



Accessibility at George Brown College

Annual Status Report 2023



CITY IS OUR **CLASSROOM**



Land Acknowledgment

George Brown College is located on the traditional territory of the Mississaugas of the Credit First Nation and other Indigenous Peoples who have lived here over time. We are grateful to share this land as treaty people who learn, work, and live in the community with each other.

We Want to Hear From You!

Let us know if you have any questions or feedback about the activities and programs highlighted in this 2023 Accessibility Status Report, the George Brown College Multi-Year Accessibility Plan, and accessibility matters in general.

To view previous Status Reports, visit georgebrown.ca/about/aoda/reports

To request a copy in another format or to send us your comments or questions, please contact us at: Office of Anti-Racism, Equity and Human Rights Services

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George Brown Accessibility Status Report 2023

Under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA), George Brown College is considered a large designated public sector organization. As such, George Brown is required to ensure its compliance to the standards outlined in the AODA legislation. Compliance standards include developing and implementing a Multi-Year Accessibility Plan (MYAP) identifying actions to prevent and remove barriers for people with disabilities who engage with our institution.

AODA legislation also requires designated public sector organizations to prepare an Annual Report relative to the MYAP. This report documents the planning and implementation activities undertaken by George Brown as part of the multi-year plan during the reporting period.

The college continues to support all previous and ongoing milestones and initiatives outlined in our multi-year plan. This status report outlines our achievements, including:

- Meeting the current 2023 compliance reporting requirements
- Reporting on recent activities identified within our multi-year plan
- Implementing accessibility initiatives that build awareness and educate our community to prevent or address barriers and promote a culture of inclusion college-wide

This report highlights our efforts over the past year to meet compliance standards and to live up to our commitment to demonstrate leadership in accessibility throughout the college sector.

George Brown's Statement of Commitment

As a college and public sector organization, George Brown College is committed to creating an accessible environment by preventing and removing barriers for people with disabilities and demonstrating leadership for accessibility throughout the college sector and Ontario.

To make accessibility a reality throughout the organization, we recognize that all employees have a role in creating an accessible and inclusive college. Our goal is to ensure accessibility for all our employees, students, and community members.

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

The OAREHRS is responsible for ensuring the college meets its AODA obligations — this includes leading, planning, supporting, filing, and reporting to the government and the public on the college's progress. The OAREHRS is also responsible for co-ordinating employee training and providing consultation, support, and advice on how to meet broad accessibility requirements. Most significantly, the office ensures, through collaboration with various departments and divisions, that the college continues to uphold our values as outlined in our Vision 2030, Strategy 2026, as well as the four principles of the AODA: independence, dignity, integration, and equality of opportunity.

Finally, the office works within a shared pledge to continue cultivating a more accessible and inclusive college community for persons with disabilities.

Setting the Context

This 2023 annual report follows the Province of Ontario and the Government of Canada's lifting of restrictions and public health measures addressing the COVID-19 pandemic. In returning to the pre-pandemic "normal," institutions had to adjust to the needs of students and employees who had been working and learning remotely and support a new post-pandemic hybrid model. Students and employees with disabilities faced unique challenges and barriers to this new model of work and learning, making it clear that further discussion would be needed to support the future of work and learning in a new hybrid environment. To support students, employees, and the community we serve, the college implemented protocols for the return to in-person and hybrid learning and working at the college's campuses. During this period, the college sought to assess and address any identified systemic barriers¹ experienced by persons with disabilities to ensure that all members of our community could participate in the full range of activities, experiences, and initiatives offered at the college. This resulted in proactive activities and actions informed by feedback from the college's community members.

The college recognizes that the barriers and challenges experienced by persons with disabilities go beyond those we were able to address this year and in past years. Barriers continue to be identified and addressed and we anticipate discovering new barriers in the course of our work. The college acknowledges that our commitment to change must be ongoing. The college also acknowledges that these barriers are often experienced more acutely by those with intersecting identities.

