

ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE

POLICIES, PRACTICES & PROCEDURES



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Cook's School Day Care Inc.

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OUR COMMITMENT

Cook's School Day Care Inc. strives at all times to provide our service in a way that respects the dignity and independence of people with disabilities. We are committed to giving people with disabilities the same opportunity to access our service and allowing them to benefit from our service in a similar way as other clients.

The people with disabilities addressed in this document, will include Cook's School Day Care Inc. clients, clients' guardians, and staff (employees, contract workers, and volunteers working on-site at the centre-based facilities).

TRAINING

Cook's School Day Care Inc. will provide training to all staff and those involved in the development and approval of customer service policies, practices and procedures.

The training will be provided upon commencement of duties; reviewed annually thereafter; and reviewed when policy changes are made.

The training will involve each individual receiving a copy of the Ministry of Community and Social Services document, entitled **Training Resource for Small Businesses and Organizations**, which includes:

- A review of the purposes of the Accessibility for Ontarians with Disabilities Act, 2005 and the requirements of the customer service standard
- How to interact and communicate with people with various types of disability
- How to interact with people with disabilities who use an assistive device, service animal or a support person
- How to use the equipment or assistive devices available on your premises or that you otherwise provide that may help with the provision of goods or services to people with disabilities
- What to do if a person with a particular type of disability is having difficulty accessing your goods or services
- Your customer service policies, practices and procedures governing the provision of goods or services to people with disabilities.

Each individual must:

- Adhere to the time-frame given to review and question the document.
- Sign-off that he/she has completed the initial review of the information; the follow-up review annually thereafter; and any ongoing review required when changes are made to the policies, practices and procedures. A master record of training will be maintained by the Administration.

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Each individual will be encouraged to:

- Visit the Ministry of Community and Social Services website link, www.AccessON.ca, to obtain further details pertaining to *Accessibility Standards for Customer Service*. Hard copies can be obtained for those who do not have internet access. Assistance will be given to persons with disabilities to obtain the information in a suitable format, if requested.
- Complete the quizzes available from www.AccessON.ca to further reinforce his/her knowledge pertaining to the *Accessibility Standards for Customer Service*. Refer to Appendix. Assistance will be given to persons with disabilities to obtain the information in a suitable format, if requested

The training outlined above may be supplemented with specific practical training, as required, to assist with service and response to persons with disabilities present in or accessing the establishment.

Appendix A: Accessibility Standards for Customer Service Individual Training Record

Appendix B: Accessibility Standards for Customer Service Master Training Record

Appendix C: Awareness Quiz

Appendix D: Test Your Knowledge

FEEDBACK PROCESS

The ultimate goal of Cook's School Day Care Inc. is to meet and surpass customer expectations while serving customers with disabilities.

Comments on our services regarding how well those expectations are being met are welcome and appreciated. Ongoing feedback provides a valuable opportunity to learn and improve.

Cook's School Day Care Inc. recognizes the rights of our customers to offer suggestions, make complaints, or compliment us on the way we provide our services. Recognizing that people use different methods of communication, Cook's School Day Care Invites customers to provide their feedback formally and/or informally in two formats:

1. Written (e-mail, mail, and/or using the feedback form - available at all times at the entrances to the establishments and on the organization's website).
2. Verbal (telephone, in person).

All feedback will be directed to the Administration. Feedback will be grouped, reviewed and stored by category (complaint, suggestion, or compliment). A record will be maintained outlining the details, follow-up and actions to be taken.

If the *Customer Feedback Form* indicates the customer wishes to be contacted, the Administration will respond within ten (10) business days either in writing or verbally to acknowledge the receipt of feedback and to outline the action(s) to be taken, if applicable.

A more comprehensive and detailed satisfaction survey, pertaining to the full organization, is made available for families during the first quarter of each calendar year (typically March).

In order to make our feedback process as accessible as possible, an alternate format can be arranged, upon request.

Appendix E: Customer Feedback Form

Appendix F: Customer Feedback Record

COMMUNICATION

Communication is a process of providing, sending, receiving and understanding information. Information is often shared in written, spoken or picture form. The key to making communication accessible is flexibility. A method of communication could be in person, over the phone or online.

We will communicate with people with disabilities in ways that take into account their disability. The best way to determine a person's communication preferences is to find out from the person directly.

In order to make communication more effective, an alternate format can be arranged, upon request.

We will train staff who communicate with customers on how to interact and communicate with people with various types of disabilities.

Appendix G: Alternative Format Request Form

ASSISTIVE DEVICES

Cook's School Day Care Inc. is committed to providing exceptional customer service to all customers, including those who use assistive devices in order to obtain, use or benefit from our services.

It is the policy of Cook's School Day Care Inc. to allow people to use their own personal assistive devices, unless otherwise prohibited by law, to access our services.

Personal assistive devices are often used by people with disabilities to help them with daily living. They are usually devices that people bring with them.

Personal assistive devices are any auxiliary aids such as communication aids, cognition aids, personal mobility aids and/or medical aids. They may include (but are not limited to):

- Manual and motorized wheelchairs
- Canes, crutches and walkers
- White canes
- Hearing aids
- Magnifiers
- Oxygen tanks
- Electronic communication devices

In order to ensure that persons with disabilities are allowed to use their own personal assistive devices, staff members will be trained to be familiar with various assistive devices that may be used by our customers while accessing our service.

The families of children requiring assistive devices enrolled in the program will assist with training staff members to be able to help with the assistive devices. Staff members will always ask before assuming help is needed.

The following assistive devices are available on our premises:

- Alternative format documents, upon request
- Magnifying glasses
- Staff Assistance

SERVICE ANIMALS

We are committed to welcoming people with disabilities who are accompanied by a service animal on the parts of our premises that are open to the public and other third parties. We will also ensure that all staff, volunteers and others dealing with the public are properly trained in how to interact with people with disabilities who are accompanied by a service animal.

Alternate arrangements may be required to serve people accompanied by service animals if there are persons present in the program (children/staff) with allergies to animals and whose health could be put at risk.

SUPPORT PERSONS

We are committed to welcoming people with disabilities who are accompanied by a support person. Any person with a disability who is accompanied by a support person will be allowed to enter the premises with his or her support person. At no time will a person with a disability who is accompanied by a support person be prevented from having access to his or her support person while on our premises.

NOTICE OF TEMPORARY DISRUPTION OF SERVICES

Cook's School Day Care Inc. will provide customers with notice in the event of a planned or unexpected disruption in the facilities or services.

