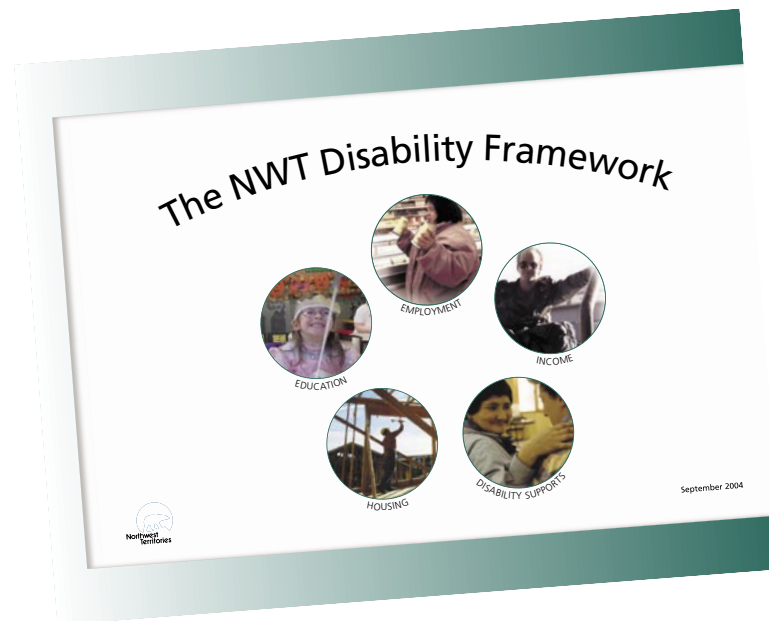


# NWT Action Plan for Persons with Disabilities





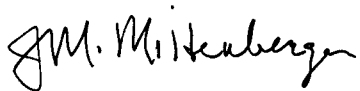
## MESSAGE FROM THE MINISTER

As Minister for Persons with Disabilities, I am pleased to present the NWT Action Plan for Persons with Disabilities. Since I was named as the Minister Responsible for Persons with Disabilities in 2001, I have followed the development of the partnership that has formed between a number of territorial government departments, non-government organizations, and Aboriginal groups.

The development of both the NWT Disability Framework and the Action Plan for Persons with Disabilities is representative of the commitment and interagency co-operation, and is an example of what can be accomplished when we work together to support people with disabilities in our communities.

From over 100 concerns, the partnership was able to develop five priority areas: education, employment, income, disability supports, and housing. This plan brings NWT residents one step closer into identifying and developing increased capacity at the community level and begins to remove the barriers facing people with disabilities throughout the NWT.

Sincerely



J. Michael Miltenberger  
Minister of Health and Social Services



**TABLE OF CONTENTS**

**INTRODUCTION** ..... 1

**PRIORITY AREAS OF ACTION** ..... 3

    Education ..... 3

    Employment ..... 8

    Income ..... 11

    Disability Supports ..... 14

    Housing ..... 20

**APPENDIX I: GLOSSARY OF TERMS** ..... 23



## INTRODUCTION

In May of 2001, the Premier of the Northwest Territories tasked the Disability Steering Committee Partnership (the Partnership) with developing an interdisciplinary and multi-dimensional framework that would guide the development of effective programs and services, and promote the full inclusion of persons with disabilities throughout the NWT.

The Partnership has representation from the Government of the Northwest Territories (GNWT), non-governmental organizations (NGOs) and Aboriginal organizations. Partners include:

- Department of Health and Social Services (HSS);
- Department of Education, Culture and Employment (ECE);
- Department of Municipal and Community Affairs (MACA);
- NWT Housing Corporation (NWT HC);
- NWT Council for Persons with Disabilities (the Council);
- Yellowknife Association for Community Living (YK-ACL);  
and
- YWCA of Yellowknife.

Other participants who monitored the discussion, but did not participate, include:

- Dene Nation; and
- Inuvialuit Regional Corporation.

The Partnership started with over 100 needs/concerns and developed those concerns into **five priority areas** or core building blocks:

**1. Education** – Barrier-free lifelong learning opportunities that maximize the potential of persons with disabilities. Educational opportunities include both formal and informal learning opportunities.

**2. Employment** – Work at an appropriate level of payment that enhances economic independence and community participation. Persons with disabilities may require support to enter or re-enter the labour market, such as training and education information, access to career development, employment assessments, adaptations to the workplace, and ongoing support once employment has been obtained. Employers also benefit from information about employing persons with disabilities.

**3. Income** – Resources available to the household to meet its financial needs, which include income from employment, from unearned sources (pensions, maintenance), income in-kind, and government assistance when self-support is impossible or insufficient to meet basic needs.

**4. Disability Supports** – A range of goods, services and supports tailored to the individual requirements for daily living. There will continue to be a need to provide for the availability and accessibility of disability supports (e.g., technical aids and devices; special equipment; support workers, homemaker, attendant or interpreter services; life skills; physiotherapy and occupational therapy; respite care) that respond to individual needs. These goods, services and supports are essential for active participation at home, at school and in the community, and are a key component of maximizing personal and economic independence.

**5. Housing** – Accommodations that ensure persons with disabilities will be provided with a range of housing options that are affordable, accessible and that maximize independence. Like all citizens, persons with disabilities require safe and adequate housing that they can afford. Certain types of disabilities require special features in housing, such as a ramp, which can be expensive to build and even more expensive to add on later. Housing also includes having independent living supports in place so the person with the disability can remain in his or her home as long as possible and still be independent.