¹ A barrier is defined as anything that prevents a person with a disability from participating fully in all aspects of society because of his or her disability – including physical, architectural, information, communications, attitudinal and technological barriers as well as policies and practices. (retrieved from ontario.ca/page/2019-legislative-review-accessibility-ontarians-disabilities-act-2005)

It is important then, for the college to continue to have a holistic approach to addressing barriers, while continuing to create solutions grounded in inclusive principles, and in best and proven practices in accessibility and universal design.

This report provides a snapshot of how, during the past year, George Brown College continued to adapt its services, programs, and policies to address the range of barriers that can be experienced within the post-secondary environment, whether in person or within the virtual environment, by those with disabilities.

We thank those across the college whose work is captured in this report, as well as those who continue to work in their individual capacity to advance accessibility at the college.

Compliance Reporting

George Brown College is required to submit an Accessibility Compliance Report in accordance with the requirements of the Accessibility for Ontarians with Disabilities Act, 2005 (AODA). This reporting is submitted every two years, and 2023 was a reporting year for the college. The report is an attestation that the college meets the required applicable standards. George Brown submitted the compliance report as required at the end of December 2023. George Brown continues to meet compliance standards.

The compliance report as well as past reporting can be found on the George Brown website. (georgebrown.ca/about/aoda/reports).

Additionally, each designated public organization is required to post an Annual Accessibility Status Report that outlines and accounts for the progress the institution has made towards goals outlined in their MYAP. This report serves as the status report from December 2022-December 2023.



Multi-Year Accessibility Plan (MYAP)

During the past year George Brown College finalized its five-year [Accessibility and Inclusion Multi-Year Plan](#). This plan was developed to ensure that the organization continues to meet its commitment to cultivate an environment of belonging for all its members. The Multi-Year Accessibility Plan and planning process provides the college with the opportunity to meet its organizational obligations under the AODA, Integrated Accessibility Standards Regulation (O. Reg. 191/11, s. 4 (1) (2)) while advancing its strategic priorities for greater inclusion, as outlined in the college's Vision 2030, Strategy 2026.

Development Process

In mid-2022, Excellence Canada (a third-party accessibility consultant firm) was contracted to assist the college in the development of the Multi-Year Accessibility Plan. The process to develop the plan included five phases.



Phase one

A document review and environmental scan



Phase two

Public consultation (students, employees and AODA committee) and reporting



Phase three

Development of Multi-Year Accessibility Plan Framework and Plan



Phase four

AODA committee training



Phase five

Action planning and implementation

The first two phases of the process (completed in fall 2022) resulted in the identification of four main themes based on the recommendations that would support the development of the Multi-Year Accessibility Plan Framework. These themes included: risk considerations and impact; physical barrier concerns; lack of organizational/process cohesion and integration; and accountability. These themes informed the priorities of the 2023-2028 Multi-Year Accessibility Plan. In early 2023, in partnership with the AODA committee, key college departments, and external consultants, the OAREHRS began development of the Multi-Year Accessibility Plan to address these priorities and incorporate the recommendations generated from the consultative activities in phases one and two.

During the first quarter of 2023, the OAREHRS focused on phase three of the process, which was the drafting of the Multi-Year Accessibility Plan. Based on the themes identified through consultation, the plan identifies activities and commitments under the following priorities: building capacity, physical accessibility improvements, department and institutional integration, and accountability. The resulting five-year plan is a progressive document that seeks to move beyond compliance toward an accessible college, committed to addressing the many barriers faced by persons experiencing disabilities. Through its imbedded objectives and activities, the plan seeks to address the needs of persons with disabilities with a focus on the identification, removal, and prevention of barriers.

In 2024, our efforts will focus on phases four and five of the framework; strengthening our AODA committee through education, training and capacity building and implementing the finalized Multi-Year Accessibility Plan.

To learn more about the Multi-Year Accessibility Plan and the actions identified to advance accessibility at George Brown College, we encourage our community to visit the [Accessibility at George Brown webpage](#).