If a planned disruption is scheduled (examples: repair/maintenance; combining centres due to low enrollment at Christmas), each family enrolled and staff member will be given advance notice (written/verbal).

When an unexpected disruption to the service occurs (example: fire), current service users and staff persons will be notified at the earliest convenience. In all disruption to service occurrences, a notice may be placed at or near all public entrances to the facility, on the telephone voice messaging service, and published on the organizations' website.

Families are notified of alternate evacuation shelter locations in the organization's parent handbook. A hardcopy of the parent handbook is received upon enrollment and every January thereafter. The parent handbook is also available on the organization's website, www.cooksdaycare.ca.

Written and verbal notices regarding a disruption to service will include:

- The reason for the disruption
- How long it is expected to last
- What alternative facilities or services exist, if any (i.e., service provided at an alternate location)

Because Cook's School Day Care Inc. employs more than 20 people, the organization is required to prepare a document that sets out the steps to be taken in connection with a temporary disruption and, upon request, shall give a copy of the document to any person.

THE FACILITIES AND SERVICES

The Cook's Child Care Program ground level location is accessible for persons with disabilities (ground level, accessible washroom).

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The Victoria Park Child Centre location provides service to families on two floors. The facility does not have an elevator. An accessible washroom is located on the ground level. The office, kitchen and programs for kindergarten and school-age children are located on the 2nd floor. Programs for toddler and preschool children are offered on the 1st floor. Persons with physical disabilities are accommodated in the following ways:

- Administration conducts meetings on the ground level with persons unable to access the 2nd floor.
- Persons with physical disabilities are directed to the photo tours available on the organization's website to view the 2nd floor spaces.
- At this time, until the organization is financially able to manage retrofitting the building to make the 2nd floor accessible to all, children with physical disabilities are welcomed at our Cook's Child Care Program location, when space permits.

Refer to section, *ACTIONS: ACTUAL AND PROPOSED*, for further details pertaining to the Organization's accessibility plan.

RESPONDING TO A DISRUPTION OF SERVICE

When a disruption occurs at one location preventing service delivery for an extended length of time (more than one day), care is offered at the second centre-based location and/or home-based settings, if space permits. If space does not permit and families must make alternate arrangements, no fee is charged during the disruption period.

If a child with a physical disability is being displaced from the Cook's Child Care Program location to the Victoria Park Child Care Centre location or a home-based setting because of a disruption, every attempt will be made to accommodate his/her placement on the ground level. If the backup arrangement is not suitable and the family chooses to make alternate arrangements during the disruption period, no fee will be charged during the disruption period.

The temporary evacuation shelters are accessible for all persons with disabilities.

Evacuation Shelters:

- Victoria Park Child Care Centre: St. Peter's Church, Cobourg (situated on the corner of King Street East and College Street).
- Cook's Child Care Program: Columbus Community Centre, Cobourg (situated on the corner of Spencer Street and D'Arcy Street).
- The secondary shelter for both centre-based facilities: Salvation Army Community Church, 59 Ballentine Street, Cobourg.

NOTICE OF TEMPORARY SERVICE DISRUPTION

The notice will include the information required by the standard, that is:

- The reason for the disruption
- Anticipated duration
- A description of what alternative facilities or services are available, if any.

Appendix H: Notice of Temporary Service Disruption

NOTICE OF AVAILABILITY OF DOCUMENTS

Cook's School Day Care Inc. employs 20 or more employees and therefore must comply with documentation requirements relating to the Accessibility Standards for Customer Service, Ontario Regulation 429/07 (O. Reg 429.07) by January 1, 2012.

It is the policy of the Cook's School Day Care Inc. to provide notice that any document required under the Customer Service Standard, Ontario Regulation 429/07 (O. Reg 429.07) is available upon request.

Notice will be posted at all entrances to the facilities and will also be published on the organization's website. The notice will include information on what documents are available and how customers can obtain a copy.

A copy of the required documents will be provided to anyone who asks for it in a format that takes into account the person's communication needs within ten (10) business days. A request for these documents can be directed to the Administration.

The required documents include:

- Training
- Customer Feedback
- Communication
- Assistive Devices
- Service Animals
- Support Persons
- Notice of Temporary Disruption of Services
- Documentation

Appendix I: Notice of Availability of Documents

MODIFICATIONS TO THIS OR OTHER POLICIES

We are committed to developing customer service policies that respect and promote the dignity and independence of people with disabilities. Therefore, no changes will be made to this policy before considering the impact on people with disabilities.

Any policy of Cook's School Day Care Inc. that does not respect and promote the dignity and independence of people with disabilities will be modified or removed.

QUESTIONS ABOUT THIS POLICY

This policy exists to achieve service excellence to customers with disabilities. If anyone has a question about the policy, or if the purpose of a policy is not understood, an explanation should be provided by, or referred to the Administration of Cook's School Day Care Inc..

ACTIONS: ACTUAL & PROPOSED

This component of the document describes the measures that Cook's School Day Care Inc. will take, within our fiscal limitations, to address existing barriers to people with disabilities, and to attempt to prevent new barriers from being established.

ACTION ELEMENTS

- ARCHITECTURAL
 - Exterior of Building
 - Interior of Building
- PHYSICAL
- SENSORY
 - Hearing
 - Speech
 - Vision
 - Smell
 - Taste
 - Touch
- INFORMATIONAL /COMMUNICATIONAL
 - Intellectual
 - Mental Health
 - Learning
- ATTITUDINAL

ARCHITECTURAL

EXTERIOR OF BUILDING

ACTIONS: ACTUAL

1. Parking spaces have light sources.
2. Walkways are barrier free, hard, non-slip material.
3. At least one primary entranceway must be accessible to all persons (e.g. provide a ramp for wheelchair access with appropriate signage indicating the main accessible entrance). Cook's Child Care Program entrances are at ground level; fully accessible for wheelchairs.
4. Doorbells have been installed at entrances for those unable to manipulate door handles.

ACTIONS: PROPOSED

Make consideration to have:

1. At least one designated accessible parking space at each location.
2. At least one primary entranceway accessible to all persons (e.g. provide a ramp for wheelchair access with appropriate signage indicating the main accessible entrance). Victoria Park Child Care Centre currently does not have a ramp for wheelchair access.

