Upcoming in January

Public Forum

Literacy and Inclusion

January 24 & 25, 1991
Place to be announced

John McKnight and Judith Snow, two leaders in the field of community building and citizen advocacy, bring their years of experience to the field of literacy.
Moderator: Jack Pearpoint.

For further info call Carol at (416) 923-3591

FALL 1990

Inclusion N·E·W·S

Centre for Integrated Education and Community

THE CENTRE TEAM AND HOW TO FIND US

DIRECTORS

MARSHA FOREST, 24 Thome Crescent, Toronto, Ontario, M6H 2S5 ▪ 416-658-5363 day or eve ▪ fax 416-658-5363

PATRICK MACKAN, University of Lethbridge, Faculty of Education, 4401 University Drive, Lethbridge, Alberta T1K 3M4 ▪ 403-329-2250 work ▪ 403-381-0836 home ▪ fax 403-329-2252

JACK PEARPOINT, 24 Thome Crescent, Toronto, Ont. M6H 2S5 ▪ 416-658-5363

SENIOR ASSOCIATE

Judith Snow, Apt 1003, 141 Erskine Ave. Toronto, Ontario M4P 1Y9 ▪ 416-923-3591 work ▪ 416-482-1475 home

Consultants:

Lynn Cormier, Centre for Integrated Education and Community, Kitchener Contact Office, 95 College Street, Kitchener, ONT. N2H 5A2, ▪ 519-741-0190. Home: 111 Ashbury Place, Waterloo, Ontario N2T 1G8 ▪ 519-885-6394

Annmarie Ruttiman, R.R. #7, Peterborough, Ontario K9J 6X8 ▪ 705-295-6186

Dave Hasbury (same as Annmarie Ruttiman)

Business Staff (part-time)

Heidi Prinz — Bookkeeper ▪ 416-626-8473
Carol Ralph — Centre Assistant ▪ 416-923-3591
Victoria Pollock — Bus. Man. ▪ 416-926-4740

What the Centre Has Done in 1989-90

We've done a lot more than even we thought!

COURSES WE'VE BUILT AND RUN

A. Family Support & Educational Advising

The Centre has developed several strategies to help families, schools and communities "include" all citizens.

- **MAPS (Making Action Plans)**: a process planning tool that uses 8 key questions to create a plan of action for a person or an organization moving in the direction of full inclusion. It is a process strategy — not a technique.
- **Circles of Friends**: a process of building supports around people who are "at risk" or vulnerable to exclusion of any kind.
- **Problem Solving Workshops**: a process of brainstorming ideas to solve problems in unique and diverse ways. There are hundreds of ways to solve any problem. Through collaboration and team work we help people to find new answers.

B. Summer Institutes

- **New — Syracuse University, Syracuse New York** — one week Summer Institute with Marsha Forest, Judith Snow and Jack Pearpoint in June.
- **The McGill Summer Institute** continues. It is now distinctly international. Over 50% of the students are from the U.S. and the U.K.

Summer Institutes in the West... Patrick continues his sweep...

- **University of Lethbridge, Alberta**
- **University of British Columbia, Vancouver, B.C.**
- **University of Manitoba, Winnipeg, Manitoba**

C. Medical School Course Continues

Four years ago, Dr. Yves Talbot of the University of Toronto Medical School invited Marsha Forest and Jack Pearpoint to help him plan a unique course for first year "family medicine" students. We called the course "VIVE LA DIFFÉRENCE". The purpose was to widen the perspective and scope of students going into family medicine by introducing them to real people in real settings that they would not normally see — i.e. street people, people with disabilities, people who had been in prison, gay couples, etc.

This year while Marsha and Jack were on sabbatical, Judith Snow coordinated the course with Dr. Talbot. The course has been nominated for a major award in undergraduate medical education.

Dartmouth Medical School in New Hampshire heard about the course and is exploring replicating it in a rural setting. This is an exciting new area for the Centre to explore.

D. Other Centre Courses and Seminars

The Facilitator (2-3 days per course — 20 participants)

- Ran twice in Toronto and once in New Hampshire
- Aim: to train MAPS facilitators and to focus on the skills of being a successful facilitator. (Marsha and Dave)

A Day of Reflection with Judith Snow (12 participants)

- Ran twice in Toronto
- Aim: a time for people interested in support circles to talk to a person who lives, eats and breathes the concept on a daily basis.

