

The Board of Education of School District No.5 (Southeast Kootenay) AGENDA - STUDENT SERVICES MEETING

May 29, 2023, 11:00 a.m. Cranbrook Board Office

Members

Trina Ayling Sarah Madsen Alysha Clarke Chris Johns

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Have we effectively addressed the needs of our most vulnerable students and their

families?



The Board of Education of School District No.5 (Southeast Kootenay)

MINUTES - STUDENT SERVICES COMMITTEE

April 25, 2023, 11:00 a.m. Cranbrook Board Office

Committee Members in Co-Chair Trustee Trina Ayling

Attendance: Trustee Alysha Clarke

Trustee Chris Johns

Regrets: Co-Chair Trustee Sarah Madsen (regrets)

Board/District Staff in Chairperson Doug McPhee

Attendance: Trustee Bev Bellina (virtually)

Trustee Irene Bischler
Trustee Nicole Heckendorf

Trustee Wendy Turner (virtually)

Superintendent Viveka Johnson (virtually)

Secretary Treasurer Nick Taylor

Director of Student Learning and Aboriginal Education Jason Tichauer

District Principal Student Services Darcy Verbeurgt Executive Assistant (recorder) Amanda Skene

1. COMMENCEMENT OF MEETING

1.1 Call to Order

Co-Chair Trustee Clarke called the Student Services Committee meeting of April 25, 2023, to order at 10:25 a.m.

1.2 Approval of the Agenda

Moved/Seconded by: Johns/Ayling

THAT the agenda for the Student Services Committee meeting of April 25, 2023, be approved as circulated.

1.3 Approval of the Minutes

Amendment: 2.1 Recommendation A: Rephrase "Trustee Ayling" to "The Board."

Moved/Seconded by Johns/Ayling:

THAT the minutes of the Student Services Committee meeting of February 27, 2023, be approved as amended.

2. BUSINESS ARISING FROM PREVIOUS MINUTES - NIL

- 3. PRESENTATIONS NIL
- 4. REPORTS NIL

5. NEW BUSINESS

5.1 MANDT Training

District Principal Verbeurgt summarized the MANDT System training program used to train staff on relationship-based crisis intervention and de-escalation practices.

The Board made the following suggestions:

- Inform staff of free online training programs supporting neurodiversity
- Portal site with links to approved training and information.
- Staff have the opportunity to connect with others and debrief on unsolvable scenarios.
- Survey end-users on the value of the program

Recommendation A:

Moved/Seconded by: Ayling/Johns

THAT The Board writes to the provincial government advocating for the inclusion of neurodiverse training in the curriculum for teachers, education assistants and early childhood educators.

Action:

Moved/Seconded: Ayling/Johns

District Principal Verbeurgt will solicit feedback from the MANDT System's end users on whether the training provided gives them the skills necessary to feel confident and well-prepared when situations arise.

6. ACTION ITEMS FOR FUTURE MEETINGS - NIL

7. CORRESPONDENCE - NIL

8. ADJOURNMENT

Moved/Seconded by Ayling/Johns:

THAT the April 25, 2023, Student Services Committee meeting be adjourned at 11:33 a.m.

Have we effectively addressed the needs of our most vulnerable students and their families?

Mandt Training Survey Results

May 15th, 2023

Intention of the Survey

District management is surveying staff to determine the overall satisfaction with and the effectiveness of Mandt Training as it has been implemented and used for the past six years. The survey was designed using Kirkpatrick Taxonomy, an industry-standard in evaluating training opportunities. This survey includes both rated and open-ended questions.

A summary of the survey results will be provided to the SD5 Board of Trustees at a public meeting and will determine the training direction for the next school year.

Background

The intention of the Mandt Training System in the K-12 education system is to provide teachers, staff, and administrators with the knowledge and skills to create safe and supportive environments for all students, including those with behavioural challenges.

The Mandt Training System aims to help educators understand the root causes of challenging behaviour and how to respond to these situations in a safe and effective manner. It emphasizes the importance of relationship-building, positive behaviour support, and de-escalation techniques to reduce the likelihood of aggressive behaviour and promote positive outcomes for all students.

