



**RCC Institute of Technology**  
**Accessibility Policies**  
**Ontario**

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## Accessibility for Ontarians with Disabilities Act (AODA)

### **Application:**

This policy applies to those employees of Yorkville Education Company or any of its subsidiaries and affiliated companies ('Yorkville') located in Ontario.

### **Policy:**

The AODA was developed by the Ontario government with the aim of making Ontario fully accessible to persons with disabilities by 2025 and has developed a number of standards that businesses have to meet. The first standard developed concerns customer service and the recognition that people with disabilities may have different needs. Future standards are related to transportation, information and communication, employment and the building environment.

The AODA defines disability as: any degree of physical, development, mental or learning disability including: deaf/hard of hearing; speech/language; intellectual/developmental; learning delays; mental health; physical/mobility; vision loss; other (disfigurement, illness, amputation etc.)

Yorkville aims at all times to provide access to programs of study in a way that respects the dignity and independence of people with disabilities. Yorkville is committed to giving people with disabilities the same opportunity to access programs of study and allow them to benefit from the same services, in the same place and a similar way as other students.

### **Procedure:**

Yorkville is committed to excellence in serving all of our students including those with disabilities:

**Assistive Devices.** Yorkville will ensure that employees, where applicable, are trained and familiar with various assistive devices that may be used by people with disabilities.

**Communication.** Employees will communicate with people with disabilities in ways that take into account their disabilities.

**Service Animals.** Yorkville welcomes people with disabilities and their service animals. Service animals are allowed on our premises that are open to the public.

**Support Persons.** A person with a disability who is accompanied by a support person will be allowed to have that person accompany them on Yorkville premises.

**Notice of Temporary Disruption.** In the event of a planned or unexpected disruption to services or facilities for customers with disabilities, Yorkville will ensure this is clearly communicated, including information about the reason for the disruption, its anticipated length of time and a description of alternative facilities or services if available.

**Feedback Process.** Feedback regarding the way Yorkville provides goods and service to people with disabilities can be made by email, verbally or in writing. All feedback will be directed to the Director, Human Resources and responded to within 10 business days.

**Education for Employees.** Yorkville will provide education and training to employees who deal with the public or other third parties on their behalf. This education will be provided as part of the Employee Handbook distributed during orientation.

**Education will include:**

- An overview of the Accessibility for Ontarians with Disabilities Act, 2005 and Yorkville's associated policy and procedure.
- How to interact and communicate with people with various types of disabilities.
- How to interact with people with disabilities who use an assistive device or require the assistance of a service animal or a support person
- What to do if a person with a disability is having difficulty in accessing Yorkville's programs of study
- Employees will also be trained on an ongoing basis when changes are made to these policies and procedures.

**Updates/Modification to Policy.** Yorkville is committed to developing policies that respect and promote the dignity and independence of people with disabilities. This policy will be reviewed and amended as required.

## How to Interact and Communicate with People with Various Types of Disabilities

Here are some suggested tips to interact and communicate with people who have various disabilities:

<p><b>People who have hearing loss</b></p>	<p>People who have hearing loss may be Deaf, oral deaf, deafened or hard of hearing. These are terms used to describe different levels of hearing and/or the way a person's hearing was diminished or lost.</p> <p><b>Tips:</b></p> <ul style="list-style-type: none"><li>• Speak in normal tone of voice. Do not exaggerate lip movement. Slow down your speech.</li><li>• Attract the person's attention before speaking. Try a gentle touch on the shoulder or wave of your hand.</li><li>• Ask how you can help. Don't shout.</li><li>• If necessary, ask if another method of communicating would be easier (for example, using a pen and paper).</li><li>• Keep your face clear for people who speech read. Do not cover your mouth or block lines of vision. Do not be afraid to use gestures that can provide additional information.</li><li>• Always carry a pad and pencil. Writing brief notes back and forth can be an effective way to give and receive information.</li><li>• Always speak to the person with a communication barrier even if he or she is accompanied by a support person.</li><li>• If they use a hearing aid, reduce background noise or move to a quieter area.</li><li>• Recognize that foot stamping by someone who cannot speak may be an urgent attempt to get attention in an emergency.</li></ul>
<p><b>People who have vision loss</b></p>	<p>Vision loss can restrict someone's ability to read, locate landmarks or see hazards. Some people may use a guide dog or a white cane, while others may not.</p> <p><b>Tips:</b></p> <ul style="list-style-type: none"><li>• When you have to give something to a person with a vision loss (i.e. brochure, menu, change), place the item directly into his or her hand.</li><li>• When assisting a person with vision loss to a seat, it is important to ask the person where they would like to sit. Do not assume.</li><li>• When providing directions or instructions, be precise and descriptive.</li><li>• Never touch the person without asking permission, unless it is an emergency.</li><li>• Offer your elbow to guide them if needed and walk slowly.</li><li>• Don't assume the individual can't see you. Many people who have low vision still have some sight.</li><li>• Ask if they would like you to read any printed material out loud to them.</li><li>• Be alert for clues such as holding reading materials very close to the eyes, which may indicate the person has vision loss.</li></ul>

