building Betterment and Renewal projects may also include the removal of accessibility barriers. Typical projects that prevent or remove barriers are - wider interior and exterior doors that increase the path of travel width, parking lots and sidewalks that improve exterior paths of travel and access to playgrounds.</b>	Completed Betterment and Renewal projects remove accessibility components.	Completion of Betterment and Renewal projects will continue to assist in the elimination of accessibility barriers at locations completed up to 2022 and further barrier removal to 2025.

## Information and Communication Barriers

Description of Barrier	Strategy for Removing or Preventing Barrier	Actions to be Taken by December 2022
<b>Student Census survey was not accessible to all students.</b>	Ensure any future census collection processes are fully accessible.	Ensure Special Education representation on committees that develop future student census.
<b>Access to content on board and school websites provided in accessible format for all users. (note: this barrier is also considered a “technology” barrier)</b>	Redevelopment of all board and school websites to be fully compliant with the World Wide Web Consortium’s (W3C) <a href="#">Web Content Accessibility Guidelines</a> version 2.0 level AA.	<ul style="list-style-type: none"> <li>• Launch of new board and school websites in Winter 2021.</li> <li>• Refresh all peelschools.org and school web content so that it is accessible using</li> </ul>

Description of Barrier	Strategy for Removing or Preventing Barrier	Actions to be Taken by December 2022
	<p>All board website content will be perceivable, operable, understandable and robust.</p> <p>Discourage the use of PDF files on the Board's website and convert existing PDF files to a reader friendly format.</p>	<p>assistive technology or through the new accessibility functions on all subpages of the websites.</p> <ul style="list-style-type: none"> <li>• Training provided to school administrators and webmasters to ensure all new content is produced in an accessible format.</li> <li>• Regular maintenance and review of web content using human and program-based AODA reviews.</li> </ul>
<p><b>Accessible important board and school updates</b></p>	<p>Make all important board and school updates available in a variety of accessible formats, including plain text documents</p> <p>Provide training to all Communications and Community Relations department staff to develop accessible materials, including web, social media and video-based content</p> <p>Provide strategies for schools to implement barrier-free information nights and open houses for families.</p>	<ul style="list-style-type: none"> <li>• Utilize alt text in all board social media posts</li> <li>• Have accessible formats of all key documents and board updates readily available to families, staff and students</li> <li>• Ensure all video content on board's website and YouTube channel meet AODA requirements</li> <li>• Provide tip sheet and best practices to school administrators to provide accessible information to families</li> </ul>
<p><b>Print Disability barrier: Information for staff, students and visitors should be available in accessible format (i.e. print size /font/braille/colour).</b></p>	<p>Ensure information is readily available in accessible format when requested.</p>	<p>Have accessible format information materials readily available to staff, students and visitors.</p>



## Attitudinal/Awareness Barriers

Description of Barrier	Strategy for Removing or Preventing Barrier	Actions to be Taken by December 2022
<b>Staff, students and visitors with disabilities may still experience discrimination, and feelings of isolation when they access board services and facilities.</b>	Inform all employees and volunteers of the requirement to complete the mandatory <a href="#">Accessibility Training For Educators</a> .	Review and monitor the completion of the mandatory <a href="#">Accessibility Training For Educators</a> .
<b>Appearance of a shortage of spaces in fully self-contained classes.</b>	Build capacity of school staff in order for them to recognize when referrals to fully contained classes may be oppressive rather than supportive for the student.  Build capacity of school teams on academic programming.	Conducting a review of special education classes both elementary and secondary.  Ongoing support and training on anti-oppressive practices and academic programming.

## Technological Barriers

Description of Barrier	Strategy for Removing or Preventing Barrier	Actions to be Taken by December 2022
<b>Lack of accessibility in the Brightspace platform</b>	Offer a choice of online learning environment platform for staff and students.	The Board will work with Brightspace to look at issues of accessibility.

