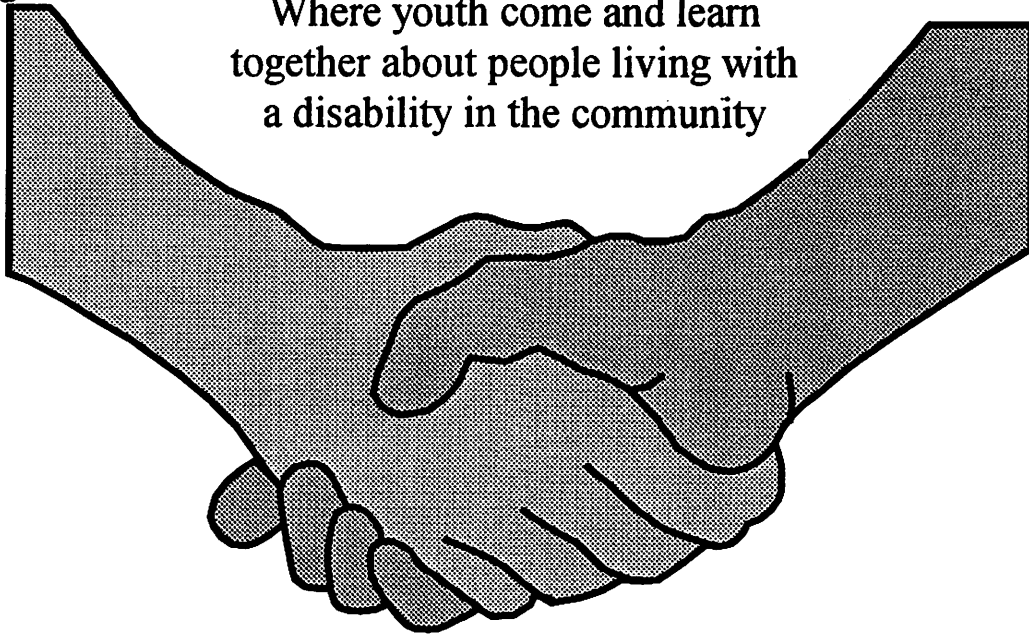


# Learning to Lean

Where youth come and learn  
together about people living with  
a disability in the community



## **Youth Involvement Ontario 30th Annual Conference**

**FRIDAY, SATURDAY, SUNDAY  
OCTOBER 30TH, 31ST, & NOVEMBER 1ST 1998  
REGAL CONSTELLATION HOTEL  
900 DIXON ROAD, TORONTO, ONTARIO- CANADA  
PH: 416-675-1500 FAX: 416-675-1737**

*For More Information, Call Anna Marchionda at the  
Ontario Association for Community Living, 416-447-4348  
Register Early, Space is Limited!*

**Inclusion is a Human Right  
It Is Up To Us To Uphold It.**



Ontario  
Association for  
Community Living

Association pour  
l'intégration communautaire  
de l'Ontario

## Outcome of Resolutions at the 1998 AGM



Note: This is a preliminary posting of the resolutions. They have not been verified for accuracy, and should not be considered as the final version. This note will be removed when the accuracy has been verified by the official minute-takers at the AGM. If you spot any errors or inconsistencies with your notes from the meeting, please contact Richard Van Dine, at [richard@acl.on.ca](mailto:richard@acl.on.ca).

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Resolutions proposed at the Annual General Meeting were debated and decided upon as follows (see above note). For background information on these resolutions, or to refer to the original wording in cases where they were subsequently amended, see Proposed Resolutions:

### 1. PASSED

OACL reaffirms its belief in the right of all children to enjoy an inclusive education, where they are welcomed and supported in regular classrooms within their neighbourhood school. Consistent with the spirit of the goal and vision, we believe that:

Every child shall have the right to share in all facets of ongoing education that will meet his/her unique needs.