AODA Advisory Committee

George Brown College has an established committee to support the institution in identifying and addressing accessibility concerns and opportunities. Our AODA committee is comprised of representatives from multiple departments across the college.

Committee members include champions of accessibility and best proven and promising practices, employees who are accountable for the successful implementation and monitoring of accessibility initiatives, and the OAREHRS AODA Lead, responsible for compliance and inclusion activities. The goal of the AODA committee is to support the implementation of the Multi-Year Accessibility Plan and to provide leadership and expertise within their departments and across the college in support of the college's Multi-Year Accessibility Plan.

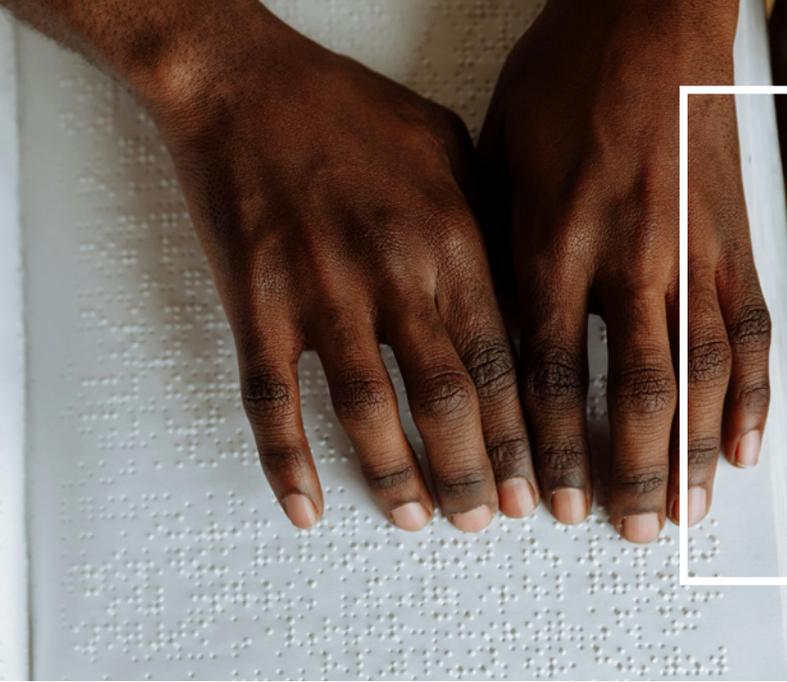
George Brown remains committed to increasing representation of persons with disabilities on the AODA committee. This includes hearing from students within our community. It is essential that the voices of those most impacted by our efforts are centred and amplified as we continue our planning. To date, the committee has not had consistent membership from students with disabilities. In 2024, a recruitment effort will be undertaken to ensure that the committee has greater engagement with persons living with disabilities, which will include improved communication and greater representation with a particular focus on student membership/engagement.

In addition, and as articulated in the first year of the Multi-Year Accessibility Plan, the AODA committee will undergo additional development focused on the emerging Post-Secondary Education Standards Recommendation. This work will support the implementation of accessibility plans (roles and responsibilities) and awareness and understanding of disability inclusion and justice as it relates to accessibility within the institution. The development program will ensure that future planning and implementation activities by the committee are informed by new standards and change-management practices. Further, building the committee's awareness and education in disability justice and inclusion will ensure actions are grounded in values that seek to move the college beyond compliance and checkmarks, towards meaningful changes that improve accessibility for our students and employees.