	<ul style="list-style-type: none"> <li>Do not touch or address service animals; they are working and have to pay attention.</li> </ul>
<p><b>People who have physical disabilities</b></p>	<p>There are many types and degrees of physical disabilities. Only some people with physical disabilities use a wheelchair. Someone with a spinal cord injury may use crutches while someone with severe arthritis or a heart condition may have difficulty walking longer distances.</p> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>Always ask “how may I help you?” then listen carefully to what they say. Be ready to assist, but allow them to do it themselves if they wish.</li> <li>Give time for them to move or carry out tasks for themselves, if they wish to do so.</li> <li>Offer to open doors for easy access; offer assistance in reaching or carrying items.</li> <li>Don’t touch assistive devices, such as canes or wheelchairs, without permission, unless it is an emergency. Respect the person’s personal space; do not lean on them or their assistive device.</li> <li>If you have permission to move a person’s wheelchair, don’t leave them in an awkward, dangerous or undignified position, such as facing a wall or in the path of opening doors.</li> <li>If you need to have a lengthy conversation with someone who uses a wheelchair or scooter, consider sitting so you can make eye contact at the same level.</li> <li>Do not attempt to lift, support or assist a person unless you know safe techniques or methods for doing so. Know your limitations. Do not attempt to assist alone if in doubt. Never lift or support without the person’s express permission.</li> <li>Provide them with information about accessible features of the immediate environment (automatic doors, ramps, accessible washrooms, ‘barrier-free’ bedrooms etc).</li> </ul>
<p><b>People who have intellectual / developmental disabilities</b></p>	<p>Developmental or intellectual disabilities, such as Down Syndrome, can limit a person’s ability to learn, communicate, do everyday physical activities and live independently. You may not know that someone has this disability unless you are told.</p> <p><b>Tips:</b></p>

	<ul style="list-style-type: none"> <li>• Don't make assumptions about what a person can or cannot do.</li> <li>• Use plain language and speak in short sentences</li> <li>• Be prepared to communicate in various ways if necessary - pictures, sounds and gestures.</li> <li>• Provide one piece of information at a time.</li> <li>• Be prepared to repeat information, even if you just told them.</li> <li>• Be careful of what you ask them to do – they may take instructions literally.</li> <li>• Speak directly to the person, not the support person.</li> <li>• If the person seems to be having difficulty understanding something in print, offer to read it to him or her.</li> <li>• Take extra care to ensure you are understood. They may say they understood even if they didn't.</li> </ul>
<p><b>People who have mental health disabilities</b></p>	<p>Mental health issues can affect a person's ability to think clearly, concentrate or remember things.</p> <p>Mental health disability is a broad term for many disorders that can range in severity.</p> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>• Treat a person with a mental health disability with the same respect and consideration you have for everyone else.</li> <li>• Be confident, calm and reassuring.</li> <li>• Communication is both verbal and non verbal – think about tone and be aware of facial expressions and body language.</li> <li>• Be confident and reassuring. Listen carefully and work with your guest to meet their needs.</li> <li>• If communication difficulties continue try to use different words to communicate your message or write instructions or information down</li> <li>• If a person appears to be in crisis, ask them to tell you the best way to help.</li> </ul>
<p><b>People with speech or language impairments</b></p>	<p>Cerebral palsy, hearing loss or other conditions may make it difficult for a person to pronounce words or may cause slurring. Some people who have severe difficulties may use a communication board or other assistive devices.</p> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>• Don't assume that a person with a speech impairment has another disability.</li> </ul>

