



WHMIS / GHS TESTING BOOKLET

- 1. READ THROUGH THIS BOOKLET**
- 2. ANSWER QUESTIONS**



SAFETY DATA SHEETS

What is a Safety Data Sheet (SDS)?

Safety Data Sheets (SDSs) are an essential component of WHMIS 2015. Employers and workers use the information on an SDS to protect themselves from hazards and for safe handling and use.

A Safety Data Sheet is a document that contains information on the potential hazards of a chemical product. It also contains information such as first aid measures, handling, storage, stability and reactivity. A SDS is an essential starting point for the development of a complete health and safety program.

The SDS contains much more information about the material than the label. SDS's are prepared by the supplier or manufacturer of the material.

Do I need an SDS?

In Canada, every material that is controlled by WHMIS (Workplace Hazardous Materials Information System) must have an accompanying SDS that is specific to each individual product or material (both the product name and supplier on the SDS must match the material in use).

When would I use an SDS?

Always be familiar with the hazards of a product BEFORE you start using it. You should look at a SDS, match the name of the chemical on your container to the one on the SDS, know the hazards, understand safe handling and storage instructions, as well as understand what to do in an emergency

Can an SDS be too old?

Yes. Under WHMIS law, an SDS for a controlled product will expire after three years or when there is a formulation change. If you are still using a product that you bought more than three years ago, you may not have a current SDS. Contact the manufacturer or supplier again and ask for a newer version of the SDS.

The three-year time limit does not apply to SDS's for non-controlled products (i.e. products that do not meet WHMIS criteria).



What information is on the SDS?

There are nine (16) categories of information that must be present on an SDS. Information in the SDS should be presented using the following 16 headings in the order given below:

1. Identification of the substance or mixture and of the supplier
2. Hazard(s) identification
3. Composition/information on ingredients
4. First aid measures
5. Fire-fighting measures
6. Accidental release measures
7. Handling and storage
8. Exposure controls/personal protection
9. Physical and chemical properties
10. Stability and reactivity
11. Toxicological information
12. Ecological information
13. Disposal information
14. Transport information
15. Regulatory information
16. Other information including information on preparation and revision of the SDS

WHMIS: What You Need to Know

WHMIS stands for the Workplace Hazardous Materials Information System. It is a comprehensive system for providing health and safety information on hazardous products intended for use, handling, or storage in Canadian workplaces.

WHMIS has aligned with the worldwide hazard communication system known as GHS – the Globally Harmonized System of Classification and Labelling of Chemicals. Aligning with GHS provides many benefits, including:

- Hazard classification criteria are more comprehensive which improves ability to indicate severity of hazards
- New hazard classes are included
- Physical hazard criteria are consistent with the Transportation of Dangerous Goods (TDG regulations)
- Standardized language (hazard and precautionary statements)
- Standardized SDS format and more comprehensive requirements

What are the main parts of WHMIS?

The main components of WHMIS are hazard identification and product classification, labelling, safety data sheets, and worker education and training.

Who should be trained in WHMIS?



In Canada, if a workplace uses hazardous products, there must be a WHMIS program in place. Workers must be educated and trained so they understand the hazards, and know how to work safely with hazardous products.

HAZARD CLASSES AND CATEGORIES

Important Information

Canada has aligned the Workplace Hazardous Materials Information System (WHMIS) with the Globally Harmonized System of Classification and Labelling of Chemicals (GHS).

What is a hazard group?

WHMIS 2015 applies to two major groups of hazards: physical, and health. Each hazard group includes hazard classes that have specific hazardous properties.

1. Physical hazards group: based on the physical or chemical properties of the product – such as flammability, reactivity, or corrosivity to metals.
2. Health hazards group: based on the ability of the product to cause a health effect – such as eye irritation, respiratory sensitization (may cause allergy or asthma symptoms or breathing difficulties if inhaled), or carcinogenicity (may cause cancer).

GHS also defines an Environmental hazards group. This group (and its classes) was not adopted in WHMIS 2015. However, you may see the environmental classes listed on labels and Safety Data Sheets (SDS's). Information about environmental hazards is allowed by WHMIS 2015.

What is a hazard class?

Hazard classes are a way of grouping together products that have similar properties. Most of the hazard classes are common to GHS and will be used worldwide by all countries that have adopted GHS. Some hazard classes are specific to WHMIS 2015.

List of Hazard Classes:

Physical Hazards

- Flammable gases
- Flammable aerosols
- Oxidizing gases
- Gases under pressure
- Flammable liquids
- Flammable solids
- Self-reactive substances and mixtures
- Pyrophoric liquids
- Pyrophoric solids
- Self-heating substances and mixtures
- Substances and mixtures which, in contact with water, emit flammable gases
- Oxidizing liquids
- Oxidizing solids
- Organic peroxides
- Corrosive to metals
- Combustible dusts

- Simple asphyxiants
- Pyrophoric gases
- Physical hazards not otherwise classified
- *Health Hazards*
- Acute toxicity
- Skin corrosion/irritation
- Serious eye damage/eye irritation
- Respiratory or skin sensitization
- Germ cell mutagenicity
- Carcinogenicity
- Reproductive toxicity
- Specific target organ toxicity – single exposure
- Specific target organ toxicity – repeated exposure
- Aspiration hazard
- Biohazardous infectious materials
- Health hazards not otherwise classified

WHAT IS A PICTOGRAM?

