

Manitoba's Accessibility Standard for Customer Service Plan

WINNIPEG SCHOOL DIVISION	School Harrow	Prepared by: Evelyn Siddall/Principal	Date: November 9, 2020
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A barrier to accessibility is anything that limits or prevents a person from being able to receive information, services and goods, or to access space or activities.

Note: Do you have an employee who requires accessibility accommodations? Yes No

Types of Barriers	Expected Outcome	Barriers	Action Taken	Progress: <i>a) Beginning b) On-going c) Complete</i>
Attitudinal	Use respectful language that emphasizes the person rather than the disability. Be inclusive and welcoming in a Multi-cultural school.	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. Flags are posted on the Harrow School fence/Locations are marked on the world map in the school – acknowledging each new country of origin. Traditionally, Harrow School acknowledges a Culture Day. The Seven Teachings are incorporated into everyday teachings and guide our conversations and presentations about expected behaviors. Students have been taught in Music Classes the Sign Language for "O Canada."	Ongoing/New Volunteers/New Staff Ongoing Ongoing Ongoing Complete
Architectural and Physical	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 Universal washroom for those persons with physical handicaps is available. Requested an automatic door opener be installed on the front door from the Division Building Dept. Request for automatic door opener to be installed on the handicap washroom door A ramp was installed on the Primary Play Structure, making it more accessible.	Complete Complete Ongoing Beginning Complete
Information and Communication	Whole school awareness of individual needs. Many EAL learners require direct language instruction.	Teachers requesting microphone/speaker personal systems to save their voice in larger spaces/personal health reasons. Students and families are working hard to communicate with peers and teachers and community.	3 Teachers have been given the personal systems by the WPS Cte in the Division. Annual Hearing Screening for Nursery/Kindergarten Working with CSS Audiology for students with concerns. Mobile Vision is scheduled to screen our students again this year. Translators are available for P/T interviews and meetings.	Complete Ongoing Ongoing Ongoing Ongoing
Technological	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
Systemic	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 December School Newsletter annually. Share with staff and Parent Council annually	Ongoing Ongoing