

**LDAO SEAC CIRCULAR**

**June 2023**

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. Updated PAAC on SEAC Resource Guide on Special Education Funding

2. De-streaming issues

3. Survey on Exclusion

4. Memo on PA Days for the 2023-24 School Year

5. MACSE Annual Report 2022-23 (attached for information)

**List of Supplementary Materials:**

1. PAAC on SEAC Resource Guide on Special Education Funding 2023

2. February 8, 2023 Memo Update on Grade 10 courses

3. April 6, 2023 Memo on PA Days for the 2023-24 School Year

4. MACSE Annual Report 2022-23

**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. Updated PAAC on SEAC Resource Guide on Special Education Funding**

PAAC on SEAC has updated the Resource Guide on Special Education Funding to reflect new data that was not available at the time of the last SEAC Circular in April. If you are continuing to discuss budget issues at your SEAC please refer to the attached 2023 version of the Guide.

**2. De-streaming issues**

It has come to our attention that some school boards have decided not to offer Grade 10 Applied level courses in 2023-24. The attached February 8, 2023 Memo to Directors gives the following direction to school boards:

“While we reiterate that ministry policy is to continue to offer all course types as set out in *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements* section 7.2.1, we understand that some school boards are considering moving ahead with a focus on Academic course pathways in Grade 10. School boards that are exploring these approaches in the 2023-24 school year should consider the following critical practices:

* Using a phased approach (e.g., selected pilot schools and/or selected disciplines) based on preparation, board data and lessons learned from Grade 9;
* Providing ongoing professional learning opportunities and/or supports for educators;
* Engaging local federations and other important sector partners;
* Providing timely information to parents/guardians about course registration and student learning pathways related to the school board’s Grade 10 plans (in multiple languages, if appropriate), including at Grade 8 parent/guardian information sessions and on school and school board websites;
* Collecting and monitoring student progress throughout the school year and intervening in a timely way if there are any negative impacts on students; and
* Seeking advice from the board’s own legal counsel, as necessary.”

It is notable that there is no mention of how to accommodate students with special education needs.

The reference to section 7.2.1 *Grade 9 and 10 courses*in [*Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*](https://files.ontario.ca/edu-ontario-schools-policy-programs-2016-en-2022-01-19.pdf) reads: **“**In order to meet the needs of students, school boards must offer both academic and applied courses in the following curriculum areas: English, mathematics, science, history, and French as a second language**.”**

SEACs should find out if their school board has decided not to offer Applied level Grade 10 courses and if so, what processes are in place to help students with special education needs succeed in Academic level courses.

The same Memo reminds school boards that “a moratorium continues to be in place for newly developed locally developed courses” and “All school boards must continue to monitor enrollment in Grade 9 and 10 courses to ensure that enrollment in Locally Developed Compulsory Credit (LDCC) courses does not increase.”

SEACs should ask what Locally Developed courses continue to be offered to students with special education needs.

**3. Survey on Exclusion**

Community Living Ontario is partnering with Dr. Jess Whitley at the University of Ottawa to conduct a survey to better understand the school experiences of children with disabilities. They are interested in hearing about children’s experiences with school inclusion – including specific questions about exclusion, seclusion, and restraint.

To participate, go to [Ontario School Inclusion Survey 2022-2023 (surveymonkey.ca)](https://www.surveymonkey.ca/r/OSIS2223)

**4. April 6, 2023 Memo on PA Days for the 2023-24 School Year**

The Ministry of Education has given direction to school boards on priorities for PA days for the next school year, and has suggested that some topics could be addressed in the remaining PA days in the 2022-23 school year. Of particular note are the following:

* All Kindergarten to Grade 3 teachers must receive professional learning on early reading instruction, universal design for learning, and screening **as early as possible** in the school year to ensure educators are prepared to support their students in a manner consistent with the recommendations in the [**Ontario Human Rights Commission’s**](https://www.ohrc.on.ca/en/right-to-read-inquiry-report) *Right to Read* report for the full school year. School boards should consider including early childhood educators, and other educators (e.g., teacher librarians, English as a Second-Language teachers), as appropriate, in this professional learning opportunity.
* Effective practices for supporting students in the new Grade 9 de-streamed English course to consolidate foundational knowledge and skills
* A focus on high-impact instructional practices to support students in the Grade 9 de-streamed math course

SEACs should ask for information by the first SEAC meeting in September on plans to implement PA day priorities that affect students with special education needs.

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