	<ul style="list-style-type: none"> <li>• Repeat what you have understood and allow the person to respond.</li> <li>• Always carry a pad and pencil. Writing brief notes back and forth can be an effective way to give and receive information.</li> <li>• Whenever possible, ask questions that can be answered with “yes” or “no”.</li> <li>• Be patient. Don’t interrupt or finish the person’s sentences.</li> </ul>
<b>People who are deaf-blind</b>	<p>A person who is deaf-blind may have some degree of both hearing and vision loss. Many people who are deaf-blind will be accompanied by a support person, a professional support person who helps with communication.</p> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>• Don’t make assumptions about what a person can or cannot do.</li> <li>• Identify yourself to the support person when you approach your guest but then speak directly to the person as you normally would, not to the support person.</li> <li>• Someone who is deaf-blind is likely to explain to you how to communicate with them, perhaps with an assistance card or a note.</li> <li>• Don’t suddenly touch a person who is deaf-blind or touch them without permission.</li> </ul>
<b>People who have learning disabilities</b>	<p>The term “learning disabilities” refers to a variety of disorders, such as dyslexia, that affect how a person takes in or retains information. This disability may become apparent when a person has difficulty reading material or understanding the information you are providing.</p> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>• Be patient people with some learning disabilities may take a little longer to process information, to understand and to respond.</li> <li>• Try to provide information in a way that takes into account the person’s disability. For example, some people with learning disabilities find written words difficult to understand, while others may have problems with numbers.</li> </ul>
<b>All Disabilities</b>	<ul style="list-style-type: none"> <li>• Treat people with disabilities with the same respect and consideration you would have for everyone.</li> <li>• Smile, relax and keep in mind that people with disabilities are just people.</li> </ul>

	<ul style="list-style-type: none"> <li>• Do not make assumptions about what type of disability or disabilities a person has.</li> <li>• If you are not sure what to do, ask the person, “May I help you?”</li> <li>• Find a good way to communicate</li> <li>• Use plain language and speak in short sentences.</li> <li>• Some disabilities are not visible. Take the time to get to know their needs.</li> </ul>
<p><b>How to interact with people who use assistive devices</b></p>	<p>An assistive device is a tool, technology or other mechanism that enables a person with a disability to do everyday tasks and activities, such as moving, communicating or lifting.</p> <p>Personal assistive devices can include things like wheelchairs, hearing aids, white canes or speech amplification devices.</p> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>• Don’t touch or handle any assistive device without permission.</li> <li>• Don’t move assistive devices or equipment, such as canes and walkers, out of the person’s reach.</li> <li>• Let the person know about accessible features in the immediate environment that are appropriate to their needs.</li> </ul>
<p><b>How to interact with people with disabilities who require the assistance of a guide dog or other service animal</b></p>	<p>People with vision loss may use a guide dog, but there are other types of service animals as well. Hearing alert animals help people who are Deaf, deafened, oral deaf, or hard of hearing. Other service animals are trained to alert an individual to an oncoming seizure.</p> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>• Remember that a service animal is not a pet. It is a working animal.</li> <li>• Avoid touching or addressing service animals as they are working and have to pay attention at all times.</li> <li>• Avoid making assumptions about the animal. If you’re not sure if the animal is a pet or a service animal, ask the person.</li> </ul>
<p><b>How to interact with people with disabilities</b></p>	<p>Some people with disabilities may be accompanied by a support person. A support person can be a personal support worker, a volunteer, a family member or a friend.</p>



<p><b>who require the assistance of a support person</b></p>	<p>A support person might help your person with a variety of things from communicating, to helping with mobility, personal care or medical needs.</p> <p>Welcome support people to your workplace. They are permitted in any part of your premises that is open to the public.</p> <p><b>Tips:</b></p> <ul style="list-style-type: none"><li>• If you're not sure which person has the disability, take your lead from the person using or requesting your goods or services, or simply ask.</li><li>• Speak directly to the person, not to their support person.</li></ul>
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# RCC INSTITUTE OF TECHNOLOGY

## ACCESSIBILITY POLICY

### INTEGRATED ACCESSIBILITY STANDARDS

RCC Institute of Technology (“RCC”) is committed to meeting the accessibility needs of people with disabilities in a timely manner. In that regard, RCC has established an accessibility policy and a multi-year accessibility plan to meet its obligations under Regulation 191/11, “Integrated Accessibility Standards” (“Regulation”) under the *Accessibility for Ontarians with Disabilities Act, 2005*.

