



Special Education Advisory Committee

Thursday, November 14, 2024

6:00 p.m.

Virtual only - MS Teams

AGENDA

Land Acknowledgement

The Grand Erie District School Board recognizes Six Nations of the Grand River and Mississaugas of the Credit First Nation, as the longstanding peoples of this territory. We honour, recognize, and respect these communities as well as all First Nations, Metis and Inuit Peoples who reside within the Grand Erie District School Board. We are all stewards of these lands and waters where we now gather, learn, and play, and commit to working together in the spirit of Reconciliation.

AGENDA

Item	Info.	Dia.	Res.	Responsibility
LEAD				
A-1 Opening 6:00				
(a) Welcome / Land Acknowledgement Statement			√	L. DeJong
(b) Roll Call (incl Visiting Trustees)/Reminder of Livestream/Reminder of Closed Caption Feature on Teams			√	L. DeJong
(c) Agenda Additions/ Deletions/ Approvals		√	√	L. DeJong
LEARN				
B-1 Timed Items 6:10				
(a) Grand Erie's Annual Learning and Operating Plan – Final Outcomes 2023-24	√			L. Thompson
(b) Grand Erie's Annual Learning and Operating Plan – 2024-25	√			L. Thompson

Learn Lead Inspire



Special Education Advisory Committee

Thursday, November 14, 2024

6:00 p.m.

Education Centre Norfolk Room / MS Teams

AGENDA

(c) Grand Erie's Multi-Year Accessibility Plan 2022-27 – Annual Update	√			L. Thompson
Item	Info.	Dia.	Res.	Responsibility
LEAD				
C-1 Business Arising from Minutes and/or Previous Meetings 6:30				
(a) Approval of Minutes from October 3, 2024*	√	√	√	L. DeJong
(b) Approval of new SEAC Member – motion (v)	√		√	L. DeJong/L. Thompson
(c) Skill Building Program – Check-in (v)	√	√		L. DeJong/L. Thompson/J. Senior
LEARN				
D-1 New Business 6:50				
(a) Special Education Plan – Standard 4 – Early Identification Procedures and Interventions*	√	√		L. DeJong/L. Thompson/L. Sheppard/P. Bagchee
(b) Special Equipment Allocation (SEA) and Special Incidence Portion (SIP) Modernization – Ministry Monitoring visits				L. Thompson
Item	Info.	Dia.	Res.	
LEAD				
E-1 Other Business 7:30				
(a) Regional Special Education Council (RSEC) Update (v)	√			L. DeJong/L. Thompson/J. Senior

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AGENDA

Item	Info.	Dia.	Res.	Responsibility
INSPIRE				
F-1 Standing Items 7:25				
Policies Out for Comment: Code of Conduct – SO – 12 Please send all comments and feedback regarding the following policies to policies@granderie.ca	√			K. Jones
(a) Math Counts Newsletters*	√			L. DeJong/L. Thompson
(b) System Updates	√			L. DeJong/L. Thompson
(c) Chair/Vice-Chair Updates	√			L. DeJong / K. Jones
Item	Info.	Dia.	Res.	Responsibility
LEARN LEAD INSPIRE				
G-1 Information Items 7:50				
(a)				
LEARN LEAD INSPIRE				
H-1 Community Updates 7:55				
(a)				

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LEARN LEAD INSPIRE

LEARN LEAD INSPIRE				
I-1 Correspondence 8:00				
(a)				
Item	Info.	Dia.	Res.	Responsibility
INSPIRE				
J-1 Future Agenda Items and SEAC Committee Planning				
(a) Supporting students with special education needs during emergency procedures				
(b) A Day in the Life of an Educational Assistant				
(c) Update and demonstration of Secondary Hub model				
K-1 Next Meeting				
Thursday, December 12, 2024 Education Centre Boardroom	√			L. DeJong
L-1 Adjournment				
Meeting adjourned			√	L. DeJong

Note: Column Abbreviations

* Attachments to the agenda

Info. Item for information only

Dia. Item for dialogue

Res. Item for resolution or recommendation

SSMT Specialized Services Management Team

Learn Lead Inspire



Special Education Advisory Committee

Thursday October 3, 2024

7:30 p.m.

