



Special Education Advisory Committee

Thursday, January 9, 2025

6:00 p.m.

Education Centre Norfolk Room / 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. Thompson
(b) Roll Call (incl Visiting Trustees)/Reminder of Livestream/Reminder of Closed Caption Feature on Teams			√	L. Thompson
(c) Agenda Additions/ Deletions/ Approvals		√	√	L. Thompson
LEARN				
B-1 Timed Items 6:10				
(a) Election – Chair and Vice-Chair of SEAC January 2025	√		√	L. Thompson
(b) Thank you – Chair and Vice-Chair of SEAC 2024	√			L. Thompson
(c) Grand Erie’s Mental Health Strategy	√	√		P. Ashe/ J. Hooper / J. Boyer

Learn Lead Inspire



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Item	Info.	Dia.	Res.	Responsibility
LEAD				
C-1 Business Arising from Minutes and/or Previous Meetings 6:45				
(a) Approval of Minutes from December 12, 2024*	√	√	√	Chair
(b) You Belong Video Series	√	√		L. Thompson
(c) Toronto Holocaust Museum (THM) Reminder*		√	√	L. Thompson
(d) Centre for Excellence – Grand Opening *	√			L. Thompson
LEARN				
D-1 New Business 7:00				
(a) Special Education Plan - Standard 8 – Categories and Definitions of Exceptionalities*	√	√		L. Thompson / J. Senior
Item	Info.	Dia.	Res.	
LEAD				
E-1 Other Business 7:20				
(a) Nil				

Learn Lead Inspire



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Item	Info.	Dia.	Res.	Responsibility
INSPIRE				
F-1 Standing Items 7:20				
Policies Out for Comment until February 2, 2025: <ul style="list-style-type: none"> • Budget Development Process (BU-02) • Environmental and Climate Change Education and Stewardship (SO-18) • Fundraising (SO-01) • Major Construction (FA-01) • Student Concussion and Head Injury (HS-10) Please send all comments and feedback regarding the following policies to policies@granderie.ca	√			Vice-Chair
(a) Math Counts Newsletters*	√			Chair
(b) System Updates	√			L. Thompson
(c) Chair / Vice-Chair Updates	√			Chair / Vice-Chair
Item	Info.	Dia.	Res.	Responsibility
LEARN LEAD INSPIRE				
G-1 Information Items 7:40				
(a) Nil				

Learn Lead Inspire



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AGENDA

LEARN LEAD INSPIRE

H-1 Community Updates 7:40

(a) Community Living Brant

T. Buchanan

LEARN LEAD INSPIRE

I-1 Correspondence 7:55

(a) Nil

Item

Info.

Dia.

Res.

Responsibility

INSPIRE

J-1 Future Agenda Items and SEAC Committee Planning

(a) Financial Update 2024-25

(b) A Day in the Life of an Educational Assistant

(c) Specialized Services Program update

(d) Entry to School process

(e) Grand Erie's Long Term Accommodation Plan

(f) Review of SEAC Orientation Handbook

(g) SEAC Meeting Dates – 2025-26

(h) Review of SEAC Terms of Reference

Learn Lead Inspire



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K-1 Next Meeting				
Thursday, February 6, 2025 Education Centre Norfolk Room	√			Chair
L-1 Adjournment				
Meeting adjourned			√	Chair

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



Special Education Advisory Committee

Thursday December 12, 2024

6:00 p.m.

Education Centre Board Room / MS Teams

MINUTES

- Present:** Chair: L. DeJong, Vice-Chair K. Jones, Trustee: R. Collver, L. Whiton, Community Representatives: B. Bruce, L. Nydam Organizations: T. Buchanan, L. Campbell, C. Gilman
- 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:** Trustee: B. Doyle, Community Representatives: K. Kelly Organizations: C. Stefanelli
- Absent:** Organizations: P. Found
- Guests:** Superintendent L. Munro

A - 1 **Opening**

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

Chair DeJong called the meeting to order at 6:05 p.m. and read the Land Acknowledgement Statement.