The RCC vision for accessibility is that people with disabilities, visible or invisible, are given the same opportunity as others to obtain and benefit from services offered by RCC. RCC’s goal is to make reasonable efforts to provide services in such a way that the key principles of independence, dignity, integration and equality of opportunity for persons with disabilities are respected.

#### **Application**

This policy applies to all employees, volunteers and agents of RCC who interact with our school community, including current and prospective students, current, prospective and past parents/grandparents, alumnae, donors and other users of our services.

#### **Definitions**

Below is a list of definitions in alphabetical order used in this policy, as set out in the Regulation:

**Accessible Formats** may include, but are not limited to, large print, recorded audio and electronic formats, Braille and other formats usable by persons with disabilities.

**Communications** means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent or received.

**Communication Supports** may include, but are not limited to, captioning, alternative and augmentative communication supports, plain language, sign language and other supports that facilitate effective communications.

**Information** includes data, facts and knowledge that exists in any format, including text, audio, digital or images, and that conveys meaning.

**Internet Website** means a collection of related web pages, images, videos or other digital assets that are addressed relative to a common Uniform Resource Identifier (URI) and is accessible to the public.

**New Internet Website** means either a website with a new domain name or a website with an existing domain name undergoing a significant refresh.

**Redeployment** means the reassignment of employees to other departments or jobs within the organization as an alternative to layoff, when a particular job or department has been eliminated.

**Unconvertible** means if it is not technically feasible to convert the information or communications. It also means if the technology to convert the information or communications is not readily available.

**Web Content Accessibility Guidelines** means the World Wide Web consortium recommendation, dated December 2008, entitled "Web Content Accessibility Guidelines" (WCAG) 2.0.

### **Multi-Year Accessibility Plan**

RCC's Multi-Year Accessibility Plan outlines a phased-in strategy to prevent and remove barriers and meet its requirements under the Regulation. RCC will post the plan on the RCC's website and will provide it in an accessible format upon request. The plan will be reviewed and updated at least once every five years.

### **Training**

By January 1, 2015, RCC will ensure that training is provided to all employees, and volunteers, and all persons who participate in developing RCC's policies, on the requirements of the accessibility standards referred to in the Regulation and on the *Human Rights Code* as it pertains to persons with disabilities. Training will be provided as soon as practicable. If any changes are made to this policy or the requirements, training will be provided to include those changes. RCC shall maintain a record of the dates when training was provided and the number of individuals to whom it was provided. RCC shall ensure that others that provide goods, services or facilities on behalf of the organization have had training.

### **Information and Communications Standard**

#### *Feedback Processes*

By January 1, 2015, RCC will ensure that its processes for receiving and responding to feedback are accessible to persons with disabilities by providing or arranging for the provision of accessible formats and with communication supports upon request. RCC will notify the public about the availability of accessible formats and communication supports.

#### *Accessible Formats and Communication Supports*

By January 1, 2016, RCC will, upon request, provide or arrange for accessible formats and communication supports for persons with disabilities as follows:

- i. In a timely manner that takes into account the person's accessibility needs due to a disability;
- ii. At a cost that is no more than the regular cost charged to other persons;
- iii. Consult with the person making the request and determine suitability of an accessible format or communication support;
- iv. Notify the public about the availability of accessible formats and communication supports.

### Unconvertible Information or Communications

If RCC determines that information or communications are unconvertible, RCC will provide the person requesting the information or communication with,

- (a) an explanation as to why the information or communications are unconvertible; and
- (b) a summary of the unconvertible information or communications.

Information or communications are unconvertible if,

- (a) it is not technically feasible to convert the information or communications; or
- (b) the technology to convert the information or communications is not readily available.

### Emergency Information

If RCC prepares emergency procedures, plans or public safety information and makes the information available to the public, RCC shall provide the information in an accessible format or with appropriate communication supports, as soon as practicable, upon request.

### Website Accessibility

Where practicable, by January 1, 2014 RCC will make any new internet website and web content on those sites conform with the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0 initially at Level A and increasing to Level AA. By January 1, 2021 all internet website and web content backdated to 2012 will conform with WCAG 2.0 Level AA.