Education Centre Norfolk Room with virtual option

MINUTES

Present: Chair: L. DeJong, Vice-Chair K. Jones, Trustees: T. Waldschmidt, E. Thomas, Community Representatives: B. Bruce, K. Kelly, L. Nydam
Organizations: L. Boswell, A. Detmar, P. Found

Administration: Director J. Roberto, Superintendent L. Thompson, Principal Leader Specialized Services: J. Senior, Specialized Services Supervisor: P. Bagchee, Program Coordinators: L. Miedema, L. Sheppard, Recording Secretary: J. Valstar

Visiting Trustee: C.A. Sloat

Absent with regrets: Organizations: T. Buchanan, C. Gilman, C. Stefanelli, R. Vriends

A - 1 **Opening**

(a) **Welcome / Land Acknowledgment Statement**

Vice-Chair Jones called the meeting to order at 7:31 p.m. and read the Land Acknowledgment Statement.

(b) **Roll Call/Reminder of Livestream on YouTube/Closed Captioning reminder**

Recording Secretary J. Valstar confirmed roll call. Trustee C. Sloat was in attendance as a guest.

(c) **Agenda Additions/Deletions/Approval**

Moved by: T. Waldschmidt

Seconded by: L. Boswell

THAT the October 3, 2024 agenda be approved as presented.

Carried

B - 1 **Timed Items**

(a) **Feedback – Speaker Presentation**

SEAC members were encouraged to provide feedback on the guest presentation. J. Valstar will send the survey.

C - 1 **Business Arising from Minutes and/or Previous Meetings**

(a) **Approval of Minutes**

Moved by: T. Waldschmidt

Seconded by: L. Boswell

THAT the Special Education Advisory Committee Minutes dated September 5, 2024 be approved as presented.

Carried

D - 1 **New Business**

(a) **Toronto Holocaust Museum (THM)**

Details about the trip to the THM for SEAC, IEAC, GEPIC, and Student Senate were shared with committee members.



Special Education Advisory Committee

Thursday October 3, 2024

7:30 p.m.

Education Centre Norfolk Room with virtual option

MINUTES

- (b) **Summer Learning Update**
Superintendent Thompson shared highlights from Grand Erie's Summer Learning.
- (c) **Departing SEAC member**
Chair DeJong informed committee members that L. Boswell will not be continuing on as a SEAC member.
- (d) **New SEAC Member**
L. DeJong shared that there will be a replacement for L. Boswell brought forward at the November SEAC meeting.
- E - 1 **Other Business** - Nil
- F - 1 **Standing Items**
 - (a) **Policies Out for Comment** - Nil
 - (b) **System Updates**
Superintendent Thompson gave system updates on the Early Reading Screener, Orange Shirt Day, Student Learning Support Days, Take our Kids to Work Day, and Technology in Grand Erie.
 - (c) **Chair/Vice Chair Updates**
Chair DeJong reminded committee members that SEAC meetings will have an in person and virtual option each month.
- G - 1 **Information Items** - Nil
- H - 1 **Community Updates** - Nil
- I - 1 **Correspondence** - Nil
- J - 1 **Future Agenda Items and SEAC Committee Planning**
 - (a) Ministry of Education Website – Review
 - (b) Supporting students with special education needs during emergency procedures
 - (c) A Day in the Life of an Educational Assistant
 - (d) Overview of the Skill Building Classroom
 - (e) Update and demonstration of Secondary Hub model
 - (f) Teaching and Learning Centre for Excellence
 - (g) Innovation Centre
 - (h) GE-MAAP
- K - 1 **Next Meeting**
Thursday November 14, 2024 in the Board Room at the Education Centre with a Virtual option



Special Education Advisory Committee

Thursday October 3, 2024

7:30 p.m.

Education Centre Norfolk Room with virtual option

MINUTES

L - 1 **Adjournment**

Moved by: T. Waldschmidt

Seconded by: L. Boswell

THAT the meeting be adjourned at 8:13 p.m.

Carried

Draft

Standard 4

Early Identification Procedures and Intervention Strategies

The purpose of the standard is to provide details of the board's early identification procedures and intervention strategies to the ministry and to the public.

Early identification and intervention is needed to determine each child's strengths and learning needs, and Policy/ Program Memorandum 11 guides the work in Grand Erie in that; "These procedures are part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue, ongoing, throughout a child's school life for students at all ability levels."