These priority areas, along with a vision statement, values and principles, are presented in the companion document, *The NWT Disability Framework* (September 2004). The Framework was built on previous national and territorial disability research reports as well as on similar disability initiatives that have been developed in other Canadian jurisdictions, including Alberta, British Columbia, Manitoba, Ontario, Prince Edward Island, and Saskatchewan.

Since November 2002, the Minister Responsible for Persons with Disabilities and the Department of Health and Social Services have taken a leadership role in developing this *NWT Action Plan for Persons with Disabilities* in partnership with the Disability Steering Committee. The Partnership recognizes the need to evaluate the progress made on the provision of programs and services for persons with disabilities at least once during the lifetime of the Framework.

This action plan presents action items for each of the priority areas. In addition, activities completed in the past two years are presented to reflect the work of the Partnership while this action plan was being prepared. The draft Framework (released in November 2002) guided this interim work.





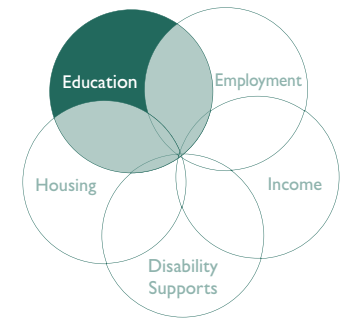
## PRIORITY AREAS OF ACTION

### Education

*Goal: Ensure that barrier-free lifelong learning opportunities that maximize the potential of individuals with disabilities are realized.*

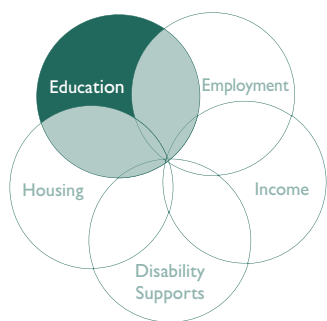
1. Education programming (curricula, activities) at the elementary and secondary school level will be adapted to better serve students with disabilities.

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
1.1 Develop and implement a territorial template and accompanying handbook for writing individual education plans. <b>COMPLETE</b>	Template and handbook developed with cross-territorial input from families and educators in 2002-03. Both resources piloted in 2003-04.	<ul style="list-style-type: none"> <li>• Implement</li> <li>• Evaluate</li> </ul>	ECE
1.2 Develop and implement territorial template and accompanying handbook for writing modified education plans. <b>COMPLETE</b>	Developed ad template and handbook in 2002-03.	<ul style="list-style-type: none"> <li>• Continue development</li> <li>• Pilot</li> <li>• Evaluate</li> </ul>	ECE
1.3 Develop an accountability framework for special education.	Framework developed jointly with western provinces and other territories in 2002-03.	<ul style="list-style-type: none"> <li>• Pilot in NWT</li> <li>• Implement</li> </ul>	ECE
1.4 Develop means to obtain information from a variety of sources on whether the needs are being met for all students, including those with disabilities.		<ul style="list-style-type: none"> <li>• Develop process</li> <li>• Evaluate programs</li> <li>• Develop strategies to meet the needs of students</li> </ul>	ECE
1.5 Develop specific outcome learning targets to monitor progress in English Language Arts. <b>COMPLETE</b>	Developed and piloted targets for Kindergarten to Grade 3 in 2002-03 and 2003-04. Developed outcomes for Grades 4-6 in 2003-04.	<ul style="list-style-type: none"> <li>• Implement K-Gr. 3</li> <li>• Pilot Gr. 4-6</li> <li>• Develop Gr. 7-9</li> <li>• Implement Gr. 7-9</li> </ul>	ECE
1.6 Provide students of varying abilities with additional choices and alternative ways of progressing through Grades 10-12.	Consulted in 2002-03 and began development in 2003-04.	<ul style="list-style-type: none"> <li>• Develop</li> <li>• Implement</li> <li>• Continue with staged implementation</li> </ul>	ECE



### **Goal:**

*Ensure that barrier-free lifelong learning opportunities that maximize the potential of individuals with disabilities are realized.*



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*Ensure that barrier-free lifelong learning opportunities that maximize the potential of individuals with disabilities are realized.*

**2. Teachers, education assistants and student support staff will have training opportunities that will provide strategies to address diverse programming needs.**

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
2.1 Develop and implement handbook for program support teachers.		<ul style="list-style-type: none"> <li>• Develop handbook</li> <li>• Pilot</li> <li>• Implement</li> <li>• Evaluate</li> </ul>	ECE
2.2 Develop handbook for education assistants.		<ul style="list-style-type: none"> <li>• Develop handbook</li> <li>• Pilot</li> <li>• Implement</li> </ul>	ECE
2.3 Education assistants will be certified.		<ul style="list-style-type: none"> <li>• Research</li> <li>• Develop a training plan and initiate training</li> </ul>	ECE
2.4 Train educators in different kinds of instruction and strategies for accommodating students with varying abilities.	In-service as required during both years.	<ul style="list-style-type: none"> <li>• Implement</li> </ul>	ECE
2.5 Continued board-level training for teachers, program support teachers and educational assistants. <b>ONGOING</b>	Ongoing	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	ECE
2.6 Educators are trained in effective behaviour support.	In-service as required during both years.	<ul style="list-style-type: none"> <li>• In-service</li> <li>• Ongoing</li> </ul>	ECE
2.7 Educators will have functional behaviour assessment training. <b>ONGOING</b>	In-service as required during 2002-03. Ongoing during 2003-04.	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	ECE

3. The reduction in pupil-teacher ratio will continue and be completed in the 2003-04 school year.

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
3.1 Pupil teacher ratio will be lowered to 16:1. <b>COMPLETE</b>	Funding was provided to boards to lower ratio to 16.5:1 and increase student support in 2002-03. Ratio was lowered to 16:1 in 2003-04.	<ul style="list-style-type: none"> <li>Maintenance</li> </ul>	ECE