ARCHITECTURAL

INTERIOR OF BUILDING

ACTIONS: ACTUAL

1. Floors are slip-resistant, with non-glare finish.
2. Carpets and mats are securely fixed to the floor.
3. Carpets are treated and contain low static material to reduce interference to those with hearing aids.
4. Accessible paths of travel to doors/exits/bathrooms are maintained.
5. Exits are clearly identified using illuminated signage.
6. Cook's Child Care Program: one fully accessible washroom is available for children and adults (toilet, handrail, sink, mirror).
7. Cook's Child Care Program: all areas of the Centre are located at ground level; therefore minimizing accessibility challenges.

ACTIONS: PROPOSED

Make consideration to have:

1. Victoria Park Child Care Centre: one fully accessible washroom available for both children and adults (toilet, handrail, sink, mirror). Currently, the first floor washrooms are accessible only to children (no door installed for privacy).
2. Victoria Park Child Care Centre: an elevator installed to allow the Centre's second floor to be fully accessible.

PHYSICAL

Physical disabilities include minor difficulties moving or coordinating a part of the body, muscle weakness, tremors and in extreme cases, paralysis in one or more parts of the body. Physical disabilities can be congenital, such as Muscular Dystrophy, or acquired, such as tendonitis.

Physical disabilities can affect an individual's ability to:

- Perform manual tasks, such as hold a pen, grip and turn a key, type on a keyboard, click a mouse button, and twist a doorknob
- Control the speed of one's movements
- Coordinate one's movements
- Move rapidly
- Experience balance and orientation
- Move one's arms or legs fully (e.g. climb stairs)
- Move around independently (e.g. walk any distance, easily get into or out of a car, stand for an extended period)
- Reach, pull, push or manipulate objects
- Have strength and endurance.

Disabilities can result from other conditions, accidents, illnesses, and diseases including, but not limited to, ALS (Lou Gehrig Disease), asthma, diabetes, cancer, HIV/AIDS, environmental sensitivities, seizure disorders, heart disease, stroke, and joint displacement.

ACTIONS: ACTUAL

1. Indoor/outdoor gross motor activities are provided within the daily schedule to promote large muscle development.
2. Children are monitored during all activities to assist with identifying any potential developmental or disabling conditions that may be present; referred to Northumberland Child Development Centre as necessary.
3. Observational checklists are maintained and kept in the child's file when a concern (i.e., challenges involving speech, motor skills, behaviour, hearing, etc.) is identified as requiring additional resources.

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4. Staff is kept informed of training opportunities that assist with the identification of and programming for various disabilities.
5. Children are encouraged to interact with all children enrolled, including persons with disabilities or any uniqueness (demonstration and modeling may be required).
6. Adults are directed to and encouraged to visit websites that may provide further information pertaining to disabilities (definitions/ descriptions, accessibility, programming, etc.).
7. Adults are asked to attend a case conference to discuss the degree of challenges to be expected when a child with accessibility challenges is joining the program.
8. Regular conferences and discussions are held to ensure that the needs of all clients, including persons with physical disabilities, are being met.

ACTIONS: PROPOSED

Make consideration to have:

1. A video of the 2nd floor of the Victoria Park Child Care Centre location prepared and available for those unable to manoeuvre the stairs to enable the individuals to visualize the play/learning spaces being utilized by the older children; individuals can be directed to the photo tours available on our website if access to technology is possible.

SENSORY

HEARING

Hearing loss includes problems distinguishing certain frequencies, sounds, or words, ringing in the ears and total (profound) deafness.

A person who is deaf, deafened or hard-of-hearing may be unable to use a public telephone, understand speech in noisy environments, or pronounce words clearly enough to be understood by strangers.

ACTIONS: ACTUAL

1. The Staff attempt to use clear communication skills:
 - Determine how the person wishes to be approached (sign language, lip reading, written notes).
 - Face the person being spoken to, so visual clues, like facial expressions and lip movement, may be used to assist the person with understanding what is being said; do not turn your back to a hard of hearing person while speaking; make eye to eye contact.
 - Stand where your face is well lit to make it easier for facial expressions and lip reading to be seen.
 - Try not to talk while chewing or do not lean your cheek on your hand while talking.
 - Try not to talk too fast; speak naturally while pronouncing the words clearly without overdoing this.
 - Use short, simple, grammatically correct sentences.
 - Give the person time to respond; allow extra time for communication.
 - Speak at a normal conversational level; do not shout.
 - If you are having trouble being understood, try to rephrase the sentence because some words are more easily heard or lip-read.
 - When in a group, take turns talking; try not to interrupt each other; if the conversation changes suddenly, try to inform the person with the hearing loss to assist with making it easier to understand what is being said.

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- Understand that language learning is impacted by the degree of hearing loss.
- 2. Staff is encouraged to become familiar with sign language if necessary.
- 3. A pencil and paper available if necessary.
- 4. Staff is encouraged to familiarize selves with hearing aids/implants, if necessary; obtain information and instructions from the parents if a child in care has hearing loss.
- 5. Staff will maintain partnerships with outside resources (I.e., Northumberland Child Development Centre).
- 6. If an interpreter is necessary, the family will be responsible for the financial obligations associated with this undertaking; if necessary the family will be referred to the Ontario Interpreter Services, 271 Spadina Road, Toronto, Ontario, M5R 2V3. Phone 416-964-9595, Fax 416-928-3506, E-mail info@chs.ca
- 7. Rely on demonstrations if necessary.
- 8. A staff position is designated to assist during emergency situations and to relay important announcements to persons with hearing loss.
- 9. When a parent/guardian with hearing loss must be contacted (emergency and non-emergency situations): Bell Canada provides a relay service, which enables hearing callers to contact hearing impaired TTY (text telephone/teletype) users, and vice versa. The caller provides the name and telephone number of the person to be called. The operator uses a computer, and appropriate software, to contact that person and relay the messages back and forth between the two people. There is no cost for local calls, and a 50% discount (for the deaf registered person only) for long distance calls in Canada.

| | |
|------------------------|-----------------------------------|
| TTY Phone | 7-1-1 * 1-800-331-9948 |
| Toll Free Phone | 1-800-855-0511 for voice customer |

- 10. Adults are asked to attend a case conference to discuss the degree of challenges to be expected when a child with accessibility challenges is joining the program.

11. Regular conferences and discussions are held to ensure that the needs of all clients, including persons with sensory disabilities, are being met.

