

Peel District School Board

Accessibility Plan Status Report - 2014



Presented by the
Peel District School Board
Accessibility Advisory Committee

January 2015

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Peel District School Board Accessibility Plan Status Report – 2014

1. Introduction

Peel District School Board Accessibility Policy Statement

It is the policy of the Peel District School Board District School Board (the Board) to provide an environment in all of its facilities that builds independence, dignity and respect for our students, parents/guardians, the public and our staff. The Board is committed to the continual improvement of accessibility and the on-going removal of barriers in order to provide greater equity for all in accordance with the Accessibility for Ontarians with Disabilities Act (AODA). Our conduct will demonstrate our belief in the strength diversity brings to our communities.

Connection to the Peel District School Board's Overall System Goals

The Board's Accessibility Policy is one of the many policies comprising the building blocks of the Board's Report Card for Student Success. The Report Card for Student Success is the strategic plan for the Peel Board, based on a proven, research-based methodology called the balanced scorecard. Its power is in using data to transform our strategic plan into action. The Report Card for Student Success shows us whether our actions are having an impact, because each goal clearly sets out targets for improvement. There are eight goals in the strategic plan. The goals represent the most important areas of focus for our Board and are developed based on broad consultation with and consensus from all of our stakeholders¹.

Report Card for Student Success Goals:

- Set High Expectations
- Positive Relationships
- Use Resources Effectively
- Achieve Equity
- Safe and Appropriate Places to Learn and Work
- School Success Planning
- Effective Use of Technology
- Attract, Develop and Retain Staff

Each goal has an impact on accessibility within the Board and any initiative taken to improve a goal will be considered through an accessibility lens with the intention of achieving a fully accessible Board. The Board's values of equity and inclusion are directly tied to accessibility.

2. Overview of the Accessibility Standards under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

Accessibility for Ontarians with Disabilities Act, 2005

The Accessibility for Ontarians with Disabilities Act (AODA) applies to public, broader public and private sector organizations and calls for the development of enforceable accessibility standards in the areas of: customer service; the built environment; employment; information and communication; and transportation. Among other requirements, the Board must develop multiple year accessibility plans at least every five years along with annual status reports for the plans.

Accessibility Standards under the AODA

a. Accessibility Standards for Customer Service

This Standard addresses the manner in which goods and services are delivered to the public and other third parties.

b. Integrated Accessibility Standard Regulation

The Integrated Accessibility Standard (IASR) establishes standards for accessibility in the areas of information and communication, employment, transportation and the design of public spaces (built environment). A high level description of the standards is provided below.

i. Accessibility Standards for Information and Communication

This Standard establishes requirements for providing accessible information and communication to persons with disabilities including accessibility standards for websites and website content.

ii. Accessibility Standards for Employment

This Standard addresses the hiring and retaining of paid employees and involves, but is not limited to, providing accessible job postings and reasonable accommodation for individuals selected for interviews and for employees with disabilities.

iii. Accessibility Standards for Transportation

This Standard applies to school Boards and providers of public transportation services, including but not limited to public transit, and taxi and limousine services in Ontario

iv. Design of Public Spaces (Built Environment)

The Standard provides accessible design requirements primarily focussing on exterior areas such as accessible parking, pedestrian routes, exterior ramps, play spaces and includes a few public interior areas such as service counters and waiting areas. The standard applies to new construction and areas undergoing renovations.

Guiding Principles of AODA and Accessibility Standards

The following guiding principles are the foundation of the AODA and the accessibility standards enacted under it. Organizations such as the Board must make reasonable efforts to ensure that its policies, procedures and practices are consistent with these principles. The principles include demonstrating respect for the dignity and independence of persons with disabilities; providing goods and services to persons with disabilities in a manner that is integrated with others unless another method is required due to the person's disability; and equality of opportunity.

