

**LDAO SEAC CIRCULAR**

**September 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. Planning for the SEAC year

2. Ministry of Education Updates

3. SEAC recruitment for new term

**List of Supplementary Materials:**

1. PAAC on SEAC Calendar 2022-23

2. Sept. 2, 2022 Back to School Memo

3. Sept. 2, 2022 Memo Online Learning Implementation Update

4. PAAC on SEAC Tip Sheet – Effective Practices for Recruitment of Local Association Members for SEAC

**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. Planning for the SEAC year**

The attached **PAAC on SEAC Annual Calendar** can be used to help plan SEAC activities for the 2022-23 school year.

The *PAAC on SEAC Effective Practices Handbook* (2016) outlines effective practices to help SEACs develop an annual plan (see: **Section 3 SEAC Roles & Responsibilities,** <http://www.paac-seac.ca/home/paac-on-seac-effective-practices-handbook-for-seac-members/section-3-seac-roles-and-responsibilities/3-1-annual-planning/>)

1. **Ministry of Education Updates**

The **September 2, 2022 Memo on Back to School** (attached) outlines Ministry priorities for the coming academic year. Some highlights include:

**Tutoring Supports**

This program is expanding access to tutoring in small groups, after school, during school, and/or on weekends, to ensure students get the supports they need. School boards are asked to share information about their local tutoring programs with parents and Members of Provincial Parliament to help spread the word about these important supports.

School boards are also asked to share with students and families information regarding the availability of virtual tutoring. Supported by our increased investments, Mathify English-language online math tutoring services have been expanded and are now available to students in Grades 4-11 (previously Grades 6-10), along with expanded hours on weekends. Eurêka! French-language online tutoring services are offered to all students in Grades 1-12 in all subjects and have recently expanded French supports for students in Grades 1-2, and for Math, Grades 7-9 and 11-12.

SEACs should ask for a report on the expanded tutoring services in their board, and in particular how these will be made available to students with special educational needs.

**Literacy Requirements**As communicated in the [Planning for the 2021-22 School Year](https://efis.fma.csc.gov.on.ca/faab/Memos/B2021/B07_EN.pdf) memo, the literacy graduation requirement is restored beginning with students graduating in the 2022-23 school year. Students in Grades 10 and 11 and non-graduating students, including those who are learning remotely, are required to work towards the literacy graduation requirement, through participating in the Ontario Secondary School Literacy Test (OSSLT) or completing the Ontario Secondary School Literacy Course (OSSLC). To provide maximum flexibility for students to acquire the literacy graduation requirement, particularly for students enrolled in remote learning, students can be enrolled in the OSSLC without having attempted the OSSLT in 2022-23.

SEAC members may want to share with their networks the opportunity in 2022-23 for students to enroll in the Ontario Secondary School Literacy Course (OSSLC) without having attempted the OSSLT, and to ask their boards how this information is being shared with students with special education needs and their parents.

**Early Reading**On February 28, 2022, in response to the Ontario Human Rights Commission’s (OHRC) *Right to Read* report, the ministry committed to revising the elementary Language and Français curriculum and Grade 9 English and Français courses to align with scientific, evidence-based approaches that emphasize direct, explicit and systematic instruction.

In Spring 2022, as part of its response to the OHRC’s *Right to Read* report, the ministry released Effective Early Reading Instruction: A Teacher’s Guide, which can be accessed or downloaded as a PDF on the [Curriculum and Resources website](https://www.dcp.edu.gov.on.ca/en/). The guide provides support on evidence-based approaches to early reading instruction.

The ministry also hosted a webinar for board leads to support the implementation of this guide.

SEAC members should ask what steps their board has taken to implement scientific, evidence-based reading instruction approaches that emphasize direct, explicit and systematic instruction.

**De-Streaming**

The ministry is providing funding to school boards to support de-streaming in the 2022-23 school year, including $3 million for the De-Streaming Implementation Supports Program and $8.32 million to support early interventions in math for students with special education needs to help prepare them for a de-streamed curriculum. Additionally, the ministry is providing $304 million in the GSN for temporary additional staffing supports to hire teachers, early childhood educators, educational assistants and other education workers, including to address the implementation of the first year of a fully de-streamed Grade 9.

SEAC members should ask what supports are being provided to students with special educational needs for all de-streamed Grade 9 courses.

**Professional Activity Days**

In April 2022, the ministry issued a revised [Policy/Program Memorandum 151](https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-151) outlining key priority areas for school boards to focus on during mandatory Professional Activity Days in 2022-23. School boards are encouraged to allot one day for each priority area.

The priority areas as outlined in PPM 151 are:

**Learning recovery**

* Learning recovery and renewal
* Student mental health and well-being
* Early reading and mathematics
* Supporting de-streamed classrooms

**Student and school safety**

* Ontario College of Teachers’ (OCT) [Sexual Abuse Prevention Program](https://www.oct.ca/public/sexual-abuse-prevention-program)
* Anti-sex trafficking and cyber protection
* Supporting students with prevalent medical conditions in schools ([PPM 161](https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-161))

**Science, technology, engineering and math (STEM)**

* STEM education, including new STEM-related curricula (elementary science and technology, grade 9 de-streamed science and connections to skilled trades and apprenticeship)
* Connections to skilled trades and apprenticeship

**Equity and inclusive education**

Equity and inclusive education should be applied in an integrated manner across all professional learning topics or as focused learning topics. At a minimum, these learning topics should include:

* special education and supporting students with disabilities
* anti-racism and anti-discrimination

SEACs should ask what plans are being made for the PA day that deals with special education and supporting students with disabilities.

The **September 2, 2022 Memo on** **Online Learning Implementation Update** (attached) states:

As we enter the new school year, the ministry is sharing newly developed online learning courses developed by TVO and French-language partners, aligned with the Ontario curriculum, to support students with meeting the online learning graduation requirement as described in [Policy/Program Memorandum (PPM) 167](https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-167).

**A reminder** that PPM 167 outlines an Opt-Out Process:
School boards must develop and implement a protocol or procedure that allows for students to be opted out of the online learning graduation requirement:

* at the request of their parent(s)/guardian(s)
* at the student’s request, if they are 18 years of age or older (or if they are 16 or 17 years of age and have withdrawn from parental control)

**SEAC recruitment for new term**

A reminder that with the municipal elections coming up SEACs will begin a new term. Hopefully many SEAC members will return, but it may also be necessary to recruit members and alternates. To help with this process I have reattached the **PAAC on SEAC** **Effective Practices for Recruitment of Local Association Members for SEAC** tip sheet, also available at [www.paac-seac.ca/resources/paac-on-seac-tip-sheet-effectiive-practices-for-recruitment-of-local-association-members-for-seac/](http://www.paac-seac.ca/resources/paac-on-seac-tip-sheet-effectiive-practices-for-recruitment-of-local-association-members-for-seac/)

**Questions?** Email Diane Wagner at dianew@LDAO.ca