



SPECIAL EDUCATION ADVISORY COMMITTEE

AGENDA

January 11, 2018

6:00 p.m.

Grimsby Lincoln Room – Education Centre

STUDENT VOICE

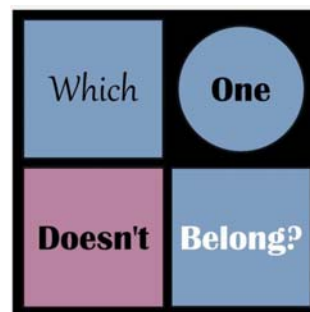
1. Quorum / Welcome / Introductions..... Linda Morrice
2. Approval of the Agenda of January 11, 2018 Linda Morrice
3. Approval of the December 14, 2017..... Linda Morrice
4. Business Arising from the Minutes of December 14, 2017 Linda Morrice
5. Secondary Math Presentation Katie Seminerio & Liisa Suurtamm
6. Special Education Report Kelly Irvine-Minor & Chris Waler
Specific Sections: Special Education Programs and Services – Section 8: Transition Planning, pg 24
Other Related Information – Section 3: Coordination of Services with Other Ministries or
Agencies, pgs 39-44
7. SEAC Agency Community Member PresentationsAmy Dunn
8. Association and Board Information (please bring written submission)
9. Correspondence
10. Questions and Answers
11. Adjournment

NEXT MEETING: February 8, 2018 – Grimsby Lincoln Room, 6:00 p.m.

Secondary Mathematics Learning

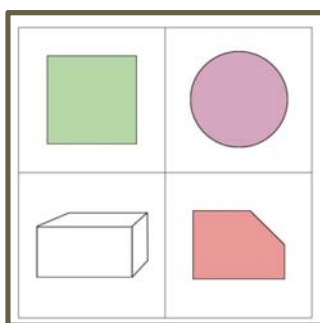
Presentation to Special Education Advisory Committee
Thursday January 11, 2018

Liisa Suurtamm, Secondary Mathematics Consultant
Katie Seminerio, Secondary Special Education Consultant



www.wodb.ca

Which One Doesn't
Belong?



Creating Opportunities for Everyone to be Mathematicians

- Conversations /Discussions
- Low floor /high ceiling problems
- Open questions

"The first thing I realized about learning mathematics was that there is a ...difference between, on the one hand, listening to math being talked about by somebody else and thinking that you are understanding, and on the other, thinking about math and understanding it yourself and talking about it to someone else"

Sarah Flannery

What fraction of the parallelogram is . . .

- (a) Green?
- (b) Blue?

How did you know?



Build it


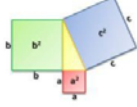
Build a parallelogram that is $\frac{1}{2}$ blue and $\frac{1}{2}$ red

Build a triangle that is $\frac{1}{3}$ green and $\frac{2}{3}$ red.








Can you build these in more than one way?

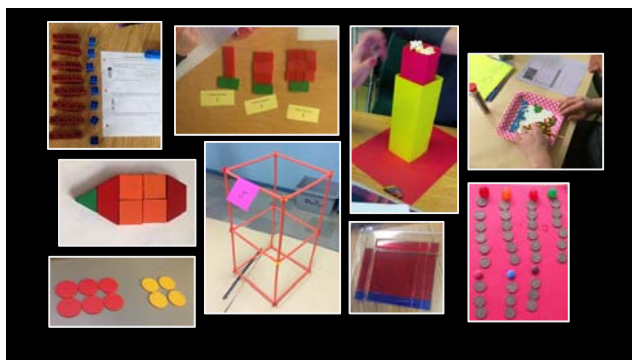
Creating Opportunities for Everyone to be Mathematicians

Manipulatives help us move from concrete to representations to abstract

Concrete	Representational	Abstract
		$a^2 + b^2 = c^2$

What is this and what is it used for?

Pattern Blocks	Two Colour Counters	Colour Tiles	Algebra Tiles
			
Linking Cubes	Straws and Connectors	Volumetric Solids	
			



Creating Opportunities for Everyone to be Mathematicians

- Spiralling
- Student-centred learning
- Vertical non-permanent surfaces
- Learning from mistakes
- Growth Mindset
- Accommodations to remove barriers

"The collaborative environment that emerges when student work is visible, and when students and the teacher have space to move around and interact with one another, allows students to engage with different ideas and perspectives and to build on previous learning."