Grand Erie strongly supports an early identification and intervention process for students with special education needs. For students in Kindergarten or the early primary grades, early identification usually refers to the recognition of particular strengths, abilities, and needs, rather than a formal identification process through an Identification, Placement, and Review Committee (IPRC). Although identification can happen at any age early identification and intervention includes assessment, monitoring, instruction, intervention, and community support as needed. Many of the early identification steps will be taken for all students – some specific interventions will be required for individual students as learning needs are noted. The purpose of early identification is to determine each child's strengths and learning needs. Movement toward an IPRC and formal identification is dependent upon sufficient time at school to first track the success/lack of success with attempted interventions and determine if an educational identification is required.

- Many early identification procedures and strategies will be utilized for all students. Some specific interventions will be required for individual students to be responsive to the learning needs
- For students in Kindergarten or the early primary grades, early identification usually refers to the early recognition of particular strengths, abilities and needs rather than a formal identification process through an Identification, Placement, and Review Committee meeting (IPRC)
- An IPRC and formal identification may be appropriate after the student has transitioned to school, and rigorous interventions and supports are being utilized, with sufficient assessment data maintained by the classroom teacher

Guiding Principles that are critical to the success of the entry to school planning process:

- A focus on the whole child and the family collaboration
- Full participation for the student
- Responsiveness
- Planning Entry to School: A Resource Guide, Ministry of Education, 2005

Early Identification

Educator Team and Parent/Caregiver Collaboration

Information Sharing

- Kindergarten Registration Information on the [Grand Erie Website](#)
- Kick Start to Kindergarten Event (Winter) offered by the school and community agency partners for families
- Welcome to Kindergarten Event (Spring) offered by the school for families
 - Individual Case Conference (if needed)
 - Community Agency Reports (if available)

Home Connection Form

- Educator team provide questionnaire or input form to the family, with the purpose of getting to know the student
- Parents / caregivers may provide information or assessments about the child that are pertinent to school (i.e., Speech Language Assessments)

Open Communication

- Educator team monitors student development, learning abilities and needs and shares observations and evidence from school
- Family dialogues with Educator team on observations, learning and growth
- To communicate with each other about any concerns as they arise, with suggestions about appropriate resources and personnel for support as needed

Communication of Learning

- Provide parents / caregivers with an overview of observations of the child's learning in relation to the overall expectations of the Kindergarten Program or curriculum documents with information about appropriate next steps to further the child's learning

Interventions and Support

- To implement strategies of intervention and work with all support personnel as needed to address observed needs of the child
- Communicate concerns as they arise, with suggestions about appropriate resources and personnel for support as needed. Be involved in decisions about the education and learning of the student

Community Support

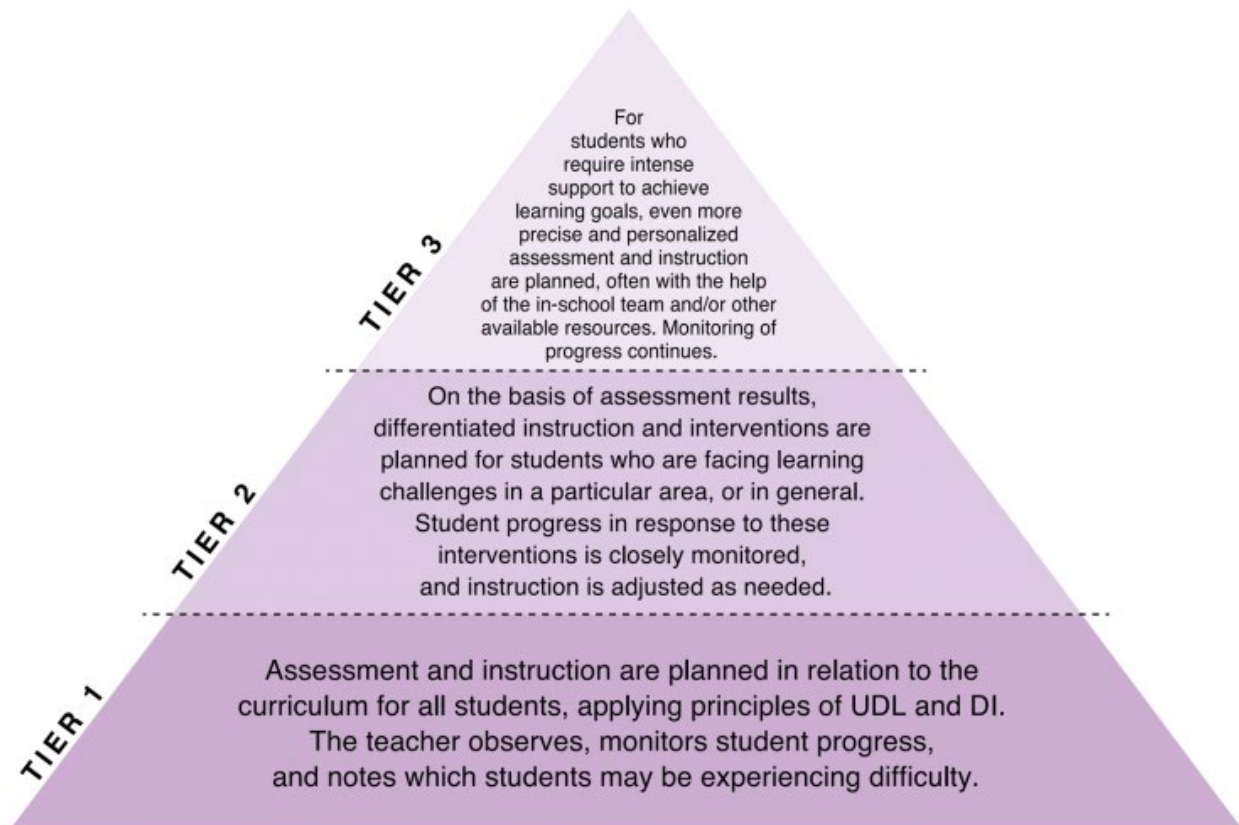
- Access available community agencies that can assist with the child's growth and development, as needed

