# The George Brown College Accessibility and Inclusion Multi-Year Plan

January 1, 2023, to January 1, 2028

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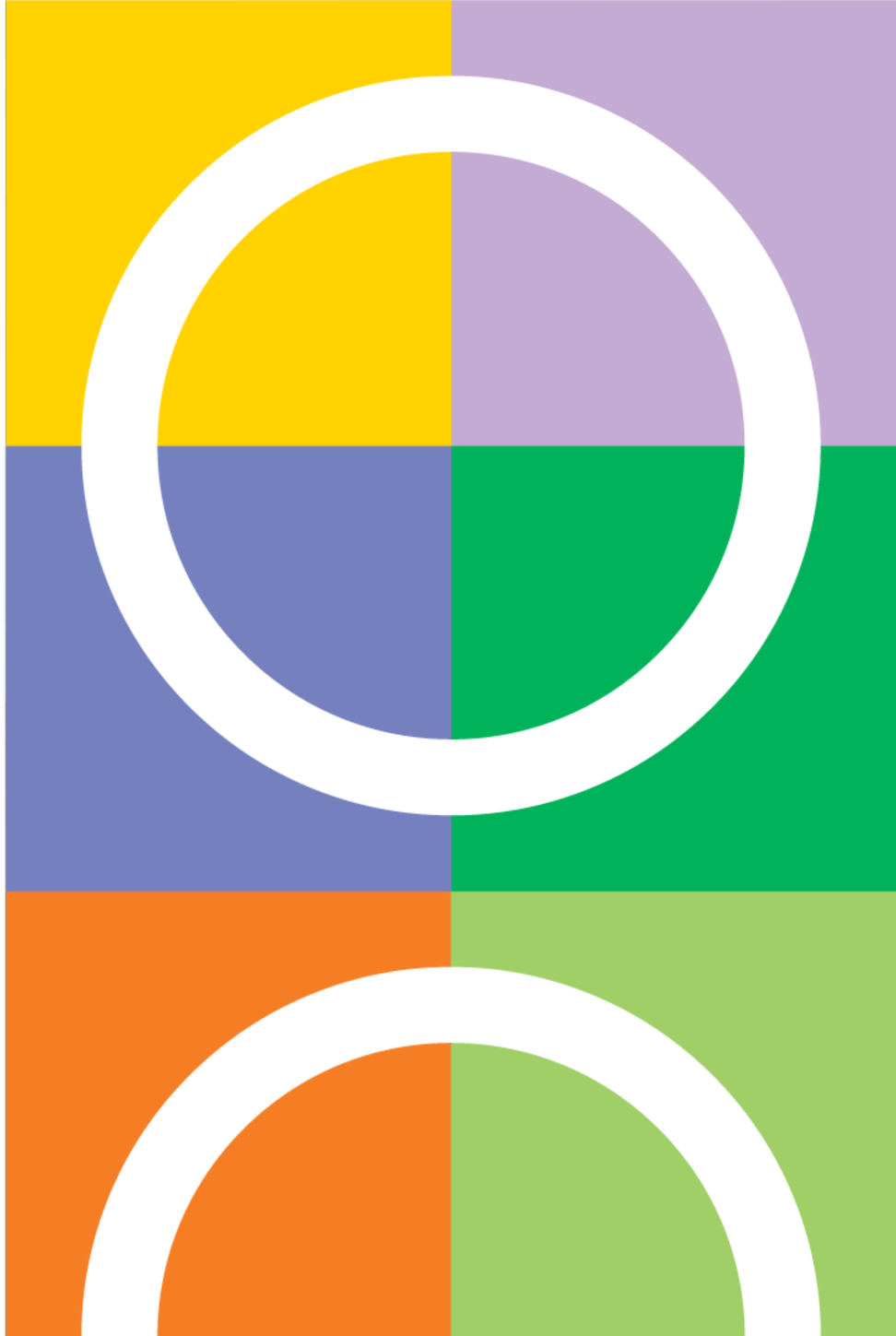

# Background

In 2005 the province of Ontario enacted the Accessibility for Ontarians with Disabilities Act. This sweeping legislation mandated accessibility standards in five areas: information and communication, customer service, employment, the built environment, and transportation. These standards have been phased in and are intended to ensure a fully accessible province by 2025.

