

**DRAFT**

# The NWT Disability Framework

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Prepared for:  
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## EXECUTIVE SUMMARY

### Background

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 which will guide the development of effective programs and services, and promote the full inclusion of persons with disabilities throughout the NWT.

### Framework Development Process

The Partnership has representation from the Government of the Northwest Territories, non-governmental organizations and aboriginal organizations, including: Health and Social Services; Education, Culture and Employment; Municipal and Community Affairs; the NWT Housing Corporation; the NWT Council of Persons with Disabilities; the Yellowknife Association for Community Living; the YWCA of Yellowknife. Other participants included the Dene Nation and the Inuvialuit Regional Corporation, who monitored discussions but were not actively able to participate.

The Partnership held regular workshop meetings between the fall of 2001 and the spring of 2002 to develop the framework. The Partnership started with over 100 needs/concerns, and over the course of the eight months of collaboration, distilled those concerns into five building blocks. The framework relied heavily on previous national and territorial disability research reports, as well as on similar disability initiatives which had recently been developed in other Canadian jurisdictions, including Alberta, British Columbia, Manitoba, Ontario, Prince Edward Island, and Saskatchewan.

### Vision, Values and Principles

The framework was guided by:

- the vision of *full citizenship*;
- the values of *equality, inclusion, and accessibility and participation*; and
- the following principles: all programs and services for person with disabilities in the NWT must be *culturally appropriate* and *build community capacity*, and every individual has the right to *self-determination, autonomy, dignity, respect, participation, and independence*.

The outcome of achieving the vision, values and principles would be an enhanced quality of life for people with disabilities in the NWT.

### Priority Areas (Core Building Blocks)

The five priority areas identified under the framework include:

- education;
- employment;
- income;
- disability supports; and
- housing.

All of these building blocks are inter-connected and together support a comprehensive view of the provision of programs and services for persons with disabilities in the NWT. For example, there are obvious links between: employment supports (such as access to training programs) and disability supports (such as adequate transportation to take part in those training programs); employment supports and income support (so that as persons with disabilities earn more from employment, they can rely less on income support); and housing and disability supports (such as independent living supports, so that the person with the disability can remain in their home as long as possible, and remain independent).

### Education

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

Objectives:

- education programming (curriculum, activities) at the elementary and secondary school level will be adapted to better serve students with disabilities;
- teachers, education assistants and student support staff will have training and will be aware of how to best teach students with a variety of disabilities and diverse needs;
- continue with the reduction in pupil-teacher ratio (completed in 2003/04 school year);
- continue with the increase in student support funding (completed in 2003/04 school year);
- initiatives included in the *Counseling Strategy* will be implemented;
- early childhood programs will be enhanced;
- a variety of educational opportunities for adult students who have or who have not completed their secondary school education will be provided; and
- a coordinated, integrated, client-centered case management system that is responsive to the individual needs of persons with disabilities will be designed and implemented.

### Employment

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

Objectives:

- 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;
- training and networking on disability issues will be available for those working in the area of career development;
- assistive aids/devices and vocational and employment assessments will be provided to alleviate barriers to employment;
- career development programs (such as workplace based training, the *Public Service Career Training Program*, *Youth Works*, and targeted wage subsidies) will be promoted;

- employment support for people with disabilities will be provided throughout the communities of the NWT (not just in Yellowknife);
- employers in the NWT will be made aware of the benefits of including people with disabilities in the workforce; and
- a coordinated, integrated, client-centered case management system that is responsive to the individual needs of persons with disabilities will be designed and implemented

### Income

Goal: design a system that is responsive to the needs of people 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.

Objectives:

- disincentives to employment in income programs will be removed;
- 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;
- the payrolling of clients will be continued;
- a coordinated, integrated, client-centered case management system that is responsive to the individual needs of persons with disabilities will be designed and implemented; and
- income assistance for persons with disabilities will be based on identified need.

### 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.

Objectives:

- 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;
- the respite care program will be expanded to include persons with disabilities;
- supported independent living options will be implemented throughout the NWT;
- accessible, affordable transportation services within NWT communities will be provided;
- increase access for people with disabilities to public buildings, services and programs which serve everyone;
- social, cultural and recreational activities will be developed and enhanced to include persons with disabilities;

- access to therapeutic services for children and adults with disabilities will be increased;
- a coordinated, integrated, client-centered case management system that is responsive to the individual needs of persons with disabilities will be designed and implemented;
- 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;
- people with disabilities will have access to appropriate assessments and diagnosis about the nature of their disabilities;
- group home and supported independent living standards and policies will be designed and implemented; and
- a disability supports program based on the needs of persons with disabilities will be designed and implemented.

### Housing

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

Objectives:

- sufficient funding will be available for renovations to existing homes, and funding for new homes, to accommodate specific needs of persons with disabilities;
- existing income exemption levels will be examined so that assistance provided for the fixing and modifying of homes can be maximized;
- caregivers and persons with disabilities will have access to housing referral and housing program information;
- aspects of barrier free housing in Public Rental Housing units in the NWT will be addressed; and
- a coordinated and integrated case management system that is responsive to the individual needs of persons with disabilities will be designed and implemented.

### **Next Steps**

An action plan will be developed so the recommended priorities can be implemented. Additionally, 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 this framework; and

This framework also represents the development of a productive partnership between governmental, non-governmental and aboriginal organizations in the NWT.

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### 1. INTRODUCTION

In May of 2001, the Premier of the NWT tasked the *Disability Steering Committee Partnership* (the Partnership) with developing an interdisciplinary and multi-dimensional framework which will 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 (NGO's) and aboriginal organizations. The list of organizations represented by the Partnership includes:

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

Other participants who monitored discussions but were not actively able to participate includes:

- the Dene Nation; and
- the Inuvialuit Regional Corporation.

The partnership was co-chaired by ECE, HSS and The Council, and held regular meetings between the fall of 2001 and the spring of 2002. This report – *The NWT Disability Framework* – is the result of that collaborative partnership, and sets the strategic direction for the programs and services provided to persons with disabilities for the next five years (2002 – 2007). This report also forms the foundation for the action plan which will be designed to implement the recommendations which have been outlined here.

## 2. BACKGROUND

This section sets the context for this report. Specifically, three areas are outlined:

- the rationale for a disability framework in the NWT;
- national disability initiatives; and
- NWT disability initiatives.

Before we examine these, however, we must first define what we mean when we refer to “disability”. The definition of disability used in this framework is the same one adopted for *In-Unison*:

In 1980, the World Health Organization issued the International Classification of Impairments, Disabilities, and Handicaps (ICIDH) in accordance with Resolution (WHA29.35) of the World Health Assembly. This has appeared in 15 languages and further versions are in preparation. ICIDH terminology refers to three concepts: impairments, disabilities, and handicaps defined as follows:

Impairment: "any loss or abnormality of a psychological, or anatomical structure or function". Impairments are disturbances at the level of the organ.

Disability: "any restriction or inability (resulting from an impairment) to perform an activity in the manner or within the range considered normal for a human being". This describes a functional limitation or activity restriction caused by an impairment. Disabilities are descriptions of disturbances in function at the level of the person.

Handicap: "any disadvantage for a given individual, resulting from an impairment or a disability, that limits or prevents the fulfillment of a role that is normal for that individual". The classification of handicap is a classification of circumstances that place individuals "at a disadvantage relative to their peers when viewed from the norms of society".

The classification of handicap deals with the relationship that evolves between society, culture and people who have impairments or disabilities, as reflected in people's life roles (*In Unison*, p 33).

### 2.1 Rationale for a Disability Framework

Research has already been done with regards to the needs of persons with disabilities in the NWT. *The Living With Disability...Living With Dignity 2000 Needs Assessment*, the *2001 Count Me In Conference*, and the *2000 Student Support Needs Assessment* list a multitude of needs for persons with disabilities in the NWT.

While these various reports are all important in their own right, collectively they point towards the need for an integrated approach to providing programs and services for persons with disabilities. This integrated, collaborative approach between the GNWT, NGO's and aboriginal organizations in setting strategic direction for programs and services is in keeping with the GNWT's vision (as outlined in *Towards A Better Tomorrow*) of "self-reliant individuals, families and communities, working with governments, toward improving social well-being" and "better governance through partnerships". This approach has similarly been used in the review of senior's programs, and the development of a social agenda for the NWT.

### **2.2 National Disability Initiatives**

At the national level, there has been a great deal of activity dating back to the early 1980's. The following timeline highlights events related to the provision of government programs and services to persons with disabilities in Canada.

#### **1981**

The *International Year of Disabled Persons* was a catalyst in launching federal government cooperation with Canada's disability community and with the voluntary sector on disability issues. Since then the federal government has shared a common commitment with the disability community to achieve full access to social and economic opportunities for persons with disabilities as a matter of citizenship.

#### **1982**

The inclusion of physical and mental disability under *Section 15 of the Canadian Charter of Rights and Freedoms* marked the first time that any national Constitution in the world referred specifically to persons with disabilities. This has become an internationally-respected model because it framed disability as a citizenship and human rights issue. It has led to a much greater understanding that equalizing participation adds to the strength and cohesiveness of a society.

#### **1985**

The addition of physical and mental disability as prohibited grounds of discrimination in the *Canadian Human Rights Act* was enacted.

#### **1987**

The *Parliamentary Committee on Human Rights and the Status of Disabled Persons* (a permanent body that consults with people with disabilities and makes recommendations to Parliament) and what is now the *Office for Disability Issues in Human Resources Development Canada* (as a focal point for federal disability action) were created.

### 1992

The Conference of Federal/Provincial/Territorial (FPT) Ministers of Social Services initiated the *Mainstream Review* of the federal-provincial/territorial programs for people with disabilities in consultation with the disability community.

### 1996

The federal government realized the need for an up-to-date agenda for action on disability issues. That led to the creation of the *Task Force on Disability Issues* (the Scott Task Force). Four Members of Parliament and three Observers from the disability community began their work in May 1996, consulting Canadians from coast to coast. The Task Force released their report in October of that year, *Equal Citizenship for Canadians with Disabilities: The Will to Act*.

### 1998

*In Unison: A Canadian Approach to Disability Issues* was released by the FPT Ministers Responsible for Social Services. The document sets out a blueprint for promoting the integration of persons with disabilities in Canada, and makes it a priority in the pursuit of social policy renewal.

### 2000

*In Unison 2000: Persons with Disabilities in Canada* was released by the FPT Ministers Responsible for Social Services. This report builds on the framework developed in the 1998 report, and sets the stage for governments, persons with disabilities, disability advocates, communities, employers, labour and the non-profit sector to jointly focus on disability issues.

## 2.3 Examples of Territorial Disability Initiatives

At the territorial level, there has been activity dating back to the 1960's. The following timeline highlights events related to the provision of programs and services to persons with disabilities in the NWT.

### 1960's and 1970's

This period saw the establishment of various NGO's whose mission was to work on disability issues and provide supports to persons with disabilities. The YWCA of Yellowknife was started in 1966, the Canadian Mental Health Association (NWT Branch) was established in 1971, and the NWT Council for the Disabled (as it was then called) was established in 1978. The YK-ACL began in 1961 by a group of parents seeking supports for their children with intellectual disabilities; in 1965 the Abe Miller Memorial School opened offering an education for children with special needs. In 1974, as children with intellectual disabilities were included in the classrooms of the regular schools in Yellowknife, the focus of the YK-ACL shifted to pre-employment training for adults with intellectual disabilities.

### 1986

The Canadian National Institute for the Blind (CNIB) opens a regional office in Yellowknife.

