

SCHOOL DISTRICT 63 (SAANICH)
EDUCATION DIRECTIONS COMMITTEE
Report to the Board of January 18, 2023

Committee Members: Trustee Silzer, Chair
Trustee Vandall
Trustee VanWell

Staff Support: Carly Hunter, Director of Instruction, Learning & Innovation
Paul McKenzie, Assistant Superintendent

Partner Representatives: Sean Hayes, SAA
Kelly de Klerk, SAA
Don Peterson, STA
Ashley Sonosky – COPACS
CUPE - Regrets

Other Attendees: Trustee McMurphy, Pam Carruthers, Andreas Clesle, Maryke Jones, Leah Mazzocchi,
Sara Postlethwaite, Theodora Saddlemyer & Peter Westhaver

Tuesday, January 10, 2023
3:00 pm

A. PRESENTATIONS AND QUESTIONS

1. Fostering Inclusive Classrooms – Pam Carruthers, Maryke Jones, and Leah Mazzocchi - attachment

The North Saanich teachers shared examples of innovative practices and their focus on supporting students to be active participants in their own learning.

2. Mandt Training: Building Relationships and Helping Children with Challenging Behaviours – Andreas Clesle, Sara Postlethwaite & Theodora Saddlemyer - attachment

Staff shared the goals of the Mandt program and how it is being used in Saanich to support diverse students.

B. ITEMS FOR DISCUSSION

No Items.

C. ITEMS FOR RECOMMENDATION

No Items

D. ITEMS FOR INFORMATION

No Items

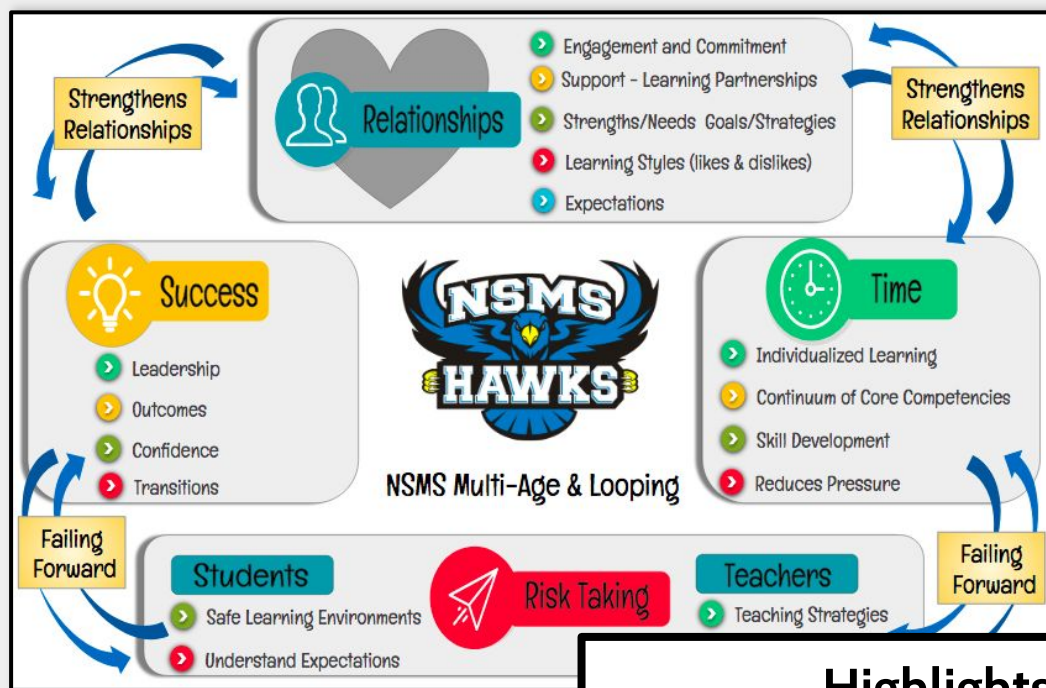
E. FUTURE AGENDA ITEMS

1. Strategic Plan Goal: Global Citizenship – February/March
2. Teacher/Librarians – Spring 2023
3. Board Authority/Authorized Courses – February/March
4. School Plans – Spring 2023