In 2017 the Ontario government began a process to propose recommendations for accessibility standards for post-secondary education. The George Brown College Accessibility and Inclusion Multi-Year Plan (multi-year plan) plan has been written with these standards in mind. These standards aim to identify, remove, and prevent accessibility gaps and barriers faced by community members, employees and students with disabilities in post-secondary education.

The multi-year plan (2023 - 2028) reaches five years into the future with objectives and activities to achieve greater accessibility and inclusion for our community members. As we look forward five years, within an ever-changing landscape we note that the specificity of the plan decreases as the plan moves forward. This allows for the addition of evolving issues and the inclusion of new requirements over time. The plan can be viewed as firm for Year 1, flexible for Years 2 and 3 and fluid for Years 4 and 5.

The overall goal of the plan is to ensure the college is barrier-free and continues to strive to be a leader in the area of accessibility in the Ontario college sector.

# Accessibility at George Brown College

# Guiding Principles

The four key principles, outlined in the Integrated Accessibility Standards, are grounding principles for this document. The principles include:

1. **Dignity –** all services provide respect and dignity for persons with disabilities.
2. **Independence –** freedom from control or influence of others; the freedom to make one's own choices.
3. **Integration –** persons with disabilities may benefit from the same services, in the same place and in the same or similar way as other customers.
4. **Equal Opportunity –** persons with disabilities have the same access as others to obtain, use and benefit from goods or services.

In addition, the multi-year plan is in accordance with George Brown College's LEAD Values:

- Learner-Centred,
- Excellence,
- Accountability and
- Diversity, Equity and Inclusion.

# Relationship to Strategy 2026/Vision 2030

**With regard to Vision 2030 of George Brown College, the new multi-year plan relates to the following goals:**

- Highly personalized
- Physical, digital and experiential
- Focused on lifelong learning
- Connected to industry and community partners
- Locally strong, globally connected
- Differentiated
- Resilient

**2026 strategic priorities:**

1. Attract and engage diverse learners
2. Innovative academic and research initiatives
3. Connections that build and contribute to the future
4. Environmental sustainability
5. Foundation of equity
6. Financial sustainability

The multi-year plan supports and enhances these established values and goals. Though the goals of the plan support several of the priorities in George Brown College's Strategy 2026, priority 5, Foundations of Equity and its corresponding goals was an obvious driver throughout the development of this plan.

# Legislative Framework

- Accessibility for Ontarians with Disabilities Act (AODA)
- Accessibility Standards for Customer Service (or Ontario Regulation 429/07)
- Integrated Accessibility Standards (or Ontario Regulation 191/11)

# A Note About the Proposed Post-Secondary Education Standards

In 2017 the Ontario government established the Education Standards Development Committee, a representative group comprised of people with disabilities, members of disability organizations and subject matter experts. They were tasked with "developing recommendations for a proposed accessibility standard to address barriers in publicly funded post-secondary education." The initial post-secondary education standard development committee (PSEDC) recommendations were circulated for comment in 2021 and George Brown College provided feedback at that time. The multi-year-plan is written with these emerging standards in mind. Although the specifics of the standards are currently unknown, the direction and the nine barrier areas that are being considered and released to the public, are revealing.

These include:

1. Attitudes, behaviours, perceptions, assumptions
2. Awareness and training
3. Assessment, curriculum, and instruction
4. Digital learning and technology
5. Organizational barriers
6. Social realms, campus life
7. Physical and architectural barriers
8. Financial barriers
9. General overarching barriers

Where possible, these barrier areas have been considered and incorporated into the plan. This will result in early achievement of these emerging standards. One cannot know at this time what the new standards will ultimately include but it is certain that there will be new requirements that colleges will be responsible for adopting. Where we can prepare for those additional requirements, we will be more likely to find success and ease in their implementation.

# Office, Anti-Racism, Equity & Human Rights Services (OAREHRS)

The Office, Anti-Racism, Equity and Human Rights Services (OAREHRS) promotes fairness, equity, accountability, and transparency at George Brown College.
The office manages human rights complaints, advises and raises awareness on anti-racism, equity and inclusion. The OAREHRS team is responsible for matters that fall under the following George Brown College policies, and the relevant legislations that govern those policies: Sexual Harassment and Sexual Violence Policy; AODA Accessibility Policy. The office leads the coordination of AODA compliance activities and supports the college in establishing priorities related to anti-racism, anti-Black racism, equity, diversity and inclusion. The multi-year planning process is one of the compliance activities the OAREHRS leads in collaboration with stakeholders from across the college.