ACTIONS: PROPOSED

Make consideration to have:

1. A TTY (text telephone/teletype) installed at the Centres to allow for direct contact with hearing impaired TTY users (parents/guardians) rather than making contact through a third party (Bell Canada).
2. Visual alarms installed to accompany smoke/fire auditory alarms during emergencies and drills.

SENSORY

SPEECH

Speech disability is a partial or total loss of the ability to speak.

Typical voice disorders include problems with:

- Pronunciation
- Pitch and loudness
- Hoarseness
- Stuttering or slurring

People with severe speech disabilities sometimes use manual or electronic communication devices. Individuals who have never heard may have speech that is hard to understand.

ACTIONS: ACTUAL

1. The Staff are encouraged to use clear communication skills:
 - Always face the person to hear him/her best.
 - Be close to the person with a speech delay and listen closely.
 - Have a paper and pencil available if necessary.
 - Become familiar with basic sign language, if necessary.
 - Do not interrupt.
2. A quiet space is located, when necessary, to engage in conversation.
3. If an interpreter is necessary, the family will be responsible for the financial obligations associated with this undertaking.
4. Staff is encouraged to become familiar with the types of speech disabilities.
5. The involvement of 5 Counties Children's Centre / Northumberland Child Development Centre is engaged to assist Staff in responding to children with speech difficulties.
6. Staff is aware that the Hannan Workshop for Language Development is available.
7. Encourage the use of speech.
8. Allow the person to show his/her message through the use of actions, if necessary.

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9. Give the person time to respond; allow extra time for communication.
10. Adults are asked to attend a case conference to discuss the degree of challenges to be expected when a child with accessibility challenges is joining the program.
11. Regular conferences and discussions are held to ensure that the needs of all clients, including persons with sensory disabilities, are being met.

ACTIONS: PROPOSED

None at this time.

SENSORY

VISION

Vision disabilities range from slightly reduced visual acuity to total blindness. A person with reduced visual acuity may have trouble reading street signs, recognizing faces, or judging distances. They might find it difficult to manoeuvre, especially in an unfamiliar place.

He or she may have a narrow field of vision, be unable to differentiate colours, have difficulties navigating or seeing at night, or require bright lights to read. Most people who are legally blind have some vision.

ACTIONS: ACTUAL

1. Referral is given to the Northumberland Child Development Centre/Canadian Institute for the Blind if not yet in contact.
2. Staff is encouraged to become informed about the different types of vision impairments.
3. An application for enhanced staffing support is submitted to Northumberland Child Development Centre to obtain assistance for children with vision loss.
4. A staff position is designated to assist during emergency situations and to relay important announcements to persons with hearing loss.
5. Clear pathways are maintained.
6. Close physical proximity (in the person's field of vision) is maintained when speaking to the person.
7. Bright lights, bright signs and picture prompts are used to assist those with reduced visual acuity.
8. Adults are greeted at the door and physically directed to the office or meeting place.
9. Staff is encouraged to become familiar with Braille if required.
10. Assistance is given to complete any necessary applications, forms (i.e., the applicant will be asked the pertinent questions and the interviewer will record the answers - except where a signature is required).

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- 11.** The allowance of service animal assistance will be reviewed to determine the affect on other clients; items to be considered are, but are not limited to:
- Allergies to animals (i.e., dogs).
 - Fears of animals (i.e., dogs).
 - Available space to accommodate a dog's needs (elimination).
 - A designated space for the accommodation of service animals when concerns exist inside the building (i.e., allergies) that disallow a service animal entering the facility.
 - Liability issues.
- 12.** Adults are asked to attend a case conference to discuss the degree of challenges to be expected when a child with accessibility challenges is joining the program.
- 13.** Regular conferences and discussions are held to ensure that the needs of all clients, including persons with sensory disabilities, are being met.

ACTIONS: PROPOSED

Make consideration to have:

1. Handbooks and reading material translated into alternate formats (Braille or audio-recorded).

SENSORY

SMELL

Smell disability is the inability to sense, or a hypersensitivity to odours and smells.

A person with a smelling disability may have allergies to certain odours, scents or chemicals, or may be unable to identify dangerous gases, smoke, fumes, and spoiled food.

ACTIONS: ACTUAL

1. Any person with a smell disability or hypersensitivity to odours and smells will have a safe and healthy place to play, work, or visit.
2. The application form and information card, provided to the families upon enrollment to the Program, allows opportunities for the family to identify, in writing, any possible challenges or disability.
3. Allergy lists are posted in all play spaces, office area, and kitchen that indicate all restrictions or allergies pertaining to the children in care.
4. The Staff is encouraged to indicate his/her allergies on his/her individual Staff Information Form and information card.
5. Prominent notices are displayed indicating allergies or sensitivities, if necessary (i.e., Centres are nut-free).
6. No strong smelling detergents are used for laundry, floors, or for disinfecting toys, furniture and equipment.
7. Fabric softener is not used in the laundry.
8. No strong smelling paints, glue, air fresheners, or carpet cleaners are used within the Centres.
9. Unscented diaper wipes are used in the diapering areas.
10. Unscented sunscreen is provided for the children's use only applied with the written permission of the parent/guardian.
11. The Centres are well-ventilated with bathroom fans and ceiling fans and/or screened windows for good circulation.
12. Smoking is not permitted on the Centres' properties.

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- 13.** Those working in food handling positions will be required to successfully complete the National Sanitation Training Program by the Canadian Restaurant and Foodservices Association which trains the employee to detect noxious foods other than by smell; the food handler may need to designate an alternate to smell the food in question.
- 14.** Persons with a smell disability may provide their own food in a labelled container.
- 15.** Drivers are strongly encouraged to not leave vehicles idling while visiting the Centres.
- 16.** Adults are asked to attend a case conference to discuss the degree of challenges to be expected when a child with accessibility challenges is joining the program.
- 17.** Regular conferences and discussions are held to ensure that the needs of all clients, including persons with sensory disabilities, are being met.

ACTIONS: PROPOSED

None at this time.

SENSORY

TASTE

Taste disabilities limit the ability to experience the four primary taste sensations: sweet, bitter, salty, and sour.

A person with a taste disability may be unable to identify ingredients in food, spoiled food, or noxious substances.