Fostering Inclusive Classrooms



Pam Carruthers, Maryke Jones, Leah Mazzocchi



Highlights of Multi-Age with Looping

(presented at ED. Directions in 2018)

- **Time**
- **Focus on Building Positive Relationships**
- **Opportunities for Risk Taking**
- **Experience Success (Social, Emotional, Academic)**

Multi-Age with Looping

- **Time**
- Focus on Building Positive **Relationships**
- Opportunities for **Risk Taking**
- Experience **Success** (Social, Emotional, Academic)



Philosophy based on Inclusive Classroom Practices

- Collect and Utilize Street Data - *'meeting students where they are at'*
- Strength Based Approach
- Holistic / Universal Supports
- Collective and Collaborative School Process
 - Inclusive Classroom Planning (ICP) with Learning Teams
 - School Wide Interventions

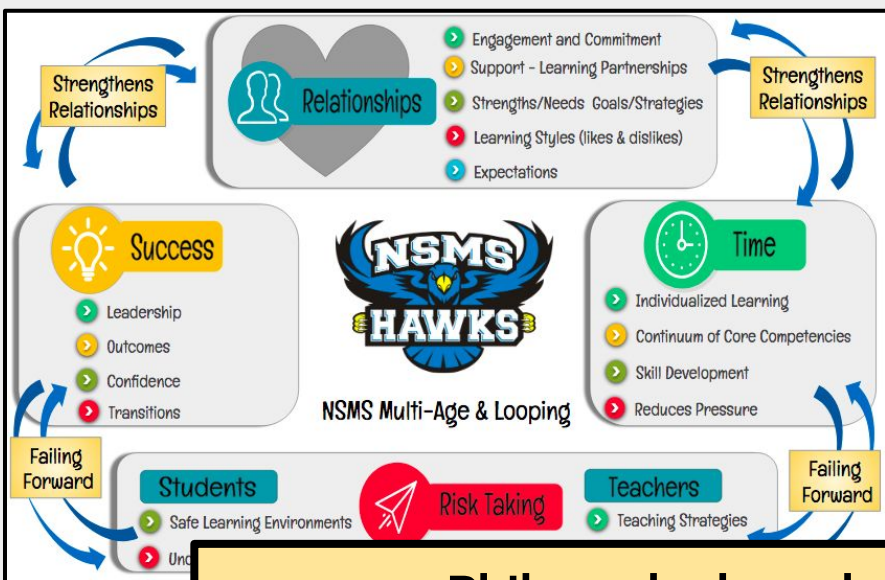
Practice in Action

Grade 6/7 Multi-Age Math

- Challenge leads to growth
- Differentiated instruction
- Levelled choice in work
- Leadership & a learning community

Grade 8 Building Thinking Classrooms

- Continuation of practices
- Research based
- Building capacity for independence in high school



Questions?

Philosophy based on Inclusive Classroom Practices

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- Universal Supports
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Division:	Grade:	# of Students:	Teacher(s):	Case Manager:
Strengths:			Stretches:	

Universal Supports/ Holistic Approach - available to all students <u>Instructional/Assessment:</u> -Multiple access points (adaptations for volume and complexity of tasks) -Choice, options, and flexibility -Alternatives to print (audio, movies, videos, digital media) -Alternatives to note-taking (scribe, copied notes, photos) -Alternatives to demonstrate learning -Supports for written output (technology) -Step-by-step instructions/directions -Chunking tasks; flexible pacing -Visual aids -Additional time -Predictable routines <u>Environmental:</u> -Preferential or flexible seating -Sensory tools -Options for movement -Alternative (supervised) work spaces -Break out space in classroom -Use of local land		<u>Organization & Management</u> -Visual schedule -Work organization system -Regular home communication -Transition plans -Clear routines and expectations -Patience and time <u>Social Emotional:</u> -Regular opportunities for team class building -Calm working environment -Clear and consistent routines and expectations -Mental Health Literacy -Trauma Informed Practice -Healthy choices -Well-being of self, the family, the community, the spirits, and ancestors -Reciprocal relationships	Additional Supports - target individual student needs -Fluid skills groups -Plans and/or learning contracts -Scheduled check-ins	Specialized Supports -ELL/ESD -PT/OT/SLP -Indigenous Support -Counselor -Outside Agency
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Universal Classroom Supports for Access