Turning Visions into Reality (3 days — maximum 25 participants)

- Ran six groups of 20-25 participants
- Aim: to tour and educate teachers and administrators in the reality of inclusive schools.
- Process: three day Visits and Seminars at the Hamilton Separate School Board and the Waterloo Region Separate School Board — model inclusive school systems. The prize goes to Michigan for sending the most people from school systems (Marsha and Dave).

Parents United (weekend course)

- Ran twice in Toronto
- Aim: to develop strategies for parents to cope with school system stress.
- Process: popular with parents frustrated by their local school systems. Just being together to work out strategies seems to be a great help to everyone involved (Annmarie and Judith).

Building Circles (fifteen persons)

- Ran twice in Toronto

See CENTRE, page 2

Upcoming Courses this Fall 1990

COURSES IN LETHBRIDGE

For more information call Patrick Mackan in Lethbridge re these two courses:

Sept. 15, 1990
University of Lethbridge
Parent Leadership Workshop
Mackan, Cormier

Sept. 20, 21, 22
University of Lethbridge
The Vision, The Theory, The Practice
Mackan, Cormier

These popular workshop-seminars combined with visits to two outstanding Ontario Separate School Boards (Waterloo Region and Hamilton-Wentworth) fill up rapidly and we encourage you to phone if you are interested.

November 15, 16, 17
How to Deal With Difficult Behaviour: Yours and Theirs

For further information contact Dr. Patrick Mackan in Lethbridge.

Quality Education Workshop — Seminar and Visits:

Centre and school board personnel give you a two and a half day glimpse into the theory and practice of integration in action.

TWO LOCATIONS:
October 10, 11, 12
(Kitchener-Waterloo location):
Marsha Forest and George Flynn in Kitchener.

Nov. 14, 15, 16 (Hamilton location):
Marsha Forest, Jim Hansen and Phil DiFrancesco in Hamilton

These courses have limited enrollment. (maximum in Kitchener 20 participants. Maximum in Hamilton 10 participants.)
Fee: $350 (Canadian) or $300 (U.S.) plus hotel and expenses.

Centre Team Members will also be running courses and workshops this Fall in
Denver, Colorado
Concord, New Hampshire
Dayton, Ohio,
Boston, Massachusetts
Ann Arbor, Michigan
Memphis, Tennessee

COURSES TO BE HELD IN KITCHENER/WATERLOO, ONTARIO

To register or to receive further information phone the Centre's office in Kitchener. Ask for Lynn Cormier (519-741-0190).

Monday, Oct. 15, 1990
A Community Building Workshop
Patrick Mackan and Lynn Cormier

Pat and Lynn will focus on the basic steps needed to build inclusive community at school, at work, at home and at play. 7-10 p.m., Resurrection College near the campus of the University of Waterloo. $40 Registration Fee.

November 15, 16
Building Relationships and Circles of Support
9-5 daily — location Resurrection College, Waterloo, Ontario. Judith Snow and Lynn Cormier.

This popular two-day course is an in-depth look at why and how to build circles of support around any person at risk of being excluded from any sector of the community. $200 Registration Fee.

November 28 — 7-10 p.m.
Reflection on Developing Christian Community in Catholic Schools

Father Patrick Mackan will explore the true meaning of Christian Community in Catholic Schools. Resurrection College, Waterloo, Ontario. $40 Registration Fee.

November 28, 29, 30 (at a location in Kitchener/Waterloo area)
The Facilitator: How to Make the MAPS Process Happen

See COURSES, page 2

Return Address: 24 Thome Crescent, Toronto, Ont. M6H 2S5

The Centre Will Provide Courses...

This is a tentative list of courses we can offer in your school or community...

