Graphical user interface, text, application

Description automatically generated

**LDAO SEAC CIRCULAR**

**February 2022**

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

The following are some topics that your SEAC should be looking at. Action items and/or recommendations for effective practices will be underlined.

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.

**Topics covered by this SEAC Circular:**

1. Ministry consultation on PPM 81 *Provision of health support services in school settings*

2. Online learning graduation requirements

3. Access to IEPs

4. MACSE

**List of Supplementary Materials:**

1. PPM 81 Draft for Consultation

2. Discussion questions for review of draft revised PPM 81

3. Feb. 1, 2022 Memo on Online Learning Graduation Requirement

4. PAAC on SEAC MACSE submission

**Note:** You can access the SEAC Circular and supplementary materials at  
[www.ldao.ca/about/public-policy-advocacy/seac-circulars/](http://www.ldao.ca/about/public-policy-advocacy/seac-circulars/).

You can access Ministry funding (B & SB) memos by date at: <https://efis.fma.csc.gov.on.ca/faab/Memos.htm>  
 **1. Ministry consultation on PPM 81 *Provision of health support services in school settings***

As part of a review of Policy/Program Memorandum 81 (PPM 81), *Provision of health support services in school settings,* a draft revised PPM 81 was released for feedback. LDAO and PAAC on SEAC will be submitting input, and SEACs may also wish to give feedback to their school boards to share with the Ministry. There is a short timeline, but for your information the draft revised PPM 81 is attached, along with a set of consultation questions.

**2. Online learning graduation requirements**

The ministry has now issued [Policy/Program Memorandum (PPM) 167](https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-167) regarding the new online learning graduation requirement, effective February 1, 2022. Starting with the cohort of students who entered Grade 9 in 2020-2021, students must earn two online learning credits to obtain their Ontario Secondary School Diploma (OSSD). In recognition of extraordinary measures during the COVID-19 pandemic, up to one secondary school credit completed by Grade 9 students in the 2020-21 school year during the province-wide school closures (from April 2021 to June 2021) may be counted towards the new graduation requirement.

Concerns had previously been expressed about the suitability of this requirement for some students with special education needs. The new PPM 167 does not address this directly, but there is an option for parents and guardians to opt out of the mandatory online learning credits for their child. This choice is also available to students who are 18 years of age or older (or if they are 16 or 17 years of age and have withdrawn from parental control). In addition, “where necessary, school staff may contact a parent/guardian to discuss the student’s individual needs and the appropriateness of online learning for the student.”

Also of note, in publicly funded secondary schools, educators are responsible for implementing any accommodations and/or modifications identified in the student’s Individual Education Plan. And if the student has an IEP, “the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent”.

SEACs should ask how this policy will be implemented for students with special education needs, and how parents will be advised about their option to opt out of the online learning graduation requirement.   
  
**3. Access to IEPs**Some concerns have been raised through PAAC on SEAC about increasing measures to limit or discourage access of parents to IEPs for their children. LDAO SEAC members are asked to get back to me if they are seeing such trends in their school board.  
**4. MACSE**

Attached is the submission from PAAC on SEAC to the February meetings of the Minister’s Advisory Committee on Special Education (MACSE).

**Questions?** Email Diane Wagner at [dianew@LDAO.ca](mailto:dianew@LDAO.ca)