ACTIONS: ACTUAL

1. Any person with a taste disability will have a safe and healthy place to play, work, or visit.
2. The application form and information card, provided to the families upon enrollment to the Program, allows opportunities for the family to identify, in writing, any possible challenge of disability.
3. Families are provided with a Parent Handbook upon enrollment to the Program that includes a copy of all menus; the adults are encouraged to identify possible challenges or to request ingredient lists for what will be served, if necessary.
4. Menus, which identify all snacks and lunches, are posted in all areas.
5. Allergy lists are posted in all play spaces, office area and kitchen that indicate all restrictions or allergies pertaining to the children in care.
6. The Staff is encouraged to indicate all possible allergies on the individual Staff Information Form and information card.
7. All poisonous substances are kept out of reach of children in a lockable cupboard/cabinet.
8. Toys, equipment, and dishes (items which could come into contact with the mouth), are washed, disinfected and rinsed, if necessary, according to the Health Department regulations.
9. Those working in food handling positions will be required to successfully complete the National Sanitation Training Program by the Canadian Restaurant and Foodservices Association which trains the employee to detect noxious foods other than by taste. The food handler is not expected to taste questionable food items – items will be disposed of if a food smells or appears unhealthy.

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10. Persons with a taste disability may provide their own food in a labelled container.
11. Adults are asked to attend a case conference to discuss the degree of challenges to be expected when a child with accessibility challenges is joining the program.
12. Regular conferences and discussions are held to ensure that the needs of all clients, including persons with sensory disabilities, are being met.

ACTIONS: PROPOSED

None at this time.

SENSORY

TOUCH

Touch disabilities alter the ability to sense surfaces and their texture or quality, including temperature, vibration and pressure. Touching sensations may be heightened, limited, absent (numbness), or may cause pain or burning.

A person with a touch disability may be unable to detect or may be sensitive to heat, cold or changing temperatures. Alternatively, a person with a touch disability may be hypersensitive to sound, physical vibrations, or heated surfaces or air.

ACTIONS: ACTUAL

1. Staff is offered the opportunity for Sensory Integration training through Northumberland Child Development Centre.
2. Water temperature regulators are installed in all washroom sinks used by the children to prevent burns.
3. Food is not served directly after removing from the oven; it is cooled to assist with preventing burns and scalds.
4. Surfaces (tables, counters, seating, handrails, etc.) are monitored to ensure that materials are free of splinters.
5. Stove/oven heat indicator lights are checked regularly to ensure they are functional to prevent burns.
6. Equipment is monitored regularly to ensure the absence of pinching hazards.
7. Adults are asked to attend a case conference to discuss the degree of challenges to be expected when a child with accessibility challenges is joining the program.
8. Regular conferences and discussions are held to ensure that the needs of all clients, including persons with sensory disabilities, are being met.

ACTIONS: PROPOSED

None at this time.

INFORMATIONAL /COMMUNICATIONAL

INTELLECTUAL

An intellectual disability affects an individual's ability to think and reason. The disability may be caused by genetic factors (e.g. Down Syndrome), exposure to environmental toxins (as in Fetal Alcohol Syndrome), brain trauma and psychiatric conditions.

A person with an intellectual disability may have difficulty with:

- Language: understanding and using spoken or written information
- Concepts: understanding cause and effect
- Perception: taking in and responding to sensory information
- Memory: retrieving and recognizing information from short-term or long-term memory
- Recognizing problems, problem-solving and reasoning

ACTIONS: ACTUAL

1. Printed material (handbooks, applications, surveys, etc.), when possible will be printed in 14-16 font size, sans serif; made available on a need basis.
2. Printed material should be easily understood; user-friendly.
3. Staff is available to explain the application process; offer assistance with reading information and completion of forms, if necessary; Staff may need to schedule a number of sessions to assist with ensuring that the information is being processed by the applicant.
4. Individuals are told about assistance available (Board of Directors, fee subsidy assistance, Northumberland Child Development Centre, Ministry, grievance procedure, etc.).
5. Newsletters, which include policy reminders, are provided.
6. Adults are asked to attend a case conference to discuss the degree of challenges to be expected when a child with accessibility challenges is joining the program.
7. Regular conferences and discussions are held to ensure that the needs of all clients, including persons with intellectual disabilities, are being met.

ACTIONS: PROPOSED

Make consideration to have:

1. Written information available in audio format to be taken home to review; also beneficial for persons who are visually challenged.

INFORMATIONAL /COMMUNICATIONAL

MENTAL HEALTH

There are three main kinds of mental health disorders:

1. Anxiety: a state of heightened nervousness or fear related to stress
2. Mood: sadness or depression
3. Behavioural: being disorganized; making false statements or inappropriate comments; telling distorted or exaggerated stories

People with mental health disorders may be but are not limited to being: edgy or irritated; aggressive; exhibiting blunt behaviour; perceived as being pushy or abrupt; start laughing or get angry for no apparent reason.

ACTIONS: ACTUAL

1. Cook's School Day Care Inc. is committed to ensuring that all children, parents, volunteers and Staff interact within an environment that is free from barriers, attitudes and discrimination.
2. Specific training/education is provided to Staff and volunteers on diverse mental health issues as required; the goal is to prevent and eliminate attitudinal barriers by providing education and information that will build on the Staff's sensitivity and understanding when supporting persons with mental health disabilities.
3. Continue to plan for and implement informal and formal feedback mechanisms for identifying barriers or new and challenging needs of those who are disabled; the goal is to capture the needs of disabled persons to establish action plans and develop supportive policies, procedures, and standards that will promote a barrier free environment.
4. Adults are asked to attend a case conference to discuss the degree of challenges to be expected when a child with accessibility challenges is joining the program.
5. Regular conferences and discussions are held to ensure that the needs of all clients, including persons with mental health disabilities, are being met.

ACTIONS: PROPOSED

1. As required, develop partnerships with community mental health services; the goal is to establish contacts for training, consultation, information and accessing resources available for assisting and working with persons with mental health disorders in an informed way (i.e., Canadian Mental Health Association, Children's Mental Health, Kinark Child and Family Services, etc.).

INFORMATIONAL /COMMUNICATIONAL

LEARNING

Learning disabilities are disorders that affect verbal and non-verbal information acquisition, retention, understanding, processing, organization, and use.

People with learning disabilities have average or above-average intelligence, but take in information, retain it, and express knowledge in different ways. Learning disabilities affect reading comprehension and speed; spelling; the mechanics of writing; manual dexterity; math computation; problem-solving; processing speed; the ability to organize space and manage time; and orientation, directions and way finding.