Members of the AODA Committee

Name	Title
Radamiro Gaviria	(Interim Lead) Sr. Manager, Human Rights & Equity
Cathy Weyman	Manager, Student Services and Academic Operations
Charlotte Goldfried	Professor, School of Management, Centre for Business
Colin Fitzsimons	Director, Academic Services and Learning Resources
Graeme Kondruss	Manager, Space Planning
Jessica Grant	Marketing Manager, Marketing & Communications
Joanna Friend	Manager, Universal Design Learning & Accessible Pedagogy
Katharine Wrobel	Senior Manager, Student Supports & Strategic Integration
Kathleen Abbott	Interim Dean, Centre for Continuous Learning
Roanna Moses	Manager, Disability and Accommodations
Sarah Gillard	Manager, Digital and Technical Services, Library Learning Commons
Shay Rosen	Senior Manager, Accessible Learning Services
Susan Toews	Dean, Centre for Preparatory and Liberal Studies
Zufar Akhunov	Executive Director, HR Consulting and Employee Experience
Jennifer Grant	(Ex-officio) AVP, Office of Anti-Racism, Equity & Human Rights Services

To learn more about the committee or how to become a member, please contact aoda@georgebrown.ca



Working Towards Greater
Accessibility in 2023

Legislative Requirements

AODA & Integrated Accessibility Standards (IASR 191/11)

The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) and the Integrated Accessibility Standards Regulation (IASR 191/11) requires designated public sector organizations to meet standards of accessibility in the areas of information and communications, employment, transportation, design of public spaces, and customer service.

The items below are a summary of the AODA requirements that continue to inform George Brown's day-to-day operations. As a college, we continue to incorporate objectives within our operational plans that address these identified requirements. Meeting the requirements of the AODA legislation is an ongoing expectation; exceeding these requirements is an ongoing commitment.

George Brown will continue to seek opportunities to build on successes in the following areas to create a more accessible and inclusive working and learning environment.

- Ensuring accessible customer service
- Identifying, implementing, and revising accessibility policies
- Committing to accessible purchases and procurement processes
- Ensuring updated emergency response plans for employees
- Ongoing management, staff and faculty training
- Mechanisms to provide feedback on accessibility activities
- Development and distribution of educational resources
- Awareness building events and initiatives
- Updated websites that conform to or exceed Web Content Accessibility Guidelines (WCAG) standards as identified
- Improved employment standards
- Fast and reliable access to accessible formats and communications supports
- Attention to design of public spaces standards
- Ongoing compliance monitoring and reporting

Post-Secondary Education Standards

In 2019, the Ontario Government began a process to propose recommendations for accessibility standards for post-secondary education. The final recommendations report, released in spring 2022, identifies eight barriers faced by students with disabilities.

The [Committee's final report](#) is a call to action for post-secondary institutions to ensure their environments are true spaces of belonging for students who are met with systemic barriers that prevent their full engagement. Though the adoption of these recommendations is still pending, George Brown College's efforts related to AODA compliance and accessibility, including the Multi-Year Accessibility Plan development, continue to be informed by these recommendations.

We are committed to the ongoing reference and incorporation, where possible, of these standards. George Brown College's accessibility activities will continue to aim for an early achievement of these emerging standards and looks forward to engagement with the provincial government as these recommendations evolve towards legislative changes.





Working Towards Greater
Accessibility in 2023 and Beyond

2023 Accomplishments

The following is a summary of efforts and accomplishments that apply to the 2022–2023 requirements under the AODA and the Integrated Accessibility Standards Regulation (IASR O. Reg. 191/11). Accomplishments are organized under applicable standards.

Only standards pertinent to this report are included. These include general requirements, customer service, information and communication, employment, and design of public spaces standards.

General Requirements

The General Requirement Standards are those regulatory requirements that apply across all standards. The section governs several areas of compliance, including the establishment of accessibility policies; a multi-year accessibility plan; the procurement or acquisition of goods, services or facilities; the installation of self-service kiosks; and broad employee training.