Dr. Christine Suurtamm
Making Space for Students to Think Mathematically

System Supports for Students and Teachers

- Math consultant and math instructional coaches working with school teams and with teachers in the classroom to support all learners
- Special Education Consultants working with Special Education Resource Teachers to build their capacity in supporting learners in math



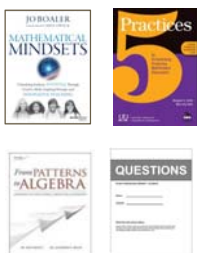
Learning Teams

- Secondary Learning Community for Math Leaders
- Secondary Learning Community for Special Education Resource Teachers
- Math Learning Teams



Resources and Tools

- Mathematical Mindsets
- Five Practices for Orchestrating Productive Mathematics Discussions
- Patterns to Algebra
- Mid-year Practice EQAO assessment
- Hands-on tools available in all schools (and in their resource rooms)



Supports for Students

- ❖ Classroom teacher (in class, lunch, after-school)
- ❖ Special Education Resource teachers / Student Success teachers
- ❖ After Hours Numeracy Sessions
- ❖ Math Help Centre (many schools offer math help sessions at lunch or after school)
- ❖ Online Homework Help:
 - [7 - 10 homework help: Sunday - Thursday 5:30 - 9:30pm](#)
 - [11 / 12 homework help: Sunday - Thursday 7:00 - 10:00pm](#)

Contact Information

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Understanding CTCC programs (formerly Section 23)

District School Board of Niagara
2018

Purpose of CTCC programs:

- Students whose mental health, behavioural, or communication needs are best served in an educational environment with a treatment component
- Students in a secure or open custody setting
- Students in group homes who require treatment related to family breakdown

CTCC – Care, Treatment, Custody and Corrections

All CTCC teachers are DSBN teachers.

The DSBN partners with community agencies to provide low enrolment classes to students in need. We have 23 classes in 16 locations around Niagara.

Students are de-mitted from their respective school boards while in a CTCC program.

All secondary classes have a maximum of 8 students.

Most elementary classes have a maximum of 8 students except for the Children's Autism Program which has a maximum of 5.

Each class has a support worker from the respective agency.

Students come from the DSBN, NCDSB, and the French Board (except for the John Howard class which is DSBN students only).

Partner Agencies

- Pathstone Mental Health
- John Howard Society
- Niagara Health System (St. Catharines General Hospital)
- Family & Children's Services
- NTEC (Niagara Training and Employment Centre) and Niagara Support Services
- Mutual Support System
- Little House
- Hatts Off
- Peninsula Youth Centre
- Youth Connections
- Niagara Detention Centre

Profile of a CTCC Student

- Generally range in age from 6 to 18 years old.
- Students generally remain in a CTCC class for one to three years depending on the program.

Students may or may not have been identified through an IPRC.

The process for acceptance for most programs begins with Contact Niagara.

Education Focus

- Each student has an Education and Transition Plan specific to his/her needs
- **Secondary panel:** a general focus on literacy and numeracy credit-bearing courses (mandatory credits as a priority)
- **Elementary panel:** a general focus on literacy and numeracy
- Program delivery is direct teacher instruction with interactive supports and assistance, as required, including using the D2L platform
- At the secondary level, most students, when ready, are integrated into credit-bearing courses as part of their transition planning and with the approval of the building principal and receiving teacher (not officially a student in the school)
- **Confidentiality is key.** Nowhere on any reporting documents is the location/type of the student's program mentioned

CTCC program descriptions:

1. **Pathstone Mental Health:** treatment setting for students with a variety of mental health issues
 - 4 elementary classes (grades 1 – 8) at the Pathstone-Merrittville site
 - 5 secondary classes located in DSBN high schools: Eastdale, St. Catharines Collegiate, Thorold SS and Westlane
 - Multi-disciplinary team – CYW, family therapist/social worker, DSBN teacher, and access to psychiatric supports for students and their families
 - Begin the process with Contact Niagara

2. NTEC (Niagara Training & Employment Centre) – located in Port Robinson

- Treatment setting for students with social/behavioural issues
- Ages 13 – 18
- Supports for students to learn cooperation, team-building, and general life skills
- Opportunities to participate in work-related experiences, e.g. landscaping, kitchen, SPCA, Out of the Cold
- Average stay is 2 years
- Students may have an IPRC identification of MID, LD, or DD. Some may also have a Behaviour identification

Begin the process with Contact Niagara

3. Niagara Health System

- Day treatment for student with anxiety and depression issues
- Program includes individual therapy and recreation therapy
- Students range in age from 13 to 18
- The average length of stay is one semester with two in rare cases
- No specific identification or exceptionalities are served by this program
- Program delivery is direct teaching supported by technology (D2L)

Additional CTCC programs in Niagara:

- **Peninsula Youth Centre:** secure custody (ages 12 - 18)
- **Niagara Detention Centre:** secure custody (ages 18 - 21)
- **Stepping Stones** - students are either FACS or Crown Wards living in foster care, group home, or a kin placement
- **Mutual Support Services** (2 classes) - (ages 6 - 18) - students living in MSS group homes; average length of stay is 2 - 3 years
- **Hatts Off** - female students (ages 13 - 18); all Crown Wards living in a group home
- **Little House** (2 classes) - (ages 5 - 18); all are FACS or Crown Wards

- **Youth Connections:** - boys only (ages 12 -18)

Additional elementary CTCC Programs

- **Pathways to Success** - John Howard Society - for students in grades 5 through 8 who have had police involvement and are at-risk for offending
- **Niagara Support Services** - Children's Autism Program (CAP) for children with severe autism, ages 6 - 13 years.

**For more information,
please contact**

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