

APPENDICES

- Appendix 1** **Responses to survey letter sent to educational institutions**
- Appendix 2:** **Some of the key recommendations of the report on disability
discrimination in schools**
- Appendix 3:** **1994 Update on Inclusion in Education of Children with Mental
Retardation in the USA**
- Appendix 4:** **Some key cases on educational discrimination in the USA**

Appendix 1 Responses to survey letter sent to educational institutions¹

Respondent	Processes in place for compliance with DDA	Evaluation of effectiveness of Processes	Suggestions for alternative approaches
Australian Maritime College	Equity Committee; Equity and Affirmative Action Plans; Equity Officer; Contact Officers; Student Support Unit; Student Welfare Committee; Student Association; Staff appraisal process; Building & Sites Committee; Occupational Health & Safety Committee; Membership of other relevant statewide bodies; AVCC Code of Practice, 1998.	Considers current processes to be quite effective.	Considers mandating of action plans and compulsory reporting of progress to be unnecessary, costly and time-consuming
Deakin University	Developing Disability Action Plan; Disability Resource Centre; Staff development programs	No response	Considers mandating of Action Plans and compulsory procedures are preferable to implementation of Standards.
Department of Education, Community and Cultural Development, Tasmania	Disability Services Plan, including access to buildings and facilities; access and participation; staff knowledge and skills; professional development to district and school staff; Parent and community communication and participation.	On-going review of relevant departmental policies and statements.	Supports education standards.
Edith Cowan University, W.A.	Disability Services Action Plan being developed; Disability Advisory Committee; Disability Access Committee; Architects Guidelines for access; annual allocation of funds through minor works program; Disability adviser employed for students and staff with disability;	Results of surveys of students with disabilities indicate high level of satisfaction; minutes of meetings of committees act as record of resolution of access issues; committee members with disabilities provide feedback on actions taken; Architects Guidelines reviewed and revised regularly; Number of students with disabilities enrolled increased steadily over recent years' Annual reporting to DEETYA: AVCC Guidelines.	No response

¹ Unfortunately several responses to the survey came in too late to be included so the tables are incomplete. However the late responses were generally the same as the responses above, with a primary focus on Action Plans.

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Education Department of Western Australia	Disability Services Plan developed 1995	Progress reported in Annual Reporting	No response. Considers mandatory action plans helpful.
Monash University	Action Plan lodged with HREOC 1998; Discrimination and Harassment Grievance procedures; Training program by Equal Opportunity Unit.	Training program successful in promoting awareness.	
Office of Training & Further Education, Melbourne	No response	No response	Supports national Standards
RMIT	Action Plan registered with HREOC 1994, being revised; Disability Advisory Committee; Disability Liaison Unit; Disability audit of buildings and grounds near completion; AVCC Guidelines.	Considers processes to be successful; percentage of students with disabilities has increased through a combination of improved reporting procedures; significant improvements has occurred in disability access to services.	Believes 3 year cycle of Action plan development and implementation is an appropriate method; annual compliance with Action Plan targets to DEETYA would also strengthen the mechanism by which institutions could measure their progress in fulfilling the requirements of the DDA. Concern that education standards will be the lowest possible standard, rather than standards of good practice.
South Australian Independent Schools Board Inc. (representing 80 of 88 non-government non-Catholic Schools)	2 sessions on the DDA as it related to enrolment policies; 2 sessions on the DDA in relation to development of Actions Plans; 3 sessions on case studies of particular disabilities; collection of information in relation to Building Standards; Funds allocated to develop a resource package; conducting an audit of legal liabilities; Independent schools raise issues in relating to DDA with the ISB Special Education Team.	No formal evaluation or monitoring has taken place. Response to inservice program indicates that compliance is currently high on schools' list of priorities.	No response