### 1985

The first group home for adults with intellectual disabilities was opened on Rycon Drive Yellowknife. This was an 8 bed group home funded by the GNWT Department of Social Services, and operated by the YWCA.

### 1988

The Council begins a cross-disability employment support program.

### 1989

With widespread government and community support the YK ACL was able to build the Abe Miller Center in Yellowknife where adults with disabilities access pre-employment training as well as paid employment at the Summer Café and Catering, and at a variety of community jobs performing courier, janitorial, paper shredding, and landscaping services.

### Early to Mid 1990's

An accessible parking placard program for persons with mobility impairments in the NWT was created by the Council in 1990.

A second 8 bed group home for adults with intellectual disabilities was opened on Forrest Drive, Yellowknife in 1991.

Fort Smith receives an *Accessible Community Award* from the Canadian Association of Municipalities. The Fort Smith Society for the Disabled (as it was then called) had spent many years advocating for improved accessibility in the community.

The vision of an education system which includes and endeavors to serve the needs of all students evolved from the report *Learning, Tradition And Change* (1992). *Educating All Our Children: Departmental Directive on Inclusive Schooling* was developed in 1993. The directive recognized the importance of allowing all children equal access to education programs in their home communities with their peers. It also recognized the importance of school/home/ community partnerships that are required to offer relevant education programs. In 1996, the *Education Act* was enacted. Inclusive schooling was mandated in the new act. It is a process that involves recognizing students' strengths and needs and, through support and best practice, providing relevant education programming.

### 1995

The GNWT provides funding for the first-ever pre-vocational training support center in the eastern portion of the territories, in Rankin Inlet.

The “Living and Learning with FAS” project begins, managed by the YK-ACL and funded by Health Canada. The project promotes understanding, education, and community action on the prevention of Fetal Alcohol Syndrome and support to families living with FAS in Yellowknife. Two videos are produced, “Helping Families - Helping Children parts 1 and 2” and are widely distributed across Canada.

### 1996

The Rae-Edzo Disability Committee became incorporated as a non-profit society to support people with disabilities and their families in Rae-Edzo. The Dogrib-Rae Band supports the work of the committee.

The GNWT develops a plan to support people who have been placed in southern institutions and placements to return to the Northwest Territories.

Inclusive schooling is adopted in the NWT.

### 1997

The Independent Clubhouse was established for adults with emotional and/or mental illness to address members’ physical, social, emotional and spiritual needs and includes self-help groups/meetings.

### 1998

The Disabilities Needs Assessment project began its assessment of the needs of persons with disabilities in the NWT. The Working Group which coordinated the project consisted of representation from both the federal and territorial governments, NGO’s and aboriginal organizations. Their report – *Living With Disability...Living With Dignity* – was released in 2000 and was the first major needs assessment targeted specifically at persons with disabilities in the NWT. This report provides valuable, NWT specific information on the needs of persons with disabilities.

Aurora College and the YK-ACL form a partnership to open the Literacy Outreach Center providing a basic literacy education to people with and without disabilities.

ECE begins the *Healthy Children Initiative*.

ECE and HSS begin development of the *Early Child Intervention Framework and Action Plan*.

### 1999

The Rycon group home in Yellowknife was closed, and the individuals moved into their own apartments in the community, which they rent and maintain (with support from the YWCA Community Support Services staff and the Yellowknife Health and Social Services Authority).

### 2000

Committee Motion 9-14(3) was passed by the Committee of the Whole of the NWT Legislative Assembly on June 28, 2000:

*This committee recommends that the Minister of Education, Culture and Employment in cooperation with the Minister of the Department of Health and Social Services develop a model that ensures a minimum level of income for permanently disabled residents, and an assured level of health care benefits.*

A response to this motion comprises one element of the overall work of this Partnership. Additionally, the YK-ACL completed extensive work on recommending improvements to improve the *Income Support Program* in the NWT to make it more responsive to the needs of persons with disabilities.

### 2001

The first major conference on disability issues in the NWT – the *Count Me In Conference* – was convened by The Council and held in Yellowknife in January of that year. The conference served as a forum for people with disabilities and parents/caregivers to contribute to an action plan addressing the needs of people with disabilities in the NWT.

The first “Minister Responsible for Persons with Disabilities” was named in the NWT.

The Partnership was formed for this framework. This Partnership is – in reality – a continuation of the partnership formed for the Disability Needs Assessment, albeit with an extended membership and a broader mandate. The first partnership was struck to oversee a needs assessment of persons with disabilities, while this second partnership was formed to develop a framework of programs and services for persons with disabilities.

### 3. FRAMEWORK DEVELOPMENT PROCESS

This framework was developed collaboratively by the Partnership group, which included representation from the major stakeholders in the NWT who have an interest in programs and services for persons with disabilities. The Terms of Reference for the Partnership are included as Appendix I; the list of partnership participants from the various organizations is included as Appendix II.

It should be noted that this framework relies heavily on four previous reports in developing the vision, values, principles, and building blocks (or core components) for programs and services for persons with disabilities in the NWT. These four reports include:

- the 1998 *In-Unison* report (national);
- the 2000 *NWT Disability Needs Assessment* (NWT);
- the 2000 *Student Support Needs Assessment* (NWT); and
- the 2001 *Count Me In Conference* (NWT).

Other territorial reports – including *The Early Childhood Development Framework for Action and Action Plan*; *The Minister’s Forum on Education*; *The Minister’s Forum on Health and Social Services*; *The NWT Labour Force Development Plan*; *The Draft Strategy for Addiction, Mental Health and Family Violence in the NWT*; *The Mental Health Needs Assessment*; *The NWT Literacy Strategy*; *The Report to the NWT Department of Health and Social Services on Child Welfare Services in the NWT*; *Solving the Income Support Puzzle*; and *Keeping Women and Communities Strong: Women, Substance Abuse and FAS/FAE (An NWT Needs Assessment)* – provided additional insights into the needs and issues of persons with disabilities in the NWT. This use of both national and territorial research ensures that *The NWT Disability Framework* is in keeping with national initiatives, yet is based on local and territorial needs.

Additionally, the Partnership consulted similar disability initiatives which had recently been developed in other Canadian jurisdictions, including Alberta, British Columbia, Manitoba, Ontario, Prince Edward Island, and Saskatchewan. A full listing of all research consulted in the preparation of this framework is included as Appendix III (Bibliography).

The Partnership held regular workshop meetings between the fall of 2001 and the spring of 2002 to develop the framework. The Partnership started with over 100 needs/concerns (as outlined in the NWT based research reports noted above), and over the course of the eight months of collaboration, distilled those concerns into the priority areas outlined in Section 5 of this framework (the “Building Blocks”). It should be noted that these priority areas encompass only those needs that can be addressed during the time-span of this framework; the full list of needs that these priority areas were culled from is included as Appendix IV.

#### 4. VISION, VALUES AND PRINCIPLES

The **vision** of this framework is that of *full citizenship* (as outlined in *In Unison*) for all residents of the NWT:

Citizenship refers to the inclusion of persons with disabilities in all aspects of Canadian society. It is the overarching theme that shapes the vision and the building blocks. Full inclusion means that the needs of persons with disabilities are met through universal (sic) programs, while additional essential supports are provided to those individuals whose needs cannot be met through generic programs and services. Future reforms will need to ensure that the policies and programs in each building block are consistent with this concept.

The achievement of full citizenship is not limited to any one building block. The needs of persons with disabilities are complex and multifaceted, and transcend all five areas. As a result, measures to reduce barriers and to ensure access to programs and services enjoyed by other Canadians need to be adopted in each of the building blocks.

Citizenship also refers to rights and responsibilities. It implies participation in and contribution to the systems and the 'core' services in which all Canadians can participate and to which most Canadians have access. These include schools, training programs, post-secondary education institutes, health care, workplaces, recreation facilities, cultural programs, transportation, parks and other forms of public space. *In Unison* seeks to expand the boundaries of the core services to make them as inclusive as possible. The needs of persons with disabilities would be incorporated in the initial design of all programs and activities in every domain of society. Persons with disabilities will achieve full citizenship as systemic discrimination and barriers are eliminated.

While governments acknowledge their role in providing leadership, the achievement of full citizenship requires more than the involvement of governments alone. Persons with disabilities should be able to make their own choices, take risks, and set their own goals and society should facilitate their participation and contribution. Efforts from all sectors of society are required to contribute to the overall goal of full citizenship. Government departments and agencies, private enterprises and voluntary organizations can all take steps to make various forms of accommodation within their respective spheres of activity. Community development, including all sectors, must take place to provide opportunities for persons with disabilities to participate fully in Canadian society. A healthy infrastructure of disability organizations also can help to interpret and implement the concept of full inclusion. The first step in this process is to change attitudes and to provide information as to how to make core programs and services more inclusive (*In Unison*, p 17/18).

*The NWT Disability Framework* is guided by three over-arching **values**:

- Equality;
- Inclusion; and
- Accessibility and Participation.

*Equality* is a right guaranteed to all Canadian citizens. The values inherent in the concept of equality include self-determination, autonomy, dignity, respect, integration, participation and independent living. These values are consistent with those that shape the social union: compassion, dignity, sharing, fairness, equity, equal opportunity and independence. The values that underlie Canadian federalism provide for mutual respect among jurisdictions and an acceptance of diversity; flexibility to respond to local priorities and circumstances; and citizen engagement and public accountability (*In Unison*, p 15).

The value of *inclusion* seeks to enhance the full participation of persons with disabilities in all domains of Canadian society. Inclusion embodies the following concepts:

- Rights and responsibilities: Persons with disabilities have the same rights and the same responsibilities as other Canadians. They are entitled, as others are, to the equal protection and the equal benefit of the law and require measures for achieving equality.
- Empowerment: Persons with disabilities require the means to maximize their independence and enhance their mental, physical, spiritual and emotional well-being.

Additionally, persons with disabilities require *full access* to the social, economic and physical infrastructure which supports our society so that they can *participate fully and equally* in their communities (*In Unison* p 16).

*The NWT Disability Framework* was developed within a set of **principles** that recognizes that all programs and services for person with disabilities in the NWT must be *culturally appropriate* and *build community capacity*. Additionally, the framework seeks to ensure that every individual has the right to:

- *Self-determination*;
- *Autonomy*;
- *Dignity*;
- *Respect*;
- *Participation*; and
- *Independence*.

## 5. THE BUILDING BLOCKS

Five building blocks form the core of *The NWT Disability Framework*:

- Education;
- Employment;
- Income;
- Disability Supports; and
- Housing

**Education** refers to barrier-free lifelong learning opportunities that maximize the potential of individuals with disabilities. Educational opportunities include both formal and informal learning opportunities.

**Employment** refers to work at an appropriate level of payment that enhances economic independence and community participation. People 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.