All Boards of Education shall recognize and accept their obligation to ensure that these rights include the opportunity:

- to attend regular classrooms in the school that other children attend;
- to attend classes with like-aged children;
- to receive an education program based on, but not restricted to, individual goals;
- to receive adequate supports to ensure equitable opportunity for success;
- to receive coordinated planning and assistance in all transitional phases, including preschool to elementary, elementary to secondary, post-secondary, cooperative education, colleges and universities or continuing education.

Parents shall have the opportunity to become true partners in determining all aspects of their child's education.

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### 2. PASSED

That resolution #2 be referred to the board of directors together with the request that the board use or discard the resolution in an endeavour to:

1. determine the extent of use of Depo-Provera on women unable to give personal informed consent for its use; and

## **COALITION FOR INCLUSIVE EDUCATION ACCESSING AND MOBILIZING MEMBERSHIPS**

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This task was to determine the type of membership base held by each of the Coalition members and how they could be contacted and involved in specific activities of the Coalition.

The following describes the membership base of each of the member organizations of the Coalition

Also included are some comments or thoughts about effective ways in reaching individuals.

### **BRAMPTON CALEDON COMMUNITY LIVING**

As an affiliate of O.A.C.L. the Brampton Caledon Association has its own membership. Any communication would be through the Association who in turn could contact its members. See also comments under O.A.C.L.

### **C.A.C.L.**

C.A.C.L. is a federation of provincial and territorial Associations. It has three types of memberships: provincial and territorial Associations; local Associations; and individuals who are members of local Associations. It has regular communication with the provincial and territorial Associations but not with the local Associations or individual members.

It produces 'entourage', a newsletter that goes to members (who have subscribed at a cost) on a regular basis.

Probably the most cost effective way to get to individual members is through provincial/territorial associations to the local associations.

### **DOWN SYNDROME ASSOCIATION OF ONTARIO**

D.S.A.O. is made up of about 24 local groups across Ontario. Membership varies from local to local but the combined membership is about 750 – 850 people.

D.S.A.O. does not have a newsletter that goes to the entire group, instead it communicates with the local groups who in turn communicate with their members.

### **FAMILY ALLIANCE ONTARIO**

The Alliance has a paid up membership of about 300 people, who are members of F.A.O. The mailing list can be substantially larger when taking into account other people (not necessarily paid up members) and such a list could reach 1000 to 1500 individuals.

There are about 15 local networks throughout Ontario each with members. Those belonging to F.A.O. might not belong to a local group, so if mailings were handled through local networks, all members of F.A.O. may not be reached.

At its recent Board meeting, Family Alliance Ontario decided to make its mailing list available to the Coalition (upon request) for specific mailings. In addition the Alliance has decided to make a dedicated spot in its newsletter available to the Coalition.

### **INTEGRATION ACTION GROUP**

I.A.G is a provincial organization with about 10 "chapters". Membership is maintained in the provincial organization and a member of I.A.G. (provincially) is not necessarily a member of a local chapter. At present there is a mailing list of about 250 – 300 people, about 90 of whom are paid up members.

The distribution of information to I.A.G. members should be done through the provincial organization.

### **O.A.C.L.**

O.A.C.L. is a federation of 102 local Associations, each of whom maintains its membership list. Members of O.A.C.L. are members of the local Association. At present there are about 10,000 members.

O.A.C.L. maintains a list of the overall members and mails Directions, its newsletter to them on a regular basis. Currently Directions goes out about 4 times a year to approximately 75-80% of the members. There is discussion about sending a smaller newsletter out six times a year.

O.A.C.L. sends a mailing to local affiliates on a monthly basis with a variety of information. In addition critical items can be send by overnight fax.

Probably the best way to get information to the O.A.C.L. membership is by the monthly mailings to the local Associations with requests that they share it with members. Alternately, providing enough lead time is allowed, items could (with O.A.C.L. approval) be included in Directions.

### **PEOPLE FIRST OF ONTARIO**

People First Ontario is a provincial organization. It is affiliated with about 40 local groups across the province. The local groups have a combined membership of about 600 – 800 people.