# AODA Committee

- **Radamiro Gaviria**, (Lead) Senior Manager, Human Rights & Equity
- **Samantha Alnemri**, (Administrative Lead) Operations Coordinator, OAREHRS
- **Jennifer Grant**, Associate Vice-President, Anti-Racism, Equity and Human Rights
- **Alexis Lau**, Research, Resource Coordinator, Research & Innovation
- **Candice O'Donnell**, Senior Manager, Student Support Strategic Integration, ALS/Counselling
- **Cathy Weyman**, CFB Participant - Rise Project, Centre for Business
- **Colin Fitzsimons**, Director, Academic Services & Learning Resources
- **Ellen Flanagan**, Accessibility Consultant, Student Support & Wellbeing
- **Graeme Kondrus**, Manager, Space Planning
- **Jackie Tan**, Director, Planning, Operations & Administration
- **Jessica Grant**, Marketing Manager, Strategy & Innovation
- **Joanna Friend**, Professor, Centre for Community Services & Health Sciences
- **Kathleen Abbott**, Associate Dean, Centre for Continuous Learning
- **Marisol Escobar**, Visual Designer/Asset Maintenance Coord., Strategy & Innovation
- **Monica Curtis**, PMT Administrator & Senior Digital Specialist
- **Roanna Moses**, Manager, Disability & Accommodation
- **Shay Rosen**, Manager, Accessible Learning Services
- **Sue Maynard**, Director, Facilities Services
- **Susan Bowrah**, Vice-President, People and Culture
- **Susan Toews**, Dean, Centre for Preparatory and Liberal Studies

# Multi-Year Plan Development Process

In 2022 George Brown College engaged Excellence Canada (a third-party accessibility consultant firm) to assist the college in the development of the multi-year plan. The process to develop the plan included five stages:

**Stage 1** Conducting a document review and environmental scan

**Stage 2** Public consultation (students and employees) and reporting

**Stage 3** Development of multi-year plan framework

**Stage 4** AODA committee training

**Stage 5** Action planning and implementation

The documentation review and environmental scan was completed in April 2022, and included a review of policies, guidelines, reports, program initiatives, training plans and communication tools. Following the document review and environmental scan, between April and August 2022, OAREHRS invited community members, including persons with lived experience with disabilities who also intersected with identified stakeholder groups (e.g. students, support staff, faculty, and administration) to participate in focus groups and interviews.

Focus groups explored with participants their views on current accessibility accomplishments, opportunities for improvements and suggested ideas for priorities or areas of focus to advance the college's accessibility goals and commitments in the coming years. The AODA Committee was engaged in plan development and was instrumental to the process, providing guidance to OAREHRS related to priorities, gaps and opportunities for focus. Finally, the plan was reviewed, refined and approved for implementation by senior leaders at the college. The release of the plan will transition the college to the final stage; action, departmental planning and implementation.

# Multi-Year Plan (2023-2028)

# Introduction

In accordance with the Integrated Accessibility Standards Regulation (IASR), George Brown College presents the Accessibility and Inclusion Multi-Year Plan (multi-year plan). This five-year plan (2023-2028) identifies accessibility goals, compliance objectives and anticipates the emerging new requirements under the Accessibility for Ontarians with Disabilities Act (AODA).

The plan aims to address the requirements set by the Integrated Accessibility Standards Regulation (IASR) under the Accessibility for Ontarians with Disabilities Act (AODA). The plan is designed to identify, prevent, and remove barriers that people with disabilities face in accessing goods, services, facilities, employment, and accommodations. This plan will be implemented over the next five years and will be reviewed and updated every year. The plan includes an emphasis on employee training and development as well as a focus on physical barrier assessment, mitigation and removal.  It also seeks to clarify accountability for the activities included within the plan, while including actions that will ensure adequate resources for oversight of the plan implementation.

