

## Enclosures

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#2

All Party Wkg Group  
came out of my seeing  
how this issue caught  
MPPs ~~then~~ on Standing Comm  
on Admin of Justice after  
presenting the brief.  
Lynda I co-chaired

## History of the All Party Working Group on Integration in Education

The All Party Working Group on Integration in Education grew out of the responses of various MPP's sitting on the Standing Committee on Administration of Justice to the submission on Integration by the Down Syndrome Association of Metro Toronto and the Down Syndrome Association of York Region in February, 1986.

Louise Baiely and Lynda Langdon, as representatives of these two associations, pulled together a core group of MPP's from all parties who were supporters of integration. David Warner, Evelyn Gigantes, and Richard Allen were regular and key members of this Working Group. There were also regular members from the other two parties, as well as those who gave support and advice, such as Richard Johnston, Noble Villeneuve, Doug Reycraft and Bill Davis.

The goals of this group were:

- 1) to educate Working Group members about the issue of integration
- 2) to educate all MPP's and to lobby for their support when anticipated changes to the Education Act were brought forward to the House ( they never were)
- 3) to influence the Minister of Education and government at that time to make legislative changes to ensure that children with D.S. ( and other developmental disabilities) were entitled under the law to integrated education.

The Working Group met formally from March, 1986, to the winter of 1988.

While the Working Group never was able to achieve its ultimate goal, it did accomplish the following:

- 1) built expertise and commitment among its members and those MPP's attending on a sporadic basis
- 2) held a press conference at the legislature to announce the responses to the Proposed Changes to the Education Act and Regulations from D.S.A.M.T. and D.S.A.Y.R., and had these responses presented to the Parliamentary Assistant to the Minister of Education
- 3) held educational forums attended by over half the members of the House
- 4) kept alive the hopes of those families struggling to integrate their children in the school system that there were those in the Legislature who believed in and would fight for the principle of equality.

#4 2.

The All Party Working Group on Integration in Education would like to invite you to join us for an audio-visual information seminar on INTEGRATION in Committee Room 2 on Tuesday, Nov. 4, 12:30 - 1:30 p.m. or Tuesday, Nov. 4, 1987 6:30 - 7:30 p.m. in the Government Caucus.

Integration of children with special needs into their local schools in regular classrooms with appropriate supports is both an educational and human rights issue. It is also a catalyst for improving the quality of education for all Ontario children!

You will soon be asked to consider legislative proposals brought forward by the Minister of Education and to make vital decisions with long term consequences about the futures of thousands of children with special needs for whom integrated education is the key to unlocking the doors to becoming participating and productive citizens. They need your help!

Come and watch our presentation and talk with experienced school board administrators --- all you have to bring is an open mind and an open heart.

Please R.S.V.P., indicating which session you will attend, by Oct. 28, to one of the following:

Penny Gerrie: 965-8597 OR  
Monica Turner: 965-5869

If you have any questions about Integration in Education prior to the meeting, please contact Lynda Langdon (889-3783) or Louise Bailey (493-1207).

Refreshments will be served

19 Royal Birkdale Lane  
Thornhill, Ontario. L3T 1V1.  
October 15, 1991

Telephone: 889-3783

The Honourable Tony Silipo, MPP  
Minister of Education

Dear Mr. Silipo:

We are writing to you at several addresses to be sure to reach you during this time of transition.

Congratulations on your appointment today as Minister of Education! Our association has worked closely with Marion Boyd and her staff over the last year to ensure that students with Down syndrome will be guaranteed fully integrated educational placements with appropriate supports in their local schools by September, 1992. We look forward to working with you to be sure that this goal becomes a reality.

To this end, we are writing to request a meeting with you within the next two to three weeks. We have very serious concerns about the ability of Ministry staff to assist you in meeting the September 1992 deadline promised by Mrs. Boyd. Also, our own members require your assurance that you are committed to integrating their children by next fall.

We can make ourselves available most days or evenings either at Queen's Park or your riding office. We look forward to meeting with you very soon and working together to bring about the implementation of the long overdue integration amendment.

Yours sincerely,




Lynda Langdon, President and Louise Bailey, Chairperson of  
Integration Committee

Down Syndrome Association of Ontario



Minister  
Ministre

Ministry  
of  
Education  
  
Ministère  
de  
l'Éducation

(416) 965-5277

Mowat Block  
Queen's Park  
Toronto, Ontario  
M7A 1L2

Édifice Mowat  
Queen's Park  
Toronto (Ontario)  
M7A 1L2

June 6, 1991

Mrs. Lynda Langdon  
President  
Down's Syndrome Association  
of Ontario  
19 Royal Birkdale Lane  
Thornhill, Ontario  
L3T 1V1

Dear Mrs. Langdon,

Thank you for your letter of May 2, 1991,  
regarding your concerns that staff correspondence does  
not seem to reflect the commitment of the ministry to  
the integration option for exceptional pupils.