4. Continue with the increase in student support funding to be completed in 2003-04 school year.

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
4.1 Fund inclusive schooling at 15% of school contribution.	In 2003-04, legislation was passed that guaranteed 15% of the total GNWT contributions to schools would be directed towards student support. Currently 14% of the total GNWT contributions to schools is going towards student support.	<ul style="list-style-type: none"> <li>15% of the total GNWT contributions to schools will be directed towards student support</li> <li>Maintenance</li> </ul>	ECE
4.2 Develop, fund and implement a school counselling program framework that enhances existing counselling services.	Developed a program based on research in 2002-03. Materials produced in 2003-04.	<ul style="list-style-type: none"> <li>Pilot school counselling program</li> <li>Implement</li> </ul>	ECE

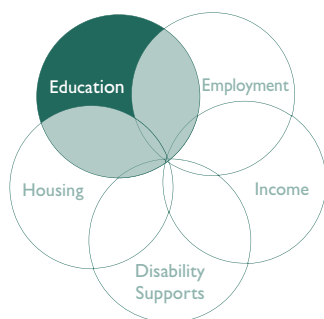
5. Early childhood programs will be enhanced.

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
5.1 Provide all children with access to early childhood intervention services. <b>ONGOING</b>	Early Childhood Development initiative implemented in 2002-03 and continued in 2003-04. Healthy Children initiative is ongoing.	<ul style="list-style-type: none"> <li>Ongoing delivery of programs and training</li> </ul>	ECE HSS
5.2 Enhance homecare and training for home support workers. <b>ONGOING</b>	58% of home support workers were certified in 2002-03. Ongoing training and certification in 2003-04.	<ul style="list-style-type: none"> <li>Ongoing training and certification</li> </ul>	HSS



**Goal:**

*Ensure that barrier-free lifelong learning opportunities that maximize the potential of individuals with disabilities are realized.*



**Goal:**

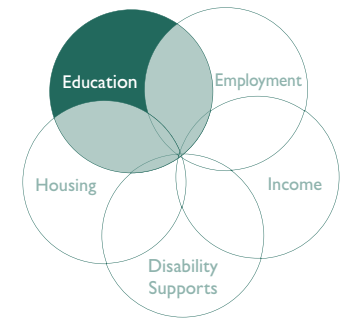
*Ensure that barrier-free lifelong learning opportunities that maximize the potential of individuals with disabilities are realized.*

**6. A variety of educational opportunities for adult students who have or who have not completed their secondary school education will be provided.**

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
6.1 Develop a brochure promoting disability awareness that lists available programs and services to students with disabilities.	Student success centres provided information on program and funding in 2002-03 and continued on an ongoing basis in 2003-04.	<ul style="list-style-type: none"> <li>Develop a brochure for Disability Awareness Week</li> </ul>	ECE Council
6.2 Review and amend Aurora College entrance application to include self-identity of disabilities. <b>COMPLETE</b>	Students with disabilities self-identify, if applicable, starting 2003-04.		Aurora College
6.3 Ensure educational supports are available to students attending Aurora College. <b>ONGOING</b>	Needs for support reviewed on an individual basis starting 2002-03.	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	ECE Aurora College
6.4 Review and amend the Aurora College policies with a view for students with disabilities. <b>ONGOING</b>	Policies are reviewed on an as needed basis.	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	Aurora College Council
6.5 Develop adult integrated vocational trades, work experience, on-the-job training programs.	Researched program options and community needs in 2003-04.	<ul style="list-style-type: none"> <li>Develop a plan</li> <li>Pilot in three communities</li> <li>Review and evaluate pilot program</li> </ul>	ECE HRSD YK-ACL (Research)
6.6 Continue to provide one-to-one tutoring support for persons with disabilities. <b>ONGOING</b>	One-to-one tutoring support provided under the Literacy Strategy's Learning Support for Persons with Disabilities starting in 2002-03.	<ul style="list-style-type: none"> <li>Evaluate learning supports</li> </ul>	ECE Community Learning Centres Aurora College
6.7 Partner with school boards to ensure the planned pre-trades training program will meet the needs of persons with disabilities.	Needs researched in 2002-03. Options explored in 2003-04.	<ul style="list-style-type: none"> <li>Develop a plan</li> <li>Implement</li> </ul>	ECE
6.8 Make virtual libraries accessible to students across the NWT.	Virtual libraries are accessible to students starting in 2002-03.		ECE
6.9 Provide accessible learning assessments.	Implemented the ALBE Placement Package Test (Screening for Success) in 2002-03.	<ul style="list-style-type: none"> <li>Evaluate</li> </ul>	ECE HSS Council

7. A coordinated, integrated, client-centred case management system that is responsive to the individual needs of persons with disabilities will be designed and implemented.

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
7.1 Research, develop and implement an integrated disability support system for both children and adults with disabilities that include employment, vocational and residential needs. (Cross-reference with action items 16.3, 25.1, 29.1, 34.1)	Researched Prince Edward Island model.	<ul style="list-style-type: none"> <li>• Workshop to establish a common definition of a support system</li> <li>• Develop regional case managers for persons with disabilities in the Northwest Territories</li> <li>• Implement</li> </ul>	Partnership Steering Committee



**Goal:**

*Ensure that barrier-free lifelong learning opportunities that maximize the potential of individuals with disabilities are realized.*

## Employment

*Goal: Enhance the employability of persons with disabilities, encourage (re) entry into the labour market and support more work opportunities.*



### Goal:

*Enhance the employability of persons with disabilities, encourage (re) entry into the labour market and support more work opportunities.*

8. The Government of the Northwest Territories will continue to negotiate with the Government of Canada to obtain cost-shared funding for employment support for persons with disabilities.