Learning Partnership

- Parents / caregivers play an important role in children's learning
- Studies show that children perform better in school if caregivers are involved in their education
- By becoming familiar with the Kindergarten program, caregivers can better appreciate the value of play-based learning and learn about the attitudes, skills, and strategies that the children are developing
- This awareness will enhance caregivers' ability to discuss the children's learning with them, to communicate with educators, and to ask relevant questions about the children's development
- Knowledge of the program will also help caregivers understand the children's growth in learning and will enhance their ability to work

The Tiered Approach

Interventions, supports and services within Grand Erie are tiered, offering differing degrees and kinds of assistance to help students be successful. Full understanding of a student's learning profile is necessary to determine appropriate programming and services to address learning needs.



For all students, educators collect information through classroom observations, conversations and other forms of assessment. Educators review support strategies in consultation with caregivers and specialized services staff. With parental consent, information from professional assessments and/or community-based resources are also reviewed. Staff use this information to plan the responsive next steps for student learning.

Educators use the framework of Universal Design for Learning (UDL) to provide access to the curriculum for all students in their classroom. This makes learning accessible to all students, regardless of skill, age or situation. This looks like creating classrooms, school environments, lessons, activities and assignments that are reflective of the identities and experiences of the students.

With the implementation of UDL, specific interventions for some students are utilized. Interventions, and their success, are monitored by the classroom educator(s). Consultation with the School team (ST) for instruction, and classroom management strategies to meet the needs of their students is a support that is available. For more complex or persistent issues,

the school team can consult their Resource Team (RT), to access specialized consultation, action-planning, targeted intervention and staff coaching to meet a wide variety of student needs. Teachers are required to keep caregivers informed about difficulties experienced by their child and the kinds of supportive interventions put in place.

Throughout the pathway of support some students may require the creation of an **Individual Education Plan (IEP)** and access to an **Identification, Placement and Review Committee (IPRC)**. Additional information about these processes to support students can be found by clicking the links.

Draft



PRIMARY FAMILY MATH NEWSLETTER

Outdoor Learning:

Outdoor Exploration Activity: Children collect various leaves of all shapes, sizes and colours. Children then create various patterns with their leaf collection and describe the pattern they have chosen. Children could then explore how to sort their leaves using different characteristics. Why might they have chosen that particular characteristic to sort by? Do they explain their thinking clearly?