I would like to assure you that the senior  
officials of the ministry support the new direction in  
special education. I have discussed this matter with  
them and we agree that there is a need to emphasize the  
important role that parents play as full partners in  
special education decisions.

This government and the Ministry of Education  
strongly believe that exceptional pupils who could  
benefit from integration into local community  
classrooms and schools should have that opportunity.  
Wherever possible, when it meets the pupil's needs, and  
where it is the parent's choice, integration should be  
the preferred option.

.../2

The consultation process with school boards and a wide range of interested groups and individuals has commenced. These discussions will focus on how and when the integration option will take place, not whether it will occur. The initial task is to identify issues pertaining to the integration option. Meetings with provincial associations, aboriginal peoples, visible minorities, and Francophones are being arranged as soon as possible.

In the statement to the Legislature on May 28, 1991, I stated once again the need to strengthen the role of parents in special education decisions, and to examine ways to ensure that parents are involved as full partners in the process.

[ In reference to the September 1992 implementation date, the ministry expects that the first measures in the implementation of the integration option will be in place for the beginning of the school year 1992-93. What is manageable by that date is a matter for discussion during the next few months with the education community and the organizations and individuals representing people with disabilities, their families, and their communities. ]

Thank you for writing to express your concerns and suggestions regarding the new direction in special education.

Yours sincerely,



Marion Boyd  
Minister

cc: David Rostoker

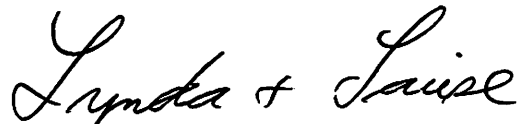
6.  
19 Royal Birkdale Lane  
Thornhill, Ontario, L3T1V1  
September 3, 1991

Dear Gillian and Keith,

We're writing to thank you for the lovely lunch at the ROM last week. Were it not for the uncertainty of mail delivery, this note would be hand written on exquisite stationery! We enjoyed the opportunity to talk with both of you over a leisurely... and wonderful.... meal.

Although our timelines for the introduction of legislation may differ, we feel confident that you are indeed working towards the goal of integration as a right for students with exceptionalities by this time next year. To this end, we look forward to seeing the Ministry's legislative proposal that you have promised for the spring of 1992. Then we'll take you out for a celebration over lunch!!

Yours most sincerely,

A handwritten signature in cursive script that reads "Lynda + Louise".

Lynda Langdon and Louise Bailey

7.  
Globe + Mail -  
May 1991

Globe + Mail - May 1991  
**Equality for disabled**

In reference to the excellent article by Chris Dafoe, Segregation Goes By The Boards (April 25), the Coalition for Integration NOW! applauds the Ontario Minister of Education for supporting equality in education for children with disabilities through her intervention in the Alixe Hysert case.

Our coalition, made up of major advocacy groups representing approximately 150 local associations across Ontario, was formed to advocate for legislative amendments to the Education Act which would give our children a guaranteed right to integration.

We support Education Minister Marion Boyd in her efforts to accelerate integration and to pull together relevant groups in policy discussions to ensure that integration will be successfully implemented.

However, the Ministry of Education's true commitment to equality for our children can best be demonstrated by providing legislated guarantees now. This means the legislated right to attend neighbourhood schools, in age-appropriate classes with whatever program modifications and support are necessary for both student and teacher.

Even though many families across Ontario have been fighting for years for changes to the act, we are willing to trust the minister and wait one more year for implementation in September, 1992. We trust that she will not let us down.

Our children have been waiting decades for equality in Ontario. School integration is the major stepping stone to equality of opportunity and independence in adult life.

Our children have much to gain through learning and growing alongside their typical peers. They have even more to give.

Equality rights for students with disabilities will be a victory for all children in Ontario.

Louise Bailey, Chairperson  
Coalition for Integration NOW!  
Willowdale, Ont.



8.

A Comparison of the Costs of  
Special Education Delivery Systems

Introduction

Because of the nature of its special education delivery system which emphasizes placement of exceptional students in regular classrooms, The Hamilton-Wentworth Roman Catholic Separate School Board is often asked to describe the financial implications of such an approach to special education. Some observers have judged that the costs of an integrated special education program would be more than a segregated program while other observers have arrived at the opposite conclusion.

What follows in this report is a comparison of two different delivery systems, each of which is costed in relation to the prevalence of exceptional students currently served by The Hamilton-Wentworth Roman Catholic Separate School Board:

- a) Resource-Withdrawal, whereby exceptional students remain in their home schools and receive their special education program in either the regular classroom on a full-time basis or in a regular classroom on a part-time basis and in a resource room on a part-time basis; and
- b) Special Class, whereby exceptional students are placed in self-contained special classes according to their exceptionality in terms of the pupil-teacher ratios outlined in Regulation 262.