People First Ontario also has a membership (people take it out in addition to their local membership) of about of about 200 – 300 people.

It would seem that the best way to contact all people is through the local groups with a request that they share information with their respective memberships.

### **YOUTH INVOLVEMENT ONTARIO**

Y.I.O. is an organization of young people across Ontario. It is loosely organized into local groups that really don't have formal memberships. Y.I.O. provincially (through O.A.C.L.) maintains a list of about 90 – 100 young people across Ontario that are on a mailing list. These are people who have attended previous conferences etc.

There is a provincial Steering Committee with regional representatives representing the various areas of the province. These people would have a better idea of active groups at the local level.

### **COMMENTS**

Most figures received were estimates and do not necessarily reflect the actual members (it was summer!).

There may be duplication among the various groups, with people belonging to more than one organization.

If the various member organizations were willing to distribute information to their members, the Coalition would have to produce a dozen or so copies. If the Coalition were to mail something to everyone it would require about 12500 and a postage bill of at least \$5625.

If the Coalition plans to have the member organizations distribute material to their respective memberships, considerable advance time would be required to take advantage of scheduled mailings etc.

If the Coalition plans a newsletter, it might be wise to do so in a format that is easily photocopied. The costs of printing a "fancy" product could be prohibitive.

Prepared by:  
Rick Tutt  
August 19, 1998

## **COALITION FOR INCLUSIVE EDUCATION SECURING FUNDS FOR THE COALITION**

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### **BACKGROUND**

A task arising from the "Advance" held by the Coalition at the end of May was to look at ways of raising funds.

One group was to look at the long-term needs of the Coalition (such as staffing) that would take it to the next level.

Another group (Anita and Rick) were to look at the development of a plan to secure funds to sustain current and immediate needs of the Coalition. This paper represents their thoughts.

### **SOME INITIAL THOUGHTS**

Fund raising presents many challenges, especially for a Coalition, where members have limited time to devote to it. People's primary concern is generally with the organization that they represent at the Coalition.

Any fund raising activities should be designed and implemented without conflicting with the activities of the member organizations.

It can be argued that it is not the Coalition that is responsible for its funding, but rather the groups that make up the Coalition. It is important to not set up any competition among the member organizations. There must not be any dissent because of fund raising strategies that would overshadow the reason for the Coalition.

It's difficult to talk about fund raising without knowing how much money is required. One of the first things the Coalition must do is to estimate how much money is required to carry out its current activities.

The Coalition should be careful in developing (sustaining) fund raising activities that it does not eliminate the opportunity to fund raise for future projects such as charter challenges etc.

### **SUGGESTIONS FROM THE "ADVANCE"**

At the "Advance", a number of fund raising ideas were "brainstormed". These appear as Appendix A to this report.

The ideas from this exercise form the basis for the following report.

### **WHAT THE COALITION CAN DO NOW**

There are a number of ideas suggested at the "Advance" that could be undertaken by the Coalition immediately. They are strategies that would not require a lot of time

and energy on the part of individuals connected to the Coalition and they could well have some immediate, short-term results.

They include:

- Establish a membership fee for organizations belonging to the Coalition. Such a fee might be based on the budget of the organization, the size of its membership etc.
- Solicit donations from member organizations. This could be instead of/or in addition to the membership fee.
- Solicit donations from affiliates of member organizations.
- Develop a brochure on the Coalition utilizing information contained in the "Understanding of Inclusive Education and Statement of Principles". Such a brochure could be used in conjunction with fund raising activities.
- Request member organizations (and their affiliates) to raise money for the Coalition by various means which could include holding raffles or silent auctions at conferences, selling T-shirts at conferences, yard sales, golf tournament, bingos, etc.
- Charge speaker fees when members are making presentations as part of their connection to the Coalition.