3. Accessibility Plan Status Report - 2014

The Peel District School Board is committed to accessibility, inclusion and equity for persons with disabilities and to fulfilling its obligations under the Accessibility for Ontarians with Disabilities Act (AODA). This Accessibility Plan Status Report – 2014 provides an annual update on the Board's multi-year Accessibility Plan of January 2013-2017. This status report, in conjunction with the Board's multi-year accessibility plan have been created to fulfill the Board's obligations under the AODA to develop an annual status report on its multi-year accessibility plan and to gauge accessibility progress.

Aim

This status report applies to the Board's Multi-Year Accessibility Plan 2013-2017 which outlines accessibility initiatives that have been undertaken during 2013 for the purpose of addressing accessibility issues that affect persons with disabilities who work, use or attend school Board facilities and services.

The Board's multi-year accessibility plan and this status report can be found on the Board's website on the *Equity and Accessibility* page.
<http://www.peelschools.org/aboutus/equity/Pages/default.aspx>

4. Accessibility Advisory Committee

The Board appreciates the contributions of the members of its Accessibility Advisory Committee (AAC). The AAC is comprised of staff, administrators, Special Education Advisory Committee (SEAC) members and community members which convene to create, monitor and improve the objectives of the Board Accessibility Plan as well as accessibility standards stipulated in the AODA.

Committee Co-Chairs:

- Cindy Francis (Manager Abilities, Wellness and Attendance)
- Jennifer Miller (*Accessibility Coordinator*)

Peel District School Board Trustee

- David Green (*Board Trustee*)
- Sue Lawton (*alternate Trustee*)

Peel District School Board Staff:

- Dawn Beckett-Morton (*Director of Human Resources*)
- Yasemin Sarraf (*Acting Manager, Health, Wellness & Safety*)
- Mary Anne MacArthur (*Manager, Human Rights*)

Special Education Advisory Committee (SEAC):

- Carol Ogilvie (*SEAC Representative*)
- Shelley Foster (*alternate SEAC Representative*)

Community Representatives:

- Karen Rivera
- Kirsten Barnes
- Thea Kurdi

5. Accessibility Accomplishments: 2014

Throughout the year 2014 the Board has continued to make accessibility improvements and to work to fulfill its obligations under the AODA. Accessibility initiatives focused on addressing the requirements of the Integrated Accessibility Standard Regulation (IASR) under the AODA. Furthermore, efforts are continuously made to build awareness of the wide range of accessibility issues and of AODA obligations.

Accessibility accomplishments for the year 2014 are listed in the following tables.

Integrated Accessibility Standard Regulation (IASR) Actions and Accomplishments for 2014

Requirement	Deliverables	Status
Ensure IASR Accessibility Policies and Operational Procedures are in place and implemented.	Audit existing policies, procedures and practices against AODA requirements. Modify existing documents and create new documents where necessary.	Completed
Accessible School Library Materials (print based). School libraries have been and continue to provide accessible formats upon request where reasonably possible. Develop guidelines.	Create awareness among library staff of AODA requirements and supporting resources. Numerous resources for accessible library materials are available. Create required guideline.	Completed
Accessible Websites and Web Content	Board and School Websites meet IASR requirements for website accessibility.	On-going accessibility upgrades to meet 2021 obligations.
Address the accessibility needs of job candidates and employees who have disabilities throughout the employment life cycle.	The Board continues to build awareness of accessibility accommodations for job candidates and employees with various disabilities.	On-going
Design of Public Spaces Standards (DOPS) requires enhanced accessibility standards for exterior spaces and interior service areas.	Build awareness among applicable staff.	On-going awareness information provided to staff
AODA Training	Revised existing training for clarity and to appeal the various learning styles.	Revision completed Training On-Going
AODA Accessibility Awareness Training to Educators	Training Module completed. Notice to existing staff and new hires of training obligations	On-Going
Creating Awareness on Accessible Formats and Communication Supports	Manual and Tips Sheet created. Guideline created.	Completed

AODA (non IASR Specific) and Accessibility Related Actions and Accomplishments for 2014