2023 Accomplishments Include:

- Committed new resources to recruit and hire a manager to support the co-ordination, management, and leadership of the AODA portfolio.
- Published and committed to a new Multi-Year Accessibility Plan for 2023 through to 2028. The plan's actions are focused on building employee capacity, improving physical (built environment) accessibility, aligning and integrating departmental and institutional objectives as they relate to accessibility, and ensuring accountability to our commitment.
- Increased uptake of the required AODA standards training modules. At time of writing, 2,224 (53%) employees have completed their required AODA training. Contract employees have received an additional three hours of paid time to complete the set of five modules. To remain accountable to this effort, managers receive division-level statistics on completion and are expected to monitor their direct reports for completion.
- The Office, Anti-Racism, Equity and Human Rights Services (OAREHRS) and the Teaching and Learning Exchange (TLX) hosted a series of events centred on extending practice around access and disability, including a keynote address from Dr. Sami Schalk (a renowned and award-winning author whose research focuses on disability, race, and gender) and a student panel on experiences of disability at George Brown College, as well as focused education on improving accessibility beyond legislative compliance.
- Accessible Learning Services (ALS) has implemented a stepped care model to support effective and efficient delivery of accommodation supports with the goal to build in autonomous, self-directed avenues for the student to explore, before requiring direct service support from the ALS team.
- ALS added a case management position to support complex student cases that require liaising with multiple stakeholders both internally and externally to the college.

Customer Service Standard

The Customer Service Standard mandates that service providers must find ways to break down barriers that prevent customers with disabilities from accessing the services they need.

Barriers may be due to physical obstacles, technology, information and communication, an organization's practices or procedures, and attitudes of employees. This standard requires institutions to ensure that policies, practices, and procedures are consistent with four core principles: independence, dignity, integration, and equality of opportunity. Areas covered within this standard include accessibility policies, use of service animals and support persons, notice of temporary disruptions, specialized AODA training for employees, feedback process, and the format of documents.

2023 Accomplishments Include:

- Revised Student Well-Being Services Welcome Desk email and communication templates to clearly lay out next steps for students to access intake or bookings for Counselling and Accessible Learning Services, including using student-facing language and following accessibility design guidelines.
- Implemented a new Peer Mentor+ Access Navigation service, enabling students to meet individually with a peer trainer to help them navigate college processes, platforms, and post-secondary expectations. This service is now available on a drop-in basis rather than solely by referral from ALS consultants.
- Updated ALS webpages to reflect systems upgrades.
- Developed student-focused workshops and groups, and the creation of a shared calendar between ALS, Counselling and Peer Mentor+. The workshops/groups focus on skill building, reducing stigma, education, and supports.

Information and Communications Standard

The Information and Communications Standard is a part of the Integrated Accessibility Standard Regulation. This standard outlines requirements for organizations to create, provide, and receive information and communications in ways that are accessible for persons living with disabilities. The standard focuses on accessible formats and communication supports, emergency procedures, plans and public safety, accessible website and web content, educational and training resources and materials (including training for educators and producers of educational or training materials), libraries of educational and training institutions, and public libraries.

2023 Accomplishments Include:

- Transitioned to a new Learning Management System, D2L Brightspace. Brightspace uses HTML for system-developed material, provides options for learners to access content via text-to-speech and to submit audio or video recordings in place of written posts, and reminds instructors to apply alt text to all uploaded images.
- The TLX hosted multiple sessions for instructors on using Brightspace's accessibility features within a UDL framing to increase learner engagement.
- ALS has designed and created an accommodations guideline and process manual. The manual includes an accommodation glossary with specific guidelines for faculty and students. The guidelines are intended to help smooth the transition into post-secondary education for students requiring accommodations and reduce communication issues for faculty and others implementing accommodations.
- Deaf and Hard of Hearing Services collaborated with the OAREHRS to celebrate 50 years of American Sign Language (ASL) services and programs at George Brown College. This event hosted past and present students and faculty of the program, as well as community partners, to commemorate the milestone.

Employment Standard

The Employment Standard, under the Integrated Accessibility Standards Regulation, requires employers to provide for accessibility across all stages of the employment life cycle. These standards provide guidelines around accessible employee recruitment and communication, interviewing, hiring and employment practices. Areas of focus include (but are not limited to): recruitment, assessment or selection processes, notices to successful applicants, workplace emergency response information, individual accommodation plans, return to work processes, performance management, career development and advancement.