**Income** refers to the 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.

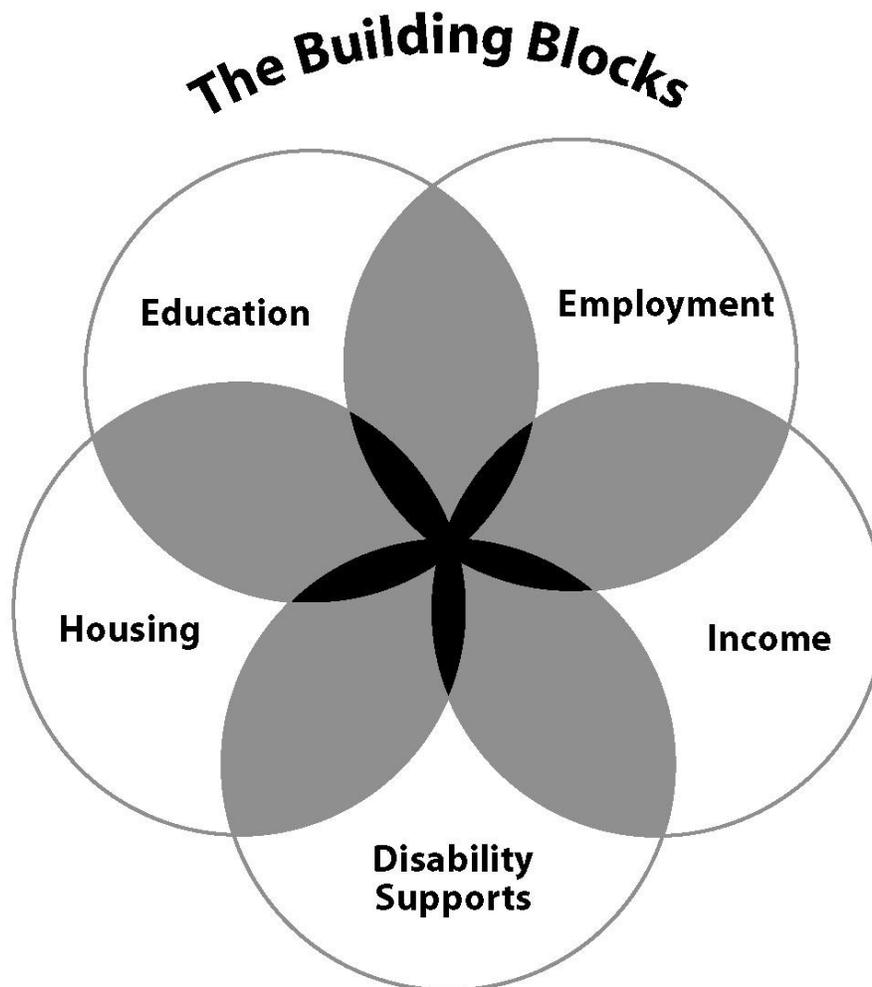
**Disability supports** refer to a range of goods, services and supports tailored to the individual requirements for daily living. There will continue to be a need to provide for the availability and accessibility of disability supports (e.g., technical aids and devices; special equipment; support workers; homemaker, attendant or interpreter services; life skills; physiotherapy and occupational therapy; respite care) which 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. In this framework, the Disability Supports building block includes policies, awareness, activities and other initiatives which assist people with disabilities as a group to maximize their independence and participation in society.

**Housing** refers to housing that is barrier free, affordable, and appropriate for the person with a disability who is living in it. Like all citizens, people 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 the independent living support in place so the person with the disability can remain in one's home, living as independently as possible.

All of these building blocks are inter-connected and together support a comprehensive view of the provision of programs and services for persons with disabilities in the NWT. For example, there are obvious links between:

- employment supports (such as access to training programs) and disability supports (such as adequate transportation to take part in those training programs);
- employment supports and income support (so that as persons with disabilities earn more from employment, they can rely less on income support); and
- housing and disability supports (such as independent living supports, so that the person with the disability can remain in their home as long as possible, and remain independent).

The inter-connected nature of the building blocks is represented in the following figure:



For each building block, the framework presents:

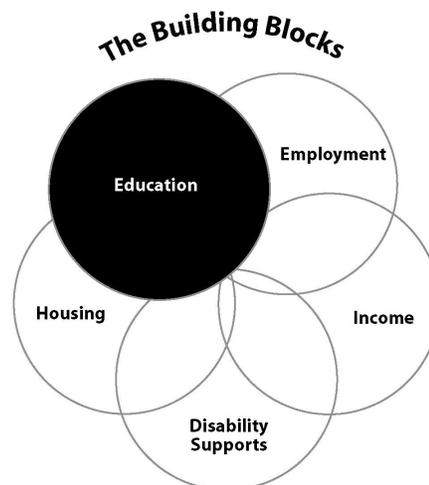
- what we've heard and what we've learned from previous research and consultations (the challenges posed in that area);
- what we're doing now (the current status of that area);
- where we want to go (the main priority areas and future directions for that area); and
- promising practices (both from the NWT and from across Canada) which provide examples of successful disability related practices.

## 5.1 Education

### What We've Heard & What We've Learned:

A number of concerns have been raised with the current education programs for persons with disabilities. There is a need for:

- adaptations to current curriculum and supports for students with disabilities;
- an increase in training for classroom and support staff;
- a lower pupil-teacher ratio;
- an increase in the number of student support services;
- more on-site counseling services at schools;
- a focus on early childhood and early intervention programs
- accommodations for persons with disabilities at the post-secondary level in the NWT; and
- families, support organizations and the community to be involved in ensuring that students with disabilities are successful in achieving their education.



**“A number of teachers expressed the view that there was a need for other, more appropriate programs for their students.”**  
*2000 Student Support Needs Assessment*

### What We're Doing Now:

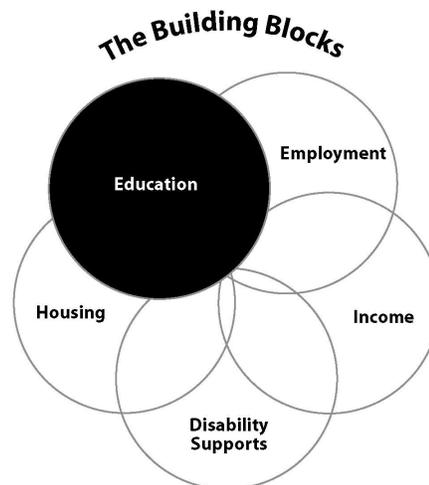
*Inclusive Schooling* is mandated in all NWT schools. Inclusive schooling is a philosophical and practical educational approach, which strives to respond to individual student needs, and is intended to ensure equal access for all students to educational programs offered in regular classroom settings.

Additionally, ECE is currently in the process of:

- reducing the student-teacher ratio from 18-1 to 16-1 (over a four year period from 2000/01 to 2003/04);
- increasing student support funding from 8% of the schooling budget to 15% (over a four year period from 2000/01 to 2003/04); and

- implementing (in collaboration with HSS) the *Nipissing Screening Tool*, which will help determine which children would benefit from early intervention and assistance transitioning into school.

Pre-school children with disabilities are being assisted through programs such as pre-school, childcare and the *Healthy Children Initiative*, although these are not disability-specific programs. The *Early Childhood Intervention Program* in Yellowknife provides assistance to children with disabilities six years and under to help them reach their potential. The program is run by The Council, and partners with existing early childhood programs.



Post-secondary students with disabilities in the NWT have access to *The NWT Study Grant for Students with Disabilities*. This grant was established on July 14, 2000, for full time and part time students at post-secondary institutions. Full time students (those enrolled in at least 40% of a full time course load) receive a grant of \$8,000 per academic year; part time students (those enrolled in at least 20% of a full time course load) receive a grant of \$1,000 per course. The Study Grant can be used to cover exceptional educational expenses such as the cost of a tutor, interpreter, note taker, attendant care or special equipment, and reimbursement of 75% of the cost of a learning disability assessment.

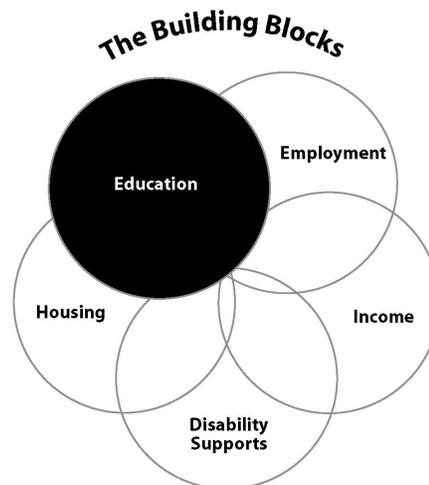
For adults not accessing a certified university or college program, the *Learning Support for People with Disabilities Program* (under the *NWT Literacy Strategy*) provides a variety of assistance to help overcome disability-related barriers to learning. This program is available to individuals but can also support groups, such as the NWT Literacy Council. The NWT Literacy Council partnered with the Canadian Learning Disabilities Association in 2001-2002 in a project to ensure all Aurora College adult educators had access to *Screening for Success* training. This training helps educators identify learners at risk for learning disabilities and provides strategies to improve learning success.

A more complete list of all of the programs and services provided for persons with disabilities in the area of education (and also for the other four building blocks) is included as Appendix V.

### **Where We Want to Go:**

The goal of this framework in regards to education for persons with disabilities is to ensure that barrier-free lifelong learning opportunities that maximize the potential of individuals with disabilities are realized. The major objectives which support this goal and which will be undertaken as part of this framework include:

- education programming (curriculum, activities) at the elementary and secondary school level will be adapted to better serve students with disabilities;
- teachers, education assistants and student support staff will have training and will be aware of how to best teach students with a variety of disabilities and diverse needs;
- continue with the reduction in pupil-teacher ratio (completed in 2003/04 school year);
- continue with the increase in student support funding ( completed in 2003/04 school year);
- initiatives included in the *Counseling Strategy* will be implemented;
- early childhood programs will be enhanced;
- a variety of educational opportunities for adult students who have or who have not completed their secondary school education will be provided; and
- a coordinated, integrated, client-centered case management system that is responsive to the individual needs of persons with disabilities will be designed and implemented.



### Promising Practices – Education

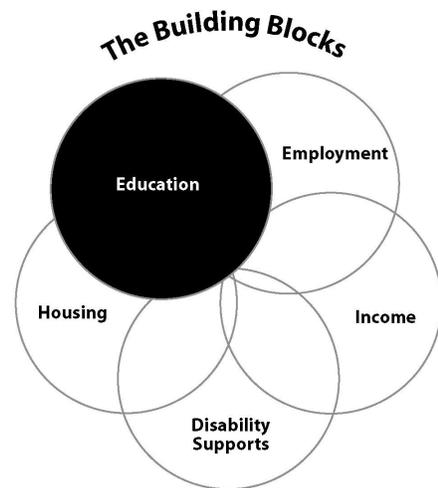
In 1996 The Council initiated its *Early Childhood Intervention Program*. This program was created in response to requests from parents that their preschool children with disabilities have the opportunity to access community early childhood programs.

The program has expanded to provide early childhood intervention to 12 preschool children with disabilities. Funding is received from the *Healthy Children Initiative* from ECE and HSS. Early Childhood Intervention (ECI) Workers assist children with their development, for a minimum of 5 hours per week, in community early childhood programs and/or in their home environment.

Why is this program a promising practice?

- it responds to an identified community need;
- the program has opened doors for preschool children with disabilities to access inclusive early childhood programs and prepare for school;
- it is accessible to all children with disabilities within budget limitations;

- outcomes are measurable (the progress of children is documented through feedback from parents and others and by using the *Diagnostic Inventory Screening for Children* tool);
- parents with children in the program receive ongoing support with parenting strategies and knowledge regarding child development (and although respite is not a direct goal of our program, often the early intervention sessions are the only break that parents of children with disabilities have);
- collaboration and partnerships are key elements (referrals are received from Yellowknife Public Health, the *Child Development Team* at Stanton Regional Hospital, and early childhood programs; a team approach, with parents, therapists and ECI workers is used to develop goals and strategies for each child; and ECI workers are part of regular case management meetings for each child);
- regular professional development opportunities are provided for staff to improve service by increasing skills and knowledge about various disabilities and strategies for working with children and families.
- staff work with schools, families and children to ensure comfortable transitioning of children into kindergarten;
- two independent evaluations of the program have been conducted and acted on; and
- accountability of the program is through community representation on a program Steering Committee and the Council board of directors.