### Educational and Training Resources and Materials

If notification of need is given, RCC will provide educational or training resources or materials in an accessible format that takes into account the accessibility needs of the person with a disability to whom the materials are being provided by:

- a. Procuring through purchase or obtaining by other means an accessible or conversion ready electronic format, where available, or
- b. Arrange for the provision of a comparable resource in an accessible or conversion ready electronic format, if educational or training resources of materials cannot be procured.

We shall provide student records and information on program requirements, availability and descriptions in an accessible format to persons with disabilities.

### Training to Educators

RCC shall provide educators (those involved in program or course design delivery and instruction) with accessibility awareness training related to accessible program course delivery and instruction. RCC will keep a record of training, including dates will be provided and the number of individuals to whom it is provided.

### Libraries of RCC

By the dates set out in the Regulation, the libraries of RCC will provide, procure, or acquire by other means an accessible or conversion ready format of print, digital or multimedia resources or materials for a person with a disability, upon request. Exception from the above requirements will be special collections, archival materials, rare books and donations.

### **Employment Standard**

RCC will comply with the requirements of the Employment Standards in the Regulation by January 1, 2016. The Employment Standards apply in respect of employees, and not volunteers or other non-paid individuals.

### Recruitment

RCC will notify employees and the public about the availability of accommodations for applicants and employees, as the case may be with disabilities as follows:

- i. In its recruitment processes;
- ii. During the recruitment process, when job applicants are individually selected to participate in an assessment or selection process;
- iii. If a selected applicant requests an accommodation, RCC will consult with the applicant and provide or arrange for the provision of a suitable accommodation in a manner that takes into account the applicant's accessibility needs due to disability;
- iv. When making offers of employment to a successful applicant.

### Employee Notification

RCC shall inform its employees of its policies used to support its employees with disabilities, including but not limited to, policies on the provision of job accommodations that take into account an employee's accessibility needs due to a disability. Such information will be provided as follows:

- i. To new employees as soon as practicable after they begin their employment;
- ii. To existing employees whenever there is a change to existing policies on the provision of job accommodations that take into account an employee's accessibility needs due to a disability.

### Accessible Formats and Communication Supports

Upon request by an employee with a disability, RCC will consult with the employee to provide or arrange for the provision of accessible formats and communication supports for:

- i. Information that is needed in order to perform the employee's job; and
- ii. Information that is generally available to employees in the workplace.

RCC will consult with the employee making the request in determining the suitability of an accessible format or communication support.

### Individual Accommodation Plan (IAP)

RCC will develop a documented individual accommodation plan for employees with a disability on an as required basis. The process may include:

1. The manner in which an employee requesting accommodation can participate in the development of the individual accommodation plan.
2. The means by which the employee is assessed on an individual basis.
3. The manner in which the employer can request an evaluation by an outside medical or other expert, at the employer's expense, to assist the employer in determining if accommodation can be achieved and, if so, how accommodation can be achieved.
4. The manner in which the employee can request the participation of a representative from their bargaining agent, where the employee is represented by a bargaining agent, or other representative from the workplace, where the employee is not represented by a bargaining agent, in the development of the accommodation plan.
5. The steps taken to protect the privacy of the employee's personal information.
6. The frequency with which the individual accommodation plan will be reviewed and updated and the manner in which it will be done.

7. If an individual accommodation plan is denied, the manner in which the reasons for the denial will be provided to the employee.
8. The means of providing the individual accommodation plan in a format that takes into account the employee's accessibility needs due to disability.

### Return to Work

RCC will develop return to work process for employees who have been absent from work due to a disability and require disability-related accommodation in order to return to work. Such processes shall be documented and must outline the steps that RCC will take to facilitate the return to work and include an individual accommodation plan.

### Performance Management, Career Development and Advancement and Redeployment

RCC will take into account the accommodation needs and/or individual accommodation plans of employees when:

- i. Using performance management processes;
- ii. Providing career development and advancement information;
- iii. Using redeployment procedures (if any exist at RCC).