The plan focuses on four main themes: Building our Capacity, Physical Accessibility, Departmental and Institutional Alignment, and Accountability. These themes support objectives and goals in George Brown College's Vision 2030/Strategy 2026, which establishes the priorities for aligning resources and activities over the next five years. The George Brown College Accessibility and Inclusion Multi-Year Plan will help ensure that George Brown becomes an inclusive college renowned for student success, career-oriented academic programs, research and innovation, community and industry partnership and employee pride and engagement. The plan also includes a recognition of the emerging post-secondary education standards and the necessity to continue to monitor and revise this plan as the standards are released to ensure that George Brown remains aware of new standards and includes them in our activities over the next five years. This plan must be seen as a living document, updating as we know more, to ensure that we do more.

# Year 1

2023-2024

## Building Capacity

Developing and strengthening the necessary skills, resources, infrastructure and organizational capabilities to effectively implement and sustain initiatives related to accessibility and inclusion, while maintaining legislative compliance.

| Goal | Deliverables | Activities/Tasks | Responsibility |
|---|---|---|---|
| Establish designated leadership role for the AODA accessibility portfolio. | • Hired staff.<br>• Revised Terms of reference -Roles and Responsibilities. | • Recruit dedicated manager to lead and coordinate AODA compliance portfolio.<br>• Establish clear decision-making authority and plan responsibilities. | OAREHRS |
| Develop a comprehensive training and development plan to reach and maintain compliance with AODA training standard. | • Employee Training Plan.<br>• Updated training records. | • Review AODA training requirements for all employees, including faculty, vendors, etc.<br>• Address training needs and provide refresher training for all employees, if not completed in the previous 12 months.<br>• Create and maintain a user-friendly and manager-accessible training record for mandatory AODA training as required by AODA. | OAREHRS/ Training and Development |
| Strengthen the AODA committee through membership, development and defined terms, roles and responsibilities. | • Revised Terms of Reference to include student representation.<br>• Delivered training with AODA consultant.<br>• Sub-committee terms developed. | • Develop and implement plan for increasing representation of persons with disabilities within the college community and students on the AODA committee.<br>• Prepare AODA committee to support the plan by providing information and resources on PSEDC, training on disability inclusion and justice.<br>• Develop a sub-committee to review and develop plan to review post-secondary education standards for education and determine opportunities for implementation. | OAREHRS/ AODA Committee |
| Partner with community organizations and community members from or who advocate with and for persons with disabilities to develop events, trainings, events and resources to support internal development. | Host a minimum of 2 events in 2023-2024. | Host and celebrate International Day of Persons with a Disability (December 3, 2023) and National Accessibility Week (May 28-June 3, 2023) in partnership with community organization serving people with disabilities. | OAREHRS/ AODA Committee |

# Year 1

2023-2024

## Physical Accessibility Improvements

Actions taken to modify or enhance the physical environment of campuses, including learning and social spaces to ensure equitable access and inclusion for individuals with disabilities.

| Goal | Deliverables | Activities/Tasks | Responsibility |
|---|---|---|---|
| Conduct a physical space assessment to identify barriers within the built environment. | • Identified and implemented assessment tool.<br>• A report on improvements and areas of barriers included in annual status report. | Undertake an internal and external review of all physical spaces ( including commons space, event spaces, learning spaces) using standard (i.e. OCAD/ FADS ) as a guide to identifying barriers. (Y1 & Y2). | Facilities/RO Scheduling |
| Integrate accessibility into the design phase of any new construction or retrofit. | • Finalized process developed.<br>• AODA Compliance report. | • Conduct a foundational assessment of built environment.<br>• Establish a process to develop internal design requirements.<br>• Develop an RFP to procure physical accessibility space assessment.<br>• Review community feedback provided on built environment.<br>• Implement barrier removal based on physical assessment.<br>• Establish a process to develop internal design requirements. | Facilities/ OAREHRS |
| Continue to meet or exceed legislative built environment requirements when designing or enhancing college spaces. | | Met compliance AODA and building standards, achieving OCAD/FAS standards. | Facilities |
| Full assessment of learning spaces towards the development of a 5-year redesign plan (Y1 &Y2). | • Assembled committee.<br>• Drafted standards. | • Assemble a committee (pan-institutional).<br>• Develop standards.<br>• Assess current spaces against standards. | Academic led/ Facilities |