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

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

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

Moved by: L. Whiton

Seconded by: L. Campbell

THAT the December 12, 2024 agenda be approved as presented.

Carried

B - 1 **Timed Items**

(a) **Secondary Program Review – Tollgate Technological Skills Centre**

Superintendent Munro presented an overview of the Secondary Program review in Brantford, including changes to grade 9 intake at Tollgate Technological Skills Centre. SEAC members were given the opportunity to ask questions about the changes.

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

(a) **Approval of Minutes**

Moved by: L. Whiton

Seconded by: K. Jones

THAT the Special Education Advisory Committee Minutes dated November 14, 2024 be approved as presented.

Carried



Special Education Advisory Committee

Thursday December 12, 2024

6:00 p.m.

Education Centre Board Room / MS Teams

MINUTES

- (b) **Supporting students with special education needs during emergency procedures**
L. Sheppard reviewed Grand Erie's procedure on Emergency Planning (SO-005), specifically as it pertains to students with special education needs.
- (c) **Hub Program**
J. Senior gave an overview of Grand Erie's Hub Program. More details and outcomes will be shared with SEAC as the school year progresses.
- D - 1 **New Business**
- (a) **Special Education Plan – Standard 9 – Special Education Placements Provided by the Board**
Standard 9 of Grand Erie's Special Education Plan was reviewed with SEAC members who were given the opportunity to ask questions and provide input.
- E - 1 **Other Business** - Nil
- F - 1 **Standing Items**
- (a) **Policies Out for Comment** - Nil
- (b) **Math Counts Newsletters**
Presented as printed
- (c) **System Updates**
Superintendent Thompson gave system updates on the Toronto Holocaust Museum learning opportunity, Police Resource Outreach Supporting Education (PROSE), Grand Erie's Innovation Hub, Grand Erie's You Belong Here videos, Artificial Intelligence (AI) Guidelines, Revised Estimates, the School Naming process for Grand Erie's two new elementary schools, Specialized Services Highlights, Educational Assistant (EA) Professional Development, and Project SEARCH.
- (d) **Chair/Vice Chair Updates**
Chair DeJong welcomed L. Campbell, Contact Brant, to SEAC. Chair DeJong thanked SEAC for her nomination for the Learn, Lead, Inspire Award in November. She asked for members to come forward to highlight their organizations at future SEAC meetings. Interested members were asked to email J. Valstar.
- Vice-Chair Jones encouraged members to support school and community activities over the holiday season.
- G - 1 **Information Items** - Nil
- H - 1 **Community Updates**
- (a) **Birds Canada**
Vice-Chair Jones gave a presentation on Birds Canada, the organization she is employed by in the community, and encouraged members to take part in the accessible bird walks that are offered.



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Education Centre Board Room / MS Teams

MINUTES

I - 1 **Correspondence**

- (a) **Letter from Limestone District School Board – Teacher training in special education**
Presented as printed

J - 1 **Future Agenda Items and SEAC Committee Planning**

- (a) A Day in the Life of an Educational Assistant
(b) Update and demonstration of the Secondary Hub Model

K - 1 **Next Meeting**

Thursday January 9, 2025 in the Norfolk Room at the Education Centre with a virtual option.

L - 1 **Adjournment**

Moved by: L. Whiton
Seconded by: C. Gilman
THAT the meeting be adjourned at 7:51 p.m.
Carried



Our commitment to belonging

Throughout the school year, Grand Erie District School Board will host professional development sessions for centralized staff and school administrators at **The Toronto Holocaust Museum.**

The Museum serves as a powerful tool in preserving the memory of the Shoah and countering antisemitism and hatred in all forms. Using cutting-edge technology and teaching methods, the Museum will deepen the public's knowledge of the Holocaust.



You're Invited to the official opening of
Grand Erie's **Centre for Excellence**

Monday, January 13 from 4 - 6 p.m. with the theme:

BLACK JOY



Centre for Excellence:
Teaching, Learning
and **Belonging**

**Herman E. Fawcett Teacher
Resource Center**
108 Tollgate Road,
Brantford



Scan the QR code to register or visit: bit.ly/black-joy

Standard 8

Categories and Definitions of Exceptionalities

The purpose of this standard is to make information on the categories and definitions of exceptionalities available to the public, including parents and community associations.