AODA and Other Accessibility Related Actions	Deliverable	Status
Relationship buildings with broader public sector organizations regarding accessibility and AODA compliance.	Attend regular information sharing meetings	On-going
Build awareness among academic administrators of new AODA policies, operational procedures and resources.	Information sessions provided.	Completed
The Board established the Inclusion Council to provide a forum for staff involved in diversity issues to share ideas and to ensure the wide range of diversity and inclusion issues are considered and coordinated in applicable initiatives.	Incorporate accessibility good practices and other diversity related good practices in Board initiatives in a coordinated manner.	On-going
Member partner of Canadian Institute for Diversity and Inclusion (CIDI)	Diversity and inclusion resources available to staff	Resources available to staff
Update staff Accessibility Resources site	Expanded on-line resources	On-going
<p>Revised service animal operational procedures for students and members of the public.</p> <p>Service animal information package developed for staff and the public</p>	<p>Revised operation procedures</p> <p>Letter templates for schools to provide to their school communities when a service animal will be present in the school</p> <p>Information brochures for the school community</p>	Completed
Hired third party to create detailed service animal evaluations.	Four part evaluation developed	Completed
Evacuation chair training to applicable staff	Hands-on training provided	Recent training Completed On-going as needed.
Continue to construct and renovate Board facilities to meet or exceed AODA and Ontario Building Code (OBC) accessibility standards.	Improvements in the accessibility of Board facilities for students and other persons with disabilities	On-going
Address Accessibility Related Feedback	Address inquiries and recommended changes where possible	On-going

6. Moving Forward: AODA and Accessibility Related Actions for 2015

The guiding principles of the AODA and accessibility in general, have been embraced within the Board. During the coming years the Board will continue to focus on AODA compliance and on improving the accessibility of its older facilities. The Board will also continue to improve accessibility awareness among staff through experiential workshops, information sessions, and on-going AODA training.

AODA and Accessibility Related Actions	Deliverable	Status
Build awareness among supervisors and managers of AODA obligations, policies, operational procedures, guides and resources.	Information sessions	Sessions available in 2015
Enhance the inclusion of accessibility awareness through coordinated initiatives	Continued worked with Peel Equity Round Table Committee (PERT) and the Inclusion Council to coordinate initiatives	On-going
Create Board wide awareness of accessibility and accessible good practices for the 10 th anniversary of the AODA	Awareness resources will be made available to teachers and staff.	On-going throughout 2015
Create Awareness on Accessible Formats and Communication Supports	Manual and Tips Sheet Created. In-Class Workshops offered in 2015	Workshops offered in 2015
On-going staff and volunteer training to meet the training requirements of the Accessibility Standards for Customer Service and of the IASR.	Existing Accessibility training module modified.	On-going Training
Formed Play Spaces Subcommittee (of the AAC) to work towards the development of a Play Spaces guide for schools.	Accessibility play spaces guide to assist schools in the development of inclusive play spaces.	Project Completion 2015
Training on How to Create Accessible Documents	Staff training workshops and Resources on <i>Accessibility Resources</i> site	Workshops offered in 2015
Refresher training on the use of evacuation chairs for students and staff with mobility disabilities.	On-going refresher training offered in 2015.	Will be offered in 2015 and On-going
Update and promote <i>Accessibility Resources</i> intranet site. Reorganize growing resources.	Improved organization and ease of use of the site	On-going
Continue to Construct and Renovate to meet or exceed AODA and OBC accessibility standards.	Improvements in the accessibility of Board facilities for students and other persons with disabilities	On-going
Continue to address accessibility related feedback	Respond to feedback, investigate issues and make changes/ renovations where possible	On-going

7. Peel District School Board Training and Programs that Incorporate Accessibility Awareness: 2014

(Staff Training Programs & Information Items that Address Accessibility & the Target Group(s)*)

Annual Planning Document (APD)

The APD is an annual information report produced by Planning and Accommodations Support Services. It is the Board's major capital planning report for the current and the upcoming year. The report, published in late November, provides information on what has been constructed, is currently under construction and what new schools and additions are approved to be built in the upcoming year. This document also details information pertaining to initiatives addressing, disability and accessibility construction projects.