Game: Greater or Less Than

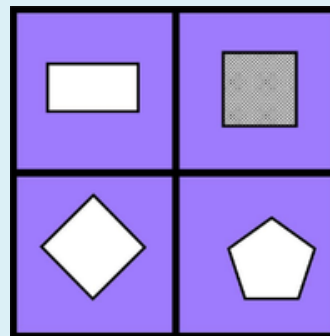


Players: 2

Materials: Cards - Ace through 10- for each player, face cards removed

How to Play: Each child gets a set of cards, Ace through 10 (for the numbers 1-10). One player selects a "secret card" from his/her hand and places it face down. The second player tries to guess what the number on the card is by selecting a card from his/her hand and placing it face up. The first player then tells whether the secret card is greater than or less than the face-up card. The second player continues to make guesses by selecting and showing different cards until he/she has discovered the value of the secret card. Players then switch roles.

Math Talk

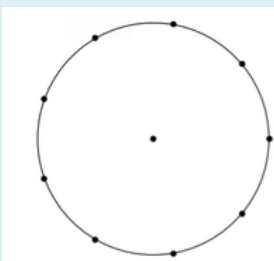


Which shape doesn't belong? There are many reasons that any one of them doesn't belong. What do you think?

Source: [Which One Doesn't Belong?](#)



Problem Solving



Players: 2

Materials: Circular Pegboard (interactive version in source link below or printable).
Instructions: Taking turns, players adding lines to the board creating a triangle that fits around 3 pegs. A line can share a peg with other lines, but the triangles must not overlap (except along the edges and pegs). A player is unsuccessful when they cannot make a triangle on their turn. What are the winning strategies? Once mastering the game, why not play to lose? How does the game change?

Printable Link: [Circular Peg Boards](#), **Source:** [Board Block Two, NRICH](#)

Good Read

Learn about Ontario's Math Curriculum for grades 1 to 8. Explore key concepts and skills that your student will be learning about this year.



Source: [Ontario Math Curriculum, Grades 1 - 8](#)

Counterexamples:

A great car ride activity! The leader makes a false statement that can be proven false with a counterexample. (E.g. All birds can fly. Counterexample: Penguins)

[Getting Kids Interested in Math Without Their Knowing](#)





FAMILY MATH NEWSLETTER: JUNIOR EDITION

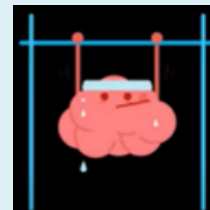
ISSUE 9: OCTOBER 2024

Good Watch: Growth Mindset

Did you know that we can use our mistakes as learning opportunities to develop a deeper understanding of the mathematics we are doing?

How does this work?

Watch: [The Truth About Your Brain](#) (Khan Academy).



Game TARGET 75



Materials: one die, paper, pencil

Goal: To be the player whose total is closer to 75, without going over. Players gets exactly 6 rolls each.

How to Play: Player 1 rolls the die. She multiplies the number rolled by any number between 1 and 5, or by 10. Record the total. Player 2 takes a turn and does the same. On Player 1s' next turn, add the new product to the previous total. Players continue to take turns until each player has had 6 turns. The player whose total is closer to 75, without going over, wins.

Math Talk

How many ovals of paint do you see?

How do you know?

Source: [Number Talk Images](#)



Problem Solving: KEN KEN PUZZLES

The goal is to fill the whole grid with numbers, making sure no number is repeated in any row or column.

In a 3x3 puzzle, use the numbers 1-3, in a 4x4 puzzle, use the numbers 1-4. You can only use each number once in the same row or column.

Inside the dark boxes is a "target number" and operation. Numbers may be used in any order combination with the operation to hit the target number.

[Click here for a selection of Ken Ken Puzzles](#)

Puzzle 20 - Easiest

3+	5+	1
		5+
4+		

3x3

Puzzle 14732 - Easiest

3+	5+	7+	1
			7+
7+	3+		
4	3+		

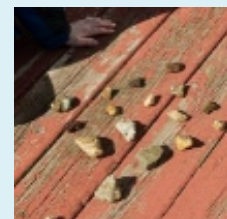
4x4

Outdoor Learning: Multiplication with Nature!

Have your child collect as many of one kind of item such as sticks, rocks, leaves, or cones as they can in one minute.

Split your items into 2 equal rows. How many do you have left over? How many are there in each row? Say the math expression for this array? (e.g., 2 rows of 5 is 10, $2 \times 5 = 10$).

Continue splitting your items into 4 equal groups, then 3, 5, 6, 7, 8, and 9 equal groups. Answer the questions above for each array that you make.