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
8.1 Negotiate an agreement with Human Resources and Skills Development for the Multilateral Framework for Labour Market Agreements for Persons with Disabilities (replaces EAPD) that minimizes spending commitments of the GNWT without affecting current federal funding. <b>ONGOING</b>	Ongoing starting in 2003-04.	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	ECE HSS
8.2 Apply for funding from Social Development Canada (SDC) to obtain nationally comparable statistics on persons with disabilities in the NWT.	Discussed with SDC in 2003-04 regarding options.	<ul style="list-style-type: none"> <li>Include NWT in the next Participation and Activity Limitation Survey.</li> </ul>	ECE

9. Training and networking on disability issues will be available for those working in the area of career development.

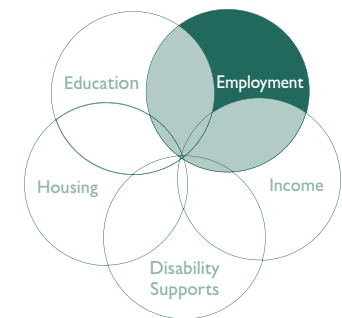
Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
9.1 Include information and strategies for career development for persons with disabilities in all relevant conferences. <b>ONGOING</b>	LINX Conference held in 2002-03.	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	ECE
9.2 Mandatory training about counselling persons with disabilities is offered as part of the Career Development certificate program.	Discussion with Aurora College in 2002-03.		ECE Aurora College

10. Assistive aids/devices and career planning assistance will be provided to alleviate barriers to employment.

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
10.1 Compile and coordinate information on programs, funding, career planning, and other available options for persons with disabilities, employers and service providers. (Cross-reference with action item 12.1)	Student success centres and ECE regional career centres provided information on programs and funding in 2002-03. North Slave employment program was implemented in 2002-03 and is ongoing.	<ul style="list-style-type: none"> <li>Develop a brochure with consolidated information</li> <li>Expand North Slave employment program to other communities/regions</li> </ul>	ECE HRSD

11. Employment and training programs (such as workplace-based training, the Youth Employment Program and targeted wage subsidies) will be promoted.

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
11.1 Promote employment and training programs that offer work opportunities to persons with disabilities. (Cross-reference with action items 10.1, 12.2) <b>ONGOING</b>	North Slave employment program was implemented in 2002-03 and is ongoing.	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	ECE HRSD Council



**Goal:**

*Enhance the employability of persons with disabilities, encourage (re) entry into the labour market and support more work opportunities.*



**Goal:**

*Enhance the employability of persons with disabilities, encourage (re) entry into the labour market and support more work opportunities.*

**12. Employment support for persons with disabilities will be provided throughout the communities of the NWT (not just in Yellowknife).**

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
12.1 Educate NWT employers about the benefits of including persons with disabilities into the workforce. (Cross-reference with action item 10.1)	Workshop on benefits of including persons with disabilities held in 2002-03. North Slave employment program implemented in 2002-03 and ongoing.	<ul style="list-style-type: none"> <li>• Increase the number of educational workshops to employers in communities beyond the North Slave region</li> <li>• Explore the feasibility of expanding the North Slave employment program to other communities in the future</li> </ul>	ECE HRSD
12.2 Develop and deliver regional/ community employment programs for persons with disabilities that support them to seek and be successful in employment.	North Slave employment program implemented in 2002-03 and ongoing.	<ul style="list-style-type: none"> <li>• Expand the North Slave employment program to include job coach/ pre-employment program</li> <li>• Pilot in two more communities</li> <li>• Implement in other communities</li> </ul>	ECE HRSD
12.3 Communicate GNWT employment equity policy to address the needs of persons with disabilities.		<ul style="list-style-type: none"> <li>• Produce pamphlet and distribute</li> </ul>	GNWT Council
12.4 Develop cross training/awareness workshop for supervisors and colleagues who work with persons with disabilities.		<ul style="list-style-type: none"> <li>• Develop workshop</li> <li>• Hold regional workshops</li> </ul>	Council ECE

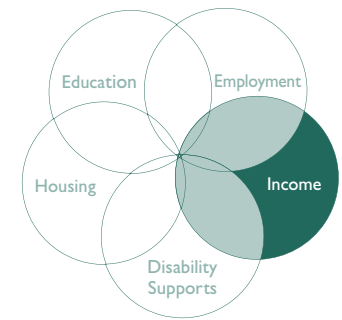


## Income

*Goal: Design a system that is responsive to the needs of persons with disabilities and provides for an income safety net which rewards individual work efforts to the greatest extent possible, but which provides financial assistance if self-support is impossible or insufficient to meet basic needs.*

### 13. Disincentives to employment within income programs will be removed.

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
13.1 Increase current earned income exemption amounts and calculate income for persons with disabilities on either yearly or monthly amounts.		<ul style="list-style-type: none"> <li>• Research impact analysis</li> <li>• Develop options paper based on results</li> <li>• Implement</li> </ul>	ECE
13.2 Change the disability support exemption amount to \$100,000 in trust. <b>COMPLETE</b>	Completed Financial Management Board submission in 2003-04.	<ul style="list-style-type: none"> <li>• Implement</li> </ul>	ECE
13.3 Remove unemployment criteria as a requirement for disability allowance. <b>COMPLETE</b>	Unemployment criteria have been removed as criteria for the disability allowance in 2002-03.		ECE
13.4 Ensure persons with permanent disabilities who have been on income support can be rapidly reinstated without requirements of completing new forms, disability information and doctors signatures. <b>COMPLETE</b>	As of 2002-03, persons with permanent disabilities who have been on income support can be rapidly reinstated without requirements of completing new forms, disability information and doctors signatures.		ECE