Target Group(s)*: All Employees

C.A.R.E.

Communication, Assistance, Return-to-work planning and Encouragement are the standards to be met when accommodating staff with disabilities. The C.A.R.E. program offers assistance to employees with physical, emotional or cognitive disabilities. Accommodation options include, but are not limited to: providing an assistive device; modifying tasks, assignments or hours of work; reassignment or retraining; and graduated return-to-work programs.

Target Group(s)*: All Employees

Accessibility Awareness Training for Educators

The training module is designed to fulfill the requirement to provide accessibility awareness training to educators.

Target Group(s)*: All Educators

Customer Service and Integrated Accessibility Standards Training for Staff

The training module address the requirements of the Accessibility Standards for Customer Service and the Integrated Accessibility Standard for all staff. The module has been modified to add interest and clarity. This training is mandatory for all Board staff.

Target Group(s)*: All Employees

Customer Service and Integrated Accessibility Training for Volunteers

This training material has been developed to fulfill the volunteer training requirements of the Accessibility Standards for Customer Service and the Integrated Accessibility Standards. The module has been modified to add clarity and interest.

Target Group(s)*: Volunteers and Trustees

How to Create Accessible Documents and Caption YouTube Videos

Training manuals and tip sheets have been developed to teach staff how to create accessible Microsoft documents and presentations. Information is also provided to help staff caption YouTube videos for persons who are hard of hearing or deaf.

Target Group(s)*: All Staff

Hearing Without Sound

In 2008, Curriculum, Instruction and Special Education Support Services launched the first in a series of resources (DVD and/or video streaming) entitled Hearing Without Sound. The resources will model how to teach inclusively and make connections to curriculum expectations, subject matter, instructional strategies and TFWW. Hearing Without Sound demonstrates how a grade 5 teacher incorporates issues of ableism and respect for differences within a science unit on sound. This resource is available The Equity page of the Curriculum and Instruction website (<http://portal.peelschools.org/sites/tfww/default.aspx>) and Peel TV.

Target Group(s)*: Teachers

Incorporating Methods of Applied Behaviour Analysis (ABA) and Transition Planning into Programs for Students with Special Learning Needs

A training opportunity for teaching teams; teachers, teaching assistants, resource staff, and administrators who have responsibility for students with special needs is being provided. This foundational series of training sessions will demonstrate how ABA methods, developing a collaborative “team”, and planning for transitions can potentially benefit all students, but is critical for students with Autism Spectrum Disorder and students who exhibit challenging behaviour. Additional site based learning opportunities such as; assessment and data collection, structured teaching, reinforcement, social/communication skills, visual supports, managing interfering behaviours and generalization of skills, are facilitated by special education resource staff to further support the implementation of ABA methods. These opportunities are intended to better prepare school Boards to successfully implement PPM 140.

Target Group(s)*: Teachers, Teaching Assistants (TAs), Support Staff and Administration

Learning For All:

This resource guide outlines an integrated process of assessment and instruction designed to improve student learning at both the elementary and secondary levels. It assists educators from Kindergarten through Grade 12 who can use this process to help plan and deliver instruction that benefits all students, from high achievers to those who need additional support. The key beliefs that drive the process outlined in this resource are:

- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research

Target Groups: K to 12 teachers, Support Staff, Administrators

Mental Health Strategy

The Peel District School Board is committed to promoting positive mental health for all students. Student mental health is identified as a Board priority within the Community, Culture and Caring pillar of the Board Improvement Plan. The intention of the Mental Health Strategy is to articulate an action plan that will meet the mental health needs of all students.