# Year 1

2023-2024

## Departmental & Institutional Integration

Aligning and integrating accessibility and inclusion objectives across various departments and levels within an organization or institution to ensure a cohesive and unified approach towards achieving accessibility goals.

| Goal | Deliverables | Activities/Tasks | Responsibility |
|---|---|---|---|
| Ensure all AODA compliance activities related to key departments are fully implemented, and clear records and evidence are available. | Records developed and maintained. | Undertake an internal and external review of all physical spaces (including commons space, event spaces, and learning spaces) using standard (i.e. OCAD/ FADS ) as a guide to identifying barriers. (Y1 & Y2). | OAREHRS/ Talent Management |
| Implement Mental Health and Well-Being Multi-year strategy with an initial emphasis on gap analysis, leadership commitment, awareness and engagement. | Employee focus group, survey identification of the psych hazards, develop action plan. | • Provide appropriate training as needed.<br>• Work with external consultant to expand on the employee engagement survey to embed psychological safety.<br>• Conduct focus group to discover how PS is impacting them.<br>• Focused on Hazard Identification and Contol - Prioritize findings and create action plan.<br>• Provide education on psychology safety.<br>• Provide mental health first aid, identify opportunities for alignment with student services. | Health and Wellness/ Student Services |
| Identify and address key issues for students with disabilities in processes and instructional design. | Training on learning technology delivered. | • Review Academic and SEM plans to align academic and enrolment goals for supporting students with disabilities.<br>• Expand accessible document training across the organization.<br>• eLearning & Teaching Innovation (eLTI): Promote Ally and M365 for accessibility content and create alternative support materials for FAQ for Blackboard Classic and Blackboard Ultra.<br>• Implement new training to support faculty in incorporating learning technologies that support UDL practices. | Academic/RO |
| Ensure virtual events promote inclusion and a welcoming climate for persons with disabilities and their intersecting identities. | Tool(s) developed. | Develop and provide tools, training and support in planning and hosting accessible virtual events. | Academic led/ Facilities |
| Enhance accessible employment strategies. | Hiring toolkit. | Develop training plan and resources for all employees involved with recruitment, selection and on-boarding of new hires to enhance Inclusive hiring practices initiative and toolkit. | OAREHRS/ Talent Management |

# Year 1

2023-2024

## Accountability

Ensuring that clear responsibilities are established and we hold ourselves responsible for implementing goals, tracking progress, continuous development and responding to community needs, centring the needs of persons with disabilities.

**Goal**

Report on AODA compliance activities and submit documentation.

**Deliverables**

- Annual Status Report.
- Compliance Report.
- Updated Multi-Year Plan.
- Year-end Presentation.

**Activities/Tasks**

- Develop a plan to monitor progress and celebrate successes
- Evaluate the progress 2023-2028 accessibility plan and publish results as required
- Work collaboratively with AODA committee and key stakeholders to develop annual report.
- Present plan to senior leadership for review and approval
- Produce annual status report and include review of multi-year plan, successes, challenges and barriers to implementation, metrics as well as next steps for upcoming year
- Ministry submission and publishing of 2023 compliance report.

**Responsibility**

OAREHRS

**Goal**

Ensure AODA Committee have access to resources to enhance skills, knowledge to support the multi-year plan implementation.

**Activities/Tasks**

Provide education and awareness training on accessibility, disability inclusion and justice to committee members.

**Responsibility**

AODA Committee

# Year 2

## Building Capacity

**Goal**

AODA policy review, revision and development using a framework of review grounded in EDI, disability justice and anti-ableist frameworks.

**Deliverables**

Reviewed AODA policy.

**Activities/Tasks**

- Establish a working committee to support the review of AODA Policy.
- Identify all AODA-related policy for review, revision or development using equity and anti-ableist lens.
- Present plan for approval and implementation.
- Create and implement plan for review of policy.

**Responsibility**

OAREHRS/ AODA Committee/ People and Culture

**Goal**

Establish working group to build awareness, events and resources and increase feedback on George Brown College's Commitment to accessibility.

**Deliverables**

- Events
- Training developed
- New feedback mechanism.