How to Facilitate the MAPS Process
3-5 days
2 Staff from the Centre Team

Dealing with Difficult Behaviour: Yours and Theirs
3 days
Herb Lovett & Marsha Forest

Building an Inclusive Community
2 days
Patrick Mackan, Marsha Forest, Jack Pearpoint

Workshop for Educational Assistants
1-3 days
Annmarie Ruttiman, Lynne Cormier & David Hasbury

Working with High School Students: How Not To Wreck a Good Thing When You See It
1-3 days
Annmarie Ruttiman & Dave Hasbury

Building Friendship Circles for Families What To Do and Not To Do
1-3 days
Judith Snow & Annmarie Ruttiman

Two Roads: Inclusion or Exclusion The Bigger Picture
1-5 days
M. Forest, J. Pearpoint, J.Snow, P. Mackan

Inclusion: the Vision, the Values, the Theory, the Practice
1-5 days
Forest, Pearpoint, Snow, Mackan

Family Leadership Workshops
1-5 days
Centre Team

Problem Solving Workshop: Problems Can Be Solved
3 days
Jack Pearpoint & Centre Team
Problems — danger or opportunity? Problem solve through a team approach based on SCA — Strength, Communication and Action.

Leading from the Heart: Managing Organizations and Schools to Serve People not Bureaucracies
3-5 Days
Jack Pearpoint, Patrick Mackan, Marsha Forest

New and highly recommended

Readings...

From Brooks Publishing: (for information write Paul Brooks Publishing Company, Box 10624, Baltimore, Maryland 21285, USA (301-337-9580)

Stainback, W., Stainback, S. and Forest, M. *Educating All Students in the Mainstream of Regular Education*. 1989

Stainback, W. and Stainback, S. *Support Networks for Inclusive Schooling*. 1990.

Lipsky, D. and Gartner, A. *Beyond Special Education: Quality Education for All*. 1989.

Inclusion vs. Exclusion

Excerpt from an article printed in *International Review of Education*, UNESCO, Hamburg, 1990

The Challenge is Hard Work...

If we choose to support our capacity to live together in communities, have no illusions, problems do not evaporate. In fact, one of the critical issues is that real life isn't all champagne and hors d'oeuvres. Real life includes joy and pain, success and failure, life and death. Some of us **have** become so cocooned into 27-minute television plots, with commercials for cookies, that we have allowed ourselves **to** be numbed by this mythological construct. I propose that we support an alternative that includes love and tears, blood and sweat, grief and joy, work, poverty, success, families, and friends.

Judith Snow understands the alternatives conceptually. She delivered the 'Bradwin Address' at Frontier College's 89th Annual Meeting in October 1988. She drives her wheelchair with her thumb, runs her computer with her mouth, and thinks with her heart. She talked about the need for a new kind of **community** that includes everyone.

> Those who are members of society, and those who are marginalized from society, have a great need for each other's gifts.
>
> The sand of ordinary life is lived in community where people spend their days doing very ordinary things. They write, talk on telephones, teach children, play with babies, wash dishes, go for walks, read books, and cry on each other's shoulders. All of this happens in ordinary places on commonplace streets, all the time, everywhere. This very commonness is a real gift, a real benefit not to be ignored.
>
> The gift of surviving and growing through change belongs to the outcast.
>
> Living on the margin either burns you out and kills you, or it turns you into a dreamer, someone who really knows what sort of change will help and who can just about taste it; someone who is prepared to do anything to bring about change. If these dreamers are liberated, if they are brought back into the arms of society, they become the architect of the new community; a community that has a new capacity to support everyone's needs and interactions.

The Right to Learn!

Few would challenge the right of every person to have solid educational foundations, work, a stable income, good health and a peaceful world in which to raise their family. Implementing that vision is more challenging. We need, for the year 2000, to shake off our barnacles, take a fresh look, and be willing to think about old issues, in new ways. It's hard work, but it's exciting. There will be many excuses and much complaining, but if we are committed to building a new future, there can be no excuses, because 'You can only change where you're goin', not where you bin' (Early American, Unknown).

For me this means that the 'literacy' debate isn't about literacy at all. It certainly isn't about reading and writing. It is about what kind of society we want. It is about what kind of values we espouse. We have the resources. We have the skills. It is a matter of political will.