#### **WHAT THE COALITION COULD DO LATER, PERHAPS WITH A FUND RAISING GROUP**

Several of the suggestions offered at the "Advance" warrant further consideration. With some work they could well provide a lucrative approach to fund raising.

They include

- Establish a fund raising committee, either internally or find a group of people who would fund raise on behalf of the Coalition.
- Approach foundations for grants, such as Trillium, Scottish Rite, Rotary, Civitan, Knights of Columbus, etc.
- Approach Corporations such as Apple, publishing companies, medical equipment suppliers, banks, Tim Horton's etc
- Approach Ministry of Education and Training (or other Ministries) for grants for special projects etc.
- Consider incorporation to become a registered charity to receive funding directly. However this may destroy the concept of a Coalition, making it an independent organization.

- Approach other groups such as Teacher Federations, Special Olympics, O.P.P., Easter Seals, etc.
- Organize provincial, national or international conference on inclusion that would have both an educational component and be lucrative.
- Sponsor special conferences or sessions for parents and others across the province.
- Investigate concerts as a fund raising vehicle.
- Look to high schools or community colleges to see if they might adopt the Coalition and develop some entrepreneurship activities to fund raise on the Coalition's behalf.
- Look at other ideas discussed at the "Advance".

## **RECOMMENDATIONS**

The following are recommendations that we suggest be considered at the upcoming meeting of the Coalition. They will not address all the challenges of fund raising but will get the ball rolling.

1. Determine how much money is required on a short term and long term basis.
2. Establish a membership fee or sustaining grant from member organizations.
3. Establish a fund raising committee to look at longer-term strategies.
4. Develop a brochure that can be used to promote and advertise the Coalition.
5. Develop a list of activities (to raise money) that each member organization and their affiliates could undertake, and ask for their involvement.
6. Obtain a list of all upcoming events (conferences, parties, picnics, annual meetings, etc.), even if they cannot give specific dates.

**Prepared by:  
Anita Bates & Rick Tutt  
August 1998**



## **APPENDIX A**

### **SECURING FUNDS FOR THE COALITION**

The following ideas resulted from a brainstorming session, which focused on potential ways to raise funds for the operation of the Coalition. Following the ideas are the two agreed upon strategies to carry these ideas into some type of action.

#### **IDEAS**

- Membership fee
- Soliciting money from member affiliates
- Foundations (e.g. Trillium)
- Corporations (e.g. Publishers, Apple, Medical Equipment Suppliers, Tim Horton's, Banks capitalizing on corporate guilt,)
- Establish sub committee to address this
- Find others who could fund raise on our behalf
- Teachers' Federation
- Family Celebration Event
- Special Olympics
- O.P.P.
- Charitable organizations such as Scottish Rite, Rotary, Civitan, Knights of Columbus
- Easter Seals
- Hold a telethon on Inclusion
- Sale of materials – Principals Book, O.A.C.L. Book, etc
- Written Appeal
- Training Events – International Forum
- Investigate Incorporation
- Artist's Show
- Brochure to promote Coalition

- Investigate and avoid potential conflict with members
- Raffles at conferences
- Silent auction at conferences
- Market a book (e.g. Giangreco)
- Bingo
- Concert (e.g. Shania Twain ; Sharon, Lois & Brahm ; Don Harron; Loreena McKernel; Michael Montgomery; Raffi)
- Competition between groups
- Dance Party
- Ministry grants
- Day conference for parents
- Yard sale (across province on same day)
- Coupons
- Golf tournament
- High school or Community College entrepreneurship
- Gena Stephens (People First) has concert connection
- T-shirts – sell at Conferences – Norman Kunc collective – American Group
- Speaker's Fees
- Solicit donations

## **STRATEGIES**

1. Rick and Anita will develop a **plan** toward securing some funds to sustain current activities of the Coalition.
2. Susan and Patti will develop a **job description** and functional framework (potential costs and potential donors) to hire a Coordinator to take the Coalition to the next level of activity.

