

Special Education Advisory Committee

Leadership Report

March 1 2021

Andrew Gold, Associate Director of Leadership, Learning and School Improvement
Angela Nardi-Addesa, System Superintendent of Special Education and Inclusion



Land Acknowledgement

"We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe, the Hau/de/no/saune Confederacy and the Wendat. We also recognise the enduring presence of all First Nations, Métis and Inuit peoples."

“as well as the importance of establishing and maintaining Cultural Safety.”



Agenda

	Item	Facilitator/ Presenter	Time
1.	<p>A. Call to Order (quorum)</p> <p>B. Land Acknowledgement and Welcome</p> <p>C. Announce Live Streaming of meeting</p> <p>D. Review of Agenda</p> <p>E. Approval of Agenda</p> <p>F. Declarations of Possible Conflict of Interests</p> <p>G. Approval of SEAC Minutes from February 2021</p> <p>H. Comments from Chair</p> <ul style="list-style-type: none">• Decorum• March Break change• Topics request for future meetings	Chair	7:00
2.	Introductions of new SEAC member Association (BPSG) and new Community Member Alternates (outline of role of alternate)	Chair	7:10

3.	<p>Leadership and Learning Department Staff Update and Discussion</p> <ul style="list-style-type: none"> • Leadership Report- Academic Pathways and Locally Developed Compulsory Courses • Leadership Updates: February Switch data, Autism Services Kindergarten Kit and COVID Funding 	<p>Andrew Gold Angela Nardi-Addesa</p>	7:20
4.	PAAC on SEAC Survey	Chair / Vice Chair	8:15
5.	Trustees' Report	Trustees	8:35
6.	<p>Working Groups -</p> <ul style="list-style-type: none"> • Budget/Communication/Sp. Ed. Plan/Action Plans 	Chair	8:40
7.	SEAC Member Reports	Representatives	8:50
8.	Other Business	Chair	8:55

Leadership Report

- **Welcome:** Andrew Gold
- **Academic Pathways & Special Education**
Wendy Terro, Tamara Grealis and Jason To
- **Updates:**
 - February Switch Data - Angela Nardi-Addesa and Diana Panagiotopoulos
 - Autism Services Kindergarten Kit - Janine Small

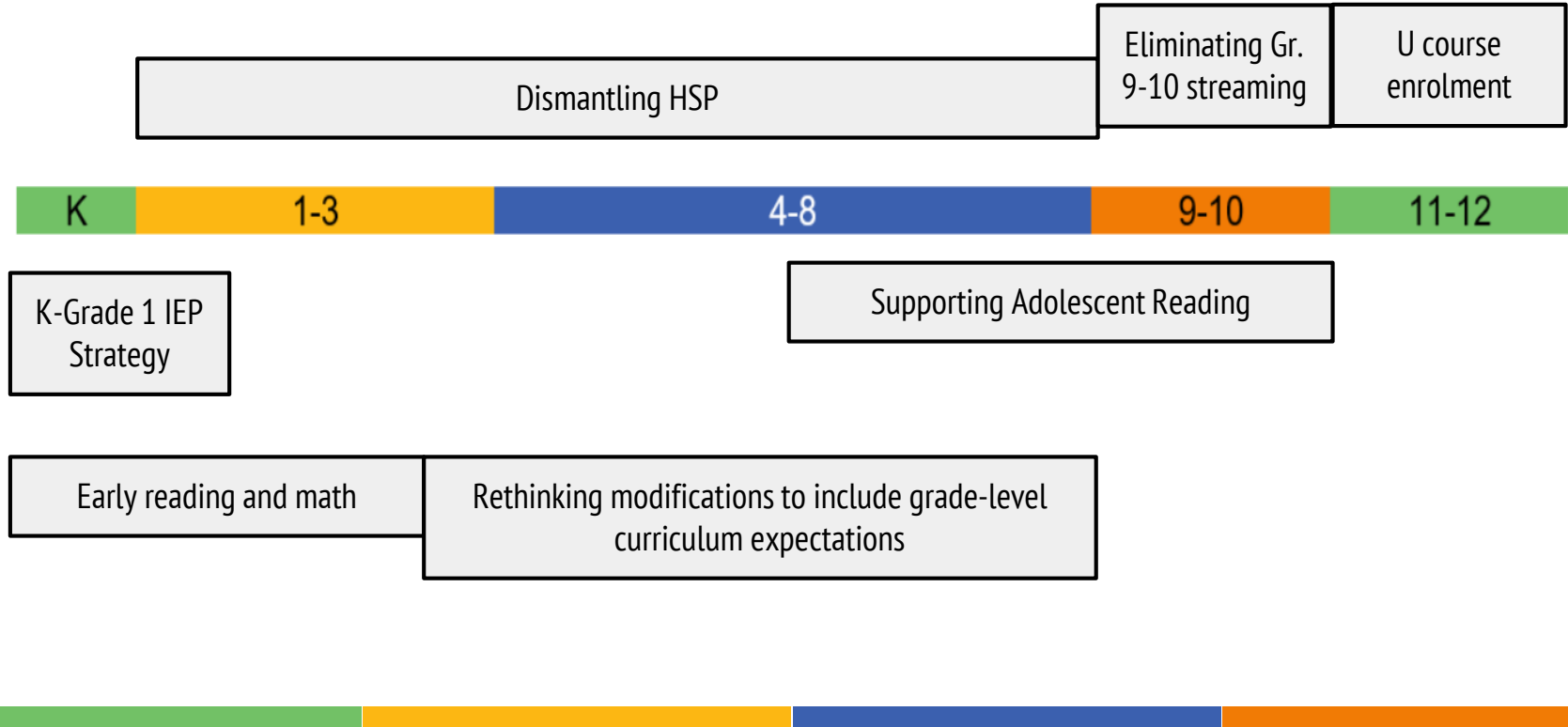
Academic Pathways and Special Education:

As you listen to the presentation we are asking, “What advice or areas would you like us to consider through the Special Education stance, as we engage in the work towards more inclusive learning environments for all students through Academic Pathways?”

Special Education and Academic Pathways

- Programming for students with Special Education Needs
- Professional learning to support staff providing rich learning opportunities for students
- Providing more time for students and families to make decisions on destinations after high school

Academic Pathways is a K-12 Movement



Academic Pathways

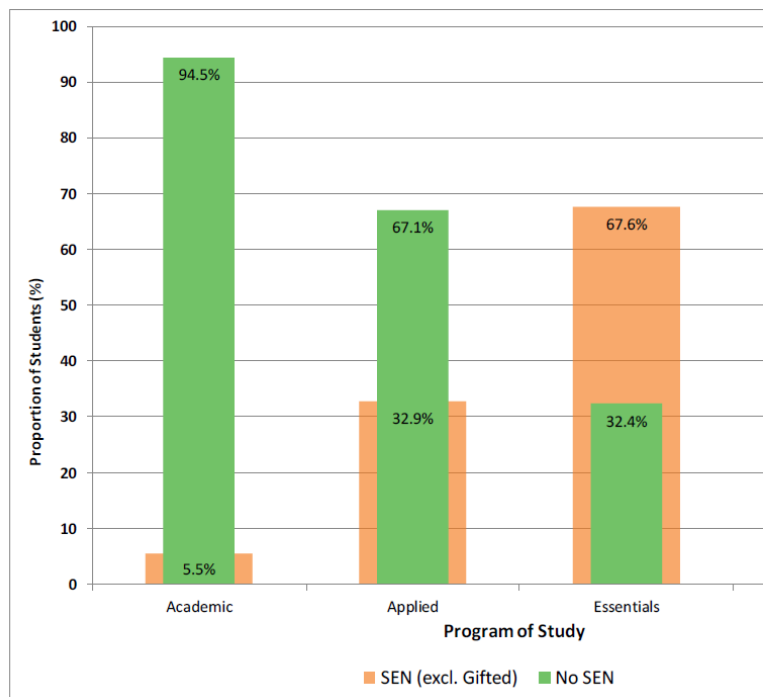
Self-identified Race across Programs of Study, 2011-12