## Organizational Policy, Procedure and Practice Barriers

Description of Barrier	Strategy for Removing or Preventing Barrier	Actions to be Taken by December 2022
<b>Persons with disabilities may experience discrimination or other concerns with accessibility when accessing Board services and facilities.</b>	Share broadly the existing feedback and support mechanisms available to support persons with disabilities who experience inequities.	Review and revise our current Accessibility policy to include the existing feedback and support mechanisms.
<b>Perceptions that disabilities that are only visible should be accommodated.</b>	Continue training for all Administrators/Supervisors.  Encourage staff with disabilities to come forward should they require a workplace accommodation or face a disability barrier.	Review the current mandatory Accessibility Training e-module to ensure accuracy and if it still meets the needs of the Board.  Implement appropriate accommodations where required and engage all parties.
<b>Having poorly defined or unclear Board policies/procedures that may unintentionally not mitigate accessibility issues.</b>	Ensure all Board policies/procedures are written and reviewed using the lens of accessibility / removing disability barriers.	If required, make edits/amendments to current Board Policies/procedures.

# Completed and Ongoing Actions that Address Barriers within the Peel District School Board

## Architectural and Physical Barriers

Planning & Accommodation Support Services (PASS) and Facilities & Environmental Support Services (FESS), instructs architects to design new schools, additions and major renovations in compliance with the Ontario Building Code 2012, as amended by O. Reg 368/13 and the AODA.

PDSB New School Designs incorporate the following Universal Design concepts beyond minimum code requirements:

- Universal Design extends throughout the school in many ways including the use of contrasting colours in finishes on door frames and wall to floor transitions (wall base). Minimal use of shiny reflective materialsL
- All new stairs and existing stairs are one instance where reflective materials are being applied at tread nosing. Tread nosing are clearly marked with a brightly painted non-slip finish or reflective materialL
- Ensure inclusivity by having gender neutral washrooms and quiet rooms that may be used for prayer and meditationL
- Orientation - Passive directional orientation through building design (to reduce reliance on signage)L
- Tactile Braille Interior Signage at each classroom, staircase, support rooms, offices etc.
- Installing automatic door operators, lifts and elevatorsL
- Entrances and Interior Movement – new school are designed with accessible entrances throughout (no ramps required and definitely no stairs into school building). Interior spaces all accessible (no loft or stage areas without elevator access)L
- Enhanced acoustic treatment for reduced noise and reverberation to aid learning and reduce issues for building occupants with auditory difficulties.

The AODA built environment items relevant to PDSB include exterior paths of travel, recreational trails, outdoor public-use eating spaces, accessible parking, service counters, waiting areas with fixed seating, and queuing areas with fixed line-up guides.

Facilities and Environmental Support Services has created an accessibility section responsible for completion of approved projects to address the built environment and that prevent and remove accessibility barriers in compliance with the Ontario Building Code 2012, as amended by O. Reg 368/13 and the AODA. Similarly, all other Facilities and Environmental Support Services departments complete these projects in compliance with the Ontario Building Code 2012, as amended by O. Reg 368/13 to ensure compliance with all built environment initiatives and projects.

Significant progress has been made on the removal of identified barriers to date and the continued completion of the projects needs identified annually will make additional progress by 2022. Similarly, completion of project needs identified beyond 2022 will provide additional AODA compliance by 2025.

Annually, FESS and PASS update the built environment “Accessibility Features Inventory” of all Board buildings and post it on the website.

#### **Accessibility Malfunction AODA 80.44**

The board has established policy and procedure to advise any staff member requiring a specific accessible element if that element is out of service. The board will continue to follow the AODA requirements to advise users of out of service accessible elements.

#### **Built Environment Maintenance and Repair**

To comply with the AODA requirements for maintenance of accessible elements, with procedures for both preventative and emergency maintenance and for dealing with temporary disruptions when required accessible elements are not in working order, the Facilities and Environmental Support Services Maintenance Services Department has established procedures for dealing with any disruption ranging from emergency to routine with in-house staff in most certified trades and contracts for other specialty equipment. The Maintenance Services Department will continue to use existing staff and practices and upgrade staff or change practices to keep all accessible elements in designed working order and comply with all applicable codes and regulations.

