

SPECIAL EDUCATION ADVISORY COMMITTEE

December 14, 2021

2. Approval of the Agenda

Moved by: B. Turner

Seconded by: C. Cooke

That SEAC approve the agenda for December 14, 2021.

The motion was carried.

3. Approval of Minutes

Moved by: S. Ruggaber

Seconded by: A. Omstead

That SEAC approve the minutes for November 9, 2021. (o)10.5 (t)-6.6 (i)2.6 (on w)13.5 (as)-2 (c)-2 (ar)4.9 (r)-6 (i)2.

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- The purpose of the pilot is to test and identify instructional strategies and supports for students with special education needs that will address gaps in mathematics achievement in this crucial period leading up to destreamed math in Grade 9
 - Focus is on Junior grades – focus on students formally identified with a Learning Disability
 - Measure the impact of the two proposed interventions
- Symphony Math**
- Tier 2 blended learning intervention
 - Greenfield Learning which is the creators of Lexia Core5
 - Intuitive math intervention that is facilitated using an iPad
 - Program takes students through the fundamentals of math and monitors students rate of progress
 - Teacher dashboard indicates when students are struggling
 - Small group or individual lessons are provided to the teacher to implement with struggling students
 - We have purchased 100 licenses
 - It is being implemented in 2 schools as part of the pilot – LaSalle PS and West Gate PS – utilizing marker students identified by a universal screener (aimswebPlus) with a focus on students identified with a learning disability
 - Sample size is approximately 50 students
 - We have provided Davis PS and Roseville PS with the additional 50 licenses and will be monitoring student progress there as well
 - Schools have been provided with additional iPads to help with implementation of the program
- Key Math**
- Tier 3 in person, paper and pencil intervention tool
 - Pearson Math Canada
 - Individually administered to identify a student's functional range (grade level)
 - 3 areas of math – conceptual knowledge, operations and application
 - The LST would normally implement this type of resource – a teacher facilitator was hired to implement with small groups of marker students
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