Pictograms are graphic images that immediately show the user of a hazardous product what type of hazard is present. With a quick glance, you can see, for example, that the product is flammable, or if it might be a health hazard.

Most pictograms have a distinctive red "square set on one of its points" border. Inside this border is a symbol that represents the potential hazard (e.g., fire, health hazard, corrosive, etc.). Together, the symbol and the border are referred to as a pictogram. Pictograms are assigned to specific hazard classes or categories.

Fire Hazard



This pictogram is used for indicating flammable gases, aerosols, liquids and solids; pyrophoric liquids, gases and solids; self-heating substances and mixtures; substances and mixtures that produce flammable gases when in contact with water; organic peroxides; and self-reactive substances and mixtures

Oxidizing Hazard



This pictogram is flame over a circle plus a distinctive red “diamond” shaped border. It is used to indicate oxidizing gases, liquids and solids.

Gases Under Pressure Hazard



This pictogram is used to indicate the hazard of gases under pressure such as dissolved gas, liquefied gas, compressed gas and refrigerated liquefied gas.

Explosion or Reactivity Hazard



Used to indicate explosion or reactivity hazards, the Exploding Bomb Pictogram is placed on the labels of self-reactive substances and mixtures, and on labels of organic peroxides.

Health Hazard



This pictogram is used to indicate a product that causes or is suspected of causing serious health effects. It forms part of labels of products that cause respiratory sensitivity, skin toxicity, germ cell mutagenicity, carcinogenicity, reproductive toxicity, aspiration hazard, and specific target organ toxicity after repeated exposure.

Hazardous Products



Used for hazardous products that cause less serious health effects, the Exclamation Mark Pictogram indicates acute toxicity (oral, dermal or inhalation), skin corrosion (irritation), eye irritation, skin sensitivity, respiratory damage, and specific target organ toxicity on single exposure.

Death or Toxicity Hazard



For hazardous products that can cause death or acute toxicity after exposure to small amounts of the products, this Pictogram is used to warn users of the potential dangers. It is placed on labels of materials with acute oral, dermal and inhalation toxicity. For instance, the pictogram can be used on containers for cleaning chemicals.

Corrosion Hazard





The corrosive pictogram indicates a substance that can irritate the skin and eyes, and damage metals. It is used for hazardous products that are corrosive to metals, cause skin irritation (corrosion), and cause serious eye irritation or damage.

Biohazardous Infectious Materials Hazard



Indicates the presence of organisms or toxins that can cause diseases in humans and animals, the Biohazardous Infectious Materials Pictogram has been retained from WHMIS 1988. The Pictogram is used on labels of biohazardous infectious materials. For instance, it is used on growths of micro-organisms like E.Coli or salmonella bacteria cultures.

Environment Hazard



This GHS Pictogram has not been integrated into WHMIS, however it stands for Environmental Hazards.



Worker Health and Safety Awareness in 4 Steps

Referenced and created from Ministry of Labour Worker





INTRODUCTION

This workbook explains your rights and responsibilities on the job and tells you what Ontario's Occupational Health and Safety Act (OHSA) expects from your employer, your supervisor and you. These are things you need to know and understand so that you can be safe at work today and every day. Everyone in the workplace, from the employer to the newest worker, has different but important duties to keep the workplace safe. Because employers have the most authority in the workplace, they have the greatest responsibility but it's important for your own safety that you understand everyone's health and safety duties, including yours.

One of your employer's duties under the OHSA is to give you specific information and instructions about how to stay safe on your job. What you learn from this program will help you start to understand those instructions.



Step 1: Get on Board

EVERYONE HAS A ROLE IN SAFETY

A new job is a chance for a fresh start. You're learning new skills and meeting new people. But every job has hazards, no matter how safe it looks. The number of people in Ontario who suffer a work-related illness or injury each year would fill the seats of a dozen big hockey arenas.

Studies show that new and young workers in Ontario are four times more likely to get hurt during their first month on the job than at any other time. That's because they often aren't told about or don't understand the hazards of the job. They don't know what to expect from their employer, their supervisor, and of themselves. Sometimes they aren't sure what questions to ask. Sometimes they don't even know who to ask.

HOW THE OCCUPATIONAL HEALTH AND SAFETY ACT WORKS

The OHSA is a set of laws that spells out the duties of employers, supervisors and the rights and duties of workers. There are also different Regulations that are attached to the OHSA.

The whole point of the OHSA and Regulations is to keep workers from getting hurt or sick on the job. There are inspectors from the Ministry of Labour who make sure the laws are followed and may issue orders or lay charges if they aren't. If a person is convicted of breaking the law, there are penalties such as fines or time in prison.

The OHSA gives everyone in the workplace duties. These duties are connected to the level of authority each person has in the workplace. To sort out all the duties in a workplace, the OHSA breaks them down to three main levels of authority:

1. The employer (who is in charge of everyone)
2. The supervisor
3. The worker (you)

The OHSA assigns the most duties to the employer.