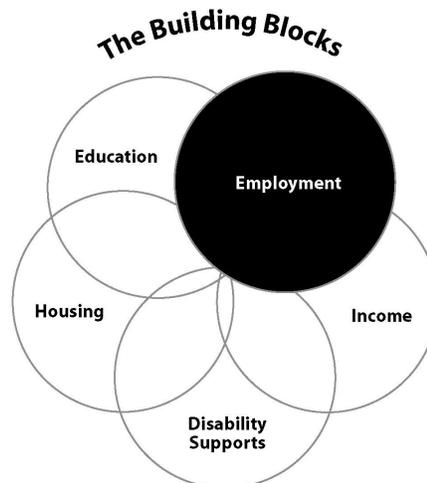


## 5.2 Employment

### What We've Heard & What We've Learned:

A number of concerns have been raised regarding employment opportunities for persons with disabilities. There is a need for:

- a mechanism whereby the GNWT is able to access Government of Canada contribution to programs that provide employment support such as the *Employment Assistance For Persons with Disabilities (EAPD)*
- more training and awareness for career development professionals that work within generic programs so that they are better able to provide career information, employment assessments, and develop career plans for people with disabilities;
- more information, vocational assessments, and access to aids and assistive devices which effectively attract and maintain employment for persons with disabilities;
- more programs within the regions to support people with disabilities to find and keep employment;
- more awareness by employers in the NWT of the benefits of including people with disabilities in the workforce; and
- better coordination/integration of employment programs with other programs and services for persons with disabilities.



**“We need more workplace awareness of disabilities, and we should subsidize employment suitable to persons with disabilities.” 2001  
Count Me In Conference**

### What We're Doing Now

The GNWT is not a signatory to current EAPD agreement, which expires March 31/03. However, the GNWT has expressed interest in participating in any new funding arrangement to support employment for people with disabilities. The new agreement must recognize the unique nature of the funding arrangements in place for the territories, and the historical levels of funding under previous programs. Any new agreement must also recognize that funding from the federal government may provide for the development of new and enhanced programs for people with disabilities.

The *NWT Labour Force Development Plan* recognizes the need for support to increase employment opportunities for persons with disabilities.

HRDC provides aboriginal self-government groups with funding for training under the *Aboriginal Human Resources Development Agreement (AHRDA)*. A portion of this funding is earmarked for the training and employment support of persons with disabilities.

The YK-ACL, with funding from HRDC and the *Canada Northwest Territories Service Center* operates a storefront office offering career development and training information, assessments, referrals, support in resume preparation and employment interviews for people with disabilities in Yellowknife, and on-going support to people once they have successfully obtained employment. The program also provides valuable information to employers about the employment of persons with disabilities and an annual employer recognition event.

The HRDC *Opportunities Fund* provides a time limited wage subsidy and funding for workplace and technological adaptations for employers in the NWT who employ persons with disabilities.

The GNWT *Affirmative Action Policy* promotes the hiring of persons with disabilities within the GNWT workforce.

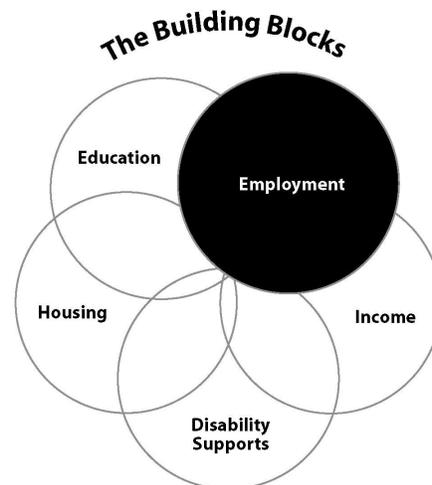
The *Career Service Centers* in Fort Simpson, Fort Smith, Hay River, and Inuvik are working towards developing more awareness of the employment needs of persons with disabilities. One issue that arises is that many people with disabilities may be undiagnosed and not fully aware that they have a disability (as in the case of FAS or partial FAS).

*Discovering Diversity* is a group of self-advocates with disabilities from Yellowknife who present public awareness workshops to increase the inclusion of persons with disabilities in all aspects of community life including employment.

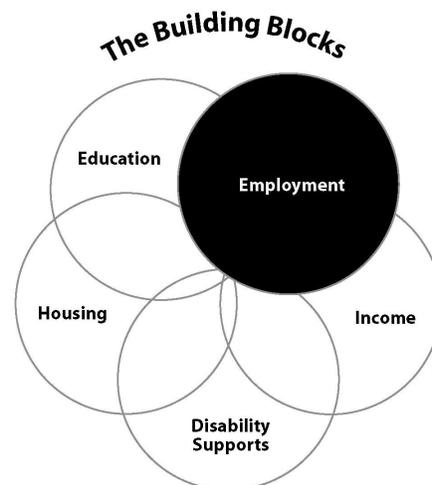
### **Where We Want to Go:**

The goal of this framework in regards to employment for persons with disabilities is to enhance the employability of persons with disabilities, encourage (re)entry into the labour market and support more work opportunities. The major objectives which support this goal and which will be undertaken as part of this framework include:

- the GNWT will continue to negotiate with the Government of Canada (HRDC) to obtain cost-shared funding for employment support for persons with disabilities;
- training and networking on disability issues will be available for those working in the area of career development;
- assistive aids/devices and vocational and employment assessments will be provided to alleviate barriers to employment;



- career development programs (such as workplace based training, the *Public Service Career Training Program*, *Youth Employment*, and targeted wage subsidies) will be promoted;
- employment support for people with disabilities will be provided throughout the communities of the NWT (not just in Yellowknife);
- employers in the NWT will be made aware of the benefits of including people with disabilities in the workforce; and
- a coordinated, integrated, client-centered case management system that is responsive to the individual needs of persons with disabilities will be designed and implemented.



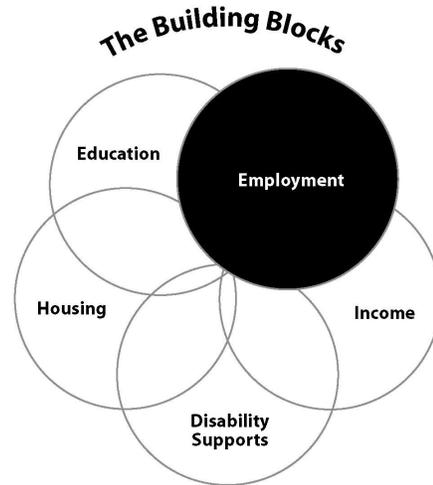
### Promising Practices - Employment

The YK-ACL is operating a cross-disability support program providing a variety of services for people with disabilities to support them to obtain and be successful in employment. The program provides individuals who self-identify as having a disability a number of career development supports including information about training opportunities and career planning, preparation of resumes, posting of potential employment opportunities, liaison with other employment related services offered in Yellowknife, support to people as they proceed through job applications, job coaching, if required, once employment is secured, and accessing funding for workplace adaptations that may be required in the employment of a person with a disability.

Why is this program a promising practice?

- it involves people with disabilities in its decisions (people with disabilities named the program, they serve on the advisory committee, and they are employed in the program);
- it has a prominent storefront presence in downtown Yellowknife with identifiable signage (it is a well furnished and cheery place to visit);
- successful employment for people with disabilities remains clearly as the prime goal (the degree of success of employment is determined by the individual);
- networking and partnerships with other employment support and disability support programs is a priority (referrals are made when appropriate and government and non-profit organizations serve on the advisory committee);
- employers who employ people with disabilities are recognized on an annual basis at a *Business After-Hours* event;

- recognition of the wide spectrum of support needs of people with disabilities ensures that the program is flexible and adaptive to individual needs for employment support;
- community awareness of the contribution that people with disabilities can make to the workforce is a goal of the program (well designed pamphlets, an open house, and presentations at the Chamber of Commerce and Rotary Club are some ways that this awareness is increased).

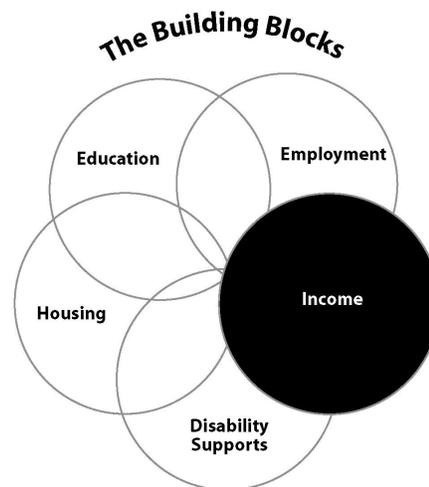


### 5.3 Income

#### What We've Heard & What We've Learned:

A number of concerns have been raised regarding the existing income support program for persons with disabilities. There is a need for:

- employment incentives that encourage greater workforce participation;
- a greater program focus on the needs of all persons with disabilities (not just on employability and people in transition);
- a separation of disability supports from the “welfare system”;
- more effective case management;
- benefit types and levels that are appropriate for clients;
- benefits that distinguish between clients with differing levels of need;
- financial assistance for clients who have dependents with disabilities; and
- streamlining the administrative process (as in some instances, there is a need for monthly income verification, which can be a burden on the client).



**“Being blind, it’s hard because there’s not enough money to take care of myself. How come there’s no funding for people with disabilities?”** 2000 NWT Disability Needs Assessment

#### What We're Doing Now

*Income Assistance* is one component of Income and is a program of last resort designed to support individuals in making productive or wellness choices. It is designed as a temporary assistance program that will help the individual make the changes needed to create a productive and healthy future. Income Assistance is not designed as an alternative to productive employment or upgrading to education or training. Clients should investigate and exhaust all other alternatives prior to applying for Income Assistance. Clients with disabilities are exempted from the requirement to pursue other alternatives such as employment, training or education.

As of May 2002, clients who have a disability receive an additional supplement of \$300 per month above and beyond what is available through the *Income Assistance Program* for clients without disabilities (this is up from the \$175 that was provided a year and a half ago). The current income exemptions under the program (before support is reduced) are \$200 per month for single persons, and \$400 per month for families. All clients (those with disabilities and those without disabilities) are required to undergo income and asset testing.

The program has recently instituted a “payrolling” initiative to help streamline the administration of the program and help reduce the stigma of receiving disability supports through the income assistance system (payrolling is used for clients with stable incomes and expenses – and eliminates the need for monthly income verification).

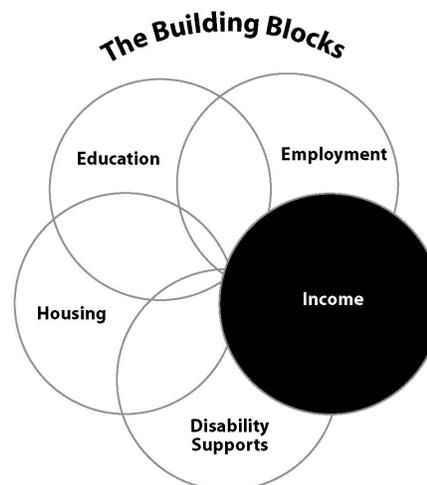
The *Income Assistance Program* is currently being reviewed by the Partnership to address the concerns outlined previously.