## ONTARIO COALITION FOR INCLUSIVE EDUCATION

### COORDINATOR JOB DESCRIPTION

#### JOB FUNCTIONS

This position would be an activity-directed position driven by the Board. The Board is to consist of the member groups. The coordinator will report directly to the Board with respect to the following responsibilities:

- will ensure that the activities of the group adhere to the goals and statement of principles as developed by the Coalition;
- will monitor the revenue and expenses of the Coalition;
- will develop work plans and follow through on projects/work plans as developed by the Board members, reporting on their progress at Board meetings;
- will coordinate all Coalition activities;
- will ensure that appropriate reports/documents are written and distributed;
- will respond to requests for information or support by contacting the appropriate Coalition member, depending on the request;
- will promote and market the Coalition;
- will monitor the website; and
- will work in a self-motivated manner.

#### EXPERIENCE REQUIRED

- Demonstrates an understanding of and commitment to the general concept of inclusive communities and to the specific concept of an educational system that supports and welcomes all students in an inclusive manner.
- Demonstrates ability in community development and strategic planning.
- Exhibits excellent written and verbal communication skills and the ability to motivate others.
- Has a minimum of 4 years experience in the field of education, with preference given to experience in inclusive education.

#### ADDITIONAL INFORMATION

- flexible hours
- some travel required
- this will be a one year contract position

## **FUNCTIONAL FRAMEWORK**

### **POTENTIAL DONORS**

- Foundations: Trillium  
McConnell  
Laidlaw  
United Way
- Major corporations: Publishers  
Apple  
Medical Equipment suppliers  
Tim Horton's  
Banks

\* \* It would be easiest to secure the major portion of our funding from one source, if possible.

### **POTENTIAL COSTS**

- Salary - \$20,000  
- Part time: 15 - 20 hours/week
- Office expenses - photocopying  
paper  
telephone/fax/computer
- Travel expenses - \$1,500/year

## **COALITION FOR INCLUSIVE EDUCATION IS YOUR SCHOOL INCLUSIVE?**

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Our specific interest is the positive inclusion of children with intellectual disabilities in the regular education setting. This can be most effectively accomplished by an education system that provides quality education for all students.

The following points help describe such an effective education. They can be used by any parent to determine if their son or daughter is receiving the type of education that is welcoming, inclusive and effective.

### **1. AN ADMINISTRATION THAT IS SUPPORTIVE**

The Administration has a policy and practice that all children are welcomed and included. It provides guidance and support to ensure integrated quality education. There are high expectations set for all staff.

### **2. THE SCHOOL IS WELCOMING**

The school provides a positive inclusive climate through policies, procedures and practices that are equitable to all children. No one is turned away because of "special" or "different" needs. The school is easily accessible. All students are made to feel welcome and included.

### **3. THE CLASSROOM IS INCLUSIVE**

Children are taught in the same classroom as other children of the same age. They are registered in that classroom. A specific need does not dictate that a child is removed to a class or location that deals with such needs. The classroom teacher has a responsibility for all children in the class.

### **4. STUDENTS ARE INVOLVED**

Students are included in activities both in the class and in the greater life of the school. All students come to class at the same time. They leave together. Breaks are shared. Extra curricular activities are designed to include and involve everyone. All students are encouraged and supported to participate in both the academic and social life of the school.

### **5. EVERYONE LEARNS**

There is an assumption that all children can learn. Students receive a relevant curriculum according to individual needs and strengths. Age appropriate materials, activities and settings are employed. Teachers are familiar with and know how to use instructional techniques such as multi level instruction, co-operative learning, peer tutoring, adapting materials etc.

## **6. SOCIAL AND ACADEMIC GROWTH**

The school addresses both the social and the academic growth of all students. Students are encouraged and supported to participate in the social and extra curricular life of the school. The school demonstrates an expectation that students will play a valued role in the life of their community.