2023 Accomplishments Include:

- Reviewed and updated ergonomics procedures to enable consistent practice surrounding ergonomic assessment requests and equipment requests.
- Implemented new system to ensure ergonomic equipment can be requested through an online portal, enabling employees easier access to equipment, and facilitating more accessible workstations on campus and in remote working environments.
- Reviewed and updated medical accommodation policy and procedures, along with the application form to ensure consistent practice of the review and implementation of employee medical accommodations to ensure individual needs are met.
- Co-created Individualized Emergency Accommodation Plans for employees with disabilities with the input of the employee and with reference to their specific needs.
- More training and development opportunities provided through Peer Mentor+ for Deaf Peer Mentors, further integrating their services with existing Peer Mentor program.
- New full-time permanent position created within the Accessible Learning Services department to support access to work-integrated learning (WIL) opportunities for students with disabilities.

- Initiated a Student Success project to identify ways through research and best practices to improve and build upon WIL opportunities across the college.

Design of Public Spaces Standard (Built Environment)

The Design of Public Spaces Standard, under the Integrated Accessibility Standards, is intended to remove barriers in buildings and outdoor spaces for people with disabilities. The standard applies only to new construction and extensive renovation and covers outdoor recreation. Focus areas include (but are not limited to) parking, playground equipment for children and youth, and space maintenance.

2023 Accomplishments Include:

- The completion of two accessibility audits of Library Learning Commons (LLC) spaces with Accessibility Canada at the Casa Loma and Waterfront campus locations. The audit resulted in the Casa Loma Campus Library Learning Commons circulation desk being redesigned for a more accessible desk area.
- The addition of height-adjustable workstations to the Waterfront Campus teaching lab to ensure people using mobility aids can fully participate in LLC activities.
- Redevelopment efforts at the 200 King Street East building, including new lounge and waiting room furniture selected to ensure that spaces are fully accessible. Welcome and Information Desks were moved closer to the entrance to support greater access to service with desk configuration to support mobility aids (i.e., wheelchairs and scooters)



Working Towards 2025: Accessibility at George Brown – **What's Next?**

George Brown College is committed to meeting and exceeding the requirements set out in the AODA to ensure our college community and environment is fully accessible to people with lived experiences of disabilities. We are committed to providing an inclusive and welcoming working, living, and learning environment that is barrier free and responds to the needs of persons with disabilities. To do this, we need to ensure ongoing and meaningful consultation, comprehensive and collaborative action planning, and sustained shared efforts in implementation.

The Multi-Year Accessibility Plan ensures that there is a framework in place to support the college in progressing towards our accessibility goals. The Multi-Year Accessibility Plan and its successful implementation is a priority for the upcoming years. The plan will drive our efforts toward becoming an equitable and inclusive college. Though the plan outlines a comprehensive and progressive pathway towards greater accessibility and inclusion, it cannot be the only tool. In addition to moving forward with the objectives laid out in the plan, we recognize that a culture of accessibility and inclusion must be cultivated at every level to see broad institutional change. Our activities over the next year and beyond will need to focus not only on strategy and tactics but also mindset and culture.

With the above in mind, below is the list of activities planned for the upcoming year.

2024-2025 Planned Activities, Initiatives, and Next Steps

Implement year one of Multi-Year Accessibility Plan

- Develop and integrate facilities accessibility standards into the design phase of any new construction or retrofit. (Facilities)
- Begin developing assessment criteria of learning spaces towards the development of a five-year redesign plan. (Academic Division)
- Ensure all AODA compliance activities related to key departments are fully implemented, and clear records and evidence are available. (OAREHRS)
- Implement year one of the Mental Health and Well-Being Multi-Year Strategy with an initial emphasis on gap analysis, leadership commitment, awareness, and engagement. (People & Culture)
- Review and revise resources to support accessible virtual events. (OAREHRS)
- Provide education and development for AODA committee to enhance skills and knowledge to support the multi-year plan implementation. (OAREHRS)
- Develop George Brown College-specific facilities accessible design standards to support upcoming assessment of the internal and external built environment. (Facilities)
- Continue to meet or exceed legislative built environment requirements when designing or enhancing college spaces. (Facilities)
- Develop a plan to identify and address key issues for students with disabilities in processes and instructional design. (Academic Division, TLX)
- Increase institutional supports for remediation alternate formats and communication enhancements. (Marketing and Communications/OAREHRS)
- Identify Postsecondary Education Standard Development (PSED) requirements for immediate prioritization or to monitor for inclusion in annual plan. (OAREHRS)