Students will be identified as exceptional by an Identification, Placement and Review Committee (IPRC) when their “behavioural, communicational, intellectual, physical or multiple exceptionalities are such that they are considered to need placement in a special education program” (Education Act) (Special Education program implies an Individual Education Plan with modifications within the regular program or a self-contained program.)

Categories of exceptionalities, as defined by the Education Act, are as follows:

Behavioural

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

- an inability to build or to maintain interpersonal relationships
- excessive fears or anxieties
- a tendency to compulsive reaction
- an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

Major Indicators:

- A persistent pattern of non-compliant, defiant, physical and/or verbally aggressive behaviours observed within the school environment.
- Behaviours are frequent, intense and of such a duration that they compromise the student's learning and ability to be successful at school (for example behaviour is the reason they are not meeting their potential) and/or their behaviour is interfering with the learning of others.
- Behaviours continue despite the implementation of behaviour strategies and interventions.

Behavioural

- Accommodations have proven to be insufficient

Supporting Assessment:

School Documentation demonstrates that the nature, frequency, and severity of the behaviours are disruptive to the student's learning.

- Behaviours are not secondary to other medical, neurobiological, or other developmental disorders.
- All behaviours must be looked at in the context of functional/developmental age, and culture.
- Behaviour plan is in place.
- Consultation/involvement with Behavioural system staff and other appropriate support staff has occurred.
- A psycho-educational

Communication – Autism

A severe learning disorder that is characterized by:

a) disturbances in:

- rate of educational development ability
- to relate to the environment
- mobility
- perception, speech, and language

b) lack of the representational symbolic behaviour that precedes language.

Major Indicators:

- Persistent deficits in social communications and social interactions and restricted repetitive patterns of behaviour.
- Accommodations are insufficient.

Communication – Autism

- ABA strategies, interventions and transition supports are in place and in compliance with PPM140.
- Consultation with ABA and Autism system support staff and other appropriate support staff may occur.

Supporting Assessment:

- A diagnosis by a qualified medical practitioner belonging to the College of Physicians and Surgeons of Ontario or qualified member of the College of Psychologists of Ontario.

Communication - Deaf and Hard-of-Hearing

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

Major Indicators:

- Student is not meeting the grade level expectations (modifications that include either a reduction in the number and/or complexity of the student's current grade level expectations or modifications to a lower grade level).
- Accommodations are insufficient.
- Up to date audiology assessment report completed by an audiologist (preferably within 1 year).
- Recent speech and language assessment has been completed.
- WJ IV or equivalent standardized assessment of academic achievement has been completed.

Supporting Assessment:

- Audiology Assessment completed by a registered audiologist belonging to the College of Audiologists and Speech-Language Pathologists of Ontario that states a specific level of hearing loss.

Communication - Language Impairment

A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

a) involve one or more of the form, content, and function of language in communication; and

b) include one or more of the following:

- language delay.
- dysfluency.
- voice and articulation development, which may or may not be organically or functionally based.

Major Indicators:

- Moderate to severe Receptive Language delay/impairment.
- Moderate to severe Expressive Language delay/impairment.
- Accommodations are insufficient.
- Language impairment is impacting their ability to access the curriculum.
- Remedial programming is essential

Supporting Assessment:

- Assessment by a Speech Language Pathologist belonging to the College of Audiologists and Speech Language Pathologists of Ontario
- Psycho-educational Assessment completed by or under the supervision of a qualified member of the College of Psychologists of Ontario.
- The student displays a moderate to severe delay in receptive and/or expressive language development, at or below the 5th percentile on standard measures that is not due to cultural or linguistic differences.
- WJ IV or equivalent standardized assessment of academic achievement has been completed when deemed appropriate by the school Resource Team.