## **7. EFFECTIVE SUPPORTS**

Students receive whatever supports are required to enhance their learning experiences. Such supports are provided in the regular classroom. If the student must leave the classroom it is done in the least intrusive and most positive manner possible. Supports are provided as required and are reduced and withdrawn as soon as possible. There is an emphasis placed on natural supports, not necessarily ones that cost money.

## **8. RELATIONSHIPS**

All students are taught to understand, accept and value individual differences. Positive attitudes are encouraged. Students are encouraged and supported to interact with each other, even when such interaction requires assistance. Friendships are encouraged and supported among all students.

## **9. POSITIVE COLLABORATION**

The school and classroom promotes collaboration among the home, the school and the community. Parents are welcome to participate in parent groups, school councils, etc. There is an equal partnership among parents, school and (where appropriate) the student. There is collaboration and cooperation among all staff of the school and staff of other schools in the area.

## **10. ACCOUNTABILITY**

The school is accountable to students and their parents. Parents are asked for input on important issues. Their thoughts are respected. When they have a suggestion or concern they are listened to. Parents are respected and encouraged to participate in their child's education

## **11. TRANSITION**

The school plans for transition to the next level of education, such as from elementary to secondary school. The student is encouraged and supported to make plans for after high school. Employment is considered. Post-secondary education is explored as a possibility.

Prepared by:  
Rick Tutt  
August 1998

Draft Minutes: OACL Board of Directors Meeting - June 3, 1998  
THIS IS NOT AN OFFICIAL RECORD OF PROCEEDINGS

There is, however, a big fear that these will be reconfigured in the community. The Education Committee came forward with a motion about a charter challenge re the IPRC process. They have compiled a list of provinces that might begin to look at this. It will take time to initiate and a legal firm will take this on (prestigious/precedent setting). It is hoped that Ontario will take the lead in this. If a precedent is set in Ontario then other provinces will become involved. The province of New Brunswick has total inclusion in its legislation.

**ACTION:** explore whether OACL wants to get involved in Community Living month ie October.

**MOTION:** 06-97-03

that OACL's commitment to inclusive education be followed up by exploring the possibilities of a charter challenge to the constitutionality of the Ontario Education Act.

[Nancy Stone (Past President); Barbara Bartlett (Central, York)]

**CARRIED**

## 8. OACL Policies and Government Issues

### 8a) Value of One / Workplan

Keith Powell reminded Board members that every year OACL will provide a social policy document which will be updated and sent out in the mailing. Suggestions for modification will be appreciated and should be forwarded to Gordon Kyle.

### 8b) Update re Making Services Work, LOS, ISA's etc.

OACL has been in the process of gathering plans on Making Services Work for People (MSWP) to see what/where the variances are in the province. There are 34 plans and only 17 have been obtained. Some ACLs are experiencing problems in getting copies from the Ministry. It is hoped that OACL can request these directly from the Ministry. Keith Powell and Lee Holling met with Kevin Costante, Assistant Deputy Minister and Brian Low, Director, Developmental Services. One of the issues discussed was MSWP, and it is hoped that the Assistant Deputy Minister will clarify issues / concerns that he says have been "rumours" around the province. They will both be attending OACL's conference session on MSWP. Board members were encouraged to attend the session.

ISA's - refrain with - develop guidelines/ document which will assist individuals and families - meaning/purpose / legal rights / helpful things to consider / workplan check-list that moves from being information but to individual planning - province-wide input / guidelines re transfer payment - might look at guide lines for SSAH and Education.

## APPENDIX 8

Motion: THAT CACL recognizes that the experience of inclusion in the school system is critical for the evolution of values which will support and expect inclusion at a broad societal level:

- That CACL make inclusive education an area of priority within its current and future work plans and,

- That CACL immediately undertake initiatives to produce reform within provincial education systems, and to this end,

- That CACL support the development of a legal challenge to the unconstitutionality of a provincial Act of Education with Ontario to be considered as the preferred jurisdiction for such a challenge.