We have a lot of rethinking and readjustment **ahead. We** will have to think about how we learn, what we learn, and why we learn. Our choices are whether to invest in positive, constructive learning alternatives, or to observe the destructive power of 'learning' choices young people make — in gangs, in cults, with drugs, on the street, in jails. People need a sense of community, and they will find or make it — one way or another. People need to belong. People will learn. Our choices are only whether we want to create positive or negative options. And if we try the 'way we bin', we aren't 'goin'' very far. If we can be innovative learners, the opportunities are enormous.

Inclusion Versus Exclusion: Society is at a Turning Point...

Our society has reached a turning point where we must make decisions about values, direction and budgets. We no longer have the luxury of 'buying' a piece of all the solutions — and thus never having to answer hard questions. The hard questions are about values — what do we believe in? What kind **of** future do we want for our children? How do we get there?

My analysis identifies two opposing trends, two waging factions — inclusion versus exclusion. This dilemma is broader than 'schooling' and education. Most post-industrialized societies have begun to come to terms with the fact of limited resources. The debate is between people who believe in exclusivity, and those who believe in inclusion (egalitarian opportunity as the predominant value).

I believe that 'inclusive' options (all welcome) will utilize the talents of people who would be discarded and written off in the 'exclusive' model. The 'outsiders' will bring new perspectives and new talents to 'policy conundrums' where we are in a rut and need **'fresh** ideas'.

The meaning of a policy of exclusion is revealed by a 'reliable' senior government official's retort when asked 'What should we do about those who aren't in the "main" stream?' He responded partly in jest, partly in frustration: 'We train the best, and shoot the rest.' The comment was off-hand but identifies the dilemma. The unstated underlying assumptions are, among others, that:

— We are not all equal in capacity or value.
— It is not feasible to give equal opportunity.
— We must choose — and thus train an elite who will take care of the 'rest'.
— 'They' will benefit through the trickle-down theory.

Inclusion is the opposite and works from opposite assumptions:

— We are equal in value; however, each has unique capacities.
— All people can learn.
— All people have contributions to make.
— We have a responsibility and an opportunity to give every person the chance to make a contribution.

The criterion for inclusion is breathing — not IQ, income, colour, race, sex or language. Critics of inclusion say:

— It's too expensive.
— 'They' can't learn.
— 'They' don't know what's best for 'them'.
— It can't be done.

As a critic of exclusion, I say:

— It's too expensive.
— 'They' can learn.
— 'They' — people — know a tremendous amount if asked.
— It can be done.

It is unethical, politically unacceptable and repugnant to 'write off' marginalized people in our society. The cost of 'welfare maintenance' is unbearable, either socially or economically. In short, exclusion does not work. Carl Sandburg, the poet, was asked which was the ugliest word in the English language. He answered *'exclusive'*. We agree.

The critics are right if our thinking and answers are limited to the solutions we already have in place. I want to think about a new system, one that replaces the old, not just reforms it. My vision of the new system is based on the value that 'everyone belongs' — 'all welcome'.

If we continue to do what we are doing now, our society will collapse. We are already at the juncture where policy analysts in virtually every field are saying 'more of the same won't work'. Whether it is air traffic control, the new theory of physics (chaos), food distribution or world trade, world debt, international banking or simply educational levels, our society is telling us that our system is overstressed and breaking down. We need to try new things. More of the same — even if we could afford it — isn't good enough any more.

It is important to acknowledge reality. Our systems are turning out people who are functionally illiterate; who do not read or write well, whose problem-solving skills are underdeveloped. And this at the very time when learning to think, learning to learn, and learning to cooperate, are essential survival skills. We don't need just rote learning, but innovative learning. We need to teach people how to think creatively about the problems that we don't have answers to... yet.

I believe pessimism, cynicism and fatalism are good excuses for inaction. We all must take an active part in deciding the present and future course of the society in which we live. It is in the interest of the majority of people to have quality education, jobs, reasonable nutrition and decent housing. Today, the scientific and technological revolution provides us with tools for the development of a wiser, kinder, juster society, or for faster, more horrific missiles of destruction. We choose not to blame the victim, but to look to this victim as one major source of strength to build a better future for us all.

We all have the power to listen to 'voices' that are seldom heard. If we choose to make the time, to learn to listen, and to struggle with the pain and frustration that disempowered people feel, we will see new visions, feel new energy, and find hope in our future. There is power in the powerless. We can be catalysts, or encrusted residue. The choice is ours.