### **Technological**

To ensure parents can access school bus cancellation information in alternate formats other than just text, the Student Transportation of Peel Region (STOPR) has added alternative verbal message for all school bus cancellation days, added multiple language options to website and continues to work with PDSB's IT department to ensure STOPR website to meet AODA requirements. The Board will continue to ensure STOPR website meets requirements (i.e. text alternatives, distinguishable content, multiple languages etc.).

### **Organizational Policies, Procedures and Practices**

The board has been and continues to be committed to providing an accessible environment for persons with disabilities, by making reasonable efforts to ensure that Board programs, policies, practices and services are free from barriers and are subject to the guiding principles of the AODA. These principles include making reasonable efforts to demonstrate respect for the dignity and independence of persons with disabilities, inclusion and equality of opportunities.

For example, students unable to access school bus with assistive walking devices (crutches), the Board ensures STOPR fleet consists of wheelchair and accessible vehicles. STOPR procedure (STOP022) for transporting students with service animals has been updated. Language has been added to ensure accommodations are made for the use and transportation of assistive devices, service animals and/or support person for any student who requires one due to a disability.

The Board continues to review and update STOPR's Accessibility Standards for customer service (STOPR037) in addition to reviewing best practices and strategies with bus operators for transporting and securing assistive devices inside school purpose vehicles for students.

The Board's policies and procedures that address individuals with disabilities and their needs are identified in the following sections of Table 3:

# Board Policies and Procedures that Address Individuals with Disabilities and Their Needs

The Peel District School Board has many policies and operating procedures in place to support individuals with disabilities.

## For Students:

- Absence – Prolonged Student: [Special Education Support Services Operating Procedure 15](#)
- Alternative Programs / Schools: [Policy 64](#)
- Creative Learning Choices: [Policy 64](#)
- In-School and In-Classroom Assistance Provided by a Third Party and Reporting a Child in Need of Protection:
  - [Special Education Support Services Operating Procedure 5](#)
  - [Special Education Support Services Operating Procedure 16](#)
- Identification Placement and Review Committee (IPRC):
  - [Special Education Support Services Operating Procedure 3](#)
  - [Special Education Support Services Operating Procedure 4](#)
- In-School Review Committee (ISRC): [Special Education Support Services Operating Procedure 1](#)
- Student Assessment, Evaluation and Grade Placement: [Curriculum and Instruction Support Services Operating Procedure 7](#)
- Procedures for Administration of Prescribed Medication to Pupils in Schools: [Special Education Support Services Operating Procedure 8](#)
- Provision of School Health Support Services: [Special Education Support Services Operating Procedure 9](#)
- Selection of School Learning Resources, Procedures for Considering Objections to School Learning Resources:
  - [Curriculum and Instruction Support Services Operating Procedure 4](#)
  - [Curriculum and Instruction Support Services Operating Procedure 5](#)
- Travel Assistants: [HRS 15](#)
- Transportation Special Education and Excursions: [Policy 17, Policy 39, SESS 13](#)

## For Staff:

- Medical Workplace Accommodation Program:
  - [Policy 59](#)
  - [Human Resources Support Services Operating Procedure 46](#)
- Workers' Compensation - Claims Management and Rehabilitation: [Environmental Health and Safety Operating Procedure 3.1.3](#)
- CUPE 1628 Working Conditions Banking, Mail, Transportation and Medication: [Human Resources Support Services Operating Procedure 8](#)
- Leaves of Absence:
  - [Policy 23](#) and Operating Procedure
  - [Human Resources Support Services Operating Procedure 42](#)