It's important for your safety that you understand everyone's health and safety duties.



DUTIES OF THE EMPLOYER:

1. Make sure workers know about hazards and dangers in the workplace and how to work safely.
 2. Make sure every supervisor knows how to take care of health and safety on the job.
 3. Create health and safety policies and procedures for the workplace.
 4. Make sure everyone knows and follows the health and safety procedures.
- Referenced and created from Ministry of Labour Worker Page 5
5. Make sure workers wear and use the right protective equipment.
 6. Do everything reasonable to keep workers from getting hurt or sick on the job.

DUTIES OF THE SUPERVISOR

1. Tell workers about hazards and dangers in the workplace and show them how to work safely.
2. Make sure workers follow the law and the workplace health and safety policies and procedures.
3. Make sure workers wear and use the right protective equipment.
4. Do everything reasonable to keep workers from getting hurt or sick on the job.

DUTIES OF THE WORKER

1. Follow the law and the workplace health and safety policies and procedures.
2. Always wear or use the protective equipment that the employer requires.
3. Work and act in a way that won't hurt them or any other worker.
4. Report any hazard they find in the workplace to their supervisor.

The Act says that your supervisor and your employer have to “take every precaution reasonable in the circumstances for your protection.” That means they have to do everything that is reasonable to protect you on the job.

RIGHTS OF THE WORKER

Your employer and supervisor have the responsibility to make the workplace as safe as possible and to tell you about any hazards in the work you do and how to avoid those dangers and work safely. You have the right under the OHSA to be told about the hazards in the work you do and to be instructed on how to do your work safely. If someone asks you to do work that you don't know enough about, you have the right to speak up and ask questions.



You should never have to be worried that you will get in trouble for asking questions or reporting a problem. It's against the law for your employer or your supervisor to punish you in any way for doing what the OSHA says or for asking your employer or supervisor to do what the OSHA expects them to do. This is called a "reprisal." It's against the law for your supervisor or employer to threaten to punish or fire you for doing these things. You also have a right to refuse to do unsafe work if you have reason to believe it puts you or a fellow worker in danger.

Prevention starts here, but it doesn't end here.



Step 2: Get in the Know

You need to know about hazards

SOME COMMON WORKPLACE HAZARDS

Here are some of the most common hazards in Ontario workplaces:

1. Repeating the same movements over and over, especially if you are in an awkward position, use a lot of force, or lift heavy things repeatedly above the shoulders or below the knees.
2. Slipping, tripping or falling (ex; spilled coffee on the floor, a cluttered work area, or a raised platform with no guardrails).
3. Working near motorized vehicles.
4. Using or working near machinery.
5. Workplace violence.
6. Less visible hazards related to your work, like: chemicals, fumes, toxic dust, or germs and viruses in labs and healthcare workplaces. *Note: hazards that can make you sick may not be felt right away.*

It's the employer's duty to make sure that the supervisor knows enough and has enough experience and training to keep workers safe and healthy while they work. It's the employer's and supervisor's duty to inform workers of health and safety hazards. It's the worker's duty to report hazards they know of to the supervisor or employer as soon as possible so they can fix it. Employers, supervisors and workers work together to make the workplace safer.

Here are important questions about your job that you need to know the answers to.

If you don't know, ask your supervisor:

- What are the hazards of this job?
- Is there any special training needed for this job?
- Do I have the right protective equipment for this job?
- If I have any questions about safety, who do I ask?
- How do I report an injury?
- What do I do in an emergency?



PROTECTING YOU FROM HAZARDS

There are many ways that your employer can protect you from workplace hazards. The best way is to get rid of or eliminate the hazard completely. A good example is replacing a toxic cleaning chemical with one that is non-toxic.

If the hazard can't be eliminated, your employer can try to reduce the hazard. This can be done by reducing how much of the hazard you are exposed to. An example of this is turning up the ventilation system in a factory, or putting a barrier around a dangerous piece of equipment. These are called "engineering controls."

Another way to reduce hazards is to reduce how long or how often you come in contact with the hazard. This can be done by arranging the work differently so that you are not exposed as long. These are called "administrative or work practice controls."

If the hazard still exists after trying to control it through elimination, engineering controls and administrative or work practice controls, your employer may require you to use protective equipment and/or protective devices.

PROTECTIVE EQUIPMENT AND DEVICES

The OSHA says that one of your duties as a worker is always to wear or use the protective equipment that your employer requires. If the OSHA or your employer says you have to wear or use these things to do the work, you have to.

If your employer or one of the OSHA Regulations says that a machinery guard has to be used, it has to be used and you must never remove or disable any protective device that is required. If the device has to come off for any reason, you should not use the equipment without a replacement device. Taking shortcuts by removing guards is unsafe – and it's against the law.

The OSHA says you have to make sure you don't use any equipment or machine in a way that could hurt you or any other worker. You also can't act or behave in a way that could hurt you or anyone else. That means no playing games, pranks or acting in other ways that could hurt someone.

The law says every worker has to have information and training about chemicals or hazardous materials in the workplace. The Workplace Hazardous Materials Information System (WHMIS) Regulation says that you need to receive information and instruction on how to use, store and get rid of hazardous materials safely. This information is available on warning labels and information sheets.