### **Goal:**

*Design a system that is responsive to the needs of persons with disabilities and provides for an income safety net which rewards individual work efforts to the greatest extent possible, but which provides financial assistance if self-support is impossible or insufficient to meet basic needs.*



**Goal:**

*Design a system that is responsive to the needs of persons with disabilities and provides for an income safety net which rewards individual work efforts to the greatest extent possible, but which provides financial assistance if self-support is impossible or insufficient to meet basic needs.*

**14. A disability income support program that separates the entitlement for income supports from the entitlement for health and disability-related supports will be designed and implemented.**

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
14.1 Separate income supports from the health and disability-related supports.		<ul style="list-style-type: none"> <li>Define and research</li> <li>Develop discussion paper</li> </ul>	ECE HSS
14.2 Amend income support goals to recognize that disabilities are long lasting disadvantages and reason for providing additional supports for an enhanced quality of life. <b>COMPLETE</b>	Income support goals amended in 2002-03.		ECE

**15. The payroll of clients will be continued.**

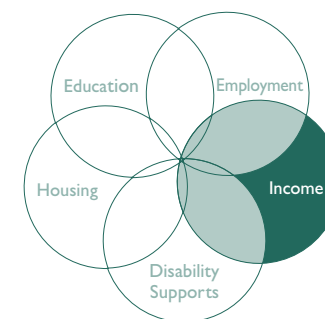
Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
15.1 Coordinate an information session on direct deposit. <b>COMPLETE</b>	Sessions developed and delivered in regions in 2003-04.		ECE Council YK-ACL
15.2 Include information on direct deposit in the <i>Adult and Family Benefits Guide</i> . <b>COMPLETE</b>	Information on direct deposit was included in the <i>Adult and Family Benefits Guide</i> .		ECE

16. A coordinated, integrated, client-centred case management system that is responsive to the individual needs of persons with disabilities will be designed and implemented.

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
16.1 Amend current income support medical form to expand the disability verification authority beyond medical practitioners to include physical and occupational therapists.		<ul style="list-style-type: none"> <li>A new form is being reviewed by the NWT Medical Association and allied professionals</li> <li>Implement</li> </ul>	ECE
16.2 Amend current application process where individuals who state a permanent disability, be exempt from re-applying for supports on a yearly basis. <b>COMPLETE</b>			ECE
16.3 Research, develop and implement an integrated disability support system for both children and adults with disabilities that includes employment, vocational and residential needs. (Cross-reference with action items 7.1, 25.1, 29.1, 34.1)	Researched Prince Edward Island model.	<ul style="list-style-type: none"> <li>Workshop to establish a common definition of a support system</li> <li>Develop five regional case managers for persons with disabilities in the Northwest Territories</li> <li>Implement</li> </ul>	Partnership Steering Committee

17. Income assistance for persons with disabilities will be based on identified need.

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
17.1 Income support recipients with permanent disabilities can apply for additional support from the GNWT in addition to receiving the base amount of \$300.00. <b>COMPLETE</b>			ECE HSS
17.2 Ensure fuel subsidy is available for persons with disabilities.		<ul style="list-style-type: none"> <li>Options paper to be developed to research benefits and feasibility of income-tested fuel subsidy</li> </ul>	ECE



**Goal:**

*Design a system that is responsive to the needs of persons with disabilities and provides for an income safety net which rewards individual work efforts to the greatest extent possible, but which provides financial assistance if self-support is impossible or insufficient to meet basic needs.*



**Goal:**

*Ensure that disability supports provide for active participation at home, at school and in the community, and they maximize personal and economic independence.*

**Disability Supports**

*Goal: Ensure that disability supports provide for active participation at home, at school and in the community, and they maximize personal and economic independence.*

**18. An appropriate screening tool will be in place to identify children with developmental delays, and follow-up processes will be developed to facilitate diagnosis and assessment.**

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
18.1 Develop a strategy that identifies children with developmental delays and at-risk families. <b>COMPLETE</b>	Early Childhood Development initiative introduces a standardized Nipissing screening tool in 2002-03 for screening developmental delays in early childhood. A training video for the Nipissing Tool for health care providers was developed. NWT Healthy Family program was developed in 2002-03. Training for Healthy Family program staff on parental screening occurred in 2003-04. An educational video about the importance of healthy early childhood development and healthy parenting was developed.		HSS
18.2 Ensure follow-up processes are in place for the client (i.e. developmental delay registry may facilitate further follow-up and provide case management after assessment).	Nine physicians trained in FASD diagnosis in 2002-03. Research paper was developed in 2003-04 that identifies need for congenital anomalies registry.	<ul style="list-style-type: none"> <li>• Implement congenital anomalies registry</li> </ul>	HSS
18.3 Develop plain language educational pamphlet on how to get a FASD diagnosis.		<ul style="list-style-type: none"> <li>• Research feasibility</li> <li>• Discussion with partnership</li> </ul>	YK-ACL ECE HSS