□ JACK PEARPOINT

The Centre's Patrons...

The activities undertaken by the Centre are only possible because of the support of three patrons.

1. **Susan Young of Imperial Oil** is truly our "Patron Saint" Aside from the limited income we bring in from courses and consulting, the Centre is running on the $50,000 a year for three years so generously donated by Imperial Oil Canada. We particularly thank Susan for her faith in our work.

2. **Frontier College** generously allowed the Centre to use its beautiful offices, phones, etc, for a minimal cost in its first year of development. We are now ready to move out on our own and will be leaving Frontier and many good friends there as of June, 1990. They got us off the ground and we are now up and running. We thank Jack Pearpoint, President of Frontier College, for his faith in our vision.

3. **Nathan Gilbert of the Laidlaw Foundation** is another "Patron Saint." He has managed to find money here and there to support our efforts over the years. It is the grant from Laidlaw that helped make the video "With a Little Help From My Friends" into a reality.

A Vote of Thanks

The entire Centre team wishes to thank our excellent lawyers Ms. Victoria Prince and Mr. Hugh Kelly for their time and effort on behalf of the Centre to get its incorporation and charitable number. We could not survive without their able council. Victoria and Hugh are with the legal firm of Holden-Day-Wilson. We consider them part of the Centre Team.

Keep Your Eye Out...

for Patrick's New Book

"The Faces of Inclusion"

— coming this fall.

What Exactly is the Centre for Integrated Education and Community?

The Centre is one piece of a larger movement "to include" those we have traditionally left out of our schools and our larger communities. We are proud to be part of this movement for social change. The Centre is a small team of individuals who share a common dream and vision about a just society where "all belong" and all share in the benefits of that society i.e. decent housing, secure jobs, quality education and good health.

The Centre team is small but our vision is big! We are interested in all people who are "at risk" of not receiving the full benefits of our society — at home, at school, at work and at play. Our mandate is to carry the message of "full inclusion" to all who ask for our assistance.

Specifically, we work with families, and those schools, organizations and communities that support families, to create innovative models that will reduce the terrible effects of drop-outs, violence, gangs, illiteracy and despair. We run workshops and seminars for parents, teachers, administrators and human service workers who want to welcome back those populations that have been segregated. We work with kids, and people who support kids who are labelled "disabled" and kids labelled "sad, mad, bad and can't add."

We see ourselves as part of the new initiative to restructure schools and bring back energy, creativity, mystery and magic into our learning environments.

☐ MARSHA FOREST

CENTRE... from page 1

- Aim: teach how to build lasting support circles (Annmarie, Lynn, Judith).

What is Inclusive Community?

- Ran a one day workshop with John O'Brien and John McKnight
- Aim: to explore the meaning of inclusive community.
- Process: 85 participants rated it a resounding success. Many people suggested the Centre sponsor more workshops of this nature.

E. Major Conferences (partial list)

Centre team members have made contributions to numerable conferences in the USA and Canada. Highlights include:

- The **University of Dayton in Ohio** sponsored a **major conference for Catholic educators** from all over the U.S. (Dec.1, 2, 3) Patrick, Marsha, Lynn and Alex (Lynn's baby) were the workshop leaders. The conference was entitled **"Catholic Schools — The Inclusive or Exclusive Community?"**

Out of this workshop, the University of Dayton is distributing **3 video tapes**:

— "The Inclusive Catholic Community"
— "The Inclusive Classroom"
— "Building the School Team"

TASH Annual Conference (San Francisco, Dec., 1990). Much to Marsha's relief the TASH keynote is over. Over 2000 people heard Marsha (along with Judith) give a keynote that basically said, **no more segregation**. Two standing ovations tell the tale. This was Marsha's first mega keynote. More will now follow.

California TASH Annual Conference (San Diego, 1990). Judith Snow, Jack Pearpoint and Marsha Forest did a keynote for over 500 people on the topic of "Building Friendships".

National Association for School Psychologists (NASP) — Jack and Marsha did a full day workshop entitled TWO ROADS at this major international conference in April in San Francisco. The NASP group is going the route of full inclusion. A good network for us to be in.