Moved: Julie Stone

Seconded: Gail St. Croix

*Adopted at CACL board meeting - May, 1998*



## **ARCH\*ALERT**

### **VOLUME 8 NO. 1, AUGUST 11, 1998**

#### **New Special Education Regulations Coming into Force September 1, 1998**

The Ontario Ministry of Education and Training recently released its new regulations (O. Reg. 181/98) governing the identification and placement of students with disabilities. The new regulations come into force on **September 1, 1998** and contain many important changes affecting the education of students with disabilities. This Arch\*Alert highlights some of the most significant changes in the regulations. A more detailed summary can be found on ARCH's website, [www.indie.ca/arch](http://www.indie.ca/arch) or by phoning ARCH at 416-482-8255.

#### **Highlights of the New Regulations**

The new regulations apply to Identification Placement Review Committees (I.P.R.C.) which decide whether a student with a disability should be identified as exceptional, and if so, what type of special education program they should be placed in. Perhaps the most significant change in the regulations is the new test for special education placements, set out in s. 17, which states:

17. (1) When making a placement decision on a referral under section 14, the committee shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services,

- (a) would meet the pupil's needs; and
- (b) is consistent with parental preferences.

(2) If, after considering all of the information obtained by it or submitted to it under section 15 that it considers relevant, the committee is satisfied that placement in a regular class would meet the pupil's needs and is consistent with parental preferences, the committee shall decide in favour of placement in a regular class.

This new test applies to an I.P.R.C. when it makes an initial identification or placement decision, and when it reviews previous I.P.R.C. decisions. Under the old regulations, there was no statutory test to guide an I.P.R.C. or to require a regular class as the preferred placement. Parents and students with disabilities can now rely on s.17 of the regulations in arguing for a regular class placement. If parents can show that a regular class placement will meet their child's needs, the I.P.R.C. must decide in favour of integration. In addition, s. 17 recognizes the need for appropriate supports in order to accommodate students with disabilities in the regular class. This reflects a school board's duty to accommodate under the Ontario Human Rights Code and the Canadian Charter of Rights and Freedoms. If a parent does not want a regular class placement, that preference will be taken up into account by the I.P.R.C. As was the case under the old regulations, a parent still has the right to appeal an identification and/or placement decision made by the I.P.R.C.

Another important change in the new regulations is that a principal must make sure that an Individual Education Plan (the "I.E.P.") is prepared and regularly updated for students who are placed in a special education program in his or her school. The I.E.P. must include:

- (i) the specific education expectations for the pupil;
- (ii) an outline of the special education program and services to be received by the pupil; and
- (iii) a statement of the methods by which the pupil's progress will be reviewed.

In developing an I.E.P., the principal must consult with parents, and with students who are 16 or older. The principal also must take into consideration any recommendations made by the I.P.R.C. about special education programs and services. This latter requirement reflects the power of the I.P.R.C. to make programming and service recommendations, which it did not have under the previous regulations. The I.E.P. must be completed 30 days after a placement, and a copy must be sent to parents and students 16 or older. The regulations also require an I.E.P. to include transition plans for exceptional students 14 years of age or older, including the possibility of continued placement in a secondary school past the age of twenty-one.

There is one very important issue which the new regulations only partially deal with. When a child with a disability is first enrolled with a school board, for example, when they begin kindergarten, there is no requirement that he or she be placed in a regular class pending the first referral to an I.P.R.C. Therefore, if parents want a regular class placement it is important that they ask for it from the beginning of their child's education, as it may be difficult to change to a regular class once a child has been segregated. However, the new regulations at least provide some protection for parents by setting out requirements for programming, as well as guidelines governing placement, which apply pending an I.P.R.C. decision. These are contained in s.9, which states:

9. (1) In accordance with requirements under the *Education Act*, no pupil is to be denied an education program pending a meeting or decision under this Regulation.