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The Australian National University	Action Plan published 1997- follow -up in progress; Disability Support Unit; Equity and Diversity Unit; Special admissions scheme; Scholarships available; Ten year plan to address problems of physical access; Programs being developed to provide staff training in disability issues for new academics; Access to University and TAFE list server enabling discussion of issues of relevance; DEETYA Co-operative grant for students with disability; Grievance procedures in place; Disability Advisory Group	Report to DEETYA on retention and success rates; Periodical student surveys by Disability Adviser.	No response
The Australian Institute of Music	Flexible programs in place	No response	No response
University of Ballarat	Working on developing a Disability Action Plan. Since DDA came into force, the University has adopted a community education approach and has organised a range of public forums, targeting management staff and students. Information and training sessions delivered to faculties, groups of students with disabilities.	Compliance monitored by Disability Liaison and Equity staff. Processes deemed to be effective as no complaints of disability discrimination have been made.	
University of Tasmania	Completed Action Plan 1998; attempting to build in Plan objectives into University's strategic plan.	Too early to evaluate	Little cause for optimism about the possibility of developing and implementing Standards. A possible alternative is developing the Code of Practice approach, linking DEETYA funding to compliance with the Code. Current AVCC guidelines inadequate. Most effective mechanism for ensuring compliance is a well developed body of case law resulting from individual complaints under the Act.

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Western Australian Department of Training	Operations of the department's Access and Participation Directorate seeks out barriers to the participation of people with disabilities and the development of strategies to remove these barriers.	Committed to implementing the DDA, but no legislative requirement to report on compliance.	Disability Services Plan with an annual progress report against the plan.
Wodonga Institute of TAFE, Albury/Wodonga Latrobe University	Disability Action Plan recently approved.	Staff surveys; student surveys; forums for parents, carers and friends; an audit of policy and procedures; HR review; issues of disability placed on the Institute Council agenda to ensure ongoing action and awareness of requirements.	Action Plans to be compulsory with annual review and report to HREOC

Additional information on compliance procedures with the DDA

Body	Date	Material	Comment
TAFE-NSW	November 1994	Reasonable adjustment procedures for students with disabilities in Category A and B examinations.	Policy document. Sets out procedures to be used in examinations to ensure that DDA requirements are met. Works on "reasonable adjustment" whilst maintaining integrity of examinations.
University of South Australia	1997	Statement of commitment to developing a disability action plan.	Policy.
Department of Training and Industrial Relations. Queensland.	1998	Policy documents relating to vocational education, Adult English and access and equity.	Policy documents responding to state and federal discrimination Acts as well as other state and federal legislation.

Body	Date	Material	Comment
Australian National University.	1998	Disability Action Plan.	Many of the evaluation strategies have real potential to produce change. While evaluation is internal, it nevertheless focuses on real issues such as participation rates and academic success.
ACT Department of Education and Training and Children's, Youth and Family Services Bureau.	1988	Enrolment policy and implementation guidelines.	Policy stating that they will neither include nor exclude students on the basis of intelligence or 'any basis which is likely to lead to social divisiveness'. Students should be able to "choose the school and the type of education best suited to their needs'.
ACT Department of Education and Training and Children's, Youth and Family Services Bureau.	1992	School policy: Review of services to students with special needs -- policy & implementation guidelines	Policy document relating to in-school review. Policy itself possibly in breach of DDA in that it sets out procedures for children with a disability that don't apply to other children. Appears to support school exclusion.
ACT Department of Education and Training and Children's, Youth and Family Services Bureau.	1995	Policy Document: Services to children with special needs -- policy and mandatory procedures.	Policy document on placement of children with special needs. Set in a context of primacy of parental responsibility for the child and the fostering of integration, the policy then sets narrow boundaries around inclusion and weakens family involvement.
ACT Department of Education and Training and Children's, Youth and Family Services Bureau.	I.	Policy Document: HIV/AIDS - policy and mandatory procedures.	Policy document setting out procedures and non discriminatory HIV/AIDS policy in relation to the DDA.

Body	Date	Material	Comment
ACT Department of Education and Training	1997	Special Needs Education Curriculum Support Paper.	Policy document on cross- curriculum perspectives. 'Special needs education perspective' responds to the DDA and sets outcome statements for schools that could be used to measure compliance. In particular comments on the need for an inclusive curriculum to ensure the access and participation of all children. Sets implementation processes but no accountability mechanism apparent.
ACT Government	1998	Schools Plan 1998-2000. Partnerships for excellence.	Neither values nor goals incorporate inclusion or participation by people with disabilities.