## For Both Staff and Students

- Accessibility (AODA):
  - [Policy 76](#)
  - [Policy 39](#)
- Common Communicable Diseases & Universal Precautions:
  - [Environmental Health and Safety Operating Procedure 2.26.5](#)
  - [Environmental Health and Safety Operating Procedure 2.26.4](#)
- School Openings, Building Renovations and Modifications:
  - [Policy 33](#)
  - [Environmental Health and Safety Operating Procedure 2.10.1](#)
- Human Rights [Policy 51](#)
- Emergency Evacuation Procedure:
  - [Environmental Health and Safety Operating Procedure 2.7.0](#)
  - [Environmental Health and Safety Operating Procedure 2.7.1](#)
  - [Environmental Health and Safety Operating Procedure 2.7.2](#)
- Occupational Health and Safety: [Policy 56](#)
- Safe and Accepting Schools; Suspension/Expulsion of Pupils; Assaults:
  - [Policy 48](#)
  - [Leadership Development School Support Operating Procedure 4B](#)
  - [Curriculum and Instruction Support Services Operating Procedure 6](#)
  - [Environmental Health and Safety Operating Procedure 2.7.1](#)
- Dealing with Students Exhibiting High Risk Behavioural Difficulties: [Special Education School Support Operating Procedure 17](#)

## Attitudinal / Awareness

The Board has implemented numerous ongoing programs, courses and training to educate staff around equity-related issues and develop the necessary tools and skills to make both learning and working environments more inclusive and accessible. The Board's educators have received training on developing respectful and inclusive curriculum which includes incorporation persons with disabilities (ableism) into student learning.

The following section includes programs, courses and training that proactively address disability and accessibility issues for students.

# Ongoing Courses, Training and Programs to Address Attitudinal/Awareness Barriers and the Needs of Students with Disabilities

## Professional Development (PD) Module: Overview of Special Needs

Special Education Support Services provide an overview of the range of educational needs and services related to students with disabilities. Simulations are provided by hard of hearing and vision itinerant teachers. An overview of specialized equipment and assistive devices are presented by the special needs' itinerant teachers.

*Target Group(s)\*: Education Assistants (EAs)*

## Workshops run by Speech & Language Pathologists (SLP) staff

- Language and Behaviour
- Language for The Early Years
- Talk to Your Child Series
- Ready Set Go: in conjunction with Social Workers
- Oral Language and Links to Literacy
- Talk to Your Child In Your First Language
- Development of Questions

*Target Groups: EAs, SLPs, IT, SLPs, SLPs, SLPs, SLPs*

## Workshops run by SLPs on Autism Spectrum Disorder (ASD) Resource Team

- Introduction to Verbal Behaviour and the Assessment of Basic Language and Learning Skills Teaching ASD Students to Communicate Effectively
- Teaching Communication to Special Needs and ASD Students
- Fundamentals of Communications for Students with ASD Needs and Autism Spectrum Disorders
- Communication: MORE than Just Words – Best Practices: Working with Students with ASD/PDD

*Target Groups: Itinerant teachers, SLPs, EAs, SLPs*

## Assistive Technology Resource Teachers (ATRTs)

ATRTs are a cross-functional and multidisciplinary team that supports the implementation of accessibility in the Peel DSB. ATRTs support staff with creating inclusive classrooms by being knowledgeable and proficient in the use of assistive and instructional technology. They also support teachers with embedding accommodations and modifications in student's individual education plans (IEPs) to ensure access to the curriculum. ATRTs are committed to student success, possess extensive pedagogical knowledge and a sound understanding of effective integration of technology across the curriculum. They co-plan and co-teach classroom lessons with colleagues, assist teachers in achieving curriculum outcomes,

and design and facilitate professional learning sessions to support students with special education needs and their teachers.

*Target Groups: Administrators, Teachers, EAs*

## **Supporting Play-Based Learning for Kids with ASD**

Learn about Inquiry-based learning in Kindergarten, specifically in terms of how to help students with Autism Spectrum disorder function in a play-based learning environment. Learn about the impact of play in kindergarten children with ASD; how to identify prerequisites for play; and how to use behavioural strategies to support a child with ASD acquire and expand play and language skills. Level: Introductory Estimated Length: 4 hours

## **Introduction to Autism**

This course provides a general overview of the autism diagnosis, associated characteristics and common challenges encountered by this population. Several intervention approaches to support individuals experiencing these challenges are described including applied behaviour analysis (ABA).