Based on the World Health Organization, "Mental Health refers to a broad array of activities directly or indirectly related to the mental well-being component included in the WHO's definition of health: 'A state of complete physical, mental and social well-being, and not merely the absence of disease'. It is related to the promotion of well-being, the prevention of mental disorders, and the treatment and rehabilitation of people affected by mental disorders." [http://www.who.int/topics/mental_health/en/]

Target Groups: All System Personnel, Students and Parents

Individualized Education Plan (IEP)

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, Teaching Assistants (TAs), Support Staff and Administration

Transitions:

Policy Program Memorandum 156 (PPM 156): Effective September 2, 2014, a transition plan must be developed for *all students who have an IEP*, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the IEP. In order to ensure communication and support for all stakeholders, a board-wide implementation plan has been developed.

Target Group(s): Students with and IEP

Integrated Transition Planning Protocol (ITPP): The protocol, which came into effect in October 2013, applies to young people with developmental disabilities, who are 14 years old and older. The goal is preparation for transition to adulthood. The ministries of Children and Youth Services (MCYS), Community and Social Services (MCSS) and Education (EDU) worked collaboratively to build on and improve the continuum of transition supports for young people with developmental disabilities. In order to ensure communication and support for all stakeholders, a board-wide implementation plan has been developed.

Target Group(s): Students with developmental disabilities

Individual Student Transportation Plans (ISTP)

Well before the IASR required the provision of ISTP the Board has been and will continue to develop transportation plans for students with disabilities. ISTP detail individual school

transportation assistance needs for students with disabilities and include plans for individual student boarding, securement and deboarding. Furthermore the Board is working to enhance consultation with parents/guardians of students with disabilities in the development of ISTP as required by the IASR as well as communication of the roles and responsibilities of the parties involved in the student's transportation experience, including transportation providers, parents/guardians, vehicle operators, school staff, and the students with disabilities.

Target Group(s)*: Students. Parents/Guardians, School Staff, Transportation Providers, Transportation Operators

Instructional Intelligence Institute also known as Beyond Monet: The Artful Science of Instructional Integration

This institute is a special Curriculum & Instruction and Special Education Support Services learning team opportunity that provides training for resource teachers. The purpose of these sessions are to provide the opportunity for a four-person school team to strengthen and support their understanding of the teaching and learning process as a key component of the school's plan for enhancing opportunities for student success. This will be supported by the following strategies: concept attainment, concept formation, mind maps and concept maps, graphic organizers and effective group work with connections to expectations and assessment.

Target Group(s)*: Teachers

Literacy & Values Through Music: The Future We Want (TFWW) Initiative

This program promotes linkages between the arts (music, drama, visual arts, literacy) and TFWW. The program is currently open to 10 schools and incorporates teacher PD, classroom preparation work, song writing with a professional singer/songwriter and a performance at the Living Arts Centre. The students explore the isms including (ableism/ability) through literary texts: poetry, scripts, novels, newspaper articles and picture books. LVM: TFWW concludes with a gala performance and art exhibit at the Living Arts Centre. The performance also provides an opportunity for the Board to encourage parents to embrace TFWW.

Target Group(s)*: Grade 5 Teachers

Manifesting Encouraging and Respectful Environments (MERE)

A resource document that helps examine values, assumptions and beliefs around equity, including ableism (the cultural, institutional and individual set of practices and beliefs that assign inferior values to people who have developmental, emotional, physical or psychiatric disabilities). This resource is available The Equity page of the Curriculum and Instruction website (<http://portal.peelschools.org/sites/tfww/default.aspx>)

Target Group(s)*: Teachers, Teaching Assistants (TAs), Support Staff and Administration

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)*: Teaching Assistants (TAs)

Teaching for Diversity and Social Justice

Through CISESS, a trio of PD opportunities are offered under the rubric of *Teaching for Diversity & Social Justice* (TDSJ).

TDSJ One - Speakers Series

This speaker series offers Peel board staff the opportunity to hear and learn from individuals whose narratives reflect the reality of diversity of social justice in Peel and beyond. Sessions can be accessed through My Learning Plan.

Target Group(s): All employee groups.