F. Other Centre Developments and Work

1. New Centre Office in the West — Lethbridge

Patrick is on the move in the West. The University of Lethbridge has welcomed Patrick and provided him with an office for the Centre. He will be assisting school boards and families throughout the West to make full inclusion a reality. He is travelling far and wide and reports good things are happening in our Western provinces.

2. Family Support

All members of the Centre Team spend substantial time assisting families (on a pro-bono basis) to develop the know-how, and to develop the confidence, leadership skills and support systems necessary to help their children. We also assisted "Self Advocates" to become empowered, giving them the knowledge to help themselves.

3. School Board Consulting/Support

The Centre Team is working with School Boards across Canada and the U.S. to help bring students back into regular classes with the appropriate supports and quality programming necessary for successful inclusion. These services range from informal and formal consultations and presentations to trouble shooting in difficult situations, staff training and policy development. These services are provided under contracts with each board.

4. Summer Get Together

Annmarie Ruttiman continues to run the Summer Get Together in cooperation with the Toronto Board of Education. This is the 10th Summer of the Get Together Model. We can't believe it! Hundreds of children and their families have enjoyed a taste of true integration in this creative summer program for all children. The two locations are the Winona Public School (St. Clair and Alberta area) and in downtown Toronto at the Market Lane Public School near the St Lawrence Market.

5. Oaklands Deinstitutionalization Project

Lynn Cormier and Patrick Mackan are getting raves for their work with the Oaklands Regional Centre and their efforts to deinstitutionalize several residents. This will be written up in a new booklet.

6. Attendant Care Action Coalition

Judith Snow has played a major role in the Attendant Care Action Coalition, a group that is attempting to change the way attendant care is delivered in Ontario.

G. Tape and Print

Video Tapes

Kids Belong Together — This 24 minute video, featuring Father Patrick Mackan, is a celebration of friendship and joy. It is the story of teachers and children living and learning together. It is a dramatic illustration of the MAPS process in action, as well as showing the vitality of friendships. The song at the end is destined to become the anthem of inclusion leading us to the year 2000.

ORDER from the Centre for Integrated Education and Community — $50 plus postage.

Publications

The Centre is involved in publishing many chapters for new books on inclusion and has several outstanding publications in this past year:

Stainback, Stainback and Forest, *Educating All Children in the Mainstream*. Brooks Publishing.

Stainback and Stainback, *Support Networks for Inclusive Schooling*. Brooks Publishing. (Chapter by Pearpoint and Forest "Supports for addressing Severe Maladaptive Behaviours)

H. Funding

The Centre team members presently fund their own "salaries" through contracts and consulting. "Centre" money goes to support the day to day functions of our Centre — i.e. phone, duplication, mailings, travel, supplies, a part time business manager, bookkeeper and accountant.

We are trying to fundraise so we can stay afloat!! All ideas welcome.

I. Where We've Been This Year

Places we've been: to do training, workshops and speaking engagements on the topic of inclusive community (a partial list):

- Twelve cities in Ontario
- British Columbia
- Manitoba
- Quebec
- Alberta
- Pennsylvania
- Ohio
- Vermont
- New Hampshire
- Indiana
- California
- Texas
- Michigan
- Minnesota
- Massachusetts
- Virginia

COURSES... from page 1

Marsha Forest and David Hasbury

Intensive training on how to be a facilitator for the MAPS process. Limited enrollment. $350 Canadian, $300 U.S. Registration Fee.

COURSES IN TORONTO

November 9-10 in TORONTO at Frontier College

Parent Empowerment Workshop

Judith Snow and Annmarie Ruttiman

Parents need to know that they are not alone. They need to articulate their dreams and build strategies for inclusion. These two days are designed to restore dreams and give strategies for getting what you want and need for your child. $50 Registration Fee. To register, call Carol Ralph or Judith Snow at 416-923-3591.

November 23-24 (location in Toronto)

How to Deal with Difficult Behaviour: Yours and Theirs

Marsha Forest and David Hasbury

"But what about the kid, or adult with difficult behaviour?" This intensive two-day workshop deals directly with the difficult behaviour of 'students' and participants in their struggle to deal with this challenging question. $250 Canadian, $200 U.S. For further information call Marsha at 416-658-5363.