**Activities/Tasks**

- Establish AODA education subcommittee to provide education and awareness training on accessibility, disability inclusion and justice to George Brown College community members.
- Develop communication campaign to inform George Brown College community of new Post-Secondary Education Standards (PSED).
- Develop and establish training for accessibility accommodation provisions students.
- Develop a alternative mechanism for feedback from students and employees.

**Responsibility**

AODA Committee/ sub-committee/ OAREHRS

# Year 2

## Physical Accessibility Improvements

**Goal**
Conduct an assessment to identify barriers within the built environment.

**Deliverables**
Assessment initiated.

**Activities/Tasks**
- Undertake an internal and external review of all physical spaces using a standard (i.e. OCADU= FADS ) as a guide to identifying barriers (Y1& Y2).
- Establish a process to develop internal design requirements.
- Establish community consultation engagement and review feedback provided on built environment.
- Implement barrier removal based on physical assessment.
- Integrate accessibility into the design phase of any new construction or retrofit.
- Report on barriers identified and improvements in published annual plan.

**Responsibility**
Facilities

**Goal**
Continue to meet or exceed legislative built environment requirements when designing or enhancing college spaces.

**Deliverables**
Compliance report.

**Activities/Tasks**
- Integrate accessibility into the design phase of any new construction or retrofit.
- Establish a process to develop internal design requirements.
- Developing solutions (including technology and physical) for wayfinding.
- Develop a capital plan that looks at programs of work to address identified concerns, risks and opportunity.
- Develop a risk assessment to identify concerns.

**Responsibility**
Facilities/ OARHERS

**Goal**
Full Assessment of Learning Spaces towards the development of a 5-year redesign plan (Y1 & Y2).

**Deliverables**
- Finalized standards.
- Multi-Year Design Plan (5-7 years).

**Activities/Tasks**
- Develop/confirm standards.
- Continue assessment of current spaces against standards.
- Finalize plan for multi-year design to standards.
- Begin to harmonize curriculum and teaching standards (see Department and Institutional Integration).

**Responsibility**
Academic / Facilities

# Year 2

## Departmental & Institutional Integration

**Goal**
Identify and address key issues for students with disabilities in processes and instructional design.

**Activities/Tasks**
- Conduct a process mapping exercise to identify opportunities to streamline access to student support services.
- Develop a strategy to actively gather feedback and comments on processes from students.

**Goal**
Maintain progress on website accessibility.

**Deliverables**
Compliance reporting.

**Activities/Tasks**
Upgrade website content management system to Drupal 9, which includes improved accessibility features.

**Responsibility**
Marketing

**Goal**
Develop a plan and dedicated resources for sustainable and consistent accessibility supports.

**Activities/Tasks**
Implement strategies for providing supports to develop alternate formats and communication for college materials, documentation, etc.

**Responsibility**
OAREHRS/ TLX/ Marketing /ITS

**Goal**
Enhance accessible employment strategies.

**Activities/Tasks**
Develop an HR training and development system to document and disseminate college expectations and resources to improve accessible employment processes, recruitment, selection, onboarding, accommodation, career development.

**Responsibility**
Talent Management/ OAREHRS

**Goal**
Increase institutional supports for remediation alternate formats and communication enhancements.

**Deliverables**
Established a central remediation service for alternative formats.

**Activities/Tasks**
- Establish expectation to include accessibility language in job descriptions and performance appraisals.
- Ensure that committee related work is added to job descriptions and credited in annual performance plans.
- Review opportunity for ASL and descriptive videos.

**Responsibility**
Talent Management

**Goal**
Harmonize curriculum and teaching standards with learning space redesign standards.

# Year 2

## Accountability

**Goal**
Monitor progress of the multi-year plan and celebrate successes.

**Deliverables**
Establish Accessibility Award.

**Activities/Tasks**
- Work collaboratively with AODA committee to develop a plan to monitor MYAP activities.
- Establish a process to recognize organizational successes related to accessibility and inclusion for people with disabilities.
- Gather feedback on the plan and its first year implementation .
- Establish protocol for both gathering information from and ongoing communication to division/departments/ centres and ongoing communication.
- Review accountability for plan initiatives to ensure effective monitoring and ongoing feedback.

**Responsibility**
AODA Committee/ OAREHRS

**Goal**
Evaluate effectiveness of AODA committee.

**Deliverables**
Survey/feedback process established.

**Activities/Tasks**
- Review and if required amend AODA Committee Terms of Reference.
- Gather feedback from members and community with regards to effectiveness.

