



**ldao • Learning Disabilities
Association of Ontario**

The right to learn, the power to achieve

LDAO SEAC CIRCULAR

June 2010

The Learning Disabilities Association of Ontario (LDAO) SEAC Circular is published 5 times a year, in September, November, February, April and June.

The following are some topics that your SEAC should be looking at in the next couple of months. As usual action items will be underlined, and summarized at the end. Feel free to share any of this information or the attachments with other SEAC members. As always, when you are planning to introduce a motion for the consideration of SEAC, it is particularly important that you share all related background items with your fellow SEAC reps.

The topics covered by this SEAC Circular:

1. SEAC communication
2. Special Education Reports and Board Improvement Plans
3. Special Education funding
4. Professional Activity Days
5. Safe Schools
6. Early Learning Program (ELP)
7. Financial Literacy

List of Supplementary Materials:

1. Special Education Report checklist
2. Special Education Funding May 2010
3. PPM 151 on Professional Activity Days
4. Safe Schools Q and As
5. Early Learning Memo to Directors

1. SEAC communication

The March 12, 2010 letter from Minister Dombrowsky to SEACs requested that SEAC Chairs register for communications updates by sending an e-mail to Christine Riedel at Christine.Riedel@ontario.ca. Please check to see if your SEAC Chair has registered.

2. Special Education Reports and Board Improvement Plans

As mentioned in the May SEAC Update, school boards are required to create a Special Education Report that contains updated and comprehensive information regarding special education programs and services, to be available to the public by the beginning of the school year. The attached checklist must be completed and submitted to the Regional office by September 1st. SEACs can help their board create the reports in a user-friendly format that is easily available to parents. At the June SEAC meeting SEACs should be looking at the draft Special Education Report, and in the next school year more work can be done making the report easy for parents to understand and navigate.

Regulation 464/97 requires school boards to consult with their SEACs in preparing or amending the Special Education Plan, and this continues to be true of the Special Education Report. While there is no specific mention of the Board Improvement Plan in Regulation 464/97, SEACs should be talking to their board about any parts of the plan that relate to special education, as authorized under ***“11. (1) A special education advisory committee of a board may make recommendations to the board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board.”***

3. Special Education funding

In the May SEAC Update I outlined changes to the Special Equipment Amount (SEA) grant process for 2010-11. There have been other changes as well to special education funding, and I hope that your SEAC has had a presentation from your board. The new processes, especially the calculation of Measures of Variability (MOV) for the High Needs Amount (HNA) are quite complicated, as you will see from the attached PowerPoint presentation given to PAAC.

Of particular interest is the introduction of the Special Education Statistical Prediction Model. It remains to be seen how this new model, as it is further developed, will influence special education funding.

4. Professional Activity Days

PPM 151 states that effective July 1, 2010, Regulation 304 will no longer identify the criteria that determine the scope of the professional activities for the two mandatory PA days, although boards must still designate two PA days and may designate up to four additional PA days per school year. Boards must ensure that professional activities on the two mandatory PA days are devoted to the provincial education priorities set out in the Appendix to PPM 151. The Appendix lists the following topics that are most relevant to special education, under possible topics relating to closing the gaps in student achievement:

- developing Individual Education Plans (IEPs)
- implementing activities related to assistive technologies, differentiated instruction, Universal Design for Learning, and professional learning technologies
- facilitating parental involvement in Identification, Placement, and Review Committees established under Part II of Ontario Regulation 181/98, "Identification and Placement of Exceptional Pupils", made under the Education Act, and in the development of IEPs.

SEACs should ask their boards about professional activity days for 2010-11 that relate to special education issues.

5. Safe Schools

In the February SEAC Circular I outlined the changes to the Safe Schools Act that came into effect on February 1st. These had mostly to do with reporting mechanisms for incidents in the school. The attached Questions and Answers were sent out to school boards in early May to help clarify the requirements.

6. Early Learning Program (ELP)

On May 6th a memo was sent out to Directors of Education which outlined in part the requirements for meeting the special education needs of students in the full day early learning programs starting in the fall. For the first year, the Ministry is asking school boards, community-based agencies and parents to continue to work together as partners to ensure that children with special needs / special education needs can participate in the ELP and that enrolment in the ELP will not affect their eligibility for and receipt of services.

School boards have the responsibility to provide special education programs and services to students with special education needs, including the extended day component of the ELP. SEACs should ask their boards for information on how students with special education needs will be accommodated in the ELP.

7. Financial Literacy

Because basic financial skills are essential to student success and a stronger economy, from May 12 to **June 16, 2010** the Ministry of Education is inviting parents, students, educators and the public to visit <http://www.edu.gov.on.ca/eng/surveyLiteracy.html> to provide their input about how to integrate financial literacy into Ontario's curriculum for September 2011. SEAC reps could provide valuable input into how financial literacy should be taught to students with special education needs.

ACTION ITEMS

- Please check to see if your SEAC Chair has registered with Christine Riedel for SEAC communications from the Special Education Policy and Programs branch.

- At the June SEAC meeting SEACs should be looking at their board's draft Special Education Report, and in the next school year should plan ways to make the report easy for parents to understand and navigate.
- SEACs should ask their boards about professional activity days for 2010-11 that relate to special education issues.
- SEACs should ask their boards for information on how students with special education needs will be accommodated in the Early Learning Program.
- SEAC reps could provide valuable input into how financial literacy should be taught to students with special education needs, by participating in the Ministry survey by **June 16th** www.edu.gov.on.ca/eng/surveyLiteracy.html

Questions?

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