Adapted from: [Educate Outside Multiplication Sticks](#)
Image Source: [Line Upon Line Learning](#).



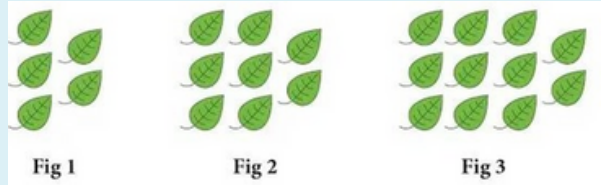
FAMILY MATH NEWSLETTER

INTERMEDIATE EDITION

ISSUE 9: OCTOBER 2024

Problem Solving

- How do you see this pattern growing?
- How many leaves would be in the 43rd figure?
- How do you know?



Game: Integer Addition Battle



Players: Groups of Two

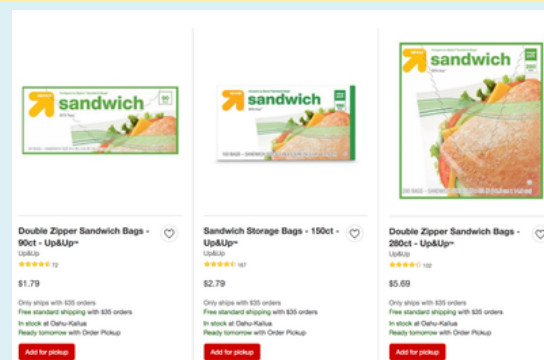
Materials: Deck of cards, Ace worth 11, Jack worth 12, Queen worth 13, King worth 14, scrap paper.

How to Play: Black cards are positive numbers and red cards are negative numbers. Players split a deck of cards and simultaneously flip over their top two cards. Remember -2 is greater than -7. The highest sum wins all four cards. Most cards at the end wins!



Source: [Hit the Deck](#)

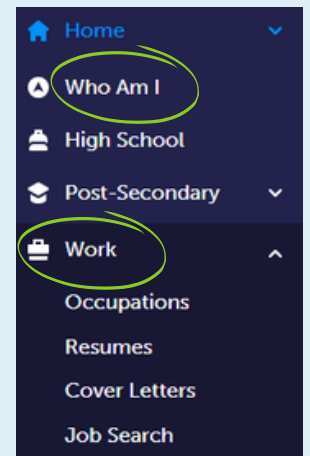
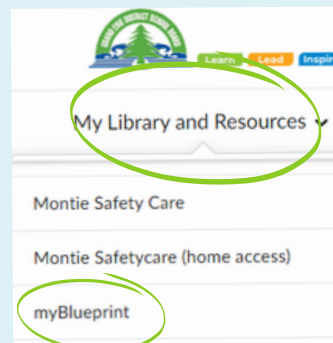
Math Talk: Would You Rather



[Would You Rather Math](#)

Math in the Workplace

We are excited to introduce a new section in our Family Math Newsletter that focuses on math in the workplace. This month, we encourage families to explore MyBlueprint, which can be found in Brightspace under the “My Library and Resources” tab. Once logged in, families can navigate to “Work” and then “Occupations” to learn more about career opportunities that interest them and see how these connect to math content in upcoming issues. For a more personalized experience, students can complete the “Who am I?” surveys to understand career-specific pathways that align with their interests and identities.



Good Read

The Ministry of Education has several resources for parents on their website ([Parent Resources](#)), including curriculum overviews and answers to “why is my child learning this?”. One resource available to math students is TVOLearn’s [Mathify](#). This site offers free 1:1 online math help from Ontario certified teachers. They support Grade 4-12 and tutors are available Monday to Friday from 9 am to 9 pm ET, and Saturdays and Sundays from 3 pm to 9 pm ET. To register, students need their Ontario Education Number (OEN).





PRIMARY FAMILY MATH NEWSLETTER

STEAM

(Science Technology Engineering Art and Math)

Plan your Favourite Meal

Talk about the recipe details like quantities of items. Do you have enough? Make a grocery list. Make the meal together having your child measure out ingredients.