ACTIONS: ACTUAL

1. Cook's School Day Care Inc. is committed to assisting and encouraging the development of the personal skills and abilities of each individual child, parents, volunteers and Staff with identified or suspected learning disabilities.
2. A commitment to understand and support the needs of those persons with learning disabilities is maintained; the goal is to provide specific training/education to Staff and volunteers, as well as, provide support to parents on needs and issues of those persons who are disabled.
3. Proactively undertake initiatives that recognize and support the needs of those who are disabled (i.e., documentation practices, educational forums to demystify the disorder, advocating, etc.).
4. Continue to identify barriers in existing policies, procedures and standards and formulate solutions for accessibility.
5. Work toward removing barriers, attitudes and discrimination relating to learning disabilities; the goal is to ensure strategies are developed to address barrier removal and support enhancement within the environment on all levels (i.e., social, technological, educational, personnel, cultural, etc.).

ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE
POLICIES, PRACTICES & PROCEDURES

6. Adults are asked to attend a case conference to discuss the degree of challenges to be expected when a child with accessibility challenges is joining the program.
7. Regular conferences and discussions are held to ensure that the needs of all clients, including persons with learning disabilities, are being met.

ACTIONS: PROPOSED

1. As necessary, develop partnerships with community resources for training, consultation, and assessment, in order to work with and assist disabled persons in an informed way (i.e., Learning Disabilities Association, School Special Education Departments, Autism Society, etc.).

ATTITUDINAL

ACTIONS: ACTUAL

1. Staff are encouraged to participate in training sessions relating to disabilities present in the setting to become more informed; in turn, share the knowledge gained with others participating in the Program. Lack of awareness can be a barrier.
2. Staff, as always, encourage the children to relate to all children as individuals and to demonstrate respect for all uniqueness.
3. Attempts are be made to not show pity.
4. Patronizing behaviour toward persons with disabilities is not tolerated.

ACTIONS: PROPOSED

None at this time.

**ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE
POLICIES, PRACTICES & PROCEDURES**

Appendix B: Accessibility Standards for Customer Service Master Training Record

COOK'S CHILD CARE PROGRAM
700 D'Arcy Street,
Building 18, Unit 31
Cobourg, Ontario K9A 5T3
Phone: 905-372-4525 Fax: 905-372-3227
Email: cooks.on.darcy@cooksdaycare.ca



**VICTORIA PARK CHILD CARE CENTRE
COOK'S HOME CHILD CARE AGENCY**
172 Queen Street
Cobourg, Ontario K9A 5P6
Phone: 905-372-2143 Fax: 905-372-2441
Email: yic.park@cooksdaycare.ca
Email: cooks.home@cooksdaycare.ca

**ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE
Master Training Record**

All employee, contract workers, students and volunteers of Cook's School Day Care Inc. are required to participate in training pertaining to ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE upon commencement of duties, annually thereafter, and when policy revisions are made.

| DATE | D | M | Y | TRAINING PURPOSE | <input type="checkbox"/> Initial <input type="checkbox"/> Annual | |
|--|---|---|---|------------------|--|--|
| | | | | | <input type="checkbox"/> Policy Revision | |
| INDICATE THE NAME/S OF THE PERSON/S INVOLVED IN TRAINING | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| DATE | D | M | Y | TRAINING PURPOSE | <input type="checkbox"/> Initial <input type="checkbox"/> Annual | |
| | | | | | <input type="checkbox"/> Policy Revision | |
| INDICATE THE NAME/S OF THE PERSON/S INVOLVED IN TRAINING | | | | | | |
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POLICIES, PRACTICES & PROCEDURES

Appendix C: Awareness Quiz

AWARENESS QUIZ

Purpose: This quiz will help you to evaluate any misconceptions you may have about people with disabilities

Which of the following statements are true/false? (Circle the appropriate answer).

| | | |
|--|------|-------|
| 1. A positive attitude is important when meeting or helping a person with a disability. | True | False |
| 2. Generally, people see the disability first and the person second. | True | False |
| 3. All disabilities are caused by a disease or are inherited. | True | False |
| 4. People with mobility impairments do not care about how they look, and they cannot shop the way other people do. | True | False |
| 5. Someone who uses a power wheelchair cannot drive a motor vehicle. | True | False |
| 6. If you notice someone is wearing a hearing aid, speak loudly so he or she can hear you. | True | False |
| 7. When guiding a person who has vision loss, you should always take them by the arm. | True | False |
| 8. Someone who is severely physically disabled cannot do anything alone. | True | False |
| 9. A person who is Deaf cannot use the phone. | True | False |
| 10. A person can have a disability and not be held back by it. | True | False |
| 11. People who have vision loss have a better sense of hearing. | True | False |
| 12. You should avoid using expressions such as "look", "see" and "watch out" when talking to someone with vision loss. | True | False |
| 13. The majority of people who are Deaf or hard of hearing can speechread. | True | False |

ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE
POLICIES, PRACTICES & PROCEDURES

Appendix C: Awareness Quiz

| | | |
|--|-------------|--------------|
| 14. If you see someone who uses a wheelchair having trouble, you should give him or her a push. | True | False |
| 15. Over one million Canadians have some kind of disability that makes it difficult for them to read conventional print. | True | False |
| 16. When a customer with a disability is in your workplace, you should always provide extra attention. | True | False |
| 17. Guide dogs see colours and read signs. | True | False |
| 18. People who are Deaf or hard of hearing see better than everyone else. | True | False |
| 19. People who are Deaf, deafblind or hard of hearing cannot talk at all. | True | False |
| 20. People who use wheelchairs are paralysed. | True | False |
| 21. Mental health disability is a rare, untreatable disorder. | True | False |
| 22. People with learning disabilities cannot be productive. | True | False |
| 23. Intellectual disability is the same as mental health disability. | True | False |
| 24. About one in seven Ontarians has a disability. | True | False |
| 25. Forty-seven percent of Ontarians over the age of 65 have disabilities. | True | False |

ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE POLICIES, PRACTICES & PROCEDURES