Communication - Speech Impairment

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress

Major Indicators:

- Difficult to understand speech that affects communication.
- The student displays a severe to profound impairment in articulation, phonology, motor speech and/or fluency that results in unintelligible (difficult to understand) speech.
- Accommodations/modifications are essential for orally expressing their knowledge and ideas.

Supporting Assessment:

- Assessment by a Speech Language Pathologist belonging to the College of Audiologists and Speech Language Pathologists of Ontario.

Communication - Learning Disability

One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal and non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range.
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support.
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills.

Communication - Learning Disability

- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behavior and emotions, planning, organizing of thoughts and activities, prioritizing, decision making).
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities.
- is not the result of a lack of acuity in hearing, and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

Major Indicators:

Difficulties in the development and use of skills in one or more of the following areas:

- reading
- writing
- mathematics
- work habits/learning skills
- Accommodations insufficient for meeting student needs.
- Psycho-educational assessment indicates that academic achievement is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or achievement that is only sustainable with high level of effort and/or extensive support.

Supporting Assessment:

- Assessment reports and results follow PPM 8.
- Psycho-educational assessment completed by or under the supervision of a qualified member of the College of Psychologists of Ontario.
- Assessment measures are based on Canadian norms where possible, are culturally sensitive, and are provided to the student in accessible format, as required (e.g., sign language, Braille, large print).

Intellectual - Giftedness

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Major Indicators:

- Performance scores on Canadian Cognitive Abilities Test (CCAT) and discussion at school Resource Team.
- Accommodations are insufficient to meet student need.

Supporting Assessment:

- CCAT results with a composite standard age score of at least 130 (98th percentile rank) which typically means 9th stanine results on two of three subtests.
- If from outside the board: Psycho-educational assessment completed by or under the supervision of a qualified member of the College of Psychologists of Ontario, with Canadian norms, at the 98th percentile rank or higher on a Full-Scale Intelligence Quotient (FSIQ) or General Ability Index (GAI).
- WJ IV or equivalent standardized assessment of academic achievement has been completed when deemed appropriate by the school Resource Team.

Intellectual - Mild Intellectual Disability

A learning disorder characterized by:

- a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service.
- b) an inability to profit educationally within a regular class because of slow intellectual development.

Intellectual - Mild Intellectual Disability

c) a potential for academic learning, independent social adjustment, and economic self- support.

Major Indicators:

- Student is not meeting grade expectations.
- Student requires accommodations/modifications to the pace, complexity and/or grade level expectations.

Supporting Assessment:

- Psycho-educational assessment completed by or under the supervision of a qualified member of the College of Psychologists of Ontario.
- Cognitive functioning that falls in the very low range.
- Not the result of impairments in vision, hearing, physical limitations, developmental disability, emotional problems, or cultural differences.

Intellectual - Developmental Disability

A severe learning disorder characterized by:

- a) an inability to profit from a Special Education Program for students with mild intellectual disabilities because of slow intellectual development.
- b) an ability to profit from a Special Education Program that is designed to accommodate slow intellectual development.
- c) a limited potential for academic learning, independent social adjustment, and economic self- support.

Major Indicators:

- Student is not able to meet grade level expectations.

Intellectual - Developmental Disability

- Student is not able to perform age-appropriate activities of daily living and personal independence without assistance.
- accommodations are insufficient.

Supporting Assessment:

- Assessments meets the criteria of an Intellectual Disability as defined in the Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM5).
- Psycho-educational assessments completed by or under the supervision of a qualified member of the College of Psychologists of Ontario.
- Medical Assessments completed by qualified member of the College of Physicians and Surgeons of Ontario may be accepted.
- Cognitive functioning that falls in the very low to extremely low range with significant delays in adaptive functioning.
- Assessment measures are based on Canadian norms where possible; are culturally sensitive and are provided to students in an accessible format, as required.
- Not the result of impairments in vision, hearing, physical limitations, emotional problems, or cultural differences.

Physical – Physical Disability

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or developmental level.

Major Indicators:

- Physical limitation where accommodations and modifications are essential for the student to access the curriculum and/or alternate program.

