

# Manitoba's Accessibility Standard for Customer Service Plan

<b>WINNIPEG SCHOOL DIVISION</b>	<b>School: Harrow</b>	<b>Prepared by: Evelyn Siddall/Principal</b>	<b>Date: October 3, 2018</b>
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Types of Barriers	Expected Outcome	Barriers	Action Taken	Progress: <i>a) Beginning b) On-going c) Complete</i>
<b>Attitudinal</b>	Use respectful language that emphasizes the person rather than the disability.	Different cultures are represented.	All staff and volunteers have been trained using the Accessibility Training on the WSD website and received the "Words with Dignity" handouts.	Ongoing/New Volunteers
	Be inclusive and welcoming in a Multi-cultural school.		Flags are posted on the Harrow School fence/Locations are marked on the world map in the school – acknowledging each new country of origin. Harrow School celebrates an annual Culture Day. The Seven Teachings are incorporated into everyday teachings and guide our conversations and presentations about expected behaviours.	Ongoing
<b>Architectural and Physical</b>	Individuals with physical handicaps are accommodated.	One floor, small school has easy access throughout the building but we don't have the automatic door openers on our main entrance door.	A parking spot for those persons with physical handicaps is located in front of the school. A washroom for those persons with physical handicaps is available.	Ongoing – requested an automatic door opener be installed on the front door.
<b>Information and Communication</b>	Whole school awareness of individual needs.	A student who is hard of hearing requires accommodations.	Use of the sound system in classrooms and in whole school assemblies.	Ongoing
	Many EAL learners require direct language instruction.	Students and families are working hard to communicate with peers and teachers and community.	School-wide implementation of Core Vocabulary program. Bethel Church Volunteer Reading Program. Bethel Church after school clubs. Translators are available for P/T interviews and meetings.	Ongoing
<b>Technological</b>	Use the IPAD to assist with language barriers.	Useful tool for students with ASD who are nonverbal, as well as Stage 1 and 2 EAL learners.	School-wide implementation of SEESAW program to allow for visual representations of student work and progress. Google Translate is a helpful tool.	Ongoing
<b>Systemic</b>	To continue to provide information and to receive feedback.	Keeping the Accessibility Plan as a working document.	Will add the Accessibility Plan to the school website and send it out in the September School Newsletter annually.	Beginning