The *Disabled Persons Property Tax Relief Program*, administered by MACA and NWT tax based communities, provides 100% relief from property taxes for persons with a disability.

### Where We Want to Go:

The goal of this framework in regards to income support for persons with disabilities is to design a system that is responsive to the needs of people 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. The major objectives which support this goal and which will be undertaken as part of this framework include:

- disincentives to employment in income programs will be removed;
- 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;
- the payrolling of clients will be continued;
- a coordinated, integrated, client-centered case management system that is responsive to the individual needs of persons with disabilities will be designed and implemented; and
- income assistance for persons with disabilities will be based on identified need.

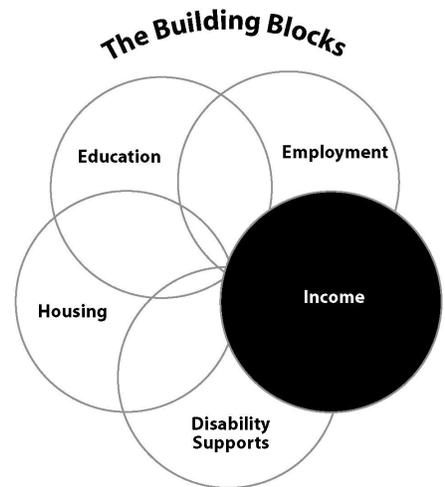


## Promising Practices - Income

A promising practice which some provinces offer is a monthly fixed income exemption plus some percentage of earnings above that amount.

Why is this a promising practice?

- this is in recognition that clients with disabilities may only be able to work part-time, sporadically, seasonally or intermittently, thus limiting their ability to earn and retain the income exemption on a regular basis; and
- more flexibility with respect to earnings may be required in recognition of these limiting factors, and to encourage clients' participation in the labour force.

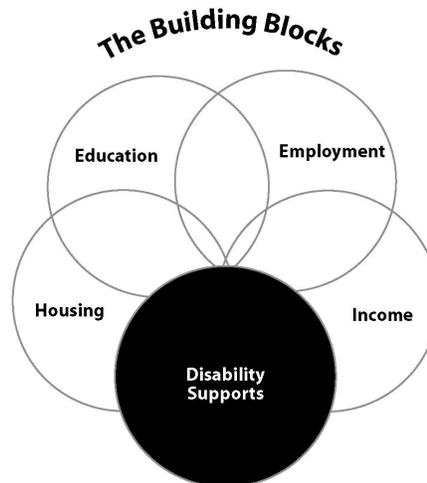


## 5.4 Disability Supports

### What We've Heard & What We've Learned:

A number of concerns have been raised regarding existing disability supports for persons with disabilities. There is a need for:

- an FAS/FAE diagnosis process;
- an expanded respite care program;
- supported independent living options throughout the NWT;
- better transportation services within NWT communities that will support and enable persons with disabilities to get to events, medical appointments, and visit with family and friends;
- development/enhancement of social, cultural and recreational activities for persons with disabilities;
- an increase in the access to therapeutic services for children and adults with disabilities;
- better integration/coordination of disability support programs across government departments;
- more resources/funding for programs;
- more skilled, trained workers; and more potential trainees;
- better information and understanding around disability issues and the supports that currently exist;
- comprehensive legislation regarding persons with disabilities; and
- standards for service providers.

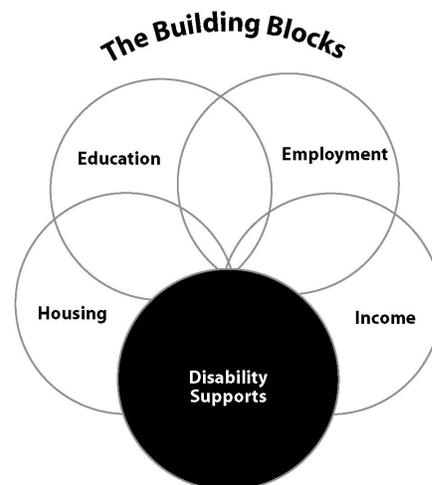


**“There are a lot of people in my community who would help us with home care and respite care if they knew what to do. As it is, they’re afraid of making a mistake or doing it wrong, so they are too shy to offer help. We want to keep our daughter at home, but we need more help.” 2001 Count Me In Conference**

### What We're Doing Now:

A number of initiatives are currently underway which will address the concerns raised in the previous section. These include:

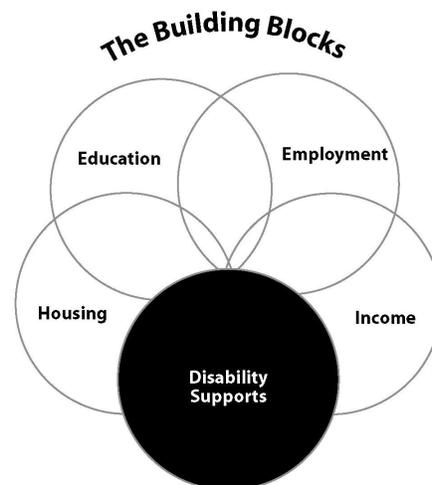
- as part of the *Early Childhood Development Strategy*, the *Nipissing Screening Tool* will flag developmental delays in children;
- the *Continuing Care Framework* has been developed to address challenges in Home & Community Care, Supported Living and Facility Living;
- the YK-ACL, Chartrand Group Homes and the YWCA of Yellowknife provide supported independent living for people with disabilities in Yellowknife;
- the *Child Development Team* of the Stanton Regional Health Authority provides diagnostic services and develops effective intervention plans for children with complex developmental needs and their families through early child intervention, community awareness and education, and direct service and programming (services provided include assessment for audiology, occupational therapy, pediatric medicine, social work, physiotherapy, speech language pathology);
- the *Extended and Supplementary Health Benefits Program* is currently being reviewed;
- a training position for an audiology technician has been established by the Stanton Regional Hospital Board;
- the *Addictions, Mental Health and Family Violence Framework* has been developed;
- the *Home and Community Care Program* is in the second year of its enhancement (improved training opportunities for staff; increased resources);
- The Council has established a 1-800 *Disability Information Line*;
- standards for supported living and day programming are currently being developed; and
- HSS is exploring options and reviewing potential disability support programs from other jurisdictions.



### Where We Want to Go:

The goal of this framework in regards to disability supports for persons with disabilities is to ensure that these supports provide for active participation at home, at school and in the community, and they maximize personal and economic independence. The major objectives which support this goal and which will be undertaken as part of this framework include:

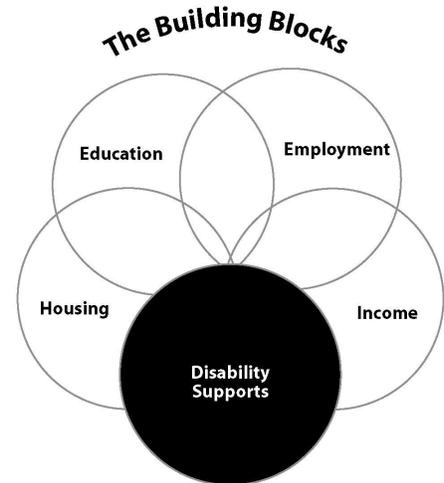
- an appropriate screening tool will be in place to identify children with developmental delays, and follow up processes will be developed to facilitate diagnosis and assessment;
- the respite care program will be expanded to include persons with disabilities;
- supported independent living options will be implemented throughout the NWT;
- accessible, affordable transportation services within NWT communities will be provided;
- increase access for people with disabilities to public buildings, services and programs which serve everyone;
- social, cultural and recreational activities will be developed and enhanced to include persons with disabilities;
- access to therapeutic services for children and adults with disabilities will be increased;
- a coordinated, integrated, client-centered case management system that is responsive to the individual needs of persons with disabilities will be designed and implemented;
- 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;
- people with disabilities will have access to appropriate assessments and diagnosis about the nature of their disabilities;
- group home and supported independent living standards and policies will be designed and implemented; and
- a disability supports program based on the needs of persons with disabilities will be designed and implemented.



## Promising Practices – Disability Supports

### The PEI Disability Support Program

The Government of Prince Edward Island (PEI), in consultation with the disability community in that province, has redesigned its disability support program for persons with disabilities. The *PEI Disability Support Program* was designed to help Islanders with disabilities overcome physical and systemic barriers, to attain a satisfactory quality of life, and to achieve financial independence. The program is delivered through regional Disability Support Units in each of the five health regions of the province. The three primary program components include:



- 1) employment and vocational supports (such as counseling, assessment, training, skills development and pre-employment through individually focused programs to help the individual gain competitive, long-term employment, or supported employment);
- 2) child disability supports (to assist families with extraordinary child-rearing needs directly related to their disability); and
- 3) adult disability supports (to help people with qualifying disabilities achieve their desired level of independence).

Why is this a promising practice?

- In the past, Islanders received disability supports through several programs. The level of support was sometimes different from program to program, or region to region. People who received support through the *Welfare Assistance Program* could receive less support if they became employed. And often, there was not enough flexibility in the programs to respond to a person's individual needs and help them reach their full potential.
- The new program is *person-centered* to meet the unique needs of each individual or family. Together with their disability support worker, they develop a *case plan* which identifies needs, resources, goals and actions to help the individual become as independent as possible.
- The new Disability Support Program is a social program with a financial component. It offers equal access to disability supports to all Islanders, no matter what their disability or where they live (it is *needs based*, rather than *entitlement based*).
- It encourages economic independence by removing disincentives to work and to earn income. It also enables people to receive supports who could not do so in the past because they weren't eligible for welfare assistance (through the separation of the entitlement for income supports from the entitlement for other disability related supports).

### Supported Independent Living

In 1996, the YWCA of Yellowknife began a transition in its delivery of support services for adults with developmental disabilities. One of two 8 bed group homes in Yellowknife closed, and residents of that home rented their own shared apartments. They continued to receive support services from the YWCA, funded by Health and Social Services, in their homes.

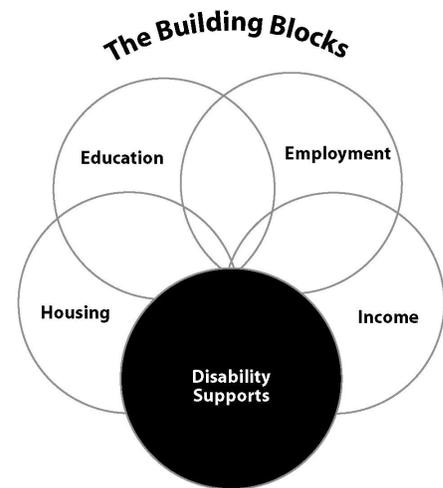
This allowed people to move into the community in smaller units that are more socially normal, and provided more options for living arrangements. Moving out of a government owned and funded facility, the people were able to move into their own homes or apartments, which they themselves rented and furnished. Adults now have the choice to personalize their living space, and to control access to their own home by guests, friends and workers.

Adults with disabilities are now truly living in their community. With a more flexible funding agreement, the YWCA is able to provide support staff that better meet the support needs of each individual. This transition to supported independent living allows people with developmental disabilities to make choices and decisions about their lives, where they live and with whom they live as well as daily life decisions that promote personal growth and increased independence.