**Responsibility**
AODA Committee/ OAREHRS

**Goal**
Identify PSED requirements for immediate prioritization or to monitor for inclusion in annual plan.

**Deliverables**
Identified PESD priorities and complementary plan.

**Activities/Tasks**
Annual plan to include review of multi-year plan, successes, challenges and barriers to implementation, metrics as well as next steps for upcoming year.

**Responsibility**
OAREHRS/ AODA Committee

**Goal**
Publish annual reporting on college website.

**Responsibility**
Talent Management/ OAREHRS

# Year 3

## Building Capacity

| Goal | Deliverables | Activities/Tasks | Responsibility |
| --- | --- | --- | --- |
| Establish and stronger expectation for Universal Design for Learning (UDL) principles and practices among all faculty. | TBD | • Enhance UDL education opportunities for faculty and mandatory development for those contracted for curriculum revision / development.<br>• Make UDL required training for all onboarding faculty. | TBC |
| Work in collaboration with Health and Wellness team to establish goals and actions broaden mental health awareness, supports and resources. | TBD | TBC | OAREHRS/ Health and Wellness/ Student Success |
| Complete a review of Employee Training program to ensure continued alignment with institutional plans, compliance requirements and best practices. | Compliance reporting. | Review training #s and compliance - including onboarding letter alignment. | OAREHRS/ Talent Management |
| • Continue to host events tied to important dates of recognition in collaboration with the AODA education sub-committee.<br>• Continued implementation of AODA-related policy review plan. | Hosted events (minimum 2). | TBC | AODA Committee |

# Year 3

## Physical Accessibility Improvements

**Goal**

Continue identification of priorities; address barriers within the built environment based on impact to persons with disabilities.

**Activities/Tasks**

- Ongoing review of feedback on built environment provided by the community.
- Develop, revise or implement barrier removal plan based on physical assessment.
- Establish appropriate budget for renovations and improvements.
- Integrate accessibility into the design phase of any new construction or retrofit.
- Report on barriers identified and improvements in published annual plan.

**Responsibility**

Facilities

**Goal**

Continue to meet or exceed legislative built environment requirements when designing or enhancing college spaces.

**Deliverables**

Compliance reporting

**Activities/Tasks**

TBC

**Responsibility**

Facilities

# Year 3

## Departmental & Institutional Integration

**Goal**

Develop a learner centred “hub” of accessibility information.

**Deliverables**

Online Hub developed.

**Activities/Tasks**

Build or enhance an online access point featuring information and best practices on accessibility for students, staff and faculty.

**Responsibility**

OAREHRS/ TLX/ AODA sub-committee

**Goal**

Add accessibility content to existing courses or add a course specifically on accessibility in that sector. Develop the next generation of accessibility champions.

**Deliverables**

TBC

**Goal**

- Develop and deliver support materials, resources, and workshops for students with disabilities transitioning to the workplace, including co-op.
- Training and guidelines put in place to help site owners understand WCAG and AODA compliance issues on the web.

**Deliverables**

TBC

**Goal**

Each Division/ Department/ Centre to identify one or more accessibility goals to incorporate into annual plan with measurable outcomes and clear timeline.

**Deliverables**

TBC

# Year 3

## Accountability

**Goal**
Publish annual reporting on college website.

**Deliverables**
Annual Report published.

**Activities/Tasks**
- Annual plan to include review of multi-year plan, successes, challenges and barriers to implementation, metrics, as well as next steps for upcoming year.
- Publish 2025 compliance report.
- Review/evaluate previous years implementation of PSED requirements and identify additional requirement for immediate prioritization or to monitor for inclusion in annual plan.

**Responsibility**
OAREHRS

**Goal**
Establish Accessibility Scorecard methodology which will include key performance metrics responsibilities for reporting and communication plan.

**Deliverables**
Scorecard developed.

**Activities/Tasks**
- Evaluate the responsibilities and roles associated with accountability for the plan implementation.
- Encourage enhanced feedback on accessibility by establishing a communication strategy and expanded feedback mechanisms.