Focused effort on Institutional Education and AODA Committee Development

- Develop focused training regarding Duty to Accommodate, AODA & Accessibility Policy in the George Brown College context to be delivered in 2024. (OAREHRS)
- Full compliance with required AODA training by the March 2024 deadline. (OAREHRS, Learning and Development, Management)
- Strengthen the AODA committee through increased membership (prioritizing students and faculty with lived experience with disabilities), redevelopment and defined terms of reference, roles, and responsibilities. (OAREHRS, AODA Committee)
- Develop a micro-credential on digital accessibility to be launched in fall 2024. The foundational course will begin with disability awareness, followed by POUR standards, creating accessible specific document types (e.g., PowerPoint, Word, Google Docs) (TLX)

Activities Focused on Improving Service Delivery to People with Disabilities

- Implement a new online, student-facing accommodation software platform to enhance service delivery, build efficiencies, and improve data collection to further support the needs for students with disabilities. (Accessible Learning Services)
- Create new data fields in the Student Information System to automate a current manual process, thus reducing wait times for affected students. (Accessible Learning Services, Registrar's Office, and Business Enterprise team)

Activities Focused on Assessments, Policy Review, and Building Institutional Capacity

- Conduct a holistic review of experiences of students with disabilities as it relates to work-integrated learning. The review will include current processes, a primary needs assessment, secondary research of evidence-based practices, identifying opportunities for systemic change, and implementing changes to improve student experiences. (Accessible Learning Services)
- Develop an inclusive hiring tool kit. This tool kit is intended to provide guidelines, resources, and best and proven practices to support talent acquisition consultants, hiring managers and panel committee members in their approach to recruitment, selection, hiring, and orientation. (Talent Acquisition, OARHERS)
- Conduct additional audit of the recently reopened St. James Campus Library Learning Commons to inform changes to the space. (Library Learning Commons Team)
- Review the public spaces within the department using UDL lens with particular attention to accessibility for community members with low vision and mobility needs. (Academic Division)
- Develop a plan to conduct an internal and external multi-year audit of the physical environment. This audit will seek to review accessibility using made-for-George Brown College Facility Accessibility Design Standards modelled after best practices intended to provide inclusive, user-friendly, and accommodating built environments through design and careful use of materials and equipment. These standards will be developed in 2024. (Facilities, OARHERS)



Conclusion

Creating an accessible institution requires collaborative work to remove barriers and create greater opportunities. George Brown College continues to maintain our legal responsibilities under the AODA and the Ontario Human Rights Code, and strives to build representative coalitions to promote and advance this work.

George Brown's Accessibility and Inclusion Multi-Year Plan, combined with additional departmental activities and the college's commitment to ongoing compliance, meaningful equity and inclusive practices, and collective responsibility, will shape the years to come. The OAREHRS will continue to provide leadership in this area and work with community members to foster a cultural shift that is focused on our values of equity, diversity, and inclusion. We will continue to build upon past learning and commit to ongoing learning, so that our actions are meaningful and our impact sustainable. Additionally, we will commit to creating more opportunities to engage with those most acutely impacted by our decisions—centring persons with disabilities in our planning. Over the next year, the efforts outlined in this report will develop a pathway towards a barrier-free and accessible learning and working environment for our entire George Brown community. We invite our community to join in this important work to ensure everyone at our college can have a full and equitable opportunity to achieve success and have a sense of belonging.

Contact

If you have any questions about AODA compliance, to provide feedback or to request this report in an accessible format, please contact:
AODA@georgebrown.ca