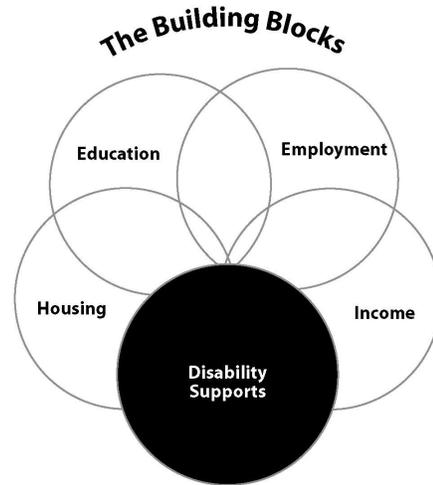
By late 1997, the second group home was also closed, and residents rented their own apartments with in-home support.

Why is this a promising practice?

- increased flexibility to support individual needs rather than program needs;
- funding maintains people, not buildings;
- increased opportunity for individual growth and independence;
- smaller living units with roommates are more socially ‘normal’;
- clients have increased opportunity to integrate and participate more fully in their community;
- clients have more options in regards to lifestyle, roommates etc.;
- individuals rent their own accommodation and control their own space;



- the YWCA provides the staff support that individuals require to live in the community with adequate supports; and
- these living arrangements respect the dignity and rights of people with developmental disabilities.

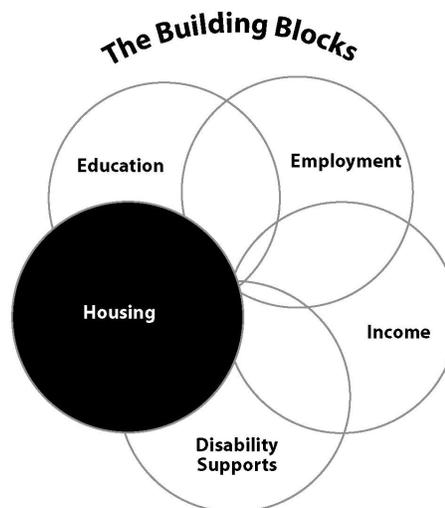


## 5.5 Housing

### What We've Heard & What We've Learned:

A number of concerns have been raised regarding the current housing programs available for persons with disabilities. There is a need for:

- increased resources/funding for programs;
- an examination of income exemption levels so that assistance provided for the fixing and modifying of homes can be maximized;
- better information and understanding around disability issues;
- an examination of aspects of barrier free housing in Public Rental Housing units in the NWT; and
- improved coordination between infrastructure needs and service needs.



**“A lot of families would keep their children at home if they had the support they need...financial, respite, home renovations.” 2001  
Count Me In Conference**

### What We're Doing Now:

Though the concept of “housing” is itself broad, the NWTHC has two programs targeted specifically for persons with disabilities:

- the *Residential Rehabilitation Assistance Programs for Persons with Disabilities*; and
- the *Seniors and/or Disabled Preventative Maintenance Initiative*.

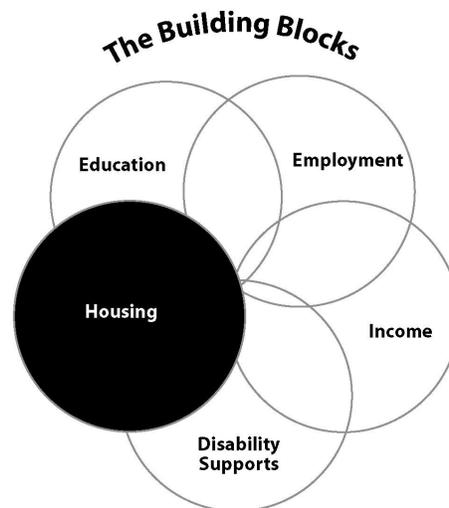
Persons with disabilities are also eligible for all programs offered by the NWTHC. The NWTHC is currently reviewing the maximum income levels for the programs targeted to persons with disabilities.

### Where We Want to Go:

The goal of this framework in regards to housing programs for persons with disabilities is to ensure that persons with disabilities will be provided with a range of housing options that are affordable, accessible, and that maximize independence. The major objectives which support this goal and which will be undertaken as part of this framework include:

- sufficient funding will be available for renovations to existing homes, and funding for new homes, to accommodate specific needs of persons with disabilities;

- existing income exemption levels will be examined so that assistance provided for the fixing and modifying of homes can be maximized;
- caregivers and persons with disabilities will have access to housing referral and housing program information;
- aspects of barrier free housing in Public Rental Housing units in the NWT will be addressed; and
- a coordinated and integrated case management system that is responsive to the individual needs of persons with disabilities will be designed and implemented.



### Promising Practices - Housing

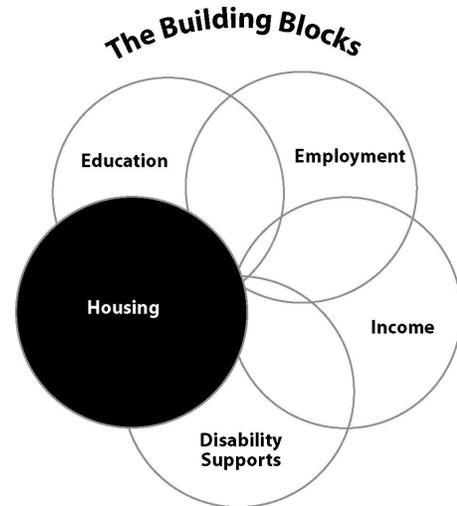
Yellowknife Housing Authority (YHA) now has public housing units set aside for persons with disabilities. The YHA has set up a separate waiting list for people with disabilities. Previously there was no separate consideration given to applicants with disabilities because the housing needs of families were given priority over single people, and the YHA did not have accessible housing units in its inventory. Access to public housing is still based on need and availability.

Why is this program a promising practice?

- it addresses an identified need (as stated in the *2000 NWT Needs Assessment of Persons with Disabilities*, the *2001 Count Me In Conference* and the *Housing Forum* of May 2001, which was co-sponsored by the NWT HC and The Council);
- the YHA is working in partnership with The Council in administering this new program (through the partnership people with disabilities are given information and help to complete applications; the partnership also helps YHA to understand disabilities and the requirements of persons with disabilities);
- people with any kind of disability are eligible (some units have physical modifications made to them to reduce housing barriers for people with physical disabilities - by involving people with disabilities and the Council early in setting up this program, some modifications were made during renovations already underway to meet some specific needs, such as some units were designed without carpeting for people who suffer from asthma);
- independence is increased for some people who can better manage their finances or reduce reliance on income support through rents geared to income within public housing;

- the program has had very positive quality of life impacts on the persons with disabilities who have been able to access it.

A complete summary of the framework components, goals and objectives – as outlined in the above sections – is included as Appendix VI.



## 6. NEXT STEPS

The next step is to turn the recommended priorities (“Where We Want to Go”) for each building block into an action plan so they can be implemented. All programs and services which will be developed under the action plan must first have met the following five criteria:

- funding based/best value (what can be done within existing resources?)
- evidence based (based on promising practices from the NWT and other Canadian jurisdictions);
- results based (what will do the most good for the highest number of persons with disabilities?)
- needs based (programs must be based on the needs identified in previous studies, such as the *2000 NWT Disability Needs Assessment*, the *2000 Student Needs Assessment*, the *2001 Count Me In Conference*, etc.);
- program administration criteria (adopted from the *National Framework On Aging*, which includes: program accessibility; program sustainability; program affordability; and program accountability); and
- additional criteria (including outcome measures; planning obstacles; whether the benefits are territorial, regional or local; the level of community interest; how quickly the program can be implemented; how the program affects the “Quality of Life” for persons with disabilities; and the legal rights of persons with disabilities).

Additionally, the Partnership recognizes the need to evaluate the progress made on the programs and services provided to persons with disabilities at least once during the lifetime of this Framework.

## 7. CONCLUSION

This document has outlined an interdisciplinary and multi-dimensional approach which will guide the development of effective programs and services for persons with disabilities throughout the NWT for the next five years (2003– 2008). Highlights include:

- research points towards the need for an integrated approach to providing programs and services for persons with disabilities;
- an overview of both national and territorial disability initiatives over the past 20 – 30 years has set the context for the framework;
- the framework was developed collaboratively by governmental, non-governmental and aboriginal organizations;
- the framework was guided by the vision of *full citizenship*; was informed by the values of *equality, inclusion, and accessibility and participation*; and was developed with the following principles in mind: all programs and services for person with disabilities in the NWT must be *culturally appropriate* and *build community capacity*, and every individual has the right to *self-determination, autonomy, dignity, respect, participation, and independence*;
- the framework consists of five core building blocks: education, employment, income, disability supports, and housing;
- the framework outlines the major needs, the current status, the goals, priority action areas (objectives), and promising practices for each building block;
- the next step in the process is the development of the action plan which will implement the framework recommendations;
- additionally, 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 this framework; and
- this framework represents the development of a productive partnership between governmental, non-governmental and aboriginal organizations in the NWT.

## APPENDIX I: TERMS OF REFERENCE

### PURPOSE

The Disability Steering Committee Partnership is responsible for the development and implementation of a multi-dimensional and interdisciplinary framework to guide the development of effective programs and services to support full inclusion of persons with disabilities throughout the NWT.

### SCOPE OF THE PROJECT

The scope of the project will develop a framework, that is representative of the stakeholders, to guide future development of programs and services for persons with disabilities and their families and includes:

- the Vision
- Values
- Principles
- Building Blocks (core components)

by reviewing and revising current programs, services, and policy and legislation for effectiveness, cultural appropriateness, and gaps.

### MEMBERSHIP

The Partnership will include representation from the following:

- The ADM, Department of Health and Social Services;
- The ADM, Department of Education, Culture and Employment;
- The NWT Housing Corporation;
- The Department of Municipal and Community Affairs;
- The NWT Council for Persons with Disabilities;
- The Yellowknife Association for Community Living;
- The YWCA of Yellowknife;
- The Inuvialuit Regional Corporation; and
- The Dene Nation.

Other parties, including the Department of Justice and focus groups, will be invited to participate as required. Each representative may have an alternate, who will be kept informed and able to actively participate.

## **CO-CHAIRS**

The Assistant Deputy Minister of the Department of Health and Social Services, and the Executive Director of the NWT Council for Persons with Disabilities will co-chair the meetings of the Steering Committee.

## **PARTNERSHIP WORKPLAN**

The tasks of the Steering Committee will include (but not be limited to):

- Mapping/Inventory of Services
- Research and Analysis/Effectiveness of Services
- Comparisons with other jurisdictions/national initiatives
- Communications/Consultation

## **DESIRED OUTCOME**

A comprehensive framework for achieving full citizenship for persons with disabilities, and clarity of responsibility for proposed actions.

## **OPERATIONS**

The partners will:

- Liaise through face-to-face meetings, conference calls and email on a regular basis;
- Ensure there is the capacity of active involvement among its members;
- Have agendas and background materials, meeting minutes, and communications among members, provided by the Department of Health and Social Services. HSS has agreed to act as Secretary to the Steering Committee.