Universal Classroom Supports	
These are supports that could be made available to any student to foster greater inclusion in the classroom.	
Assessment / Response	Scheduling
Technology: *must specify (Text-to-speech, Speech-to-text) Alternatives to print (audiobooks, movies, videos, digital media etc.) Oral instructions / reader Use simplified language/directions Sound field system in the classroom Visual presentations of verbal material (word webs, visual organizers) High-contrast materials with minimal visual clutter Lesson outlines Alternate ways of responding (oral, dictation, scribe, written, drawing, word processor, media etc.) Separate settings Additional time Graphic organizers/Visual Supports Use of a spelling dictionary, etc. Use of a calculator, table of math facts, number line, manipulatives Alternatives to assessments / essays (demonstrations, conferences, projects etc.)	Visual classroom schedule Calendars with special events Front-load schedule changes Provide choice Allow breaks
Content/Process	Self-Management/Organization
Reduce workload (fewer questions, shorter assignments etc.)	Planner

Supporting Positive Behaviour through Healthy Relationships and Effective Communication

10 Jan, 2023

Sara Postlethwaite, Vice-Principal Royal Oak Middle School

Andreas Clesle, Vice-Principal, Sidney Elementary

Theodora Saddlemeyer, District Teacher Leader for Inclusive Education

The Mandt System: An Introduction

Why Mandt System?

- Mandt's focus on supporting students with trauma aligns with the Strategic Plan and the pillar of mental health and wellness
- Increasing number of students managing extreme behaviours in schools (new diagnoses, trauma, Behaviour Support Plans, Risk Reduction Plans)
- Fire prevention vs fire extinction: A need for proactive strategies to foster relationships, support mental health well being, and prevent escalation
- Understanding the *function* of behaviour

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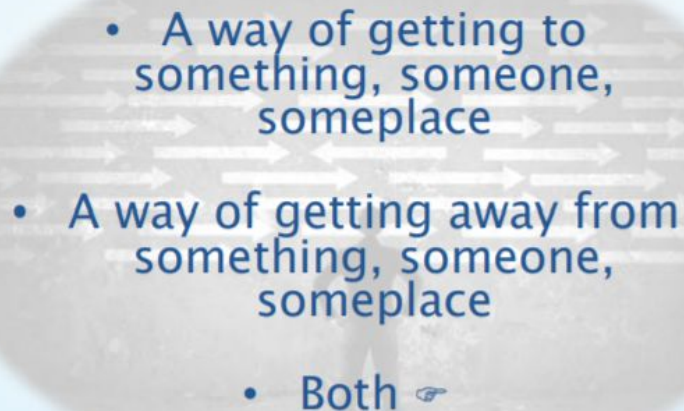

The Mandt System

When healthy relationships are in place, healthy behaviours follow.