If your job involves using equipment, your employer and supervisor must instruct you on how to operate that equipment safely. Your employer also has to tell you how and where to get first aid, and what to do in an emergency.

In a safe and healthy workplace, everyone knows about hazards. If you see a hazard on the job or a “close call”, report it to your supervisor or employer right away. That way, someone who knows how to fix it can deal with it so that no one gets hurt. “Prevention Starts Here” when everyone knows about hazards.



Step 3: Get involved

WORKING TOGETHER FOR SAFETY

Understanding the Occupational Health and Safety Act is all about knowing the health and safety duties of employers, supervisors and the duties and rights of workers, and putting them into action. We all have to get involved.

If an employer knows about a hazard and doesn't try to eliminate or reduce it, or make sure the workers are told about it and how to deal with it, that employer is not doing what the law requires.

If a supervisor knows about a hazard and doesn't explain to the workers how to deal with it, that supervisor is not doing what the law requires.

If a worker knows about a hazard and doesn't report it to the supervisor or the employer, that worker is not doing what the law requires.

If you see a hazard on the job, you have a duty to speak up. This includes reporting equipment that isn't working right, and any other hazards that may be present as a result of not following the OHSA or Regulations. It's important that you report to your supervisor or employer any injury, incident or close call, so that they can prevent those kinds of things from happening again in the future.

THE RIGHT TO PARTICIPATE IN HEALTH AND SAFETY

The OHSA gives you the right to participate and get involved in keeping your workplace safe and healthy. There are many ways you can do this.

Here are four good ways to get involved in keeping your workplace safe, but there are many more:

1. You can ask questions when you're not sure about something.
2. You can volunteer to become a worker health and safety representative or a worker member of the joint health and safety committee.
3. You can help your health and safety representative or joint health and safety committee with health and safety inspections by pointing out possible hazards in your work area.
4. You can take your health and safety training seriously and put what you learn into practice in your job.



HEALTH AND SAFETY REPRESENTATIVES AND JOINT HEALTH AND SAFETY COMMITTEES

The OHSA says that workplaces with 6 to 19 workers need to have a health and safety representative or a joint health and safety committee. In most larger workplaces with 20 or more workers, the OHSA says a joint health and safety committee has to be set up. Committees have to have at least two people on them; the workers or their union, if any, pick one of them and the employer picks the other. In workplaces where there are 50 or more workers, the committee must have at least four members, and at least half of the members have to represent workers.

Your health and safety representative or joint health and safety committee can help you with concerns regarding working safely.

WHAT TO LOOK FOR AND WHAT TO ASK

The OHSA says that your employer must post the OHSA and other health and safety information in your workplace, such as an occupational health and safety poster. Look for the posted names of your health and safety representative or joint health and safety committee members – these are people you can talk to if you need help. And if your workplace has more than 5 workers, your employer has to post the company health and safety policy.

Always be on the lookout for hazards to yourself or others. Before you start your work day, ask yourself questions like:

- Is any of the machinery broken?
- Are there warning labels or signs?
- Is there any moving equipment I could get caught in?
- Is there something I could slip or trip on?
- Do I need protective equipment?
- Do I know how to do this job safely?
- Is there another worker nearby who could get hurt by what I'm doing?
- Is this task more than I can physically handle?

BE A SAFETY ROLE MODEL

Most workers should be able to look to their supervisors as good health and safety role models. But others may also be looking to you as a role model for good health and safety practices. How you work, and the way you think and talk about the work, can affect the safety of the people you work with. The message you want others to get from you is: **“Prevention starts here”**. Referenced and created from Ministry of Labour Worker Page 11



Step 4: Get More Help

YOU ARE NOT ALONE

If you see something unsafe that could hurt someone, you need to report it to your supervisor or your employer. It's also a good idea to tell your health and safety representative or committee if there is one. But if the employer or supervisor doesn't fix the problem, you can call the Ministry of Labour. The Ministry's job is to help prevent workplace injuries and illnesses through enforcing the OHSA. They want to know if there are problems that aren't being fixed.

Ministry of Labour inspectors can't be in all workplaces at all times, so it has a toll-free number that you can call. Calling that number connects you to the Health and Safety Contact Centre that takes calls 24 hours a day, seven days a week. You don't have to give your name when you call. Here is the number:

1-877-202-0008

It's against the law for your employer or your supervisor to fire or punish you for doing what the OHSA expects you to do, or because you asked them to do what the OHSA expects them to do.

If you feel that your employer is taking action against you for raising a health and safety concern, you can discuss it with a union official if you are a member of a union, or bring a complaint to the Ontario Labour Relations Board. If you're not sure what to do, you can call the Ministry's toll-free number for information. The Office of the Worker Adviser also provides free advice and representation to non-unionized workers who are in this situation. You can call their toll-free number for help: 1-855-659-7744.

THE RIGHT TO REFUSE UNSAFE WORK

If you have reason to believe that the work you are doing or the equipment you are using might hurt you or someone you work with, you can refuse to do that work. This means that you tell your employer or supervisor (and your health and safety representative or committee) that you think you are in danger and you are not going to do the work. You need to tell them why.