## APPENDIX II: PARTENRSHIP PARTICIPANTS

### Co-Chairs:

Aggie Brockman  
NWT Council for  
Persons With Disabilities

Cathy Praamsma  
Department of Health and  
Social Services (GNWT)

### Members:

Angus McKay  
Department of Health and  
Social Services (GNWT)

Lani Cooke  
Yellowknife Association of  
Community Living

Mary Jane Stewart  
Department of Health and  
Social Services (GNWT)

Lyda Fuller  
YWCA of Yellowknife

Bernie Karpan  
Department of Health and  
Social Services (GNWT)

Linda McLean  
YWCA of Yellowknife

Sue Dinham  
Department of Health and  
Social Services (GNWT)

Larry Gordon  
Inuvialuit Regional  
Corporation

Lesley Allen  
Department of Education,  
Culture and Employment (GNWT)

Nora Doig  
The Dene Nation

Bruce Evelyn  
Department of Education,  
Culture and Employment (GNWT)

Viola Thomas  
The Dene Nation

Linda Ecklund  
Department of Education,  
Culture and Employment (GNWT)

Gary McLellan  
NWT Housing Corporation

Ellie Elliot  
Department of Education,  
Culture and Employment (GNWT)

Juanita Case  
NWT Housing Corporation

Bernie Hogan  
Northern Research & Evaluation

Ian Legaree  
Department of Municipal and  
Community Affairs

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**APPENDIX IV: OVERALL LIST OF NEEDS  
FOR PERSONS WITH DISABILITIES**

<b>Report</b>	<b>Area</b>	<b>Identified Need</b>	
<b>2000 NWT Needs Assessment</b>	Medical/Physical Health Services	Referral Services	
		Occupational Therapy	
		Physiotherapy	
		Audiology/Ophthalmology	
		Speech Language Pathology	
		Health Counseling or Promotion	
		Home/ Personal Care	
		Alternative Therapy/ Treatment	
		Social and Mental Health Services	Personal Supports
	Specialized Intervention Program		
	Special Equipment, Aids, Tools		
	Personal or Family Counseling		
	Addictions Counseling or Treatment		
	Psychological or Psychiatric Help		
	Referral or Information		
	Parenting Support		
	Accommodation/ Housing Services		Housing Referral or Information
		Help Fixing/ Changing the Home	
		Accommodation/ Housing Subsidy	
		Special Accommodation/ Group Home	
		Financial Assistance	Budgeting or Money Management Help
			Financial Information Advice
	Life Skills, Employment & Residential Supports	Paid Residential Support	
		Life Skills Training	
		In-Home Support/Assistance	
		Personal/Family/ Emotional Support	
		Employment or Job Coaching	

**The NWT Disability Framework**

<b>Report</b>	<b>Area</b>	<b>Identified Need</b>	
<b>2000 NWT Needs Assessment</b>	Education and Training Services - Adults	Job Skill Development	
		Job Training	
		Education Programming/ Academic Upgrading	
		Individualized Education Training Service	
		Specialized Speech or Language Services	
		Personal or Special Needs Assistance	
	Education & Training Services – Children/Youth	School Readiness/Other Preschool Programs	
		Individualized Education Plan	
		Specialized Speech or Language Services	
		Personal or Special Help in Classroom	
		Personal Counseling	
		Special Equipment, Aids, Tools in School	
		Legal Services	Probation Supervision
			Placement Services
			Community Justice/ Local Supports
			Legal Aid
		Protection Services	Mediation, Negotiation, Advocacy
			Emergency Care or Shelter
	Placement Services		
	Other Programs and Services	Victims' Services	
		Respite	
		Mobility Supports (e.g. seeing eye dog)	
		Transportation Services	
		Special Parking Program	
		Advocacy to Get Services	
		General Information/ Referral/Support	
		Recreation/ Social Activities	
Translation/ Interpretation			

The NWT Disability Framework

Report	Area	Identified Need
<b>2000 NWT Needs Assessment</b>		Guardian/Trusteeship/Support & Decision-Making
<b>2001 Student Support Needs Assessment</b>	Specialized Rehab & Medical Services	Services for Hard of Hearing/Deaf
		Services for Visually Impaired/Blind
		Homecare
	Personal Assistance & Special Equipment	Assistance with Personal Care
		Assistance with Mobility
		Mobility Aid (Wheelchair)
		Mobility Aid (Braces, Crutches, Walker)
		Alternative Communication (Sign)
		Communication Aid (Hearing Aid)
		Communication Aid (Fm System )
		Alternative & Augmented Communication
		Alternative Communication (Braille)
		Adapted Furniture
		Special Materials
		Monitoring/Administration of Medication
		Alternative Activities for Medical Conditions
<b>2001 Count Me In Conference</b>	General	Better info & access to info for caregivers & persons with disabilities
		Development of policies & legislation regarding persons with disabilities
		Better public awareness/public education of disability issues
		Disability conferences on a yearly or biannual basis.
	Income	Higher income levels
		Removal of disincentives to employment
		Persons accessing be treated with respect
	Disability Supports	Greater access to assessment diagnostic, remedial services, equipment and other supports.

The NWT Disability Framework

<b>Report</b>	<b>Area</b>	<b>Identified Need</b>
<b>A Report on Progress: Our Focus For the Future</b>	Adult Learning and Employment	Negotiate a revised Vocational Rehabilitation of Disabled Persons (VRPD) program with Canada
<b>Early Childhood Development – Action Plan</b>	Early Childhood Development	Home Visitation Program to support families at risk
	Early Childhood Development	Universal Screening tool for early identification of children at risk
	Early Childhood Development	Language Support Worker to train community para-professionals
<b>Minister’s Forum on Education</b>	Inclusive Schooling	Determine number of children with special needs & gain better understanding of their needs
	Inclusive Schooling	Increase the number of Special Needs Assistants, Program Support Teachers, Reading Specialists and other support services
	Inclusive Schooling	Training for Teachers, Program Support Teachers, and Special Needs Assistants to better prepare them to meet the needs of all students
	Inclusive Schooling	Reduce the pupil-teacher ratio
	Financing	Review current funding formula – to ensure distribution of funding to support schools is provided in a fair and equitable manner and in a way that reflects the diversity of needs within the educational system
<b>NWT Labour Development Plan</b>	Income Support Services	Negotiate a revised Vocational Rehabilitation of Disabled Persons (VRPD) program with Canada
<b>It Takes A Community</b>	Child Welfare	Improve case management
<b>Mental Health Needs Assessment</b>	Education	Education about mental health, mental illness and mental disabilities is needed at the community level
<b>Minister’s Forum on Health and Social Services</b>	Involve NGO’s in Health & Social Services System	Adjust income assistance requirements to permit persons with disabilities to maintain dignity & control over their lives.

**The NWT Disability Framework**

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<b>Report</b>	<b>Area</b>	<b>Identified Need</b>
<b>Draft Strategy on Addictions, Mental Health &amp; Family Violence</b>	Prevention and Promotion	Northern early intervention program for high-risk children
	Prevention and Promotion	Awareness campaigns – mental illness stigma, FAS
	Community Based Services	For persons with complex needs – case management and outreach, supported housing
	Crisis Services	Emergency psychiatric housing
	Integrated Services	For persons with complex needs – case management and outreach
	Community & Family Development	Respite program for families caring for people with disabilities
<b>Solving the Income Support Puzzle</b>	Income	There should be a Disability Pension – rather than accessing funding through Income Support
	Employment	Need employment training, life-skills courses
	Communications	Increased awareness of disability issues
<b>Keeping Women &amp; Communities Strong</b>	FAS/FAE	Strategies & action plans needed
	FAS/FAE	Prevention & Awareness needed
		Training for frontline workers

**APPENDIX V: INVENTORY OF PROGRAMS, SERVICES AND INITIATIVES FOR PERSONS WITH DISABILITIES IN THE NWT**

**EDUCATION**

**Department of Education, Culture and Employment**

*Name* **Inclusive Schooling**  
*Description* This approach involves diverse instructional strategies including differentiated curriculum, cooperative learning and multi-level instruction and emphasizes equal educational opportunities for all students. Teachers and support assistants are provided with professional development and specialized resources and the program supports the modification of existing facilities to meet the students needs. Inclusive schooling is intended to ensure equal access for all students to educational programs offered in regular classroom settings.  
*Eligibility* School age children and youth

*Name* **Learning Support for People with Disabilities**  
*Description* This program provides the opportunity for persons with disabilities to improve their literacy skills. Supports may include assessment and counseling, assistive devices, books, personal care, tutors, tuition/travel and transportation.  
*Eligibility* Adults and youth 16 years and older

*Name* **NWT Study Grant for Students with Disabilities**  
*Description* The NWT Study Grant assists postsecondary students with permanent disabilities that cause limitation of full participation in postsecondary studies. Based on an assessment of need, eligible students may receive up to \$8,000 per academic year.  
*Eligibility* Post-secondary students

*Name* **Northern Parenting and Literacy Program**  
*Description* To increase an awareness of the importance of culture and language in parenting to build positive relationships between parents and children, to increase literacy levels  
*Eligibility* Birth to 6 years old

## Department of Health and Social Services

*Name* **Child Development Resource Kits**  
*Description* Development materials are used to stimulate parent/child interaction and support early childhood skills which addresses environmental stimulation and developmental delays before school entry.  
*Eligibility* Children aged 0 – 6 years with identified developmental delays

*Name* **Nipissing Screening Tool**  
*Description* Children are screened for developmental milestones through observation of physical, social and intellectual skills. This helps to determine developmental delays and appropriate follow up is initiated for children at risk.  
*Eligibility* Children aged 0 – 6 years (all children)

## Learning Center

*Name* **Learning Center**  
*Description* Private schooling for children with learning disabilities.  
*Eligibility* Children K-8

## EMPLOYMENT

### Human Resources Development Canada

*Name* **Aboriginal Human Resources Development Strategy**  
*Description* Ensures that access to training and employment opportunities is increased for aboriginal people with disabilities. This is complemented by targets being set for access to broader labour market funding under the Human Resources Development Strategy.  
*Eligibility* Aboriginal Persons

*Name* **Opportunities Fund for Persons with Disabilities**  
*Description* To assist persons with disabilities in preparing for, obtaining, and keeping employment or becoming self-employed. Works in partnership with organizations for persons with disabilities to support innovative approaches to integrate individuals with disabilities into employment or self-employment and address barriers to an individual's labour market participation.  
*Eligibility* General disability population

## INCOME

### Department of Education, Culture and Employment

<i>Name</i>	<b><u>Disability Allowance</u></b>
<i>Description</i>	The disability allowance (\$300/month) compensates clients with disabilities for not being able to substantially supplement their income assistance by working.
<i>Eligibility</i>	Must be eligible for income support and be between the ages of 19 and 60
<i>Name</i>	<b><u>Rent to Parents (for disabled adults living at home)</u></b>
<i>Description</i>	Rental assistance (to a maximum of \$750/month) for single clients to parents who own their own home or are in market rental accommodations.
<i>Eligibility</i>	Must be eligible for income support and be 19 years of age or older

### Department of Municipal and Community Affairs

<i>Name</i>	<b><u>Disabled Persons Property Relief Program</u></b>
<i>Description</i>	The <i>Disabled Persons Property Tax Relief Program</i> , administered by MACA and NWT tax based communities, provides 100% relief from property taxes for persons with a disability.
<i>Eligibility</i>	All disabled homeowners in NWT tax based communities

### Human Resources Development Canada

<i>Name</i>	<b><u>Income Security</u></b>
<i>Description</i>	The Canada Pension Plan pays a monthly benefit to people who have contributed to the Plan and who are disabled according to CPP legislation. It also pays monthly benefits for their dependant children.
<i>Eligibility</i>	Must have previously contributed to CPP and be between the ages of 18 and 65
<i>Name</i>	<b><u>Tax Programs</u></b>
<i>Description</i>	Credits for persons with disabilities include Disability Tax Credit, Supplement to the Disability Tax Credit For Children, Medical Expenses, Attendant Care Expenses, Federal Excise Gasoline Tax Refund, Federal Excise Medical/Assistive Devices Tax Refund. There are also various tax credits available for individuals supporting persons with disabilities.
<i>Eligibility</i>	Varies for each program