Appendix C: Awareness Quiz

Answers to Awareness Quiz

1. **True** – Barriers are broken down in part through open, positive attitudes and accepting people for who they are, not what they can or cannot do.
2. **True** – A disability is just one of the characteristics of the individual, but too often, the disability is seen before the person.
3. **False** – Some disabilities are the result of a disease; some are inherited; and others are the result of an accident.
4. **False** – People with disabilities have different interests and enjoy different activities just like everyone else.
5. **False** – There are many modifications available for vehicles to allow people with disabilities to drive, including people in power wheelchairs.
6. **False** – It is important to look directly at someone who is hard of hearing and speak clearly. Shouting may only create sound distortions when amplified through the hearing aid.
7. **False** – People who have vision loss may prefer to take your arm when you are guiding them. Ask if they need your assistance first.
8. **False** – There are many helpful aids for people who have physical disabilities which may help them to be more independent.
9. **False** – There are different systems that allow someone who is Deaf to use the telephone, such as the Teletypewriter (TTY) or a relay system.
10. **True** – Many people with disabilities can enjoy activities just like everyone else. Often barriers – not disabilities – prevent people with disabilities from participating in everyday life.
11. **False** – Generally, people with vision loss have no better sense of hearing than anyone else, though many people with vision loss learn to use their other senses more efficiently.
12. **False** – There is no need to use special language around people who have vision loss. They use the same expressions as everyone else.
13. **True** – Most people who are Deaf or hard of hearing can speechread, but not all do it well. Most can understand about 25 per cent of what is being said. People who excel at speechreading can understand approximately 45-50 per cent of what is being said.
14. **False** – Try to respect the person's independence by asking if your assistance is needed first.

ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE POLICIES, PRACTICES & PROCEDURES

Appendix C: Awareness Quiz

15. **True** – It is estimated that one million Canadians have a disability that makes it difficult or impossible for them to read conventional print. An increasing number of senior citizens are becoming part of this group.
16. **False** – People with disabilities may require assistance at times but you shouldn't assume assistance will be needed in every case. Your customers want to be treated with dignity, so consider discreetly asking if help is needed first.
17. **False** – Guide dogs do not see the colours of traffic lights and do not read the signs on washroom doors. The owner decides when to cross the street by listening to the traffic flow.
18. **False** – Generally, people who are Deaf or hard of hearing have no better sense of sight than anyone else, but they may concentrate more on what they are seeing.
19. **False** – People who are Deaf, deafblind or hard of hearing may choose not to speak because they are unsure of pronunciation, or are concerned that their voices may sound different. Most people who are Deaf, deafblind or hard of hearing can make sounds, and can probably speak some words.
20. **False** – Not everyone who uses a wheelchair is paralysed. People might use a wheelchair if they have arthritic spines or sore legs, severe asthma or a heart condition that limits their ability to walk.
21. **False** – Many types of mental health disabilities are treatable and not necessarily permanent.
22. **False** – Many people develop ways to work with, or around, their particular type of learning disability. Repeated practice can help a person with a learning disability perform some tasks with less difficulty.
23. **False** – Unlike mental health disability, intellectual disability is a limitation affecting intellectual capacity, not emotional equilibrium. Also, an intellectual disability is a permanent condition that cannot be medically treated or cured.
24. **True** – According to the Participation and Activity Limitation Survey, 2006, from Statistics Canada, about 1.85 million Ontarians (one in seven) have a disability.
25. **True** – According to the Participation and Activity Limitation Survey, 2006, from Statistics Canada, about 47 percent of Ontarians over the age of 65 have a disability.

**ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE
POLICIES, PRACTICES & PROCEDURES**

Appendix D: Test Your Knowledge

TEST YOUR KNOWLEDGE

Which of the following statements are true/false? (Circle the appropriate answer).

| | | |
|--|-------------|--------------|
| 1. Under the Accessibility for Ontarians with Disabilities Act, 2005, different standards on accessibility are being developed that will set requirements for the identification, removal, and prevention of barriers for people with disabilities in key areas of daily living. | True | False |
| 2. The customer service standard is a voluntary standard. Your business or organization can decide whether or not to put it into practice. | True | False |
| 3. The term "disability" only applies to people who use wheelchairs. | True | False |
| 4. Avoiding someone because of their disability is a barrier in attitude. | True | False |
| 5. Your organization must accept feedback about the way it provides goods or services to people with disabilities. | True | False |
| 6. You should not ask your customer to repeat himself if you don't understand him the first time. It might offend him. | True | False |
| 7. If a person has vision loss they cannot see anything. | True | False |
| 8. It's helpful for someone who uses a hearing aid if you reduce background noise. | True | False |
| 9. You should always speak directly to your customer, not to their support person or companion. | True | False |
| 10. If your customer uses a manual wheelchair, feel free to push them around your store. | True | False |
| 11. You can always tell when someone has a disability. | True | False |
| 12. Assistive devices enable a person with a disability to do everyday tasks and activities. | True | False |
| 13. Your organization must allow people with disabilities who use a support person to bring their support person with them while accessing goods or services on parts of the premises that are open to the public. | True | False |
| 14. Service animals should be treated as pets. | True | False |

Appendix D: Test Your Knowledge

Answers to "Test Your Knowledge"

1. **True.**
2. **False** - All providers of goods and services to the public or other third parties with one or more employees and all designated public sector organizations in Ontario must comply with all of the applicable requirements of the customer service standard.
3. **False** - The AODA uses the same definition of "disability" as the Ontario Human Rights Code, which includes both visible and non-visible disabilities. The term "disability" does not only apply to people who use wheelchairs.
4. **True.**
5. **True.**
6. **False** - If you cannot understand what your customer is saying, politely ask again.
7. **False** - Few people with vision loss are totally blind. Many have limited vision such as tunnel vision, where a person has a loss of peripheral or side vision, or a lack of central vision, which means they cannot see straight ahead. Some people can see the outline of objects while others can see the direction of light.
8. **True.**
9. **True.**
10. **False** - Don't touch a person's wheelchair or assistive device without permission.
11. **False** - Disabilities can be visible and non-visible. You cannot always tell who has a disability.
12. **True.**
13. **True.**
14. **False** - Service animals are working and have to pay attention at all times. Don't touch or address them.

ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE
POLICIES, PRACTICES & PROCEDURES

Appendix E: Customer Feedback Form

COOK'S CHILD CARE PROGRAM
700 D'Arcy Street,
Building 18, Unit 31
Cobourg, Ontario K9A 5T3
Phone: 905-372-4525 Fax: 905-372-3227
Email: cooks.on.darcy@cooksdaycare.ca



VICTORIA PARK CHILD CARE CENTRE
COOK'S HOME CHILD CARE AGENCY
172 Queen Street
Cobourg, Ontario K9A 5P6
Phone: 905-372-2143 Fax: 905-372-2441
Email: vic.park@cooksdaycare.ca
Email: cooks.home@cooksdaycare.ca

CUSTOMER FEEDBACK FORM

Thank you for visiting **COOK'S SCHOOL DAY CARE INC.**. Ongoing feedback provides a valuable opportunity to learn and improve.