Game: Tens and Ones War



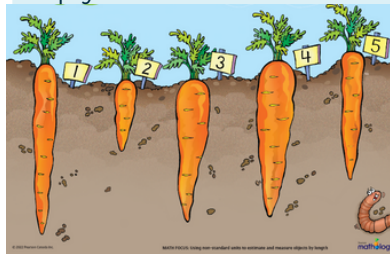
Materials: A standard deck of cards with the tens, jacks, queens and kings removed (aces are used as ones)

1. Shuffle the cards. Divide them into two piles, with the same number of cards in each pile. Place one pile, face down, in front of each player.
2. Each player turns over the top 2 cards in their pile. The first card represents the number of tens and the second card represents the number of ones each player has. Each player calculates their sum aloud. For example, a player who turns over an 8, then a 4, would say: "I have 8 tens and 4 ones. Altogether I have 84."
3. Players determine who has the greater number. The player with the greater numbers wins all 4 cards and places them in a pile. If the cards have the same sum, the 4 cards are put in a discard pile.
4. When no cards are left to be turned over, the discard pile is shuffled, then divided into two equal piles, one for each player. The game ends when these cards have all been used. The player with the more cards wins.

Source: What to Look For, Dr. Alex Lawson, pg. 179

Math Talk

Which carrot is shorter? Which carrot is longer? What materials around your house could you use to help you measure? Are there materials that are



easier to use than others? Why might they be easier to measure with? Why might they be harder to measure with?

Adapted from Source:
Grade 2 Mathology, Measurement

Problem Solving

Prabhleen can run around the classroom in 14 stomps. How many stomps will it take her to run around the classroom 3 times?



Source: Knowledgehook

Good Read

The Amazing Seed

Explore measurement and quantities as you read this book. How tall is the corn on May 26th? How tall is the corn on June 2nd? June 9th? What materials could you use to measure the corn? What about when the corn is very tall? How might you measure the corn stalk then?

Source: Grade 2 Mathology Measurement Little Book



Math Riddle: Two moms and two daughters are baking. Yet, there are only 3 cakes at the end. How is this possible?



FAMILY MATH NEWSLETTER: JUNIOR EDITION

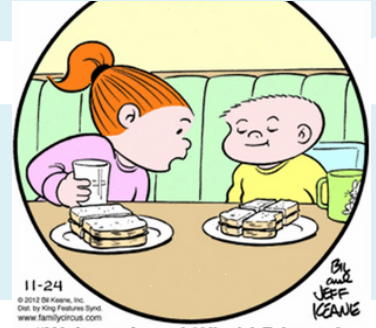
ISSUE 10: NOVEMBER 2024

Math Riddle

Only a fraction of people will find this riddle funny....

Why don't people choose fractions over decimals?

- Because they are pointless...



11-24
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www.familycircus.com

"Wait a minute! Why'd PJ get 4 sandwiches and I only got 2?"

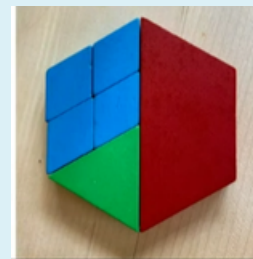
Game: Fraction Addition



Materials: deck of cards, face cards removed, Ace = 1

How to Play: Deal out the cards evenly to all players, as well as to an extra pile for the middle. Keep the piles face down. Turn over the top card of the middle pile, this is the denominator for all players. Each player turns over two of their cards, these are their numerators. For example, if the middle card is 9 and a player turns over a 3 and a 5, their fractions are $\frac{3}{9}$ and $\frac{5}{9}$. Each player adds their fractions together (e.g., $\frac{3}{9} + \frac{5}{9} = \frac{8}{9}$) and the player with the larger sum gets a point. Any player with a fraction larger than a whole gets a bonus point. Players return their 2 cards to the bottom of their piles and repeat turning over a new middle card. Once all cards in the middle have been used, the game is over and the player with the most points wins.

Math Talk



What fraction of the whole is red?
What fraction of the whole is green?
What fraction of the whole is blue?

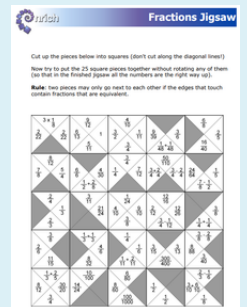
Source: [Math for Love](#)

Problem Solving:

Using the link to the puzzle below, download and print out the page. Cut out all the square pieces (not the diagonal lines). Now try to put the square pieces together without rotating any of them (so that in the finished jigsaw all the numbers are the right way up). Two pieces may only go next to each other if the edges that touch contain fractions that are equivalent. Can you solve the puzzle?