(2) Where an education program is provided to a pupil pending a meeting or decision under this Regulation,

- and
- (a) the program must be appropriate to the pupil's apparent strengths and needs;
  - (b) the placement for the program must be consistent with the principles underlying section 17; and
  - (c) appropriate education services must be provided to meet the pupil's apparent needs.

There are many other important changes in the regulations including a stronger role for parents and students 16 years of age and older in the I.P.R.C. process, new rules governing the membership of a Special Education Appeal Board, and provisions which allow the I.P.R.C. to consider and make recommendations about special education programs and services. If you would like more information, please visit ARCH's website at [www.indie.ca/arch](http://www.indie.ca/arch) to view the detailed summary, call our office, or read the next issue of ARCH-Type.

*It Takes A Village... Where all People Belong*  
*Il Faut tout un village... où chacun a sa place*

**TO BE CONTINUED... BUILDING INCLUSIVE SCHOOLS (BIS)**

*Activity and Budget Summary:*

**1. INFORMATION COLLECTION \$4,950.00**

Collect and compile the challenges to inclusion faced by families, students and school personnel. Collect and compile strategies for successful inclusion based on the BIS participant experiences. Collect and compile success stories arising from the BIS.

**2. PRINCIPALS EVENT \$13,550.00**

To develop a program framework for the gathering of Principals involved in the BIS along with key leaders from the Coalition for inclusive Education. This will involve the facilitation, co-ordination and recording of a 2-day think tank whereby the Principals will identify the key factors for leadership in inclusive education. Accommodation, meals and transportation will be provided in order to enable the participants to convene.

**3. WRITING / DOCUMENTATION \$8,000.00**

Writing those stories derived from the collection and compilation of the challenges, strategies and successes of the BIS. And writing a book derived from the Principals Event.

**4. PUBLICATION / DISSEMINATION \$9,000.00**

Design and print all materials written. Develop and implement a strategy for board dissemination of BIS findings and materials.

**5. COORDINATION OF THE PROJECT TO THE END OF THIS 97/98 SCHOOL YEAR \$14,850.00**

Salary and expenses being provided to continue to develop the network amongst project participants and to oversee the implementation of school action plans. Continued regional resource development to consolidate the gains made by the BIS and to sustain the advocacy groups which had developed as a result of BIS support.

**GRAND TOTAL: \$50,350.00**

Building Inclusive Schools  
Financial Update  
August 27<sup>th</sup>, 1998

#E:

Funds from "It Takes a Village"

#5: Co-ordination of the Project to end of School year

April expenses	5437.91
May (co-ordinator only)	6300 —
June "	2250 —
July "	1800 —

TOTAL	\$ 15,787.91
(Budget	14,850. — )

OVERSPENT: \$ 937.91

#2: Principals event - Gathering Aug 25-26<sup>th</sup>/98

Total expected expenses	\$ <u>12,460.75</u>
Budget	13,550 —
Possible "surplus"	\$ <u>1089.25</u>

#1: Information Collection  
Funds available \$ 4,950

#3 Writing / Documentation \$ 8,000

#4 Publication / Dissemination \$ 9,000

REMAINING FUNDS AS PROJECTED \$ 22,101.34

Building Inclusive Schools  
Gathering  
August 25-26, 1998

	<u>BUDGET</u>	<u>ACTUAL</u>
Travel	\$ 4850-	\$ 3666.25
Facilitator Facilitator-Planner	\$ 1000- 350- }	\$ 1444.50
Planning/ Co-ordination/ Recording/ Videography	11 days @ \$350	\$ 3850.-
Accommodation & Meals	\$ 3500	(est) \$ 3500
TOTAL	\$ 13,550-	<u>\$ 12460.75</u>

Possible "SURPLUS" = \$ 1089.25

Building Inclusive Schools  
Financial Update  
August 27<sup>th</sup>, 1998

RE: OTHER SOURCES / FUNDING

1997-98 Year end balance 9597.86

ACH Donations 6650.00

Balance, after expenses \$ 15,621.32