### Workplace Emergency Response Information

RCC shall provide individualized workplace emergency response information to employees who have a disability in accordance with the following elements:

- i. If the disability is such that the individualized information is necessary and the employer is aware of the need for accommodation due to the employee's disability;
- ii. If the employee who receives an individual workplace emergency response information requires assistance and with the employee's consent, RCC shall provide the workplace emergency information to the person designated by RCC to provide assistance to the employee;
- iii. As soon as practicable after becoming aware of the need for accommodation due to the employee's disability;
- iv. Review the individualized workplace emergency response information when the employee moves to a different location in the organization, when overall accommodations needs or plans are reviewed and when RCC reviews its general emergency response policies.

### **Questions**

If anyone has questions about the RCC accessibility policy and/or accessibility plan, or requires this information in an accessible format, please contact the Director of Human Resources.

**RCC INSTITUTE OF TECHNOLOGY**  
**MULTI-YEAR ACCESSIBILITY PLAN**  
**INTEGRATED ACCESSIBILITY STANDARDS**

<b>Activity</b>	<b>Compliance Date in Integrated Accessibility Standards Regulation</b>
<b>POLICIES &amp; PROCEDURES</b>	
Create Policies with Statement of Organizational Commitment in written form.	January 1, 2014
Make available to the Public.	January 1, 2014
<b>ACCESSIBILITY PLAN - MULTI YEAR</b>	
Develop Accessibility Plan.	January 1, 2014
Accessibility Plan - Post to RCC website.	January 1, 2014
Prepare an Annual Status Report in accordance with section 4 of the AODA.	December 31, each year
Review every 5 years.	Next review December 2019
Provide in alternative format.	On Request
<b>TRAINING</b>	
All employees & volunteers, policy developers, those providing goods or services on behalf of organization regarding Integrated Accessibility Standards Regulation and <i>Human Rights Code</i> .	January 1, 2015
Develop training content.	November 30, 2014
Create training schedule.	On Going
Retain record of attendance at training on each date.	On Going



Activity	Compliance Date in Integrated Accessibility Standards Regulation
<b>INFORMATION &amp; COMMUNICATIONS</b>	
If RCC prepares emergency procedures, plans or public safety information and makes the information available to the public, RCC will provide the information in an accessible format or with appropriate communication supports, as soon as practicable, upon request.	January 1, 2012
Assess training resources and materials available in an accessible format and process for purchasing, obtaining or arranging alternative formats for students so that we are providing them (includes educational materials, student records and course and program information) if requested.	January 1, 2013
Provide educational resources and materials in alternative format or arranging alternative formats for students (includes educational materials, student records and course and program information) if requested.	January 1, 2013
Develop and deliver training to educators on accessibility awareness (i.e. training related to accessible program or course delivery and instruction). Retain record of attendance at training on each date.	January 1, 2013
RCC's library will provide, procure or acquire accessible or conversion ready format of print, digital or multi-media resources or materials upon request.	January 1, 2015
RCC will ensure that its processes for receiving and responding to feedback are accessible to persons with disabilities by providing or arranging for the provision of accessible formats and with communication supports upon request. A review of feedback processes and accessibility will be completed.  RCC will notify the public about the availability of accessible formats and communication supports.	January 1, 2015

<b>Activity</b>	<b>Compliance Date in Integrated Accessibility Standards Regulation</b>
Provide accessible formats and communication supports upon request to the public in a timely manner at a cost that is no more than the regular cost charged to other persons.	January 1, 2016
Libraries of educational institutions provide, procure or acquire accessible or conversion ready format of print, digital or multi-media resources or materials upon request.	January 1, 2015
New RCC websites and content will comply with WCAG 2.0 Level AA.	January 1, 2014
All RCC internet websites and web content will comply with WCAG 2.0 Level AA.	January 1, 2021
<b>EMPLOYMENT</b>	
Workplace Emergency Response for staff.	January 1, 2012
Recruitment - notify employees and public regarding availability of accommodation.	January 1, 2016
Notify applicant of availability of accommodation upon request for assessments or selection process.	January 1, 2016
Inform employees of policies regarding job accommodations.	January 1, 2016
Providing accessible formats and communication supports to perform job	January 1, 2016
Documented Individual Accessibility Plan.	January 1, 2016
Create a return to work process.	January 1, 2016
Performance management takes into account an employee's accessibility needs.	January 1, 2016
Career development and advancement process takes into account accessibility needs.	January 1, 2016

<b>Activity</b>	<b>Compliance Date in Integrated Accessibility Standards Regulation</b>
Redeployment process, if any exist at RCC, takes into account accessibility needs.	January 1, 2016