

SCHOOL DISTRICT 63 (SAANICH)  
EDUCATION DIRECTIONS COMMITTEE  
**Report to the Board of January 15, 2025**

Committee Members: Trustee Silzer, Chair  
Trustee Vandall  
Trustee VanWell

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

Partner Representatives: Leila Sinclair-Wise, SAA  
Kelly de Klerk  
STA – Don Peterson  
CUPE – regrets  
COPACS – regrets

Other Attendees: Chair Dunford, Trustee McMurphy, Trustee Hickman, Trustee Elder, Director  
Peter Westhaver, Tammy Ishikawa, Erin Mazzoni, Carri Anne Addis

**Tuesday, January 7, 2025  
3:00 pm**

**A. PRESENTATIONS AND QUESTIONS**

1. The Role of Occupational Therapists/Physical Therapists in Saanich  
Tammy Ishikawa, Erin Mazzoni, Carri Anne Addis shared the work as a collaborative team to support students in Saanich.
2. Student Voice Feedback regarding Literacy  
Paul McKenzie, Peter Westhaver and Carly Hunter shared literacy themes and suggested future steps.

**B. ITEMS FOR DISCUSSION**

No Items.

**C. ITEMS FOR RECOMMENDATION**

No Items.

**D. ITEMS FOR INFORMATION**

No Items.

**E. FUTURE AGENDA ITEMS**

- BAA Course on W̱SÁNEĆ learning
- International Schools Benefits Presentation
- Data Sharing around Strategic Plan Goals - ongoing
- Student Voice Feedback – ongoing

# Island Health Therapy Services School Age Program – SD #63

Carrie-Anne Adds, OT

Tammy Ishikawa, OT

Erin Mazzoni, PT

Robyn Misovic, PT

# Occupational Therapy and Physiotherapy in the School Age Program

- Funded jointly by MCFD, Island Health and education
- Services are contracted by the school district and provided by Island Health.
- Work in schools, community, and with families at home
- Offices at Queen Alexandra Centre for Children's Health (QACCH)

# What is OT/PT in the School Age Program?

- We follow students from entry into kindergarten to graduation.
- We evaluate how a student's ability to participate in school, home or the community is influenced by their physical status and environmental factors.
- We support students, school teams and families using a strengths-based coaching consultation model to help determine what needs to be done to meet goals related to **Family**, **Function**, **Fitness**, **Fun** and **Friends** and **Future** planning.
- We communicate our findings with schools, families and community partners through assessment and progress reports.

# What is OT/PT in the School Age Program?

- **Family**
  - **Strengthening Homelife**
    - Home visits to talk about everyday life, family wellness, stress-management, navigating health services.
    - Home accessibility and safety (e.g. equipment, vehicle safety)
    - Connecting families to community resources (e.g. counselling, social workers, other medical professionals, assessment teams) and strengthening these teams to work together.
    - Accessing funding sources
    - Student independence in the home and community (e.g. open doors, turn on lights, access public transit)

# What is OT/PT in the School Age Program?

- **Function**

- **Accessible Schools**

- Accessibility in and around schools
- Equipment ordering and maintenance
- Wheelchairs and other positioning equipment
- Safe lifting and transfer training for school staff
- Support acquisition of technology for curriculum access (e.g. SET-BC)
- Updating school environments to meet the diverse needs of present and future students (e.g. sensory rooms, playground)

- **Inclusive Education**

- Consulting with teachers and school teams around inclusive curriculum planning (e.g. PE, field trips, electives, adapted and modified curriculum goals)
- Recommending strategies and equipment needed to support a student's participation in their courses

# What is OT/PT in the School Age Program?

- **Function**

- **Student Participation**

- Fine-motor skill development (printing, crafts, scissor use)
- Participation in classroom activities (sensory processing difficulties, equipment)
- Life Skills (money skills, community management...)