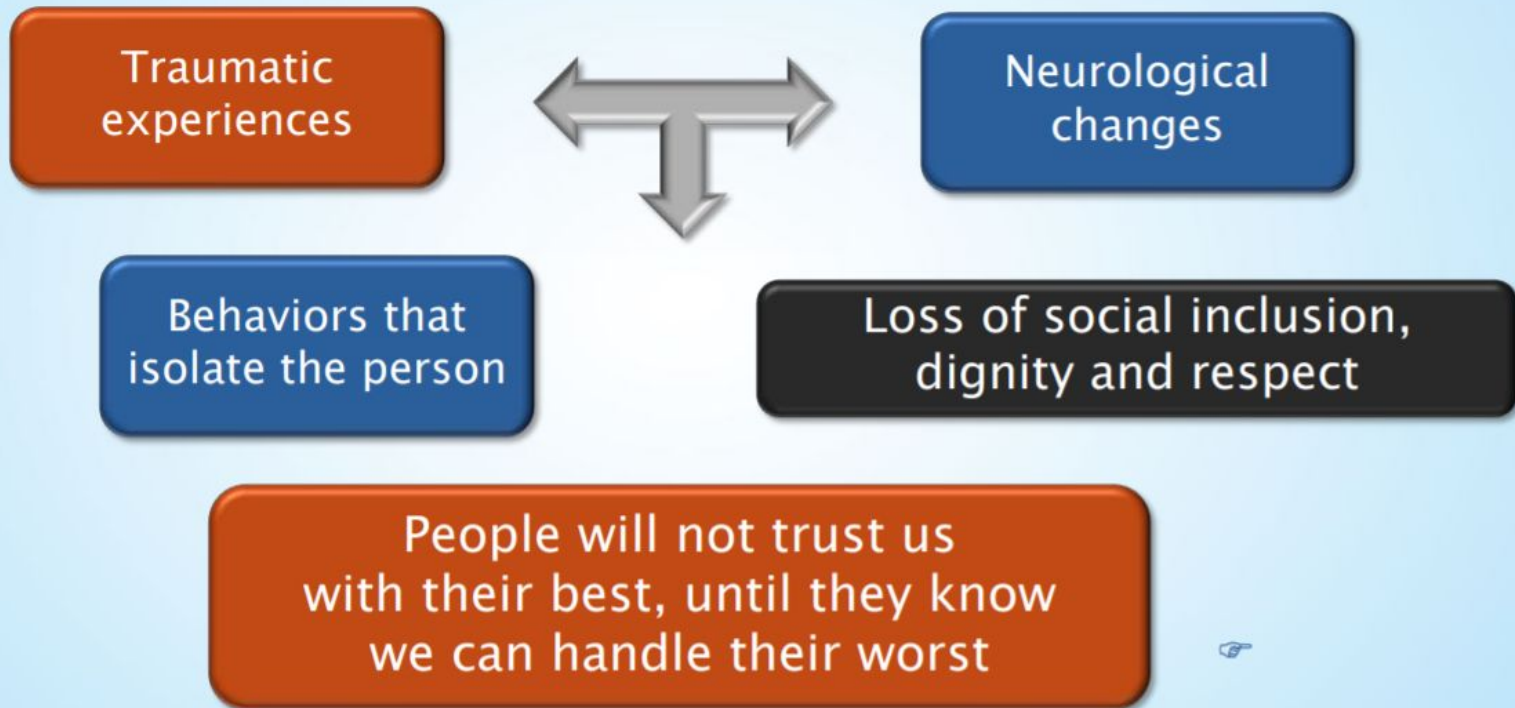
The goal is to prevent interactions from becoming incidents.

In this place, with these
people, I feel safe.

Behavior – Another View

- 
- A way of getting to something, someone, someplace
 - A way of getting away from something, someone, someplace
 - Both 

Trust and Trauma



Day 1 Training Content: Conceptual Skills

Chapter 1: Building Healthy Relationships

Chapter 2: Building Healthy Communication

Chapter 3: Building Healthy Conflict Management Skills

Chapter 4: Trauma Informed Services

Chapter 5: Positive Behaviour Interventions & Supports

Day 2 Training Content: Technical Skills

Chapter 7: Assisting & Supporting

Chapter 8: Separating

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The Mandt System

Plan for Training Staff

- Four trained trainers in the District
- Training targeting school teams (IST/EAs/OT's/PTs) of students with Risk Reduction Plans

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The Mandt System

In this place, with these
people, I feel safe.