## DISABILITY SUPPORTS

### Active Living Alliance

<i>Name</i>	<b><u>Active Living Alliance Partnership</u></b>
<i>Description</i>	Promotes inclusion and active living lifestyles of persons with disabilities by facilitating communication and collaboration among organizations, agencies and individuals.
<i>Eligibility</i>	General disability population

### Autism NWT

<i>Name</i>	<b><u>Awareness and Education</u></b>
<i>Description</i>	Peer support, awareness, advocacy
<i>Eligibility</i>	General disability population

### Canadian Hard of Hearing Association

<i>Name</i>	<b><u>Awareness and Education</u></b>
<i>Description</i>	Peer support, awareness, advocacy
<i>Eligibility</i>	General disability population

### Canadian Mental Health Association

<i>Name</i>	<b><u>Crisis Line (1-800)</u></b>
<i>Description</i>	Information, referrals and support promoting mental health within NWT (Help Line and HIV/AIDS Info Line)
<i>Eligibility</i>	General disability population

### The Canadian National Institute for the Blind

<i>Name</i>	<b><u>Children and Family Services</u></b>
<i>Description</i>	Provides consultation/resources for community based services and program recommendations. Program services include low vision assessments, developmental assessments, neurodevelopment status, sensory-motor status, perceptual status, functional vision and specialized equipment needs.
<i>Eligibility</i>	Children and youth ages 0-19
<i>Name</i>	<b><u>Counseling and Referral Services</u></b>
<i>Description</i>	Provides emotional and social support, educational programs, experiential programs and development of individual program plans.
<i>Eligibility</i>	General disability population

<i>Name</i>	<b><u>Rehabilitation Services</u></b>
<i>Description</i>	The Yellowknife Regional Office provides counseling, public education and coordinates all service programs in the NWT and Nunavut. Specialized rehabilitation services available through the Northern Alberta (Edmonton) Service Center include low vision assessments, low-tech aids, assessment, consultation and training in the use of high-tech adaptive technologies, speech synthesized computers, closed circuit televisions; independent living skills training; orientation and mobility training (using a white cane, moving around safely); and access to the CNIB National Library for the Blind. Funding is sought on a case by case basis to provide access to these specialized rehabilitation services.
<i>Eligibility</i>	Children, adults and families of persons who are visually impaired, blind or deafblind

### **Fort Smith Society of Persons with Disabilities**

<i>Name</i>	<b><u>Disability Awareness/Parking Placards</u></b>
<i>Description</i>	Support, Advocacy, Awareness for improved access to all public facilities, services and employment, distribution of parking placards within the community
<i>Eligibility</i>	General disability population

### **Hay River Disability Committee**

<i>Name</i>	<b><u>Disability Awareness</u></b>
<i>Description</i>	Provides peer support, advocacy, awareness
<i>Eligibility</i>	General disability population

### **Department of Health and Social Services**

<i>Name</i>	<b><u>Public Guardian</u></b>
<i>Description</i>	The Public Guardian assesses referrals for guardianship and facilitates the court appointment of a family member, friend or Public Guardian to make decisions for individuals who are unable. The decision making power of the Public Guardian includes areas of health care, nutrition, shelter, clothing and safety.
<i>Eligibility</i>	Persons incapable of handling their own affairs

<i>Name</i>	<b><u>Child Development Team</u></b>
<i>Description</i>	Provides diagnostic services and develops effective intervention plans for children with complex developmental needs and their families through early child intervention, community awareness and education, and direct service and programming. Services provided include assessment for audiology, occupational therapy, pediatric medicine, social work, physiotherapy, speech language pathology.
<i>Eligibility</i>	Children and their families

*Name* **Home and Community Care**  
*Description* Individuals are admitted to the program through the Continuing Care Assessment Package (CCAP) and a care plan is developed to address client needs.  
*Eligibility* Individuals with severe disabilities, frailty, cognitive impairments, medical conditions, early hospital discharges requiring continued treatment and support within the home.

*Name* **Supported Living**  
*Description* Promotes programs and services that allow clients to remain living in a home setting but with increased assistance/supervision allowing for greater independence. (Chartrand Homes, Yellowknife Association for Community Living, YWCA)  
*Eligibility* Persons 18 years or older with a developmental disability as their primary disability

*Name* **Adult Group Homes**  
*Description* A care environment provided to a group of people who reside within the home/facility. These persons provide for their own daily activity needs with the assistance of homemakers. (Chartrand Homes, Inuvik Group Home, Judith Fabian Group Home)  
*Eligibility* Persons 19 years or older challenged by a disability or medical condition

*Name* **Long Term Care Facilities**  
*Description* The provision of a continuum of care and support services for persons having functional limitations that reduce or diminish their independence. (Aven Manor, Charlotte Vehus Home, Deh Cho Long Term Care, Fort Smith Health Center, HH Williams Memorial Hospital Extended Care Unit, Inuvik Regional Hospital Extended Care Unit, Joe Greenland Center, Northern Lights Special Care Home, Stanton Regional Hospital Extended Care Unit, Woodland Manor)  
*Eligibility* General disability population

*Name* **Outside of Territory Placement**  
*Description* Out of Territory placements are provided for specialized services unavailable in the NWT.  
*Eligibility* Persons in need of services not offered in the NWT

## **Departments of Health and Social Services/Education, Culture and Employment**

*Name* **Healthy Children Initiative – Supportive Child Services**  
*Description* Provides funding to early childhood programs and services to provide a range of individual support services to children with developmental delays.  
*Eligibility* Children identified as having a developmental delay

## **Inuvik Family Counseling Services**

<i>Name</i>	<b><u>Counseling Service</u></b>
<i>Description</i>	Provides counseling for Persons with Psychiatric Disabilities
<i>Eligibility</i>	General disability population

## **Department of Justice**

<i>Name</i>	<b><u>Public Trustee</u></b>
<i>Description</i>	The Public Trustee is a person appointed by the Commissioner of the NWT who, if required, will protect and manage the money, land, and other belongings of persons deemed incapable of handling their financial affairs.
<i>Eligibility</i>	Persons incapable of handling their own affairs

## **Learning Disabilities Association of the NWT**

<i>Name</i>	<b><u>Learning Disability Awareness</u></b>
<i>Description</i>	Information about learning disabilities and services for persons with disabilities within NWT.
<i>Eligibility</i>	General disability population

## **NWT Council of Persons with Disabilities**

<i>Name</i>	<b><u>Disability Information Line (1-800-491-8885)</u></b>
<i>Description</i>	Provides information, referrals and support for persons with disabilities within NWT including where and how to get help.
<i>Eligibility</i>	General disability population

<i>Name</i>	<b><u>Parking Placard Program</u></b>
<i>Description</i>	Provides accessible parking placards for NWT residents with mobility impairments.
<i>Eligibility</i>	Persons with mobility impairments with physician certification of need.

<i>Name</i>	<b><u>Sign Language Interpretation</u></b>
<i>Description</i>	Provides sign language interpretation as requested through a part-time employee on a user fee basis. This is not a certified interpreting service.
<i>Eligibility</i>	General disability population

<i>Name</i>	<b><u>Awareness and Education</u></b>
<i>Description</i>	Involvement in public policy development and awareness activities promoting opportunities for full citizenship for people with disabilities.
<i>Eligibility</i>	General disability population

*Name* **Early Childhood Intervention**  
*Description* Assistance to help preschool children with disabilities reach their full potential by providing intervention support to meet developmental goals set in partnership with parents. Provides family support in parenting strategies and child development information and intervention support is provided in community early childhood programs or in the home.  
*Eligibility* Children aged 0 – 6 years with a disability who would not be able to access the early childhood program without a support worker (Yellowknife only)

*Name* **Experience Summer**  
*Description* Support for school age children with disabilities to access summer recreation programs  
*Eligibility* School age children and youth with disabilities who would not be able to access recreation programs without a support worker (Yellowknife only)

### **Rae-Edzo Disability Committee**

*Name* **Disability Awareness**  
*Description* Day programming for adults with intellectual disabilities  
*Eligibility* General disability population

### **Special Olympics**

*Name* **Special Olympics**  
*Description* Provides athletic training and competition promoting improved physical fitness to achieve a greater level of self confidence.  
*Eligibility* Adults and children 8 years of age and older

### **YWCA of Yellowknife**

*Name* **Community Support Services**  
*Description* 1) In home supports: Provides supports to adults living with developmental disabilities to maintain their homes and to live as independently as possible. Training is provided in life skills, social and community inclusion.  
2) Outreach: This program is designed to provide support to individuals with developmental disabilities who are living on their own, (or with others) with community networking, counseling and social connections. The most critical element of support for the individuals in this program is problem solving, and the support required to follow through with the decisions made.  
*Eligibility* Individuals are referred to the YWCA Community Support Services through the Adult Assessment and Placement Committee, chaired by the Yellowknife Health and Social Services Authority.

## Yellowknife Association of Community Living

<i>Name</i>	<b><u>Skills Training</u></b>
<i>Description</i>	Adults with intellectual disabilities access pre-employment training as well as paid employment at the Summer Café and Catering at the Abe Miller Center, and at a variety of community jobs performing courier, janitorial, paper shredding, and landscaping services.
<i>Eligibility</i>	Adults with intellectual disabilities
<i>Name</i>	<b><u>Supported Independent Living Program</u></b>
<i>Description</i>	Provides supports to adults with intellectual disabilities who choose to live in homes of their own to ensure that they are healthy, safe and happy.
<i>Eligibility</i>	Adults with intellectual disabilities
<i>Name</i>	<b><u>Summer Café and Catering</u></b>
<i>Description</i>	A Summer restaurant that employs people with and without disabilities and a catering service that operates year round.
<i>Eligibility</i>	Adults with and without disabilities
<i>Name</i>	<b><u>Living and Learning with FAS/FAE Program</u></b>
<i>Description</i>	Promotes understanding, education and community action on the prevention of FAS. A family support group provides parenting workshops and home visits.
<i>Eligibility</i>	General disability population
<i>Name</i>	<b><u>EmployABILITY Support Services</u></b>
<i>Description</i>	People with disabilities are supported to find and maintain employment. Career development services are available.
<i>Eligibility</i>	General disability population
<i>Name</i>	<b><u>Disability Awareness</u></b>
<i>Description</i>	Supporting the work of the Rae-Edzo Disability Committee through facilitating meetings, providing workshops and developing training.
<i>Eligibility</i>	General disability population
<i>Name</i>	<b><u>Family Project</u></b>
<i>Description</i>	Families are welcome to meet, discuss, and plan for ways that their family members with disabilities can be more included in community life in Yellowknife.
<i>Eligibility</i>	Families supporting the general disability population

## HOUSING

### Northwest Territories Housing Corporation

<i>Name</i>	<b><u>Residential Rehabilitation Assistance Program</u></b>
<i>Description</i>	Provides funding in the form of a forgivable loan and/or repayable loan for modifications/renovations allowing for barrier-free homes.
<i>Eligibility</i>	Must be in core housing need
<i>Name</i>	<b><u>Seniors and/or Disabled Preventative Maintenance Initiative</u></b>
<i>Description</i>	Provides a forgivable loan to seniors and/or disabled citizens who own and occupy their own home to allow for annual maintenance, servicing and minor repairs.
<i>Eligibility</i>	Senior (60 or over) or person with a disability (19 or over) in core housing need.

**APPENDIX VI: SUMMARY OF FRAMEWORK COMPONENTS,  
GOALS AND OBJECTIVES**