Topics covered include:

- Understanding the key characteristics of autism
- Understanding principles of reinforcement and how to implement them
- Understand and support social-communication needs across the autism spectrum
- Understanding the impact of sensory processing differences in ASD
- Recognize common learning styles and cognitive differences of individuals with ASD
- Learn why visual supports are an important part of a behaviour support plan
- Recognize sources of anxiety, the impact it has, and describe intervention options
- Identify various scenarios that may require a transition plan and using transition strategies to improve success
- Define “inclusion” and provide strategies to successfully include individuals on the spectrum into various community settings

*Level: Introductory Estimated Length: 10 hours*

## **Charting a Path to Success in Your Classroom**

This course provides learners with a core understanding of the Ontario Ministry of Education’s P.P.M. 140 and how to meet its requirements. You will learn the characteristics of ASD as well as evidence-based strategies to support effective teaching practices. Upon completion, you will be better prepared to facilitate engaging learning opportunities and successful school experiences for students with the ASD diagnosis.

*Level: Introductory*

*Downloadable Certificate: Yes*

*Estimated Length: 10 hours*

## **Functional Behavioural Assessment (FBA)**

This course builds on previous courses on Applied Behaviour Analysis (ABA) theory and techniques, such as precisely defining behaviour and methods of data collection. You will take a detailed look at the functional behavioural assessment process and learn intervention

techniques to target behaviours of concern. By the end of this course you will know how to determine the function of behaviour, understand how to appropriately respond to challenging behaviour and develop a strategy for teaching replacements skills as part of a function-based behaviour support plan.

*Level: Advanced*

*Downloadable Certificate: Yes*

*Estimated Length: 8 hours*

## **ABA for Educators Level II: Reinforcement and Prompting**

This course is for education professionals who have completed the ABA Certificate Course for Educators and are ready to enhance their skills in the application of reinforcement and prompting.

You will acquire the skills and knowledge to implement prompting and reinforcement strategies more effectively and with greater confidence in your classroom. You will learn how to identify potential reinforcers and effectively implement individualized and class-wide reinforcement systems. You will learn how to choose the most effective prompt(s) based on the student profile, type of classroom placement and the particular skill being taught. You will learn how to implement individualized prompting, as well as classroom-wide prompting strategies including visual cueing systems and embedded prompts. You will have the opportunity to conduct preference assessments and reinforcement inventories.

Throughout this course multiple video vignettes of the implementation of various types of prompting and reinforcement strategies will be provided to support the correct application of these behaviour analytic strategies in the classroom.

*Level: Intermediate/Advanced*

*Downloadable Certificate: Yes*

*Estimated Length: 6 hours*

## **Registered Behaviour Technician Course for Educators (2nd Edition) RBT 40-hr Training Course**

This course takes participants from beginner level to intermediate. This Registered Behaviour Technician Training Course meets the 2nd edition task list criteria set by the Behaviour Analysts Certification Board (BACB), for the 40-hour RBT training. This course presents the information in a way that is practical and relevant for educators and others who are supporting students in an educational setting. Participants will learn the same terminology, theory and practices used by consulting behaviour analysts, allowing for improved communication and collaboration amongst team members. The skills developed will also support students with other learning differences.

*Level: Intermediate*

*Downloadable Certificate: Yes*

*Length: 40 hours*



## Understanding and Supporting Students with Autism

This course was designed for anyone who wishes to help support students with autism reach their potential. With this course, participants will develop a better understanding of Autism Spectrum Disorder, how to support a variety of learners, and how to incorporate unique preferences when teaching new skills. Participants will learn tips to better support students with sensory sensitivities, how to set appropriate goals for your learners, and how to select appropriate teaching strategies. They will also deepen their understanding of challenging behaviours, learn proactive strategies that can prevent them, and reactive strategies to support students when they occur. This course provides concrete examples for educators in a classroom setting. Estimated Length: 2 hours

## Individualized Education Plan (IEP) - web based to be released

IEPs are written plans describing the special education program and/or services required to meet an individual student's learning needs. It identifies learning expectations that are modified from or alternatives to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and special education services needed to assist the student in achieving the learning expectations.