In doing this comparison certain assumptions were made:

- a) a Special Education Resource Teacher equals a Special Class Teacher for salary purposes;
- b) a Resource Room equals a Self-Contained Special Class for accommodation purposes;
- c) each self-contained special education class is assigned 1 teacher and .5 Educational Assistants;
- d) Board-based itinerant teachers for augmentative communication, behavioural, hearing impaired, and visually impaired pupils would not be required in a Self-Contained Special Class Program model;
- e) only the most severely handicapped students would require transportation to and from their home school in a Resource-Withdrawal Program whereas at least 50% of exceptional students would need to be transported to their Self-Contained classes since for the most part these would not be situated in their home school.

Resource-Withdrawal Program

A. Board-Based Support Staff

- . 53 Support Staff (Psychologists, Resource Teachers, Social Workers, Speech Pathologists) @ \$50,000.00 per annum = \$2,650,000.00
- . 7 Secretarial Staff @ \$25,000.00 per annum = \$175,000.00

B. School-Based Support Staff

- . 75 Special Education Resource Teachers @ \$50,000.00 per annum = \$3,750,000.00
- . 30 Reading Improvement Teachers @ \$45,000.00 per annum = \$1,350,000.00
- . 122 Educational Assistants @ \$15,000.00 per annum = \$1,830,000.00

C. Accommodation

- . 59 Resource Rooms @ \$35,000.00 per room = \$2,065,000.00  
Since the Board already has the necessary space for their resource rooms, this cost will not be included in the total cost.

D. Transportation

- . 200 students @ \$34.70 per day for 200 days = \$1,388,000.00

E. Total Instructional Costs = \$11,143,000.00

11.

Special Class Program

A. Board-Based Support Staff

- . 41 Support Staff (Psychologists, Social Workers, Special Education Consultants, Speech Pathologists) @ \$50,000.00 per annum = \$2,050,000.00
- . 5 Secretarial Staff @ \$25,000.00 per annum = \$125,000.00

B. School-Based Support Staff

- . 240 Special Class Teachers @ \$50,000.00 per annum = \$12,000,000.00
- . 120 Educational Assistants @ \$15,000.00 per annum = \$1,800,000.00

C. Accommodation

- . 240 Special Education Classes @ \$35,000.00 per classroom = \$8,400,000.00.

Since the Board already has the necessary space for these classrooms, this cost will not be included in the total cost.

D. Transportation

- . 1,000 students @ \$34.70 per day for 200 days = \$6,940,000.

E. Total Instructional Costs = \$23,051,000.00

January 7, 1991

Dr. Clinton Davis  
Chief Psychologist  
Psychoeducational Services

## Equality of Outcome

The first report of the Select Committee on Education in December, 1988 recommended that the existing preamble to the Ministry of Education's Goals of Education be replaced by the following:

The Ministry of Education in Ontario strives to provide in the schools of the province equal opportunity and equality of outcome for all. In its contribution to programmes, personnel, facilities and finances, the Ministry has the overall purpose of helping individual learners to achieve their potential in physical, intellectual, emotional, social, cultural and moral development. A second overall purpose is to work towards the elimination of the systemic barriers that prevent equality of outcome for children from many disadvantaged groups.

We support this initiative. As New Democrats, we are committed to building an educational system which helps individual learners to achieve their potential in physical and intellectual development and in their acquisition of practical and artistic skills, and an awareness of modern technology, together with an appreciation of the responsibilities of citizenship in a democracy and in a society which must take action to preserve the environment for succeeding generations. We are committed to building an educational system that not only instructs and empowers students, but that also allows all children to develop their full potential, regardless of their class or economic status, their gender, ethnic origin or religion.

In addition to labelling and streaming students, one of the most invidious barriers to equal outcomes is the shutting out of children with different abilities from the regular classroom. Children with physical or learning difficulties are regularly shunted to special education, without giving them adequate educational opportunities or contact with their peers. New Democrats believe that all boards of education must offer parents the option of mainstreaming their children if they choose, providing children with the necessary supports including tutoring, counselling and remedial assistance, trained interpreters, tutors, note takers for the deaf, and appropriate hardware such as FM systems, fire alarms with lights, TDDs, and opened captioning. Children with properly assessed learning disabilities, however, should be offered smaller classes with other students with similar disabilities and a process of integration with regular classes wherever it is advantageous to the student and that necessary teacher support be put in place. We deplore the present system of Identification and Placement Review Committees, which intimidates parents, and which may result in children being placed into special education or bottom-stream programmes for reasons of class or ethnicity that have nothing whatsoever to do with the ability to learn.