TDSJ One- Facilitator's Series

This four part series is designed to help academic staff explore the provincial legislative framework and board specific policies and mandates for Equity and Inclusive Education. Using the resource document *The Future We Want* this series aims to assist participants to reflect on their experiences, raise questions, and develop solutions to issues of equity, diversity and social justice in their classrooms and school communities .The series is conducted by eight teacher facilitators to help guide the group and promote self-exploration.

Target Group(s): Academic staff.

TDSJ Two - Action Research Series

The action research series runs the course of the year and engages academic participants in eight full day and two half days session with an in-depth focus on equity and inclusion in education. Participants commit to forming, researching and reporting a question that connects equity to pedagogy in their own practice. During the series, the group will learn how to develop their research question, pursue action research and report their findings with the intention of transforming their own practice.

Target Group(s): Academic staff.

For many people, the TDSJ Action Research Series becomes a platform for further education, such as pursuing a master's degree or completing the Principal's Qualification Program (PQP), or to help support the participant's own understanding as leaders of equity within the Peel board.

Target Group(s): Academic staff.

The Future We Want: Building an Inclusive Curriculum (TFWW)

This resource describes how we change the curriculum to achieve the Board's vision with respect to equity issues. TFWW provides a teaching context for MERE and challenges staff to create equitable and respectful classrooms by examining how assumptions, values and beliefs impact on the curriculum and the engagement and success of students. This resource is available The Equity page of the Curriculum and Instruction website

(<http://portal.peelschools.org/sites/tfww/default.aspx>)

Target Group(s)*: Teachers, Teaching Assistants (TAs), Support Staff and Administration

Peel Equity Round Table (PERT)

PERT strives to promote the development of new initiatives and build awareness of existing efforts regarding equity throughout the Board.

Target Group(s)*: All Staff

Community of Practice for Inclusion (formerly the *Inclusion Council*)

An informal forum with members that include staff whose work focusses on equity and inclusion for various stakeholders and supports the *Journey Ahead* and the board's *Report Card for Student Success*. The Community of Practice for Inclusion is a mechanism where staff can share ideas, resources and coordinate initiatives, messaging and practices.

Target Group(s)*: All Staff

"Directing Mind" Obligations and Ensuring Procedural Fairness in Investigations

Training is provided for administrators and business managers in order to increase their understanding and knowledge base to manage workplace/school environments and ensure that the human rights of all stakeholders are honoured. To date, approximately 1000 administrators, managers or supervisors have attended the workshop.

Target Group(s)*: All Administrators

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

Parent Numeracy Conference

At the Board's parent literacy conference: "Make a Difference in Literacy & Beyond – practical ways parents can boost learning". Workshops were provided on special education.

These workshops were intended to help parents of students with special education needs support their child's learning at home. Topics included:

- "Help Your Child With a Learning Disability Succeed in School"
- "Help Your Child With ADHD Succeed in School"
- "Help your child develop social skills"
- "Help your child with autism and developmental disabilities cope with routines and transitions"
- "Language, math, card and computer game activities for students with autism"
- "Special Education Advisory Committee (SEAC) awareness"
- "Strategies to help your child with autism and/or developmental delays build communication, reading and writing skills"

Target Group(s)*: Parents, Guardians and Caregivers

Workshops run by SLP staff:

- Language and Behaviour
- Language for The Early Years
- Oral Language and Links to Literacy
- Talk To Your Child In Your First Language
- Development of Questions

Target Groups: TAs, teachers, parents, PLASP staff, Best Start Team

Workshops run by SLPs on 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\Supporting Students with Special Needs and Autism Spectrum Disorders
- Communication: MORE than Just Words – Best Practices: Working with Students with ASD/PDD

Target Audience: Itinerant teachers, SLPs, TAs, Teaching Teams

The following workshops were provided by SLPs during 2013-14

Social Language and communication skills- a lens into social thinking

Information contained in this presentation provides an overview of social language development, the relationship between social language and behaviour, and outlines some of the challenges in students with impaired social language skills. It allows teachers, admin and teaching assistants to examine situations that may arise in the classroom or on the playground through a social lens and behaviour lens. Moreover, it introduces various strategies and tools to not only teach social language skills to students but also use effective practices within the classroom.