**Responsibility**
AODA Committee/ OAREHRS

# Year 4

## Building Capacity

**Goal**

- Conduct a review of all complaints regarding Accessibility and Accommodations to establish baseline for ongoing evaluation and to collect data to inform multi-year planning.
- Provide knowledge sharing opportunities for staff and faculty- e.g., workshops on specific software, materials, or accommodation types.
- Continue to host events tied to important dates of recognition.

**Responsibility**

OAREHRS/ Talent Management

# Year 4

## Physical Accessibility Improvements

**Goal**

Continue identification of priorities; address barriers within the built environment based on impact to persons with disabilities.

**Activities/Tasks**

- Ongoing review of feedback on built environment provided by the community.
- Develop, revise, or implement barrier removal plan based on physical assessment.
- Establish appropriate budget for renovations and improvements.
- Integrate accessibility into the design phase of any new construction or retrofit.
- Report on barriers identified and improvements in published annual plan.

**Responsibility**

Facilities

**Goal**

Continue to meet or exceed legislative built environment requirements when designing or enhancing college spaces.

# Year 4

## Departmental & Institutional Integration

**Goal**

Continue to enhance learner-centred accessibility hub to enhance supports, resources and tools.

**Goal**

Phase in UDL education opportunities for faculty and mandatory for those to be contracted for curriculum revision / development.

**Goal**

Each division/department/ centre to identify one or more accessibility goals to incorporate into annual plan with measurable outcomes and clear timeline.

# Year 4

## Accountability

**Goal**

Report and publish progress of MYAP and compliance status.

**Activities/Tasks**

- Utilize the Accessibility Scorecard to identify delivery on key accessibility metrics, identify areas of growth and establish accountability among departments.
- Review/evaluate previous years' implementation of PSED requirements and identify additional requirement for immediate prioritization or to monitor for inclusion in annual plan.
- Annual status report to include review of multi-year plan, successes, challenges and barriers to implementation, metrics, as well as next steps for upcoming year.
- Celebrate accomplishments and reinforce the value of employee and student feedback.
- Identify additional goals for advancement of current plan or for inclusion in next multi-year plan.

**Responsibility**

OAREHRS

# Year 5

## Building Capacity

**Goal**

Create a communication strategy/ campaign to build awareness and engagement in the multi-year plan development.

**Goal**

Continue to provide ongoing knowledge sharing opportunities for staff and faculty- e.g., workshops on specific software, materials, or accommodation types.

# Year 5

## Physical Accessibility Improvements

**Goal**
TBD

**Activities/Tasks**
TBD

# Year 5

## Departmental & Institutional Integration

**Goal**

Provide knowledge sharing opportunities for staff and faculty- e.g., workshops on specific software, materials, or accommodation types.

**Goal**

Each department/school to identify one or more accessibility goals to incorporate into annual plan and multi-year plan with measurable outcomes and clear timeline.

**Goal**

Prepare for multi-year plan development.

# Year 5

## Accountability

**Goal**

Report and publish progress of MYAP and compliance status .

**Deliverables**

MYAP Progress Report .

**Activities/Tasks**

- Utilize the Accessibility Scorecard to identify delivery on key accessibility metrics, identify areas of growth and establish accountability among departments.
- Identify additional goals for advancement of current plan or for inclusion in next multi-year plan.
- Annual plan to include review of multi-year plan, successes, challenges and barriers to implementation, metrics, as well as next steps for upcoming year.

**Responsibility**

OAREHRS

**Goal**

Prepare for multi-year plan development.

**Activities/Tasks**

- Review/evaluate previous years' implementation of PSED requirements and identify additional requirement for immediate prioritization or to monitor for inclusion in upcoming multi-year plan.
- Establish plan development working group to support the development of plan and to identify financial and human resources for upcoming multi-year plan.
- Advocate for resources and support for the ongoing accessibility efforts.
- Celebrate accomplishments and reinforce the value of employee and student feedback.
- Establish key priorities to include in multi-year plan.
- Forecast budget for next multi-year plan.

**Responsibility**

OAREHRS

# Contact

If you have any questions about the George Brown College Accessibility and Inclusion Multi-Year Plan, AODA compliance or accessibility best practices at George Brown College, please visit :
georgebrown.ca/about/aoda/accessibility/accessibility-feedback
or contact: aoda@georgebrown.ca.

For alternative formats please contact: aoda@georgebrown.ca