

JOINT PRESENTATION BY THE DOWN SYNDROME ASSOCIATION OF ONTARIO
AND THE ONTARIO ASSOCIATION FOR COMMUNITY LIVING ON BILL 4 TO
THE SOCIAL DEVELOPMENT COMMITTEE

JUNE 8, 1993
QUEEN'S PARK

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OUR RECOMMENDATION:

WE RECOMMEND THAT BILL 4 BE AMENDED TO INCLUDE THE ENTITLEMENT OF ALL STUDENTS TO QUALITY EDUCATION IN THEIR LOCAL NEIGHBOURHOOD SCHOOLS (the schools that they would be eligible to attend were it not for the designation "exceptional") IN REGULAR CHRONOLOGICALLY AGE APPROPRIATE CLASSES WITH SUFFICIENT SUPPORTS TO ENSURE A SUCCESSFUL EDUCATIONAL EXPERIENCE.

8

VIDEO

Andrea + friend Abigail Lapelle

present to
Committee
in Harvard
Somewhere

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INTRO ANDREA + ABIGAIL

Andrea + Abigail have been friends since grade 4. They have written presentations for you today + Abigail will also be reading a statement from Andrea's friend Rilbey m^c who couldn't be here today because ~~she had~~ she ^{is} auditioning for a choir as we speak. and this was the last day for auditions.

after girls

Thank you - that was great

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We'll take questions + then the children will present you with an integration collage.

11

presentation

Open

Ron Eddy - Chairman

Good late afternoon everyone - refer to couple
of familiar faces

Open - Introduce Lynda, Abigail, Andrea, me,

refer to audience

Tell order of presentation

- me opening remarks + issues in Bill 4

- Lynda will present a series of questions you will probably want to follow up in your caucus, ^{with or without} or in the House ^{critic} during ~~question period~~ and our recommendation to this Committee

- a brief video

- presentations by Abigail + Andrea which they wrote

- time for questions

LBS
Notes

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My daughter Stacia was

These are the specific areas of concern for us in Bill 4

Section 15 & 16 which repeal How to Serve - we support this.

~~Provision~~ Section 8 & subsequent sections which related to the labelling of children as trainable retarded.

We have been one of the associations lobbying for years against this denigrating label. However, removing the label without making any real changes for this group of children is only cosmetic and, in fact, misleading. Why do children with Dev'l disabilities need to be subcategorized? We are concerned that parents will now be pushed by school to replace this label with another better sounding but just as limiting in order to access supports & services.

Subsection 11(3), Sections 44-47 ^{responsibility} relating to the ~~role~~ of the Metro Toronto School for students labelled T.R. While there is a declared Jan. 1, 1995 deadline for the transfer of the students to the local boards - it is in fact, a very fuzzy directive.

* In discussions with Ministry officials, it is apparent that while the label TR will not be officially used, children will still be continued to be so identified. The Metro Bd. will still have control of funding and resources for this group of students. ~~what~~ Boards ^{may} purchase ^{services or apply for funding} in order to support a student in the regular classroom. ^{It is unclear in practice that local Bds. must take}

We have been clear for years, as have several other groups, that the Metro Tor. School Bd. ownership of children \bar{E} D.O. must end irrevocably. This legislation does not make this clear - in fact, we do not believe that this legislation will make any real difference in the lives of these children.

All children ^{now served by the Metro To. School Bd.} ~~now served by the Metro To. School Bd.~~ must become by Jan 1, 1995 the responsibility of their local boards and attend their neighborhood school in ~~the~~ regular chronologically

* It ~~is~~ must be ~~not~~ clear enough that ^{segregated} ~~segregated~~ ^{TRs} ~~TRs~~ are to be closed & these student to be the clear respnly. of their local boards.

PTU ->

age appropriate classes with whatever supports & services are required to enable that student to be successful. ~~The funding~~ All the resources of that Bd., including funding & equipment, must be reallocated to the Bd. to which those children will be dispersed.

Further, if the term TR is no longer to be used, why is this Bill replete with ^{such} references in ~~the~~ following sub-sections. The bill does not even refer to ~~the~~ students previously labelled TR. Either the term is gone or its not gone.

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age appropriate classroom with whatever supports and services are required to enable that student to be successful. The resources, including staff, to support these children must be re-allocated to the respective Boards in the Provisions ... relating to the IPAC.

should focus on program

To summarize, if you feel compelled to ~~be~~ label our children for the purpose of accessing services & support, the phrase 'Exceptional - intellectual' should and must suffice. No subcategories. Don't put us on the head with these provisions and believe that we can't read between the lines.

Likewise, all children with dev't disabilities shall be the responsibility of their local boards.

Committee Km
151

5:30

^{Ken}
Mr. Eddy - Chairman

man
Lobby 5:15

①

possible order

a) \$ open → issues of concern + state of what's not in bill

b) ~~Margaret~~ Andrea Lynda - Questions

c) ~~our guest video~~ Just a chance

~~by d) our questions~~

3 girls

questions from the

e) setting girls up ~~presentation~~ British Bt. -
by all children

②

I open → concerns

Lynda - issues of concern + questions

+ video

me - Girls + presentation

I'm working on p. 4 related
to legislation amend't we want to
see - intro video + presentation
by kids - if they can come, I'll see
if Abigail wants to say something

I'm thinking you might want to
do p. 2+3 + I'll do intro. + ending,
video + kids - is that ok?