*Target Group(s)\*: Teachers, Administrators, and EAs*

## Supporting Students with Physical Needs

(Web based sessions for administrators, teachers and EAs)

Supports all educators with their understanding of how to support students with physical needs. On the website, there are modules that include:

- Accessibility in school and staff's responsibilities in their duty to accommodate students
- Inclusive design approach to instruction - Universal Design for Learning and Differentiated Instruction
- Supports available for Occupational and Physical Therapists
- Supports for writing Individual Education Plans
- Descriptions outline the use of different equipment
- Descriptions of various diagnoses

## What are Executive Functions?

(Web-based sessions for administrators, teachers and EAs)

Supports all educators with their understanding of how to support students with executive functioning (EF) needs. On the website there are modules that include:

- A description of the core processing areas that affect executive functioning
- An explanation of how self-regulation skills impact executive functioning
- An explanation of the developmental phases in executive functioning
- Strategies on how to support a student who experiences difficulties with EF
- A list of available resources



- Developing the capacity of school staff through professional development, consultation, and ongoing problem solving to practice strategies that foster positive student relationships and to understand student behaviour and underlying needs when challenges occur.
- Working collaboratively with school staff and Professional Student Services Personnel to facilitate effective communication practices with parents/guardians and community agencies when involved.

## Teaching Requesting

Half day presentation designed for ECEs taught how to request, the most important function of communication. Objectives include selecting the learner's motivators, determining the learner's mode of communication and how to directly teach learners to request.

## Fundamentals of Communication for ASD Students

ASD students present with unique communication characteristics. It is important that adults interacting with ASD students understand and recognize these characteristics in order to employ strategies that will facilitate the communication skills of these students. This workshop will discuss the communication characteristics of ASD students, basic communication strategies and visual supports that facilitate the receptive and expressive communication skills of students with ASD.

## Behaviour: What is the message?

This presentation will discuss the relationship between interfering behaviour and communication within the comprehensive framework. A selection of strategies to increase communication and decrease interfering behaviour based on the function of the behaviour.

## Visuals to Support Communication for Students with an ASD

This presentation will review a variety of visual strategies to support receptive and expressive communication, including a hierarchy of symbol development, how to determine the most appropriate visual supports to implement with a student and different communication systems that incorporate visuals.

## Picture Exchange Communication System (PECS)

This presentation provides an introduction to the "Picture Exchange Communication System" and how to use it to teach communication skills rapidly to those with limited functional speech. PECS is a unique training program that does not require lengthy prerequisite training and promotes communication in a social context that the user initiates. The sequence of PECS phases is discussed with opportunities for hands-on practice is provided.

## Teaching Communication to Special Needs and ASD Students

This full day workshop will provide a brief overview of the components of communication, how to identify your learner's current level of communication and discuss strategies to teach communication skills to learners with Special Needs and an Autism Spectrum Disorder. Opportunity to practice a variety of strategies to enhance both receptive and expressive communication skills will be provided.

## Building Social-Communication Skills for Special Needs Students

This full day PD will provide strategies for teaching teams to build social-communication skills for special needs students. Through video demonstrations, participants will gain knowledge on how to recognize, respond to, and expand on students' communication attempts. They will be given strategies which will increase student engagement, interaction, and communication with both adults and peers. Teachers and EOCs will be trained to become effective "communication partners" with special needs students throughout the day, as well as supportive "communication facilitators" between special needs students and other people in their environment.

## Effective Strategies for Developing Independence: Supporting Learners with Special Needs and ASD

This full day PD will focus on effective ABA strategies and other best practices to develop communication skills (e.g., how to deliver instructions, how to teach using visual supports, how to utilize prompting and fading, reinforcement, etc.). Strategies to increase a learner's receptive and expressive communication skills (e.g., using visual supports, modeling, role playing, and collaborating with other staff) will be discussed. Strategies to increase a learner's independence through "gradual release of responsibility" or fading support will be included.