All workers have the right to refuse work if they have reason to believe it's dangerous. It's important to know that you can also refuse work if you have reason to believe that the area where you are working is likely to endanger you or any other worker, or that you are in danger from workplace violence.



You must report the situation to your supervisor or employer, and should also contact your health and safety representative or committee. If the problem isn't fixed or you still have reason to believe the work is unsafe, you can continue to refuse the work. A Ministry of Labour inspector will then be called in to investigate.

Some workers, such as nurses, firefighters and police officers cannot refuse work if the danger is a normal part of their job or if refusing work would put someone else in danger.

WHAT'S NEXT?

Now that you have completed this general awareness program, you are ready to be given more specific information and instruction by your employer and supervisor as required by the OHSA.

You should hear about:

- ✓ Specific hazards in your workplace
 - ✓ The procedure to follow when reporting health and safety concerns, incidents or injuries
 - ✓ Any protective equipment you are required to wear or use
 - ✓ Where the company's health and safety policy is posted (in workplaces with more than 5 workers)
 - ✓ Where the first aid station is and the names of qualified first aid providers
 - ✓ The company's emergency plan
 - ✓ Information on hazardous materials in your workplace
 - ✓ The workplace violence and harassment prevention policy
 - ✓ Where a copy of the OHSA is posted
 - ✓ Where the names of your joint health and safety committee members are posted
- Knowing your health and safety rights and duties, and the duties of your supervisor and employer, is an important first step in staying safe on the job.

Accessibility Standards for Customer Service Policy



Intent

The purpose of this Customer Service Standards Policy is to fulfill the requirements set out in regulation 429/07 to establish a policy for Modern Staffing for governing the provision of its goods or services to persons with disabilities.

This Policy Shall:

1. Provide a Statement from Modern Staffing regarding our commitment to compliance with the AODA regulation 429/07;
2. Determine the Application of this Policy;
3. Provide Definitions for use within this Policy;
4. Identify potential Exclusions;
5. Provide Modern Staffing documentation of this Policy;
6. Detail Expectations for Management Employees;
7. Determine Responsibilities for Review and Amendments;
8. Provide information regarding Customer Feedback
9. Provide information regarding Service Animals, and Support Persons;
10. Identify policy and procedures regarding Advance Notice of Admission Fees;
11. Identify policy and procedures regarding Notice of any Service Disruption;
12. Identify policy and procedures regarding Notice of any Unexpected Disruption in Service;
13. Determine employee Training Requirements in relation to this Policy;
14. Provide Acceptable Terms for Use When Talking About Disabilities;
15. Provide Best Practices and Procedures for Providing Accessible Customer Service;
16. Provide links for more information regarding this Policy;
17. Discuss the repercussions associated with any Non-Compliance to this Policy

Statement

Modern Staffing shall use reasonable efforts to ensure that its policies, practices and procedures are consistent with the following principles;

- The goods or services will be provided in a manner that respects the dignity and independence of persons with disabilities.
- The provision of goods or services to persons with disabilities, and others, will be integrated unless an alternate measure is necessary, whether

temporarily or on a permanent basis, to enable a person with a disability to obtain, use or benefit from the goods or services.

- Persons with disabilities will be given an opportunity equal to that given to others to obtain, use and benefit from the goods or services.
- Persons with disabilities may use assistive devices and/or support persons in the access of goods and services.
- Modern Staffing employees when communicating with a person with a disability shall do so in a manner that takes into account the person's disability.

Application

This policy shall apply to every person who deals with members of the public or other third parties on behalf of Modern Staffing, whether the person does so as an employee, agent, volunteer or otherwise.

Definitions

Accessibility Coordinator - The person appointed by Modern Staffing as Accessibility Coordinator.

Assistive Devices - Any auxiliary aid such as communication aids, cognition aids, personal mobility aids and medical aids (i.e. canes, crutches, wheelchairs, or hearing aids).

Disabilities – As defined by the Ontario Human Rights Code found under the Providing Customer Service section.

Employees - Any person who deals with members of the public or other third parties on behalf of Modern Staffing, whether the person does so as an employee, agent, volunteer or otherwise.

Persons with Disabilities - Individuals that are afflicted with a disability as defined under the Ontario Human Rights Code.

Service Animals - Any animal individually trained to do work or perform tasks for the benefit of a person with a disability.

Support Persons - Any person whether a paid professional, volunteer, family member or friend that accompanies a person with a disability in order to help with communications, personal care or medical needs or with access to goods or services

Exclusions



This Accessibility Customer Service Standards Policy shall not apply during any period where Modern Staffing has declared a “State of Emergency” as defined under the Emergency Management Act.

Documentation

Modern Staffing shall, upon request, supply a copy of the policies, practices and procedures required under the Ontario Regulation 429/07 – Accessibility Standards for Customer Service to any person.

Management Employee Expectations

To implement this policy, management employees shall:

- Establish practices and procedures;
- Evaluate practices and procedures;
- Revise practices and procedures as required.

Review and Amendments

The Accessibility Coordinator shall be responsible for the review process and any subsequent amendments to this policy document. Review and amendments shall take place on an ongoing basis, and at a maximum interval of every two years.