Target Audience: Teachers, TAs, Administration

Early language development, milestones and strategies

Information in this presentation pertained to the speech and language milestones of children ages 1-5 from a developmental perspective. It provided teaching assistants with hands-on strategies on how to foster language development in early language learners. TAs were given the opportunity to use various toys, resources, and games to target receptive and expressive language goals and/or social communication goals, similar to those provided by SLPs throughout the year. While it was geared towards 1-5 year olds, the message to the TAs was that language should be geared to the student's developmental language level vs. age. We need to examine how the child is communicating before deciding at what level we speak to the child

Target Audience: Teaching Assistants

Toys, Talk and Tech - Communication strategies/ materials for Special Needs students –

Target Audience: Teaching Assistants

Promoting Phonological Awareness in Kindergarten and Grade 1 –

Target Audience: Teachers and ECE's.

Using Visuals to Support Students with Special Needs"

This 2-hour workshop covered the importance and implementation of a variety of visual supports, from low-tech supports to high-tech AAC systems. A variety of common misconceptions/mistakes were discussed, as well as troubleshooting/problem solving ideas to address these issues. Examples and videos were shared.

Target Audience: Teaching Assistants

PECS workshop

Target Audience: Special Needs staff at TL Kennedy.

Teaching ASD students to Communicate Effectively

Teaching Communication to Special Needs and ASD students

Fundamentals of Communication for Students with ASD

Target Audience: Special Needs staff and ASD Itinerants

Language and Behaviour Presentation

This professional development presentation highlights the strong link between communication disorders and behavioural difficulties and demonstrates the role of the Speech-Language Pathologist within interval programs. The impact of expressive language, receptive language, and social language difficulties on behavior are discussed, using case study scenarios and video demonstrations. Information on social thinking and practical strategies to address the needs of students with communication difficulties are also shared.

Target Audience: Teaching teams from Kindergarten, Primary and Junior Interval Classes

Communication: Characteristics and Strategies for Children with an ASD and DD

Target Audience: Teaching Assistants

Building Communication Through Play

Target Audience: Teaching Assistants

Making Clicker 5 'User Friendly'

Target Audience: Teaching Assistants

How to Encourage Communication Throughout the Day

Target Audience: Teaching Assistants

Language for the Early Years

Target Audience: School teaching teams

8. Peel District School Board Facilities: Accessibility Improvements to the Built Environment for 2014

The Board continues to improve the accessibility of its older buildings and spaces for persons with disabilities and to construct new premises that incorporate accessible design and features.

New School Construction

For more than ten years the Board applies accessibility design features to school construction and renovation projects. More recently the new Design of Public Spaces Standards made under the AODA are being applied to applicable exterior areas and customer service areas such as accessible parking spaces, ramps and service counters. Furthermore accessibility design criteria applied by the Board to new school facilities both meet and exceed requirements stipulated in the Ontario Building Code (OBC) and suggestions made by the Canadian Standards Association Standard B651-04. For example, Board expectations related to elevator requirements are higher than required by the OBC as well as the provision of one roll-in shower stall in orthopaedic washrooms at each school (which is also not required by the OBC).

School Accessibility

New School Openings and Improvements and Additions 2013 – 2014

The following sections list new school openings and school improvements that occurred in 2013- 2014 year. For a complete listing of the accessibility ranking of the Board's schools refer to the Board's multi-year plan titled, *Accessibility Plan: January 2013 to December 2017*.

i. New School Openings for 2014

Table 1

New School Completion and Opening September 2013 – 2014

1. Alton PS (Jan 2014)
2. Nelson Mandela PS
3. Chris Hadfield PS
4. Walnut Grove PS

ii. School Accessibility Improvements and Additions

In addition to the new school construction projects the Board continues to expand, update and renovate existing school facilities to address various capacity issues. Among these issues are:

1. the continued enrolment growth experienced in the Region of Peel

2. the replacement of temporary accommodation (portables and incrapaks), and
3. program initiatives (e.g. full day kindergarten).