Race Across POS	Aboriginal	Black	East Asian	Latin American	Middle Eastern	Mixed	South Asian	Southeast Asian	White
Academic	0.1%	8.8%	20.5%	1.7%	4.9%	6.6%	22.7%	4.7%	29.9%
Applied	0.7%	22.7%	10.5%	3.8%	7.9%	7.9%	16.9%	5.8%	23.8%
Essentials	1.2%	29.3%	5.1%	3.5%	7.6%	7%	15.9%	4%	26.5%
Undefined	0.4%	16.1%	21.6%	2.9%	8.1%	5.5%	16.7%	5.4%	23.3%
Total	0.3%	12.6%	17.9%	2.2%	5.8%	6.9%	21%	4.9%	28.3%

Parekh, G. (2013). *Structured pathways: An exploration of programs of study, school-wide and in-school programs, as well as promotion and transference across secondary schools in the Toronto District School Board*. (Research Report No. 13/14-03). Toronto, Ontario, Canada: Toronto District School Board.

Academic Pathways and Students with Special Education Needs

Proportion of Students with and without SEN (excluding Gifted)
Programs of Study, 2011-12



Secondary Programs of Study:

- Academic level courses
- Applied level courses
- Essential level courses

Parekh, G. (2013). *Structured pathways: An exploration of programs of study, school-wide and in-school programs, as well as promotion and transference across secondary schools in the Toronto District School Board*. (Research Report No. 13/14-03). Toronto, Ontario, Canada: Toronto District School Board

How are we supporting students with special education needs with Academic Pathways?

- Grade 9 de-streamed Mathematics new curriculum 2021
 - modifications and accommodations to support students in special education through IEP
- Locally Developed Compulsory Course Strategy
 - GLE/GLS, ELS2O for additional support
- Professional learning for educators and administrators
 - Focus on inclusive teaching practices
 - Supporting high school teachers with modifying expectations
 - Coach support

Open for SEAC Discussion and Feedback

What advice or areas would you like us to consider through the Special Education stance, as we engage in the work towards more inclusive learning environments for all students through Academic Pathways?

Elementary Switch Update

- We started with switch requests for roughly 9,000 TDSB students
- 3,271 students have been moved into VS as part of the February switch
- 2,177 students have been moved from Virtual School to in-person B&M as part of the February switch
- Update on Hubs: LC1 = 2, LC2 = 6, LC3 = 6
- Almost 400 students have been placed in hubs
- Switch requests from approximately 500 students in Quintiles 2 and 1 have not been facilitated; additional space may become available between now and Friday, February 26.

LC1 - 88 Students	LC2 - 190 Students	LC3 - 123 Students
Fraser Mustard (LN5) Thornccliffe Park (LN5)	Calico (LN8) <u>Cresthaven (LN8)</u> Gateway (LN10) Grenoble (LN10) Kennedy (LN10) Valley Park (LN10)	Charles Gordon (LN13) Ellesmere-Statton (LN13) George B. Little (LN13) <u>Glamorgan (LN13)</u> John McCrae (LN13) Lord Roberts (LN13)

Special Education Switch Update

SPED Program	In Person to Virtual	Virtual to In Person
SP (Res)	661	308
SP (Gifted)	78	38
SP (Beh)	5	0
SP (DD)	30	11
SP (LD)	9	4
SP (HSP)	51	37
SP (Autism)	9	8
SP (MID)	24	8
SP (Diag)	15	3
SP (PD)	3	0
Total	885	417

Discussion, Questions, Feedback



Autism Services Kindergarten Kit

Autism Services has introduced “Supporting the Kindergarten Experience”, a comprehensive 7 booklet digital kit that can be used to assist teachers and DECEs in supporting students with Autism Spectrum Disorder (ASD) transition into full-day Kindergarten.

Topics within the booklets include: ASD, Using Visuals, Transitions, Communication and Behaviour, Applied Behaviour Analysis (ABA) Strategies, The Learning Day, and Home-School Communication. Each book can be used as a standalone resource or as part of a larger kit.

Autism Services: Key to Learn Webinars -

<https://drive.google.com/file/d/17S7hPPIIKFrSkkV8cpmTqqhEFbiCysxm/view?usp=sharing>

Discussion, Questions, Feedback



PAAC Survey

Chair S. Lynette will walk us through a discussion and SEAC will have an opportunity to give feedback:

[Report on Results of PAAC on SEAC 2020 Survey](#)

[PAAC on SEAC 2020 Survey Executive Summary Action Items](#)

Agenda (Contd.)

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