- **Welcoming Communities**

- Class, school and district presentations to support an increased understanding of disability awareness and fostering inclusive mindsets
- Strengthening School Teams by meeting them where their learning need are and answering their questions
- ISW Training
- Pro-D Day training and other opportunities to support teachers and EAs



# What is OT/PT in the School Age Program?

- **Fitness**

- **Healthy Bodies and Minds**

- Neuromuscular clinics, seating and orthotics appointments
- Feeding and Swallowing assessments
- Posture and movement development
- Gross motor skill development
- Use and fit of braces

- **Taking Care of Myself**

- Advocacy
- Energy Conservation
- Self care skills (e.g. dressing, eating, toileting, shoelace tying)
- Regulation strategies for students and people supporting them

# What is OT/PT in the School Age Program?

- **Fun** and **Friends**
  - **Meaningful Participation with Friends and Family in school and community activities**
    - Participation in inclusive PE and playground activities
    - Accessing Community Recreation (e.g. Power to Be, Special Olympics, Community Rec Centers, PISE, UVic)
    - Funding for community activities (e.g. Leisure Assistant passes, Jumpstart, Autism funding)
    - Teaching community access skills (e.g. class walks, biking, transit)
    - Determine equipment needs to continue leisure interests (e.g. adapted game controllers, adapted bikes, hiking and skiing, learning to drive)

# What is OT/PT in the School Age Program?

- **Future**

- **Student Goals and Well-Being**

- Client-centered planning to find out what is meaningful to them
- Advocating for student goals and dreams

- **Planning for Adulthood**

- Supporting student and families through the planning process
- Facilitating connections and new relationships with community partners
- Strengthening independent skills for living as an adult
- Connecting families with resources available to them
- Community advocacy to ensure families feel heard

# Contact Information

- OTs:
  - [Carrieanne.adds@islandhealth.ca](mailto:Carrieanne.adds@islandhealth.ca)
  - [Tammy.ishikawa@islandhealth.ca](mailto:Tammy.ishikawa@islandhealth.ca)
- PTs:
  - [Erin.mazzoni@islandhealth.ca](mailto:Erin.mazzoni@islandhealth.ca)
  - [Robyn.misovic@islandhealth.ca](mailto:Robyn.misovic@islandhealth.ca)
- School Program Coordinator
  - [Holly.robertson@islandhealth.ca](mailto:Holly.robertson@islandhealth.ca)

# Literacy Student Success Student Voice Feedback

Intention: Gather feedback from a diverse group of student leaders throughout the district to gain a deeper understanding of their needs and perspectives on each strategic goal





## Literacy Goal

- Trustees and senior staff meet with groups of 6-10 students in every middle and secondary school in the district
- Meetings with Indigenous leadership students in each secondary school (except SIDES)
- Conversations are student led and fluid
- Begin with a short summary of the goal and then an opportunity to give written and oral feedback
- Themes established and shared

# Observations

Students were engaged and passionate about the topic. Themes have been summarized with the assistance of both AI and staff support.





# Themes

- Reading Comprehension
- Public Speaking
- Writing
- Resource Access
- Teaching Strategies
- Learning Support
- Creativity
- Student Voice and Agency
- Classroom Environment and Tone
- Personal Connections
- Media and Technology Literacy
- Literacy Across the Curriculum
- Flexible Learning Environment



# This is important for....

- Student Engagement
- Recognizing Diversity (seeing yourself in what you read)
- Positive Connections with Reading
- Learning to Write and Communicate
- Consistent Communication and Feedback (transparent assessment)
- Staff/Student Relationships
- Choice (what and how)
- Effective use of Technology
- Appropriate use of AI
- Job Ready Skills
- Mental Health (feelings of safety)

# Suggested Next Steps

- Continue to closely track and monitor struggling students in the primary grades
- Focus on plans to support struggling students in older grades
- Support Brightspace to ensure transparency of assessments
- Consider connections between mental health and literacy and possible initiatives to address
- Continue to offer professional learning on responsive teaching
- Investigate impact (both pros and cons) of AI on literacy learning