Physical – Physical Disability

Supporting Assessment:

- Diagnosis by a qualified medical practitioner belonging to the College of Physicians and Surgeons of Ontario.
- Occupational Therapy or Physical Therapy assessment may be required to delineate functional needs.

Physical – Blind and Low Vision

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

Major Indicators:

- Accommodations are extensive.
- Accommodations have proven to be ineffective.

Supporting Assessment:

- Diagnosed by an Ophthalmologist, certified by the Ontario College of Optometrists.

Multiple – Multiple Exceptionalities

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teacher's holding qualifications in Special Education and the provision of support services appropriate for such disorders, impairments, or disabilities

Multiple – Multiple Exceptionalities

Criteria for identification:

- Student meets the criteria for identification in two or more exceptionalities with supporting documentation and/or assessment provided by the appropriate practitioners.

Grand Erie's IPRC applies the above categories and definitions in making decisions with respect to identification and placement by reviewing all information including assessment documentation, reporting detailed in the OSR, and anecdotal references from Grand Erie personnel, parent/caregivers, and agencies:

- to develop a shared understanding of a student's current strengths, needs and learning profile.
- to compare available information with the Grand Erie's IPRC decision making and assessment criteria.
- to ensure consistent interpretation and application of Ministry of Education requirements.



FAMILY MATH NEWSLETTER

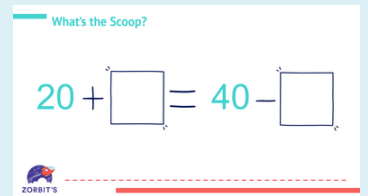
PRIMARY EDITION

Issue 4: January 2025



Balance the equation: what makes this true?
Create a story problem that uses the same numbers

Source: Clearmath: What's the Scoop Bundle <https://educator.clearmath.com/#/activities/92566/resources>



Game: Secret Number



Player 1: Thinks of a secret number to type in the calculator, then asks Player 2 for a number to add.

Player 2: Tell Player 1 your chosen number.

Player 1: Add this number to the secret number and hand the calculator to Player 2.

Player 2: Guess the secret number based on the total shown.

Example: Player 1 types 8 into the calculator.

Player 2 says they want to add 7.

Player 1 adds 7 to 8 and gives the calculator to Player 2.

Player 2 sees the total of 15 and guesses the secret number.

Math Talk: Target Number



My Target is 28.

How many different ways can you decompose and represent this number?

Good Read and Watch - Numberless Word Problems

Good Read: The following article, [Where did the numbers go?](#) by Kristen Acosta presents some of the challenges of problem-solving and explores the use of Numberless Word Problems to teach good problem-solving strategies.

Good Watch: The following PBS video, [PBS.org - Numberless Word Problems](#), presents different numberless word problem scenarios to try with your child.

Now that you know about Numberless Word Problems, try some out with your child(ren) including the one below!



Problem Solving

Begin with the first reading. Using guiding questions ([linked here](#)), have your child explore the mathematical scenario. Once your child has had time to work through the first reading, move onto the second reading and repeat.

1st Reading: Marwan had some colorful marbles. He gave some of them to his friend Jose. Now he has some marbles left.

2nd Reading: Marwan had some colorful marbles. He gave 5 of them to his friend Jose. Now he has some marbles left.

3rd Reading: Marwan had some colorful marbles. He gave 5 of them to his friend Jose. Now he has 32 marbles left.

4th Reading: Marwan had some colorful marbles. He gave 5 of them to his friend Jose. Now he has 32 marbles left. How many marbles did Marwan have before he gave some away?

Source: [Numberless Word Problems - Problem Bank](#)



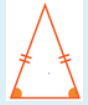
FAMILY MATH NEWSLETTER: JUNIOR EDITION

ISSUE 12: January 2025

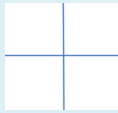
Math Riddle

“What triangles are the coldest?”