Customer Feedback

Feedback from our customers provides Modern Staffing with opportunities to learn and improve. Modern Staffing recognizes the right of our customers to make a complaint, compliment or make suggestions on ways to improve our services.

To assist Modern Staffing in ensuring that the delivery of goods and service to those with disabilities is provided in an effective and timely manner, the customer is invited to provide their feedback as follows:

In writing, in person, e-mail, or telephone, addressed to:

Maggie Tetreault
1575 Lauzon Rd
Windsor, ON



N8S 3N4

Phone: (519) 944-7221 Ext. 22

Fax: (519) 944-6862

E-mail: mtetreault@medagroup.com

The Accessibility Coordinator will respond either in writing, in person, e-mail or telephone acknowledging receipt of feedback and will set out the action to be taken in response to any complaints.

Service Animals and Support Persons

- Modern Staffing employees shall use reasonable efforts to allow persons with disabilities to use their own assistive devices to access goods and/or services.
- Modern Staffing employees shall allow persons with disabilities to be accompanied by their guide dog or service animal unless the animal is excluded by law.
- Where an animal is excluded by law from the premises, the reason why the animal is excluded shall be explained to the persons with disabilities, and other reasonable arrangements to provide goods and services shall be explored with the assistance of the person with disability.
- When a service animal is unruly or disruptive (jumping on people, biting, or other harmful behaviour) an employee may ask the persons with disability to remove the animal from the area or refuse access to goods or services. In this event, other reasonable arrangements to provide goods or services shall be explored with the assistance of the person with disability.
- Persons with disabilities may be accompanied by their support person while accessing goods and/or services.

Admission Fees – Advance Notice

In the event that admission fees are charged, advance notice concerning what admission, if any, would be charged to a support person shall be posted in a conspicuous place.

Service Disruption - Notice

- It is possible that from time to time there will be disruptions in service (e.g. an entrance way that is under repair, renovations that limit access to an area, or technology that is temporarily unavailable).
- In the event that a disruption in service is planned, and expected, it is important to provide reasonable notice.
- People with disabilities may often go to a lot of trouble to access services, such as booking transit or arranging a ride. By providing notice, you can save that person an unnecessary trip.
- Notice will be provided on the website, over the phone, or in writing.

Unexpected Disruption in Service - Notice

- In the event of an unexpected disruption in service, notice may be provided in a variety of ways, and will be done as quickly as possible.
- In the event of a service disruption, alternative methods of service may be considered and those impacted by service interruption shall be informed of any alternative methods.

Training Requirements

- Every person who participates in the development of the policy, practices and procedures under Ontario Regulation 429/07 – Accessibility Standards for Customer Service must be trained appropriately in relation to this Policy.
- Every person who deals with the public on behalf of Modern Staffing, including 3rd parties i.e. employees, agents, volunteers, management must complete training in relation to this Policy.
- Current employees, agents, volunteers, management, etc. shall receive training by January 1, 2012.
- New employees, agents, volunteers, management, etc. shall receive training as soon as “practicable”, after being assigned.
- Ongoing training on changes to policies, procedures, and new equipments shall be provided.
- The method and amount of training shall be geared to the trainee’s role in terms of accessibility.
- Training records shall be kept, including the dates when the training is provided, number of individuals to whom the training was provided.

Acceptable Terms for Use When Talking About Disabilities

The Following is an excerpt from the Ministry of Community and Social Services

[http://www.mcass.gov.on.ca/mcass/english/how/howto_choose.htm]

Words can influence and reinforce the public's perception of people with disabilities. They can create either a positive view of people with disabilities or an indifferent, negative depiction.

Here are some general tips that can help make your communication and interactions with or about people with all types of disabilities more successful.

- Use disability or disabled, not handicap or handicapped.
- Never use terms such as retarded, dumb, psycho, moron or crippled. These words are very demeaning and disrespectful to people with disabilities.
- Remember to put people first. It is proper to say person with a disability, rather than disabled person.
- If you don't know someone or if you are not familiar with the disability, it's better to wait until the individual describes his/her situation to you, rather than to make your own assumptions. Many types of disabilities have similar characteristics and your assumptions may be wrong.

Best Practices and Procedures

Accessible Customer Service follows four basic principles:

- Dignity
- Independence
- Integration
- Equal Opportunity
- What can I do to help people with disabilities access our services?
- Ask how you can help
- Offer a variety of methods of communication
- Understand the nature and scope of the service you offer

Providing Customer Service for Persons with Disabilities

Physical – Physical disabilities include a range of functional limitations from minor difficulties in moving or coordinating one part of the body, through muscle weakness, tremors, and paralysis. Physical disabilities can be congenital such as Muscular Dystrophy; or acquired, such as tendonitis. A physical disability may affect an individual's ability to:



- Perform manual tasks such as holding a pen, turning a key or grip a door knob
- Move around independently
- Control the speed or coordination of movements
- Reach, pull or manipulate objects
- Have strength or endurance

Best practices and procedures for Customer Service:

There are many types and degrees of physical disabilities, and not all require a wheelchair. It may be difficult to identify a person with a physical disability.

