

**London Christian Elementary School  
AODA (Accessibility for Ontarians with Disabilities Act, 2005)**

Accessible Customer Service for those with Disabilities Policy  
April 2012

**RATIONALE**

London Christian is committed to providing services to our students, parents, guardians, the public and our staff that are free of barriers and biases. The LCES board strives to ensure that key principles of independence, dignity, integration and equality of opportunity are reflected and valued in our learning and working environments. Our conduct will demonstrate our belief in the strength diversity brings to our communities.

**POLICY STATEMENT**

It is the policy of the London Christian Elementary School board to provide an environment in all of its facilities that builds independence, dignity and respect for our students, parents, guardians, the public and our staff. Further, we are committed to giving people with disabilities the same opportunity of access to our services in the same location and in a similar way as these services are available to all others we serve.

**DEFINITIONS**

**Disability:**

- a) Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- b) A condition of mental impairment or a developmental disability,
- c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- d) A mental disorder, or
- e) An injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

The foregoing definition includes disabilities of differing severity, whether visible or non-visible and whether temporary or permanent in nature.

**Support Person:** Any person (whether a paid professional, volunteer, family member or friend) who accompanies a person with a disability to help with communication, mobility, personal care or medical needs or with access to goods and services.

**Assistive Devices:** Any device that people bring with them or that is already on the premises and is used to assist people with disabilities in carrying out activities

or in accessing LCES goods and services. Such devices include communication, cognitive, personal mobility or medical aids such as wheelchairs, walkers, canes use by people who are blind or have low vision, note taking devices, portable magnifiers, recording machines, assistive learning devices, personal oxygen tanks and devices for grasping.

**Service Animal:** Any animal that is specifically trained to assist a person with a disability, where it is either readily apparent that the animal is used by the person for reasons relating to his/her disability (e.g. a hearing dog wearing a harness), or the person provides a letter from a physician or nurse confirming that the person requires the animal for reasons relating to the disability. For greater certainty, a service animal includes a dog that has been trained at one of the facilities listed in Ontario Regulation 58 under the *Blind Persons Rights' Act* to act as a guide dog for people who are blind.

**Temporary Disruption:** any planned or unplanned disruption in the facilities or services of LCES that are usually used by people with disabilities to access its goods and services.

## **SUMMARY OF POLICIES, PRACTICES AND PROCEDURES**

As part of this commitment, LCES has established policies, practices and procedures to define how our goods and services are provided to people with disabilities. These include the following areas:

### **1. Assistive Devices**

At LCES, we are committed to serving people with disabilities who use, or who may benefit from the use of, assistive devices; whether to access our goods or services, or for other reasons because of their disability. Our employees will be trained, and once trained, will be familiar with various types of assistive devices that may be used by customers with disabilities while accessing our goods and services.

### **2. Communication**

LCES recognizes that people with disabilities may communicate differently because of their disability. LCES is committed to communicating with customers with disabilities in ways that take the nature of their disability into account.

### **3. Service Animals**

LCES welcomes people with disabilities who use service animals. Service animals are allowed on LCES premises that are open to the public. When it is not readily apparent, employees may ask for clarification confirming that the service animal is required for reasons relating to disability.

### **4. Support Persons**

LCES welcomes people with disabilities who are accompanied by support persons. We recognize that some people with disabilities may have support

people – e.g. paid professionals, volunteers, family members or friends – to help them with communication, mobility, personal care or medical needs, or with accessing to our goods and services.

Support persons are allowed on any part of the LCES premises that are open to the public. At no time will a person with a disability be prevented from having access to his/her support person while on such premises.

LCES does not charge additional fees to support workers who are attending with a disabled person at an event taking place at LCES.

### **Temporary Disruptions**

We recognize that people with disabilities often rely on certain facilities or services being available at LCES such as the accessible washroom, accessible entrance, etc.

As part of our commitment to providing accessible customer service, we will promptly notify customers whenever there is a temporary disruption – whether it is planned or unplanned – in such facilities or services. This notice will include the reason for the disruption, its anticipated duration, and any alternative facilities or services available.

More details about notice of temporary disruption process will be posted and updated on the accessibility webpage at [www.londonchristian.ca](http://www.londonchristian.ca)

### **Employee Training**

Training will be provided to all staff and, when appropriate, to volunteers. As new staff is hired, the training will become a component of their orientation and will be provided within a reasonable timeframe.

Employee training includes:

- An overview of the purposes of the Accessibility for Ontarians with Disabilities Act, 2005 and the requirements of its Customer Service Standard;
- How to interact and communicate with people with various types of disabilities;
- How to interact with people with disabilities who use an assistive device or require the assistance of a service animal or support person;
- How to use any equipment or devices available at LCES or otherwise that may help provide our goods and services to people with disabilities;
- What to do if a person with a disability is having difficulty accessing our goods and services.

### **Feedback Process**

In order to monitor the effectiveness of providing accessible customer service, LCES will encourage feedback. This may be provided in the following methods

#### **Mail:**

LCES Principal  
202 Clarke Road  
London, ON N5W 5E4

#### **Telephone:**

519-455-0360

Fax: 519-455-6717

Email: [principal@londonchristian.ca](mailto:principal@londonchristian.ca)

#### **In Person:**

LCES Principal

#### **Electronically:**

[principal@londonchristian.ca](mailto:principal@londonchristian.ca)

More details about LCES feedback process are posted on our accessibility webpage at [www.londonchristian.ca](http://www.londonchristian.ca)

### **Availability of Accessible Customer Service Documents**

All Accessible Customer Service for those with Disabilities documents are available to the public upon request.