

Input to Stakeholders Work Group Mtg

Dec 9/10/93 from Louise Bailey, DSAO

Dec 8/93

Dear Peter:

As we are a consumer organization and have no paid staff, we are disadvantaged when it comes to providing representation on short notice for all day meetings - especially for of them.

Most of us at DSAO are working fulltime and need at least 3 weeks to 1 months notice.

However, what I have done is prepare in written form, our input for you in each area. I trust you'll include this in your collection of ~~the~~ feedback from the meetings with equal weight. (more would be even better!).

Sorry I can't be there. I think it would ~~be~~ make the process alot more constructive if the ~~point~~ point was clearly made at the outset by you, or Dave or whoever is running the meetings, that the target population is students with developmental disabilities, including Down Syndrome and that others can chose, if they wish, to opt for integration down the road. There is too much confusion on this issue and I believe that is ~~the~~ <sup>reason</sup> ~~reading~~ that pro-segregation groups are fighting in the meetings because they think ~~they're~~ <sup>their</sup> children will have to be integrated.

I'll call you early in the new year to see what's happened. Have a happy holiday season.

Louise (Bailey)  
Down Syndrome Assoc. of Ontario

P.S. please excuse hand written form - no secretary either!

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Input to Stakeholders Work Groups from Louise Bailey -  
Down Syndrome Association of Ontario

### Staff Training -

- Should not be overly long - delay between theoretical learning and hands on implementation creates anxiety
- Don't keep reinventing the ~~new~~ wheel - there are experts in integration who should be seconded to the Ministry to draft and implement training programs ASAP from e.g. the Hamilton Wentworth R.C. Separate School Board, the Kitchener Waterloo R.C. Separate School Board.
- Staff training should also include, "how to build and maintain Circles of Friends." Here again, personnel are available from the previously mentioned Boards as well as the York Region R.C. Separate School Board, the Centre for Integrated Education and the York South Association for Community Living, OACL
- Attitudinal training for all school personnel from the caretaker to the superintendent is crucial. Parent advocates from consumer groups representing children with developmental disabilities should develop and provide this training - e.g. parents from IAG, OACL, DSAO.

The Ministry should be taking proactive responsibility for this as they have done with multiculturalism and Anti-Racism. If it is wrong to discriminate on the basis of ethnicity, religion and race, it is equally wrong to discriminate on the basis of disability. This training should be seen as directly related to anti-discrimination training as integration is a civil rights issue.

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an issue of educational choice. Therefore it doesn't depend on money

- Close in actuality ASAP the Metro School Board classes and Schools - their ~~but~~ dollars and equipment should follow their students into their ~~but~~ neighbourhood schools, any surplus should go to the local Boards.
- Other ministries e.g. Health, Com Soc, Labour should pay for some special services and supports. Why can't the ministry of Labour ~~to~~ fund coop programs which can feed students into apprenticeship programs?
- Public Funding for our children in education is only 12 years old! This community is owed a big debt!
- Recognize that not all students need high levels of staff/equipment support & that integration is to foster independence - ~~not~~ not a different method of keeping our children dependent.
- cut costs by <sup>stopping</sup> useless psychological assessments of our children, including IQ assessments. Use strengths & needs assessments, tools such as MAPS which are more proactive, positively directed and produce better results.
- ~~Ask for~~ There are many creative ways that individual schools can fund raise if \$ is an issue - but they should have to fundraise for other things than integration
- Funds allocated to anti racism, anti discrimination education should also be earmarked for students with developmental ~~and~~ disabilities, including Down Syndrome.

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## Provincial Framework

- very strict timelines for development of plans - interim and final plans - financial incentives for prompt or early completion and/or early implementation?
- very clear focus on target population of students with developmental disabilities, including Down Syndrome
- resource allocation plans should reflect real movement of money and equipment and resource staff from special education segregated classes now existing for these students
- plans should include an information package for parents of students with developmental disabilities now in the system or as they enter school informing them about the direction of integration, reflecting a positive tone, assuring them of quality education in the regular classroom, including information about consumer groups such as the Down Syndrome Associations
- plans should also include the establishment of working relationships to facilitate integration with consumer groups representing students with developmental disabilities, over and above their participation in SEACs.
- Boards should have to produce numbers of students in their plans who will be moving from segregated to integrated settings and have to document this movement 1 year from implementation to ensure they have really done the ~~the~~ job.
- As legislation will be in place, there should be a 'hot line' for parents of students with developmental disabilities at the Board or Ministry level for parents whose local schools will not comply before they have to use the Courts
- Ask public boards to document all \$ spent litigating / fighting through HRC & IPRC - Tribunal the issue of integration - where did they get that money? Money can always be found respect when Boards want to do something badly enough!!!

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Accessibility - parents don't need the cadillac version of retrofitting. They need the essentials, such as bathrooms and entrance to the building - but that doesn't have to be a \$10,000 ramp. The insistence on the cadillac version is simply a backhanded way of denying access. Access in an attitude - moving the classroom to the main floor, plan a different kind of class trip, serve different food in the cafeteria. Parents know very well, the bigger the fuss made about planning, the more delayed and poorer the outcome.

It should also be pointed out that only in very usual situations, (I have yet to hear of one) do children with Down Syndrome need physical adaptations of any type of facility or washroom etc.