

**LDAO SEAC CIRCULAR**

**September 2016**

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. 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.

 **The topics covered by this SEAC Circular:**

1. Planning for the SEAC year
2. New training videos and revised handbook on PAAC on SEAC website
3. Ministry of Education announcement on Demonstration Schools Consultations

4. Memo to Directors on Special Education

5. Program Guidelines for the Integrated Delivery of Rehabilitation Services

6. TDSB Special Education Reform Motions

**List of Supplementary Materials:**

1. PAAC on SEAC calendar 2016-17 with Glossary

2. LDAO Response to Demonstration Schools Consultation Report

3. Special Education Information Memo

3. IR Program Guidelines June 2016

4. 4 special education reform motions

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

1. **Planning for the SEAC year**

It is good practice for SEACs to start the school year by developing an annual plan, if they did not do so in June. Each year PAAC creates a PAAC on SEAC calendar with important dates and reminders, in order to facilitate such planning. The 2016-17 version is attached.

**2. New training videos and revised handbook on PAAC on SEAC website**PAAC on SEAC has completed revisions to the *PAAC on SEAC Effective Practices Handbook for SEAC Members* (in English and French) and has filmed three training videos.  Information on these resources and links to the videos will be mailed to SEAC Chairs this fall.  Check the PAAC on SEAC website ([www.paac-seac.ca](http://www.paac-seac.ca)) after **Monday, September 19th** to see the new look website with links to the revised handbook and the new training videos.

**3. Ministry of Education announcement on Demonstration Schools Consultations**

On August 8, 2016 the Ministry of Education released a summary report on the Demonstration Schools Consultations, and announced:

“Based on consultations held in spring 2016 with students, families and education and community partners about how Ontario's provincial and demonstration schools can best support students' needs, over the coming year the province will:

* Keep all provincial and demonstration schools open
* Pilot intensive reading intervention projects in school boards to increase the availability and responsiveness of supports for students with severe learning disabilities in their local communities
* Establish a reference group to provide guidance and input on strengthening supports for students who are Deaf or hard of hearing
* Pursue legislative changes to transfer the governance structure of Centre Jules-Léger to the 12 French-language school boards to better support French-language students.”

Read more at: [www.edu.gov.on.ca/eng/parents/consult\_pds.html](http://www.edu.gov.on.ca/eng/parents/consult_pds.html)

A copy of LDAO’s response to the Consultation summary and Ministry announcements is attached, or can be read on our website at: [www.ldao.ca/ministry-announces-pilot-projects-to-strengthen-student-supports-following-publication-of-demonstration-schools-consultation-report/](http://www.ldao.ca/ministry-announces-pilot-projects-to-strengthen-student-supports-following-publication-of-demonstration-schools-consultation-report/)

LDAO SEAC members are requested to ask their school board if it is involved in the pilot intensive reading intervention projects, and if it referred any students to one of the Demonstration Schools in the last two years. Please send this information to dianew@LDAO.ca

 **4. Memo to Directors on Special Education**

On September 8, 2016 the Assistant Deputy Minister sent a memo to Directors of Education with some new direction on special education, resulting from committee discussions set up as part of the central agreement with the Elementary Teachers' Federation of Ontario (ETFO), the Ontario Public School Boards’ Association (OPSBA), and the Crown. Among other things, the memo states:

“The ministry has agreed to revise the IEP guidelines/resources to reflect current pedagogy found in resources including but not limited to *“Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12”, “Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*” and *"Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools".* The IEP guidelines and resources will clarify ministry expectations for IEP initiation, development and discontinuation.

Furthermore, the ministry has committed to exploring the ability for IEPs created within the first 30 days of the school year to serve as the IEP updated for the progress report card.”

SEACs should ask to be updated on any changes in school board IEP processes as a result of this memo.

**5. Special Needs Strategy Program Guidelines for the Integrated Delivery of Rehabilitation Services**

*Program Guidelines for Integrated Delivery of Rehabilitation Services* were released on June 14, 2016. The Guidelines document is attached. Some highlights:

“As part of the Special Needs Strategy, the Integrated Delivery of Rehabilitation Services (IR) will support children and youth with special needs to receive efficient, seamless, and continuous speech-language pathology (S-LP), occupational therapy (OT), and physiotherapy (PT) services from birth through to the end of school.

S-LP, OT and PT services considered out of scope for the purpose of these guidelines include those provided by Community Care Access Centres to homeschooled and private school students, as well as those provided by Community Care Access Centres in children’s homes.

2D. Assessment

· Age-appropriate and evidence-informed assessment tools and procedures within the child’s natural context of participation will be used to determine level of need, intervention approaches and service locations.

· Where appropriate, the strengths and needs of the child as identified through assessment by a rehabilitation service provider will inform the child’s Individual Education Plan (IEP).

2F. Intervention Delivery

· S-LP service providers will serve all school-aged children in their schools, providing both speech and language supports and/or interventions, as appropriate.”

SEACs should ask for ongoing updates on their school board’s involvement with other agencies in planning for delivery of rehabilitation services.

**5. TDSB Special Education Reform Motions**

David Lepofsky, Chair of the TDSB SEAC, had passed on three motions that his SEAC had approved, and he asked that they be shared with PAAC members. The motions were approved at the June 13, 2016 SEAC meeting but had not been approved by the TDSB board as of June 20th. These motions are attached so that they can be reviewed by your SEAC – to give credit for what your board has already done, and give consideration to bringing other issues forward for further exploration by SEAC.

**Questions? Email Diane Wagner at** **dianew@LDAO.ca** **or call (416) 929-4311 Ex. 22**