Click here for Fraction Jigsaw Puzzle (nrichmaths.org)



STEAM Activity: Fraction Pizza

Ingredients:

- 1 English muffin split
- Pizza sauce
- 1 Cheese
- 4 Toppings of choice

Source: [Fantastic Fraction Pizzas](#)

Directions:

1. Preheat oven to 350 degrees.
2. Take one side of the English muffin. Spread pizza sauce and cheese on $\frac{1}{1}$ of it.
3. Put your first topping on $\frac{1}{2}$ of pizza; 2nd topping on $\frac{1}{4}$ of pizza; 3rd topping on $\frac{1}{10}$ th, and 4th topping on $\frac{1}{6}$ th of pizza.
4. Bake in oven for 12-15 minutes.



Good Watch: Halves to Tenth Fractions

Watch these episodes of the *Homework Zone* to explore the power of the denominator and the numerator.

Links to Videos: [Numerator Video](#) [Denominator Video](#)



FAMILY MATH NEWSLETTER

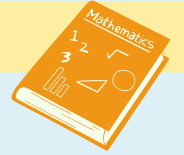
INTERMEDIATE EDITION

ISSUE 2: November 2024

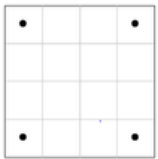
Why Kids Should Learn Code (and how to get them started)

By: Erik Missio, CBC

A Good Read

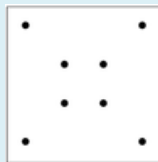


Puzzle:



One Hole Punch Puzzles

To complete a puzzle, take a square of paper, fold it using as many folds as needed so that if you punch one hole and unfold it, you will match one of the puzzles. Complete the following puzzles in any order.



Be prepared to discuss your strategies with others.

Math Talk

```
BEGIN
  INPUT price
  SET tax_rate = 13
  SET tax_amount = price * tax_rate / 100
  SET total_price = price + tax_amount
  OUTPUT "Tax Amount: ", tax_amount
  OUTPUT "Total Price: ", total_price
END
```

What does this code do?

Where would you find a code like this in a real-world context?
How could we change this code to calculate a discount of 13%?

Math in the Workplace

Electronics

The field of electronics has a wide range of job possibilities: assembling, testing, repairing, and inspecting consumer and industrial equipment, as well as designing and developing electrical and electronic equipment.

Where's the math?

- Working with the Real Number System
- Graphing
- Using the Cartesian plane for placing components.
- Sketches, diagrams, and application of geometry concepts.
- Metric conversions
- Use of rate, ratio, proportion

Check out [Skills Competences Canada](#) to learning about MANY industry sectors and skilled trades that involve coding. Click the job of interest and then "Skills for Success" or the related PDF to learn about the math skills integrated into each job.

Try this!



Rice Krispie Squares

Ingredients

- 50 ml or 1/4 cup margarine or butter
- 1.25 L or 5 cups miniature or 40 regular (250 g pkg) marshmallows
- 2 ml or 1/2 tsp vanilla extract (optional)
- 1.5 L or 6 cups Rice Krispies® cereal

Directions

1. In large saucepan over low heat, melt margarine. Add marshmallows; stir until melted and well blended. Remove from heat.
2. Stir in vanilla. Add cereal, stirring until coated.
3. Using lightly buttered spatula, press into a 3 1/2 L or 13" x 9" buttered pan.
4. Cool. Cut into bars.

[Rice Krispie Square Recipe](#)

Coding and Baking: A Sweet Comparison

Coding and baking might seem worlds apart, but they share some fascinating similarities! Both involve **sequential events** and **executing code** to achieve a desired outcome.

Code in programming is like a recipe in baking. Just as a recipe provides step-by-step instructions to create a delicious treat, code gives precise commands to a computer to perform tasks. Sequential events are crucial in both activities. In baking, you follow a specific order: mix ingredients, preheat the oven, bake, and cool. Similarly, in coding, you write instructions that the computer follows in a specific sequence to ensure everything works correctly. Finally, executing code in programming is like putting your cake in the oven. Once you've written your code or prepared your batter, you run the program or bake the cake to see the final result.

So, whether you're baking a cake or coding an app, remember that both require careful planning, following steps in order, and executing your plan to enjoy the sweet success!