

**LDAO SEAC CIRCULAR**

**June 2021**

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 of Education updates

2. Learning Recovery, Summer and Transition Programs

3. K-12 Education Standards Development Committee Initial Recommendations

4. MACSE Updates

5. Grade 9 De-streamed Math

**List of Supplementary Materials:**

1. June 3, 2021 Ministry of Education Update on the 2020/21 School Year

2. Special Education Update June 2021

3. Special Education & Mental Health Update June 2021

4. Effective Implementation of Reading Intervention Programs

5. June 11, 2021 Memo Public Posting of the K-12 Education SDC Initial Recommendations Report

6. K-12 Education Standards Development Committee: Feedback Survey on Initial Recommendations

7. MACSE Meeting Highlights February 2021

8. MACSE Community Collaboration submission from PAAC on SEAC

9. June 9, 2021 Memo New Grade 9 Math Course Curriculum Release

**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: <http://www.edu.gov.on.ca/eng/policyfunding/memos/>

**1. Ministry of Education Updates**

Attached is a June 3rd Ministry of Education memo on planning for the 2020/21 school year. There is also a June 2021 Special Education Update and the Special Education & Mental Health Update presentation to MACSE. Some of the information is duplicated in the last two documents.

**2. Learning Recovery, Summer and Transition Programs**  
On March 25, 2021 (see memo attached to May LDAO SEAC Circular) the ministry released its memo on 2021 spring and summer learning opportunities, including approximately $7.6 million to provide summer transition programs for students with high special education needs who may find the return to school challenging, with a focus on closing gaps in skills development, learning, and on establishing classroom routines prior to the opening of schools; and $11.76 million in funding for struggling readers who are at risk for falling behind due to the COVID-19 pandemic for the remainder of the 2020-21 school year as well as for the delivery of summer programs.

Mnistry documents show that in the summer of 2020 school boards at the elementary level “focused on school visits and introducing students to COVID-19 based protocols including hand washing, social distance learning and becoming familiar with PPE that staff may be wearing. Multi-disciplinary teams were created to support the unique needs of individual students with special education needs related to transitioning back to school.” SEAC members shared that in many school boards the focus of summer transition programming was on students with ASD. SEACs should ask how their board will widen the eligibility for summer programs and include efforts to close the gap in skills development for all students with special education needs.

From pages 18 – 19 of the Special Education Update: “In the Spring 2021, EDU has provided $11.75M in-year and summer funding for school boards to provide evidence-based reading intervention programs or programs that have been shown to be efficacious in improving student outcomes for struggling readers who are at risk for falling behind due to the COVID pandemic. School boards have flexibility in the design of their local evidence-based intervention programs. Programs/supports would ideally be provided in-person, consistent with public health advice, but may be provided wholly or in part remotely. The ministry shared a list of Effective Implementation of Reading Intervention Programs informed by advice from researchers.”

Attached is a copy of that list of **Effective Implementation of Reading Intervention Programs**. It outlines 3 tiers of interventions. SEACs should ask what evidence-based intervention programs their school board is using. Most students with learning disabilities would need tier 2 or 3 interventions.

**3. K-12 Education Standards Development Committee Initial Recommendations**

The Kindergarten-Grade-12 Education (K-12) Standards Development Committee (SDC) of the AODA was tasked with developing recommendations for proposed accessibility education standards in the publicly-funded K-12 sector. The Committee is comprised of people with disabilities, representatives from disability organizations, and education sector experts.

In addition, a Technical Sub-Committee, made up of members of the K-12 and Post-secondary Education Committees, has developed initial recommendations on student transitions between different levels of the education sector; and between education and employment and the community.

Both Reports have been posted on Ontario.ca for public review and feedback. Public feedback will be welcomed until **September 2, 2021**. The Reports and associated surveys for public feedback can be viewed here: [Consultation: Initial recommendations for the development of proposed Kindergarten to Grade 12 (K-12) education accessibility standards | Ontario.ca](https://www.ontario.ca/page/consultation-initial-recommendations-development-proposed-kindergarten-grade-12-k-12-education#section-2)

The ministry is also accepting written submissions on the Committee’s behalf by email at: [EducationSDC@ontario.ca](mailto:EducationSDC@ontario.ca)  The Committees will review and consider all feedback before they finalize their recommendations and submit their final reports to the Minister for Seniors And Accessibility for consideration.

A June 11, 2021 Memo from Nancy Naylor, Deputy Minister of Education (attached) specifically mentions that school boards should be sharing this public consultation opportunity widely, including with their Special Education Advisory Committees.

Since the deadine for feedback to the consultation is September 2nd, SEACs might consider setting up a subcommittee to work on a response from their SEAC. The attached consultation questions can be used for this.

LDAO SEAC members are encouraged to respond individually and to send input to me at [dianew@ldao.ca](mailto:dianew@ldao.ca) for the LDAO response

**4. MACSE Updates**

Attached are Meeting Highlights from the February 2021 MACSE meetings, and the submission from PAAC on SEAC to the June 2021 MACSE meetings.

**5. Grade 9 De-streamed Math**

The new de-streamed Grade 9 Math course will be implemented in September 2021 and a June 9th memo (attached) announces the new curriculum. The Ministry is offering educators training and resources, including webinars and online resources. There is also information available to parents at [www.dcp.edu.gov.on.ca/en/grade-9-math-guide](http://www.dcp.edu.gov.on.ca/en/grade-9-math-guide).

The memo mentions that “the ministry has provided targeted funding to school boards that can be used beginning this spring to help prepare Grade 8 students and their families for their transition to the new Grade 9 Mathematics course. This funding can be used for direct support to students in literacy and math, supports for secondary transition teams to develop targeted transition plans for vulnerable and underserved students.”

SEACs should ask how their school boards plan prepare students with special education needs for the de-streamed Grade 9 Math course. You can refer to the document **De-streaming issues for students with special education needs**, that was attached to the May LDAO SEAC Circular.

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