## Communication: MORE than Just Words - Best Practices for Working with Learners with ASD/Special Needs

This full day workshop provides an introduction to the Triad of Impairments included in the diagnosis of Autism, their learning strengths and weaknesses and communication characteristics of learners on the autism spectrum. Strategies that can be implemented by adults interacting with learners with Special Needs or with an Autism Spectrum Disorder will be highlighted.

## Teaching Functional Skills to Facilitate Independence

This full day workshop is designed for teaching teams to address the complexity of everyday life skills required for independent living. Identifying functional skills that are necessary for successful independence and planning for functional programming using the Comprehensive Planning Framework through a variety of hand-on activities will be included.

## **Communication Development and Teaching Strategies for Learners with an ASD**

This full day workshop will discuss normal receptive language, expressive language and articulation development for typically developing learners and how it differs for learners with an ASD. Strategies that can be implemented by adults interacting with learners with Special Needs or with an Autism Spectrum Disorder and critical communicative functions necessary for all learners to acquire for independence will be highlighted.

## **Training**

### **Mandatory Accessibility Training for Educators**

All staff, volunteers and persons who participate in developing Board policies must complete this [e-module](#) training. This webinar is approximately 40 to 50 minutes in length. This training provides:

- An overview of the AODA, understanding the requirements of the Regulation•L
- How to interact and communicate with persons with various types of disabilities;
- How to interact with persons with disabilities who use an assistive device or require the assistance of a guide dog or other service animal or the assistance of a support;
- How to use equipment or devices available on the provider's premises or otherwise provided by the provider to people with disabilities to access goods or services; and
- What to do if a person with a particular type of disability is having difficulty accessing the provider's goods or services.

Target Groups: All employees, volunteers and persons specified above; downloadable Certificate

### **Due Diligence: Human Resources Legislation and Investigations**

As part of the LEAD (Leadership Exploration and Development) series, this session is intended for all principals and vice principals in elementary and secondary schools. It will assist administrators with better understanding their rights and responsibilities under the Ontario Occupational Health and Safety Act, and the Human Rights Code specific to workplace accommodation. The concept of due diligence will be discussed as it applies to the legislation and ultimately this session will assist administration in maintaining a safe working and learning environment and understanding the importance of conducting effective workplace investigations. Case studies will be discussed as part of the presentation.

Target Group(s): New Principals and Vice Principals

### **Leaders in Action**

This is a conference opportunity for newly appointed principals and vice principals, along with the director, associate directors, superintendents and controllers, to forge a strong, dynamic and lasting network of support. Focusing on relationships as the key foundational building block for working together, the conference allows participants to collectively engage in interactive dialogue to exchange perspectives, beliefs and understandings.

Target Group(s)\*: Administrators

## Communication of Multi-Year Accessibility Plan

The Board's Multi-Year Accessibility Plan (MYAP) will be posted on the Peel Board's website and copies will also be made available to the public in accessible formats upon request.

The availability of the MYAP will also be communicated through the Board's intranet.

## Review and Monitoring Process

The Board will continuously evaluate the effectiveness of barrier removal and prevention strategies. The AAC will make certain that with regard to the MYAP, the following take place:

- An annual status report on the progress of measures taken to implement the plan is produced and posted on the Board's website;
- This 2-year MYAP will be reviewed and updated with a 5-year MYAP before its expiration; and
- At least every 5 years, the MYAP will be reviewed and updated in consultation with persons with disabilities.

# Feedback Pertaining to Accessibility Services Provided by the Peel District School Board

Your Name:

Your Role:

Your Contact information:


Summary of Your Comments / Concerns / Requests:

**Date:**

Please return completed form to the attention of **Abilities Office** by:

Mail:

*HJA Brown Education Centre  
5650 Hurontario Street  
Mississauga, Ont.  
Canada, L5R 1C6*

 : 905-890-1010 ext. 2218

 Email: [accessibility@peelsb.com](mailto:accessibility@peelsb.com)