Something New and Different

AFTERNOON TEA AT THOME CRESCENT with Marsha Forest, Jack Pearpoint and Centre team members who are in town. Dates: Oct. 18 (Thurs., 2-5 p.m.) and November 8 (Thurs., 2-5 p.m.)

Often it's nice to get together with no particular agenda — just to have time to meet, share interesting conversation and laugh and cry together. The Centre Team has set aside two days this fall to do just that. We invite anyone to come and sit together for a few hours and share a cup of tea or coffee at Thome Crescent. Marsha will bake and serve her decadent and fattening scones and chocolate chip cookies.

Just let us know if you plan to attend by putting a message on the machine at 416-658-5363. This is compliments of the Centre. All Welcome. We hope new and old friends will drop by to say hello!

A Model Board in the West

This year I have been privileged to spend time visiting schools in the Yellowhead School Division, Edson, Alberta. In May, 1990, I was honoured to address the Trustees and Administrators on the occasion of the passing of Policy No. 3033 which commits School Division No. 12 to inclusive education.

Complete integration of students with special needs in regular classrooms is now official policy of the Yellowhead School Division. "The Board of the Yellowhead School Division believes that ALL children have the right to a quality education; an education that shall provide a sense of BELONGING and ACCEPTANCE in the school community and which will lead to personal growth, development and success of the individual child." (Policy 3033-adopted May 1990)

What does this mean in terms of expectations for students? Let the Superintendent of Schools, Klaus Puhlmann tell you. "Simply, it means that all children are welcomed in a regular classroom, allowing access to constructive interaction and instruction with their age-appropriate peers. The basic requirement here is that teachers are willing to accept all children as they are. This acceptance recognizes the child as a person first and secondly as a person who has unique needs. This also means that all children will be treated in the same manner, however, the difference will be in the nature of their educational programme.

In my opinion the Yellowhead Board is on the leading edge of schools for the 90's where special and regular educators will join together to serve all children in a real community of learners. One of their major goals will be to deliberately plan for the development of relationships and friends for the child with special needs. Interdependence and the need for each other will help children re-discover community.

This School Board has just won the "FIVE STAR AWARD FOR EXCELLENCE IN EDUCATION" from the Secretary of State announced during National Access Awareness Week.

To receive more information on Yellowhead and to congratulate them on their policy write to Klaus Puhlmann, Superintendent of Schools, Yellowhead School Division No. 12, Box 1570, Edson, Alberta TOE OPO.

☐ PATRICK MACKAN

The Centre's History and Current Thinking

1986 was the year of conception for the Centre. It was an idea in our heads. By 1987 we were full blown in an alliance with parents and educators who struggled for neighbourhood schools and integrated classrooms.

We found ourselves continually confronting school systems marked by individualism and personal success — by the "love of power" rather than the "power of love". The special education sector was built on self-containment and segregation — a legalized system of "apartheid" that was just taken for granted for "those" others who we set apart.

By 1989 we were incorporated as a non-profit organization and received our first major 3 year grant from Imperial Oil Canada to get us up and running. By 1989 we also stopped knocking our heads against the brick walls of a complacent school system and began to offer a new vision of education that would allow ALL kids to belong, that would focus on PERSON not disability, that would accept children just as they are and that would form a community of learners that would rock to the music of "we need each other."

Sociologists, anthropologists, social planners, etc., are responding to the profound cultural change from "individualism" to "interdependence". We at the Centre for Integrated Education and Community must be prophetic and reflective as school systems change. The understanding of cultural change and its outcome is a challenge for us at the Centre as we involve ourselves in leadership for the birthing of inclusive schools and systems in the year 2000. It is a spiritual phenomenon, this business of inclusive community, and we at the Centre will be profoundly aware of this in the years ahead.

☐ PATRICK MACKAN

Marsha's Reflection on her Sabbatical

I wrote the following reflection after my incredible 3 month sabbatical in Asia and India. It was an extraordinary trip which included trekking in the Annapurna Range of the Himalayas of Nepal, eating our way through Thailand and having a rare glimpse of Burma. The final month was spent traveling and working with a participatory research group in India. It was truly an "awesome" life experience. I have come back far richer in spirit and with a broader outlook than ever before.