Ice-sosceles Triangles



Game: Copy my Design



Materials: blank paper, colouring supplies
 Sit back to back with a partner. Player 1 draws an x-axis and a y-axis on their paper. Player 1 will draw a shape in one of the quadrants on their paper and describe its attributes, positioning and location to Player 2. Player 2 will draw what they hear, asking clarifying questions if needed. Player 1 will perform and describe a translation, rotation, and reflection to their shape. While they are describing each transformation, Player 2 will draw what they hear. When completed, players will reveal and compare their drawings. What made this task difficult? What is a strategy that helped? Players now switch roles.

Math Talk

What do you notice? What do you wonder?



Picture Source: Grade 5 Ontario Math Curriculum

STEAM : Tinkering Station Innovation

Using loose parts you find around your home, create a “Tinkering Station” (e.g, nuts and bolts, rubber bands, recycled cardboard and bottles, string, wheels from broken toys, tape, chop sticks, straws...the possibilities are endless!). Let your child choose any of the Tinkering Station supplies to design and create their own innovation. When they are finished ask them:

- What did you design? How does it work?
- What parts were harder than you expected to design / draw / build / make ?
- Does this look and work like what you thought it would when you started? Why or why not?
- What would you do differently next time?



[Link to Source](#)

Coding: Follow the Leader

One partner is the leader and one is the follower. The leader starts by giving simple instructions in the format of an If...Then...statement. E.g.,: “If I touch my nose, then you touch your nose”. Try out a few actions. To increase difficulty, the leader can specify outcomes that are different than the condition. E.g., : “If I jump once, then you jump three times”. Then the leader can perform them at random! See if the follower can keep up, without forgetting what action to perform with each direction.

Good Read - “Why Kids Should Learn to Code”

If you think children are too young to learn code, this CBC article highlights some great reasons to allow children to start coding young. The article also lists several great resources to help navigate which program may be best for your child. [Link to CBC Article](#)





FAMILY MATH NEWSLETTER INTERMEDIATE EDITION

ISSUE 4, 2025

Learn about Ontario's elementary math curriculum

Did you know that the Ontario Mathematics Curriculum includes a Parent's Guide, containing information related to what your child is learning grade-by-grade, the major knowledge and skills for each strand, and how the curriculum was developed. Check them out here:

[Elementary Mathematics Curriculum](#)

[Grade 9 Math: A Guide for Parents](#)

Game: NIM7



Improve your mathematical reasoning with this quick game!

1. Place 7 counters (these could be any small objects) in a pile and decide who will go first. In the next game, the other player will have the first turn.
2. Each player takes turns to take away either one or two counters.
3. The player that has the last turn loses.

Does it matter who has the first turn?

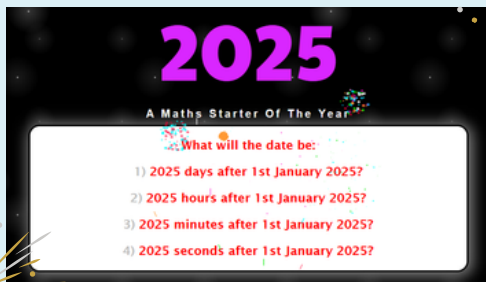
Source: [YouCubed](#)

Math Talk: Would You Rather?



Source: [Would You Rather Math](#)

Problem Solving



Source: [Transum Math](#)

Interesting Reading: EQAO

Parents and caregivers of Grade 9 MTH1W students, check out this resource to support your child with the upcoming EQAO Assessment.

**[Tips for Parents and Guardians:
Supporting Your Child Before the EQAO
Assessment](#)**

Culinary Arts



The culinary arts encompasses the art and science of preparing and presenting food. It involves a blend of proportional reasoning, ratios, and conversions to ensure recipes are accurate and scalable. Creativity is also a key component, allowing culinary professionals to innovate and craft unique dishes. There are various types of culinary arts professionals, including a chef, cook, and baker, for example. Check out each of these professions and the math involved in the culinary arts with these links:

Math in the Work Place



**[Essential Math Skills for
the Culinary Apprentice](#)**

[Chef, Baker or Cook](#)

**Please note your child needs to be signed into their [myBlueprint](#) to see these resources. This can be accessed through D2L.*