19. The respite care program will be expanded to include persons with disabilities.

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
19.1 Develop a model for respite care.	Researched, developed and implemented a pilot model for respite care in Yellowknife during these two years. Enhancement of homecare programs in 2002-03 provided increased respite for the medically fragile and chronically ill (depending on available resources). Homecare policies are being revised to include maximum and minimum standards for respite.	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Evaluate</li> </ul>	HSS
19.2 Scheduled respite options are available for persons with disabilities and their families. <b>ONGOING</b>	Ongoing	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Evaluate</li> </ul>	HSS YK-ACL
19.3 Determine respite needs for persons and families with disabilities. <b>COMPLETE</b>	Respite needs have been assessed.	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	HSS YK-ACL

20. Supported independent living options will be implemented throughout the NWT.

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
20.1 Develop additional supported living options for individuals that enhance participation in the communities.	Supported living standards are in final draft in 2003-04.	<ul style="list-style-type: none"> <li>• Implement standards</li> <li>• Continue to develop supported living options based on regional needs</li> </ul>	HSS ECE
20.2 Ensure private housing policies and housing availability for single housing is appropriate and addresses housing shortages in the community.	Barrier-free housing forum was held in 2003-04. Determined private housing needs for persons with all disabilities in 2003-04	<ul style="list-style-type: none"> <li>• Develop a housing strategy that addresses persons with disabilities</li> <li>• Implement options, including capital and ongoing funding</li> </ul>	Council



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**21. Accessible, affordable transportation services within NWT communities will be provided.**

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
21.1 Accessible parking placard program will be available.	Council funded in 2002-03. HSS provided funding for 2003-04.	<ul style="list-style-type: none"> <li>Fund parking placard program</li> </ul>	HSS Council
21.2 Develop and provide funding provisions for local/accessible transportation.	The Community Initiatives program was established in 2003-04. Through this program, communities are eligible to apply for support for transportation programs to improve access for persons with a disability and seniors.	<ul style="list-style-type: none"> <li>Funding available through the Community Initiatives program</li> <li>Evaluate the program</li> <li>Implement program changes based on evaluation outcomes</li> </ul>	MACA

**22. Increase access for persons with disabilities to public buildings, services and programs that serve everyone.**

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
22.1 Attend National Building Code workshop to speak to a proposal to have buildings more accessible for the general population of persons with disabilities. <b>COMPLETE</b>	Workshop attended in 2003-04.	<ul style="list-style-type: none"> <li>Attend future relevant workshops</li> </ul>	Council MACA
22.2 Issue a technical bulletin through the territorial regulations that will ensure that all new building and newly renovated buildings more adequately address the needs of persons with a variety of disabilities. <b>ONGOING</b>	Technical bulletins are issued as required/as issues are brought to the attention of the fire marshal's office.	Ongoing	MACA Fire Marshal

23. Social, cultural and recreational activities will be developed and enhanced to include persons with disabilities.

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
23.1 Develop support/training for community organizations to include persons with disabilities when providing/leading cultural and recreational programs. <b>COMPLETE</b>	Support/training developed for community organizations in 2003-04.	<ul style="list-style-type: none"> <li>• Three regional workshops will include a component on train-the-trainer</li> <li>• Awareness campaign</li> <li>• Evaluate</li> </ul>	MACA Active Living Alliance
23.2 Develop a volunteer support initiative that assists non-government organizations.	Final draft of the volunteer support initiative was submitted to the GNWT Social Agenda working group in 2003-04. Activities for 2003-04 included consultation with partners and development of an action plan.	<ul style="list-style-type: none"> <li>• Implementation of the action plan</li> <li>• Evaluate</li> </ul>	MACA Social Agenda

24. Access to therapeutic services for children and adults with disabilities will be increased.

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
24.1 HSS to develop model on the number of rehabilitation professionals required to meet the demands in all regions. <b>COMPLETE</b>	Rehabilitation services reviewed in 2002-03. Rehabilitation included as a component in the Integrated Service Delivery model developed for the HSS system in 2003-04.	<ul style="list-style-type: none"> <li>• Implement regional rehabilitation teams</li> </ul>	HSS
24.2 Develop a specialized regional centre for child and adult diagnosis and therapeutic service. (Cross-reference to action item 24.1)	Services for child development teams enhanced in 2003-04.	<ul style="list-style-type: none"> <li>• Hire a child development coordinator to coordinate the rehabilitation teams</li> <li>• Review and research options for therapeutic services for adults</li> </ul>	HSS
24.3 Deliver education information workshops in NWT communities, which would include visiting the communities, participation of persons with disabilities sensitivity training and showcases of best practice. <b>ONGOING</b>	Information workshops delivered in the regions in 2002-03. Workshops delivered in three communities in 2003-04.	<ul style="list-style-type: none"> <li>• Deliver workshops in communities</li> </ul>	All



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**25. A coordinated, integrated, client-centred case management system that is responsive to the individual needs of persons with disabilities will be designed and implemented.**

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
25.1 Research, develop and implement an integrated disability support system that includes employment, vocational and residential needs for both children and adults with disabilities. (Cross-reference with action items 7.1, 16.3, 29.1, 34.1)	Researched Prince Edward Island model.	<ul style="list-style-type: none"> <li>Workshop to establish a common definition of a support system</li> <li>Develop regional case managers for persons with disabilities in the Northwest Territories</li> <li>Implement</li> </ul>	Partnership Steering Committee

**26. Training opportunities in the area of disability supports in the NWT will be made more attractive and available, and will be more widely promoted to provide for a qualified, professional workforce.**

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
26.1 Promote and review options to increase professional training in disability related fields.		<ul style="list-style-type: none"> <li>Research options</li> <li>Develop NWT plan</li> </ul>	YWCA Aurora College ECE

**27. Persons with disabilities will have access to appropriate assessments and diagnosis about the nature of their disabilities.**