- Speak normally and directly to your customer. Don't speak to someone who is with them
- People with physical disabilities often have their own way of doing things. Ask before you help.
- Wheelchairs and other mobility devices are part of a person's personal space, don't touch, move or lean on them
- Provide your customer information about accessible features of the immediate environment (automatic doors, accessible washrooms, etc.)
- Keep ramps and corridors free of clutter
- If a counter is too high or wide, step around it to provide service
- Provide seating for those that cannot stand in line
- Be Patient. Customers will identify their needs to you.

Hearing – Hearing loss can cause problems in distinguishing certain frequencies, sounds or words. A person who is deaf, deafened or hard-of hearing may be unable to:

- Use a public telephone
- Understand speech in noisy environments
- Pronounce words clearly enough to be understood by strangers

Best practices and procedures for Customer Service:

Like other disabilities, hearing loss has a wide variety of degrees. Remember, customers who are deaf or hard of hearing may require assistive devices when communicating.

- Attract the customer's attention before speaking. The best way is a gentle touch on the shoulder or gently waving your hand
- Always ask how you can help. Don't shout. Speak clearly

- Be clear and precise when giving directions, and repeat or rephrase if necessary. Make sure you have been understood
- Face the person and keep your hands and other objects away from your face and mouth
- Deaf people may use a sign language interpreter to communicate- always direct your attention to the Deaf person –not the interpreter
- Any personal (e.g. financial) matters should be discussed in a private room to avoid other people overhearing
- If the person uses a hearing aid, try to speak in an area with few competing sounds
- If necessary, write notes back and forth to share information
- Don't touch service animals – they are working and have to pay attention at all times

Deaf - Blindness – Deaf – Blindness is a combination of hearing and vision loss. The result for a person who is deaf-blind is significant difficulty accessing information and performing daily activities. Deaf-blindness interferes with communication, learning, orientation and mobility. People who are deaf-blind communicate using various sign language systems, Braille, telephone devices, communication boards and any combination thereof.

Many people who are deaf-blind use the services of an Intervener who relay information and facilitate auditory and visual information and act as sighted guides.

Best practices and procedures for Customer Service:

Most people who are deaf-blind will be accompanied by an intervener, a professional who helps with communicating. Interveners are trained in special sign language that involves touching the hands of the client in a two-hand, manual alphabet or finger spelling, and may guide and interpret for their client.

- Do not assume what a person can or cannot do. Some people who are deaf-blind have some sight or hearing, while others have neither.
- A customer who is deaf-blind is likely to explain to you how to communicate with them or give you an assistance card or a note explaining how to communicate with them
- Do not touch or address the service animals – they are working and have to pay attention at all times
- Never touch a person who is deaf-blind suddenly or without permission unless it's an emergency
- Understand that communication can take some time- be patient.



- Direct your attention to your customer, not the Intervener.

Vision – Vision disabilities reduce one’s ability to see clearly. Very few people 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 can see the outline of objects while others can see the direction of light.

Vision loss may result in:

- Difficulty reading or seeing faces
- Difficulty maneuvering in unfamiliar places
- Inability to differentiate colours or distances
- A narrow field of vision
- The need for bright light, or contrast
- Night blindness

Best practices and procedures for Customer Service:

Vision disabilities may restrict your customers’ abilities to read signs, locate landmarks or see hazards. In some cases, it may be difficult to tell if a person has a vision disability, while others may use a guide dog and/or white cane.

- Verbally identify yourself before making physical contact
- If the person uses a service animal- do not touch or approach the animal- it is working.
- Verbally describe the setting, form, location as necessary
- Offer your arm to guide the person. Do not grab or pull.
- Never touch your customer without asking permission, unless it is an emergency
- Don’t leave your customer in the middle of a room. Show them to a chair, or guide them to a comfortable location
- Don’t walk away without saying good-bye

Intellectual - Intellectual disabilities affect a person’s ability to think and reason. It may be caused by genetic factors such as Downs Syndrome, exposure to environmental toxins, such as Fetal Alcohol Syndrome, brain trauma or psychiatric disorders.

A person with an intellectual disorder may have difficulty with:

- Understanding spoken and written information
- Conceptual information



- Perception of sensory information
- Memory

Best practices and procedures for Customer Service:

People with intellectual or developmental disabilities may have difficulty doing many things that most of us take for granted. These disabilities can mildly or profoundly limit one's ability to learn. You may not be able to know that someone has this disability unless you are told, or you notice the way people act, ask questions or use body language.

As much as possible, treat your customers with an intellectual or developmental disability like anyone else. They may understand more than you think, and they will appreciate your treating them with respect.

- Do not assume what a person can or cannot do
- Use clear, simple language
- Be prepared to explain and provide examples regarding information
- Remember that the person is an adult and unless you are informed otherwise, can make their own decisions
- Be patient and verify your understanding
- If you can't understand what is being said, don't pretend. Just ask again
- Provide one piece of information at a time
- Speak directly to your customer, not to their companion or attendant

Speech – Speech disabilities involve the partial or total loss of the ability to speak.

Typical disabilities include problems with:

- Pronunciation
- Pitch and loudness
- Hoarseness or breathiness

Best practices and procedures for Customer Service:

Some people have problems communicating. It could be the result of cerebral palsy, hearing loss, or another condition that makes it difficult to pronounce words, causes slurring or stuttering, or not being able to express oneself or understand written or spoken language. Some people who have severe difficulties may use communication boards or other assistive devices.