Cook's School Day Care Inc. recognizes the rights of our customers to offer suggestions, make complaints, or compliment us on the way we provide our services to people with disabilities.

Thank you for sharing your experience.

The date of your visit: (D) ____ (M) ____ (Y) ____

Time of your visit: _____ a.m. p.m.

The location you visited:
 Cook's Child Care Program Victoria Park Child Care Centre

Feedback purpose: Suggestion Complaint Compliment

Description: _____

Contact information (optional – complete only if you wish to be contacted):
Name: _____

Preferred contact method:
 Telephone number: () _____ - _____
 Email address: _____

Please return the completed form to one of child care centre offices to the attention of the Administration of Cook's School Day Care Inc.. Thank-you again for your feedback.



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ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE
POLICIES, PRACTICES & PROCEDURES

Appendix F: Customer Feedback Record

COOK'S CHILD CARE PROGRAM
700 D'Arcy Street,
Building 18, Unit 31
Cobourg, Ontario K9A 5T3
Phone: 905-372-4525 Fax: 905-372-3227
Email: cooks.on.darcy@cooksdaycare.ca



VICTORIA PARK CHILD CARE CENTRE
COOK'S HOME CHILD CARE AGENCY
172 Queen Street
Cobourg, Ontario K9A 5P6
Phone: 905-372-2143 Fax: 905-372-2441
Email: vic.park@cooksdaycare.ca
Email: cooks.home@cooksdaycare.ca

CUSTOMER FEEDBACK RECORD

| |
|--|
| Date Feedback Received: (D) ____ (M) ____ (Y) ____ |
| Customer Information (if appropriate – contact requested) Customer Name: _____ <input type="checkbox"/> Telephone number: () _____ - _____ <input type="checkbox"/> Email address: _____ |
| Location visited: <input type="checkbox"/> Cook's Child Care Program <input type="checkbox"/> Victoria Park Child Care Centre |
| Feedback purpose: <input type="checkbox"/> Suggestion <input type="checkbox"/> Complaint <input type="checkbox"/> Compliment |
| Details: _____ _____ |
| Follow-up: _____ _____ |
| Actions to be Taken: _____ _____ |
| Staff Member/s: _____ |
| Date Feedback Addressed: (D) ____ (M) ____ (Y) ____ |



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ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE
POLICIES, PRACTICES & PROCEDURES

Appendix G: Alternative Format Request Form

COOK'S CHILD CARE PROGRAM
700 D'Arcy Street,
Building 18, Unit 31
Cobourg, Ontario K9A 5T3
Phone: 905-372-4525 Fax: 905-372-3227
Email: cooks.on.darcy@cooksdaycare.ca



VICTORIA PARK CHILD CARE CENTRE
COOK'S HOME CHILD CARE AGENCY
172 Queen Street
Cobourg, Ontario K9A 5P6
Phone: 905-372-2143 Fax: 905-372-2441
Email: vic.park@cooksdaycare.ca
Email: cooks.home@cooksdaycare.ca

ALTERNATIVE FORMAT REQUEST FORM

Cook's School Day Care Inc. shall provide any correspondence, invoices, or documents available to the public in an alternate format upon request.

The format will be mutually agreed upon and provided within ten (10) business days.

Name: _____

Address: _____

Telephone number: () _____ - _____

Email address: _____

Document(s) requested: _____

Preferred Format: _____

Date: (D) _____ (M) _____ (Y) _____



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**ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE
POLICIES, PRACTICES & PROCEDURES**

Appendix H: Notice of Temporary Service Disruption

COOK'S CHILD CARE PROGRAM
700 D'Arcy Street,
Building 18, Unit 31
Cobourg, Ontario K9A 5T3
Phone: 905-372-4525 Fax: 905-372-3227
Email: cooks.on.darcy@cooksdaycare.ca



**VICTORIA PARK CHILD CARE CENTRE
COOK'S HOME CHILD CARE AGENCY**
172 Queen Street
Cobourg, Ontario K9A 5P6
Phone: 905-372-2143 Fax: 905-372-2441
Email: vic.park@cooksdaycare.ca
Email: cooks.home@cooksdaycare.ca

NOTICE OF TEMPORARY SERVICE DISRUPTION

| | | | |
|--|-----|-----|-----------------|
| TYPE OF DISRUPTION: | | | |
| | | | |
| REASON FOR DISRUPTION: | | | |
| | | | |
| DURATION OF DISRUPTION: | | | |
| Start Date: (D) | (M) | (Y) | |
| Expected End Date: (D) | (M) | (Y) | |
| Revised End Date: (D) | (M) | (Y) | (IF APPLICABLE) |
| Reason for Revised End Date: | | | |
| | | | |
| ALTERNATIVE FACILITIES OR SERVICES: | | | |
| | | | |
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ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE POLICIES, PRACTICES & PROCEDURES

Appendix I: Notice of Availability of Documents

COOK'S CHILD CARE PROGRAM
700 D'Arcy Street,
Building 18, Unit 31
Cobourg, Ontario K9A 5T3
Phone: 905-372-4525 Fax: 905-372-3227
Email: cooks.on.darcy@cooksdaycare.ca



VICTORIA PARK CHILD CARE CENTRE
COOK'S HOME CHILD CARE AGENCY
172 Queen Street
Cobourg, Ontario K9A 5P6
Phone: 905-372-2143 Fax: 905-372-2441
Email: vic.park@cooksdaycare.ca
Email: cooks.home@cooksdaycare.ca

NOTICE OF AVAILABILITY OF DOCUMENTS

Cook's School Day Care Inc. will provide any person with a copy of the document(s) required under the Customer Service Standard, Ontario Regulation 429/07, upon request.

These documents include the following policies and procedures:

- Training
- Customer Feedback
- Communication & Alternative Format Requests
- Assistive Devices
- Service Animals
- Support Persons
- Notice of Temporary Disruption of Services
- Notice of Availability of Documents

For more information please contact the Administration



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ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE
POLICIES, PRACTICES & PROCEDURES

This document is reviewed annually by the Administration and Board of Directors of Cook's School Day Care Inc.