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
27.1 Develop an educational, plain language guide for diagnosis, including how to get a diagnosis and expectations. <b>COMPLETE</b>	Self-care handbook, <i>Do I need to see the nurse/doctor?</i> , distributed to NWT households in March-April 2003.		HSS
27.2 Develop a resource manual that includes all services that are available to persons with disabilities.		<ul style="list-style-type: none"> <li>Develop manual</li> </ul>	All
27.3 Resource a 1-800 disability information line. <b>COMPLETE</b>	Completed in 2002-03 and ongoing.	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	HSS ECE Council



**28. Group home and supported independent living standards and policies will be designed and implemented.**

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
28.1 Develop standards and policies for supported living/group homes through a collaborative approach, outlining definitions and service levels to provide a continuum of services.	Final draft of standards and criteria for supported living options are being completed.	<ul style="list-style-type: none"> <li>Adopt a model for the NWT</li> </ul>	HSS

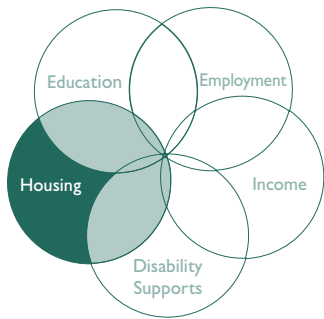
**29. A disability supports program based on the needs of persons with disabilities will be designed and implemented.**

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
29.1 Research, develop and implement an integrated disability support system for both children and adults with disabilities that includes employment, vocational and residential needs. (Cross-reference with action items 7.1, 16.3, 25.1, 34.1)	Researched Prince Edward Island model.	<ul style="list-style-type: none"> <li>Workshop to establish a common definition of a support system</li> <li>Develop regional case managers for persons with disabilities in the Northwest Territories</li> <li>Implement</li> </ul>	Partnership Steering Committee



**Goal:**

*Ensure that disability supports provide for active participation at home, at school and in the community, and they maximize personal and economic independence.*



**Goal:**

*Ensure that persons with disabilities will be provided with a range of housing options that are affordable, accessible and that maximize independence.*

**Housing**

*Goal: Ensure that persons with disabilities will be provided with a range of housing options that are affordable, accessible and that maximize independence.*

**30. Sufficient funding will be available for renovations to existing homes and funding for new homes, to accommodate specific needs of persons with disabilities.**

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
30.1 Lobby for funding for renovations and new homes for persons with disabilities.	Two programs targeting persons with disabilities in 2002-03. Persons with disabilities are eligible to apply on all programs. Ongoing delivery of programs in 2003-04.	<ul style="list-style-type: none"> <li>• Research housing needs for persons with disabilities</li> <li>• Develop a strategy to address the needs of persons with disabilities</li> </ul>	NWTHC

**31. Existing income exemption levels will be examined so that assistance provided for the fixing and modifying of homes can be maximized.**

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
31.1 Negotiate changes to income threshold to ensure policy reflects NWT reality. <b>COMPLETE</b>	Ongoing	Ongoing	NWTHC

**32. Caregivers and persons with disabilities will have access to housing referral and housing program information.**

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
32.1 All NWTHC program information summaries will be put on the web site in plain language format. Information on programs will also be available at district offices.	Action item was completed in March 2003. Information updated in 2003-04.	<ul style="list-style-type: none"> <li>• Evaluate effectiveness</li> <li>• Ongoing</li> </ul>	NWTHC
32.2 Review NWT Housing Corporation Act (clause 4) to reflect persons with disabilities.		<ul style="list-style-type: none"> <li>• Evaluate</li> <li>• Ongoing</li> </ul>	NWTHC

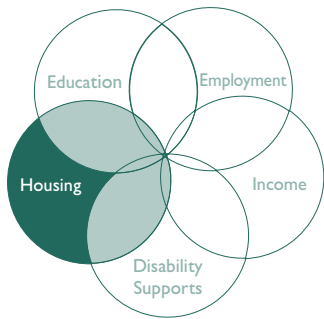
33. Aspects of barrier-free housing in public rental housing units in the NWT will be addressed.

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
33.1 Housing units for persons with physical disabilities will be built when and where required. <b>ONGOING</b>	Ongoing	• Ongoing	NWTHC
33.2 New/replacement units built under the Seniors Independent Living Strategy will be barrier-free when a tenant requires that type of unit. <b>ONGOING</b>	Immediately as required.	• Ongoing	NWTHC
33.3 Explore the option of setting aside some of the seniors independent housing units for persons with disabilities. <b>ONGOING</b>	Immediately as required.	• Ongoing	NWTHC
33.4 Under rent supplement program, provisions are in place ensuring some units are barrier-free. <b>ONGOING</b>	Immediately as required.	• Ongoing	NWTHC
33.5 Persons with disabilities will be given equitable access to public housing and rental supplement housing in conjunction with the supports they require. <b>ONGOING</b>	Immediately as required.	• Ongoing	NWTHC
33.6 Ensure social housing policies for single housing is appropriate and addresses housing shortages in the communities.	NWTHC and local housing organizations tracked disability-related enquiries in 2003-04 to identify the needs for programs and services.	<ul style="list-style-type: none"> <li>• Ongoing tracking</li> <li>• Review results of the Housing Needs Survey</li> <li>• Evaluate</li> <li>• Determine housing needs for persons with disabilities</li> </ul>	NWTHC NGOs



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**34. A coordinated and integrated case management system that is responsive to the individual needs of persons with disabilities will be designed and implemented.**