New Democrats would recognize American Sign Language and the langue des signes quebécois as additional languages of instruction for deaf students, and ensure that they were available in provincial schools for the deaf as well as in public boards of education.

We will ensure choice to parents and students in special education. And we will change the system (through changes in curriculum materials and evaluation methods) so that it doesn't discriminate on the basis of class or ethnic groups.



13.

The Premier  
of Ontario

Le Premier ministre  
de l'Ontario

Legislative Building  
Queen's Park  
Toronto, Ontario  
M7A 1A1

Hôtel du gouvernement  
Queen's Park  
Toronto (Ontario)  
M7A 1A1

June 4, 1991

Mrs. Liljana Milberg  
19 Traymore Crescent  
Toronto, Ontario  
M6S 4K4

Dear Mrs. Milberg:

I've received a copy of your letter to my colleague Marion Boyd, Minister of Education.

We are committed to increased integration of exceptional students into regular classrooms. Ms. Boyd made a recent announcement in that regard, and I'm sure she will be giving you more details in her reply to her letter.

I just wanted to assure you of our commitment, and to thank you for letting me know about your concerns.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Bob Rae".

Bob Rae

cc: Honourable Marion Boyd  
Minister of Education



# Integration Amendment

14.

## MEMORANDUM

**TO:** Lynda Langdon, President  
Louise Bailey, Chairperson of Integration Committee  
Down's Syndrome Association of Ontario

**FROM:** David Baker

**RE:** Amendments to the Education Act to Give Parents the  
Option of an Integration Placement for their Child

### Background

As you are aware the Education Act imposes an obligation upon the Minister of Education to ensure every exceptional child has an "appropriate education". Unfortunately school boards differ widely on the appropriateness of offering integrated placements to their pupils. Thus one board may integrate a child with a particular exceptionality, and the other board would segregate a child with a comparable exceptionality. Parents are aware of this and are therefore sceptical when advised by a board that there is only one appropriate placement for their child.

The current structure of the Education Act gives parents who are seeking a segregated placement for their child effective appeal rights. The right of appeal is limited to issues of the identification of the child's exceptionality and placement of the child in a particular class. Tribunals under the Act have held that the appeal cannot deal with the programs and services in the classroom. As a result parents who want a segregated placement have often been successful. A specialized program designed for the exceptional child is always offered in such placements. Parents seeking an integrated placement have been unsuccessful because tribunals have been unwilling to order a child placed in a regular classroom, without any assurance that needed programs and services will be provided.

Regulation 262 prescribes class sizes, teacher qualifications and other guarantees for segregated placements. No comparable guarantees exist for integrated placements.

In short the Education Act provides many rights and guarantees for parents seeking segregated placements for their children. No comparable guarantees exist for parents seeking an integrated placement for their child.

### Proposed Amendment

Add 2 new subsections to section 31 of the Act:

- (3) An exceptional person has the right to attend any school which he or she would have the right to attend, but for the child's exceptionality, in a classroom appropriate to the child's chronological age, with appropriate program modifications and appropriate special education programs and services.

- (4) A board may apply to the Minister and be granted a temporary exemption from the obligation contained in subsection (3).

### Rationale

The Minister of Education has indicated support for integration as "the preferred option", and that "parental choice" should be determinative. She then states the "integration option" will be in place for the beginning of the school year in September, 1992. She then makes this a practical impossibility by failing to include the "integration option" in her package of amendments. It is generally accepted that unless the option is enacted by January, 1992, boards will be unable to implement by September 1992. It would be impossible to conduct a consultation of any significance and meet the deadline. The "integration option" must be added to the Bill currently before the legislature.

The draft amendment would operate separately from the appeal process mandated under s. 10 (1) (6). Assuming the placement available through the appeal process is not the integrated placement which would be available under s. 31 (3) the parents of the child would have a choice between 2 options.

While s. 31 (3) speaks of appropriate modifications, programs and services there would be no appeal available to parents who disagreed with the boards' opinion on this issue. It could therefore still be argued that the integration option would enjoy less protection than the segregation option. This should ease acceptance of the amendment by boards which are hesitant about integration.

S. 31 (4) grants the Minister discretion to grant temporary exemptions to boards which require them. The Minister has argued that consultation is necessary to enable discussion of the human and financial resources needed to make integration a reality. While most integration will involve no additional costs, making schools wheelchair accessible and making some specialized services available will take time. This should be acknowledged. The consultation should be about the criteria and process to be used by the Minister when considering applications for an exemption.

In the case of Hysert v. Carleton Board of Education et. al. the Hysert family successfully asserted a s. 15 Charter right to an integrated placement. Numerous other cases are pending before the Courts and the Human Rights Commission. The Ministry was unprepared to oppose the Hysert's application thereby acknowledging that the status quo violates the equality guarantees in the Charter. The draft amendments represent what is necessary at a minimum to bring the law into compliance.