- Where possible, communicate in a quiet environment

- Give the person your full attention. Don't interrupt or finish their sentences.
- Ask them to repeat as necessary, or to write their message.
- If you are able, ask questions that can be answered 'yes' or 'no'
- Verify your understanding
- Patience, respect and willingness to find a way to communicate are your best tools

Learning - Learning disabilities include a range of disorders that affect verbal and non-verbal information acquisition, retention, understanding and processing. People with a learning disability may have average or above average intelligence, but take in and process information and express knowledge in different ways.

Learning disabilities may result in difficulties with:

- Reading
- Problem solving
- Time management
- Way finding
- Processing information.

Best practices and procedures for Customer Service:

- Learning disabilities are generally invisible and ability to function varies greatly
- Respond to any requests for verbal information, assistance in filling in forms, etc. with courtesy.
- Allow extra time to complete tasks if necessary.

Mental Health – Mental Health disabilities include a range of disorders, however there are three main types of mental health disability:

- Anxiety
- Mood
- Behavioral

People with mental health disabilities may seem edgy or irritated, act aggressively, be perceived as pushy or abrupt, be unable to make a decision, start laughing or get angry for no apparent reason.

Best practices and procedures for Customer Service:



- Treat each person as an individual. Ask what would make him/her the most comfortable and respect his/her needs to the maximum extent possible.
- Try to reduce stress and anxiety in situations.
- Stay calm and courteous, even if the customer exhibits unusual behavior, focus on the service they need and how you can help.

Smell – Smell disabilities can involve the inability to sense smells or a hypersensitivity to odors and smells. A person with a smelling disability may have allergies to certain odors, scents or chemicals or may be unable to identify dangerous gases, smoke, fumes and spoiled food.

Touch – Touch/ Tactile disabilities can affect a person's ability to sense texture, temperature, vibration or pressure. Touch sensations may be reduced or heightened resulting in a hypersensitivity to touch, temperature, or the opposite, numbness and the inability to feel touch sensations

Taste - Taste disabilities can limit the experience of the four primary taste sensations; sweet, bitter, salty and sour. A person with a taste disability may be unable to identify spoiled food or noxious substances.

Other - Other disabilities may result from a range of other conditions, accidents, illnesses and diseases including ALS, asthma, diabetes, cancer, HIV/AIDs, environmental sensitivities, seizure disorders, heart disease, stroke and joint replacement.

Disabilities are not always visible or easy to distinguish.

Background

The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) was passed by the Ontario legislature with the goal of creating standards to improve accessibility across the province.

The AODA allows the government to develop specific standards of accessibility that are designed to help make Ontario more accessible.



One of the specific standards that has been developed, and made law, is the Accessible Customer Service Standard. This standard details specific requirements for all service providers.

In general, providers must deliver service in a way that preserves the dignity and independence of people with disabilities. Providers must also integrate services and equal opportunity.

The accessibility standards for customer service apply on and after January 1, 2010 and to other providers of goods or services on and after January 1, 2012.

Requirements under the AODA, regulation 429/07

Organizations Must:

1. Establish policies, practices and procedures on providing goods or services to people with disabilities.
2. Set a policy on allowing people to use their own personal assistive devices to access your goods and use your services and about any other measures your organization offers (assistive devices, services, or methods) to enable them to access your goods and use your services.
3. Use reasonable efforts to ensure that policies, practices and procedures are consistent with the core principles of independence, dignity, integration and equality of opportunity.
4. Communicate with a person with a disability in a manner that takes into account his or her disability.
5. Train staff, volunteers, contractors and any other people who interact with the public or other third parties on your behalf on a number of topics as outlined in the customer service standard.
6. Train staff, volunteers, contractors and any other people who are involved in developing your policies, practices and procedures on the provision of goods or services on a number of topics as outlined in the customer service standard.
7. Allow people with disabilities to be accompanied by their guide dog or service animal in those areas of the premises you own or operate that are open to the public, unless the animal is excluded by another law. If a service animal is excluded by law, use other measures to provide services to the person with a disability.
8. Permit people with disabilities who use a support person to bring that person with them while accessing goods or services in premises open to the public or third parties.

9. Where admission fees are charged, provide notice ahead of time on what admission, if any, would be charged for a support person of a person with a disability.
10. Provide notice when facilities or services that people with disabilities rely on to access or use your goods or services are temporarily disrupted.
11. Establish a process for people to provide feedback on how you provide goods or services to people with disabilities and how you will respond to any feedback and take action on any complaints. Make the information about your feedback process readily available to the public.

For More Information

To review the Accessibility for Ontarians with Disabilities Act, Ontario Regulation 429/07 in its entirety, please visit:

[Ontario Regulation 429/07](#)

For additional information visit the Ministry of Community and Social Services (MCSS) website at:

<http://www.mcsc.gov.on.ca/mcss>

For more information regarding preferred language when dealing with people with disabilities, please visit:

[MCSS: Talk About Disabilities - Choose the Right Word](#)

Non-Compliance

Failure to comply with this policy may result in disciplinary action up to and including termination.