Reflections on travelling in Asia and the USA

browns of nepal
earth tones — desert dust
india to arizona
rocks of red and rust

snow of annapurna
pure and crystal white
sands of alamagordo
pure and gypsum bright

royal thai palace towers
mirrors with chips of gold
the shwedagon pagoda
burma majestic bold

red rocks of sedona
pink the jaipur scene
noise the traffic of bangkok
varied the sights i've seen

fishtail mighty mountain
a petrified forest plain
walking the earth together
feeling the joy the pain

rich the culture of asia
riches felt not told
scenery in north amerika
noble awesome bold
with culture plastic cold
with culture mean and sold
in asia life is teeming
amerika life without meaning
in asia spice and tasty
amerika bland and pasty

amerika rich in wealth and power
leaves a taste bitter sour
beauty unmatched in a canyon
called grand
emptiness frigidity in this vast land

joyless flat mediocrity
in too many faces that i see
while life pours into each
asian street
nothing is hidden
the ugly the sweet

crafts markets colour life
plastic supermarkets joyless strife
waste unparalleled in
the amerikan scene
the silent spring
the silent scream

browns of nepal
earth tones desert dust
india to arizona
rocks of red and rust

☐ MARSHA FOREST, APRIL 1990

Crisis or Opportunity? Half Full or Half Empty?

The Centre Team sees the world as full of opportunities — glasses half full, not half empty. The information base is the same. One interpretation disables — the other enables. The Centre is in the enabling business.

There is a Chinese saying/curse: "May you live in interesting times!" We do. Whether one thinks of Nelson Mandela now free, the altered German reality, perestroika, the "cold" war, global information, free trade or Meech Lake — the world is moving dramatically. We live in interesting times. Question: Do we CHOOSE to be paralyzed by all the developments we cannot control, OR do we CHOOSE to be aware, to act, to be proactive. It is a real choice. We are making it now. Being a couch potato is a choice — not fate. We at the Centre choose Action!

Our world needs new options. Many of the best people are to be found on the margins of our society. These are the people our society has rejected in the past. Unfortunately, in the "back to the rose tint" phase so popular today, one of the easy "cutbacks" is precisely those people on the margins. Thus, a key task for all of us is to assist those "at risk" to survive — to recognize and support everyone's gifts. When we stand up for the rights of people traditionally oppressed and exploited, and assist them to dream of alternative futures, we are defending our own integrity, future and survival.

At the Centre, we think this is a better way — to live and serve and defend the rights of people on the margins. We look forward to working with you to make dreams come true.

☐ JACK PEARPOINT

Note Re Our Newspaper

This edition of the Centre Newspaper costs a great deal in both energy, printing and postage. If your name and address are incorrectly spelled, etc., or if you do not wish to receive our mailings, please write and let us know. If you LOVE our work and spirit please write and let us know and send a small (or large) contribution to help us keep our work going. For large contributions we can send a charitable receipt. THANKS!!

From Frontier College Forward to Contact Offices

"We were strangers and they took us in," says Patrick Mackan."We were coming together — Marsha, Dave, Annmarie, Judith, Lynn, Victoria, Heidi and a host of affiliate parents and educators to offer an articulate vision for integration and some innovative ways to help make it work. Frontier College offered us an office, resources and guidance."

An appreciative resounding "THANK YOU" to Frontier's President Jack Pearpoint and to the imaginative and creative presence of John Daniel O'Leary, Jennifer Marcus, etc., etc., etc.

The eagle that is the Centre is leaving this nest and opening contact centres at the University of Lethbridge (Alberta), Kitchener-Waterloo, Peterborough, and an International office in Toronto.

Our response to parents, students, teachers, administrators and community workers of all kinds will be more immediate throughout Canada and the U.S.A. We will continue to network with Frontier College and will offer a few Toronto based events there, mostly in conjunction with Judith Snow who will remain in her office at Frontier.

Being part of the leading edge programmes of Frontier College has been of immense value to our Centre's strength and confidence. We move ahead with thanks.