Action Items	Supportive Activities During 2002-03 and 2003-04	Actions	Lead
34.1 Research, develop and implement an integrated disability support system for both children and adults with disabilities that includes employment, vocational and residential needs. (Cross-reference with action items 7.1, 16.3, 25.1, 29.1)	Researched Prince Edward Island model.	<ul style="list-style-type: none"> <li>• Workshop to establish a common definition of a support system</li> <li>• Develop regional case managers for persons with disabilities in the Northwest Territories</li> <li>• Implement</li> </ul>	Partnership Steering Committee

## APPENDIX I: GLOSSARY OF TERMS

- **Adult Literacy Basic Education (ALBE) Placement Package Test**  
This test determines where persons with disabilities are placed in educational programs.
- **Employment Assistance for Persons with Disabilities (EAPD)**  
A five-year federal/provincial/territorial agreement for labour market programs for adults with disabilities that expired March 31, 2003, but was extended for one year to March 31, 2004.
- **Early Childhood Development Initiative**  
Reflects the First Ministers' and Premiers' recognition of the importance in investing in early childhood development, supporting families and communities in their efforts to ensure the best possible future for their children. The federal government agreed to invest \$2.2 billion over the next five years (2001-02 to 2005-06) to provincial and territorial governments.
- **Education Assistant (EA)**  
A person who works with a certified staff member and who assists in the implementation of the student's program.
- **Effective Behaviour Support Training (EBS)**  
A team problem-solving process through which a school staff creates a school-wide approach to discipline that focuses on identifying and teaching desired behaviours, rather than merely punishing undesired behaviours.
- **Functional Behaviour Assessment (FBA)**  
A systematic process for understanding the function (from the child's point of view) of problem behaviours. This process is used to guide the development of an effective and appropriate individual behaviour support plan. This assessment takes place in the setting where the behaviours occur, and identifies the environmental factors and triggers that predict the problem behaviour as well as the consequences that maintain the behaviour.
- **Fetal Alcohol Spectrum Disorder (FASD)**  
A term used to encompass the range of disabilities caused by alcohol exposure in utero.
- **Healthy Children Initiative**  
This initiative supports the development of children prenatal to age six, and focuses on prevention and health promotion. The initiative supports a wide range of programs and services from primary intervention to therapeutic services.
- **Home Support Workers**  
Trained and certified individuals who can provide both home support and personal care services, including in-home meal preparation.
- **Inclusive Schooling**  
An approach to education which strives to respond to individual student needs. It is intended to ensure equal access for all students to educational programs offered in regular classroom settings.
- **Individual Education Plans (IEP)**  
A student-specific, comprehensive, written education plan with goals and objectives that are determined through a collaborative process, and driven by the strengths and needs of the student. It may or may not include learning outcomes articulated in NWT curricula.
- **Integrated Service Delivery Model (ISDM)**  
A model of service delivery based on a primary community care philosophy of providing the right service by the right provider at the right time. There are three key elements to the model: service integration, organizational integration and core services. Core service areas are diagnostic and curative services, rehabilitation services, protection services, continuing care services, promotion and prevention services, and mental health and addiction services.

- **Modified Education Plans (MEP)**  
These plans are used when it is necessary to adjust, modify or change certain elements of a program in order for students to be successful learners.
- **Nipissing Screening Tool**  
The Nipissing District Developmental Screen is a tool designed to screen children's development in the areas of vision, hearing, speech, language, gross motor, fine motor, cognitive, social/emotional, and self-help skills. This tool examines 13 key developmental stages: 1-2 months, 4 months, 6 months, 9 months, 12 months, 15 months, 18 months, 24 months, 30 months, 3 years, 4 years, 5 years and 6 years.  
In the NWT, the intent of universal screening is early identification of developmental delays and implementation of early intervention strategies as required. The screen is linked to the immunization schedule. The NWT early childhood development goal is to have every child screened by three years of age.
- **NWT Council of Persons with Disabilities**  
The only cross-disability, territory-wide, non-government organization that works with persons with disabilities to assist them to achieve self-determination and full citizenship. This is done by providing programs and services, awareness, opportunities and choices that encourage full participation in all aspects of life in the NWT.
- **The Participation and Activity Limitation Survey (PALS)**  
A post-census survey that collects information about persons whose everyday activities are limited because of a health-related condition or problem. The data collected by the survey are used to plan services and programs required by persons with disabilities to participate fully in society. PALS is funded by Human Resources Development Canada.
- **Program Support Teacher (PST)**  
This educator provides the central in-school support for teachers in meeting the needs of all learners in a school. This educator provides support to teachers to plan educational programs and monitor student success, and coordinates support services, both within and outside the school.
- **Rehabilitation Services**  
Works with persons of all ages, assisting them to achieve or recover their highest potential for functional living that is possible for them. This includes working with persons who were born with delays or disabilities and those who, because of injury or (chronic) disease, have lost their previous level of functioning. Rehabilitation services exist in a variety of settings that include home, school, vocational, and health agencies. Services may include assessment, long-term support and assistance, treatment, intervention, and education.
- **Virtual Library**  
The Virtual Libraries Project has been ongoing since 1999 and is designed to enhance library services in communities not served by a public library. Virtual libraries consisting of computers and software were installed in communities to provide equitable public access to reliable, up-to-date information for all community members.
- **Yellowknife Association for Community Living (YK-ACL)**  
The Association's mission statement is *"to help those with intellectual disabilities and their families to lead meaningful lives in supportive communities."*
- **Young Women's Christian Association (YWCA) Yellowknife**  
The Yellowknife Association's mission statement is *"to increase the well-being and independence of persons, particularly women."*