These construction opportunities have been used proactively (where feasible) to address physical accessibility issues, such as: the requirement of elevators/lifts, slopes, ramps, handrails, automatic door openers, washroom improvements, etc.

Table 2

School Accessibility Improvements and Additions 2013 - 2014

Construct Barrier Free Washrooms and/or Orthopaedic Washrooms

- Brookmeade PS (orthopedic and barrier free)
- Clark Boulevard PS (orthopedic)
- Grenoble PS (orthopedic)
- Silver Creek PS (barrier free)
- Sawmill Valley PS (barrier free)
- Erin Mills (orthopedic and barrier free)

Install Braille Signage

- Arnot Charlton PS
- Cawthra Park SS
- Glendale PS
- Heart Lake SS
- Judith Nyman SS
- Lincoln M. Alexander SS
- Mount Royal PS
- Port Credit SS
- Queen Street PS
- Thornwood PS

Construction of or Improvements to Alternative Learning Environments

- Fairwind Sr PS
- Fletcher's Creek Sr PS
- Sawmill Valley PS
- Worthington PS

iii. Board Wide Multi-Year Program 2012-to-Date

The following Board wide accessibility improvements are part of a multi-year program beginning in 2012. They include: entrance or doorway improvements including installation of automatic

door openers, holding devices for barrier free egress access in corridors and entrance modifications to improve accessibility

a. Door Hold Open Devices (Interior Smoke or Fire Doors)

- Applewood Heights SS
- Cawthra Park SS
- Erindale SS
- Erin Mills MS
- Glenforest SS
- Judith Nyman SS
- Lincoln M. Alexander SS
- Lorne Park SS
- Meadowvale SS
- Port Credit SS
- Turner Fenton SS (North Campus)
- W.G. Davis PS

b. Door Openers (External Doors)

- Applewood School
- Bramalea SS
- Brampton Centennial SS
- Brookmeade PS
- Chinguacousy SS
- Erindale SS
- Erin Mills MS
- Garthwood Park PS
- Gordon Graydon Memorial SS
- Glenforest SS
- Harold F. Loughin PS
- Homelands Sr. PS
- Lincoln M. Alexander SS
- Mayfield SS
- Meadowvale SS
- Port Credit SS
- Sawmill Valley PS
- Silvercreek PS
- Streetsville SS
- Turner Fenton SS

c. Ramps and Barrier Free Parking

- Briarwood PS
- Brookmeade PS

- Erin Mills MS
- Homelands Sr. PS
- Sawmill Valley PS
- Silvercreek PS

iii. Board Wide Two Year Program 2012-2014

The following Board wide accessibility improvements are occurring between the years of 2012 to 2014. They include: entrance or doorway improvements including installation of automatic door openers, holding devices for emergency exists, and entrance modifications to improve accessibility

Summary

In accordance with the AODA, the Peel District School Board is pleased to provide this Annual Status Report on its multi-year *Accessibility Plan: January 2013 to December 2017*.

This report demonstrates the Boards strong commitment to fulfilling its obligations under the AODA and in accessibility and inclusion for all persons including persons with disabilities. This report will be made available to the public on the Board's website and is available in alternative formats upon request.

References

Accessibility for Ontarians with Disabilities Act, 2005,
http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_05a11_e.htm

Accessibility for Ontarians with Disabilities Act, 2005, Accessibility Standards for Customer Service
http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_070429_e.htm

Accessibility for Ontarians with Disabilities Act, 2005, Integrated Accessibility Standards
http://www.e-laws.gov.on.ca/html/source/regs/english/2011/elaws_src_regs_r11191_e.htm

Peel District School Board Accessibility Plan: January 2013 to December 2017.

Region of Peel Planning Documents,
<http://www.region.peel.on.ca/planning/pdc/data/quickfacts.htm>

Report Card for Student Success
<http://www.reportcardforstudentsuccess.org/aboutRCSS.jsp>