Sample Size

The survey was distributed by email to groups that regularly receive Mandt Training on May 8th. This included email distribution groups:

- Education Assistants
- Indigenous Education Support Workers
- Speech Language Assistants
- Youth Care Workers
- School Counsellors
- Student Services Coordinators
- District Learning Services Itinerant Teachers
- Speech Language Pathologists
- Principals
- Vice Principals

Seventy-three (73) respondents answered the survey within three days, at which responses halted. The survey closed on May 16th with no further responses.

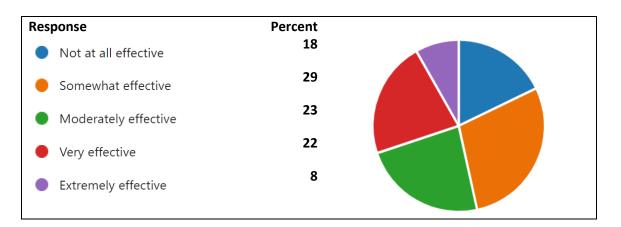
1. How engaging, interesting, and relevant did you find the Mandt training?

Response	Percent	
Not at all engaging/interesting	44	
Somewhat engaging/interesting	21	
 Moderately engaging/interesting 	16	
 Very engaging/interesting 	18	
 Extremely engaging/interesting 	1	

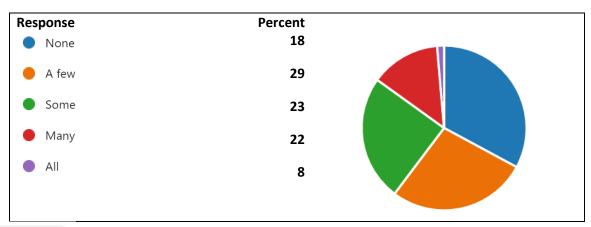
্ৰ Insights



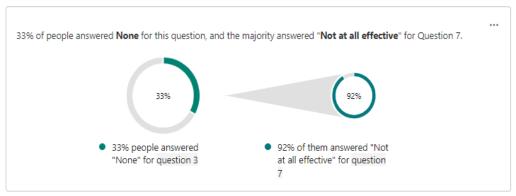
2. Did the training effectively communicate the importance of reducing violence and aggression?

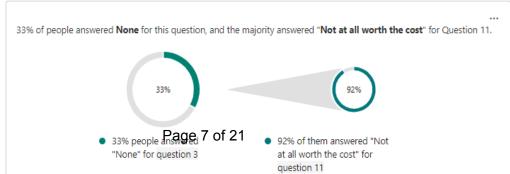


3. Did you learn new knowledge or skills from the Mandt Training that could help reduce violence and aggression?

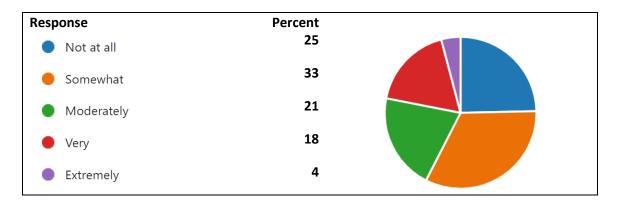




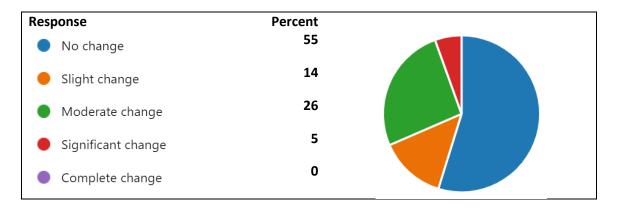




4. How has the Mandt Training helped you understand the importance of positive behaviour support?



5. Have you noticed a change in your behaviour towards individuals you support since completing the Mandt Training?



6. Can you give an example of how the Mandt Training has helped to change the behaviour of individuals you support in a positive way?

Relationships

- I have always been a calm individual but with many it gives me the awareness to not have my hands in my pocket or cross my arms and I think that helps the behaviour of my students when frustrated if hands are relaxed, and it makes everyone calmer.
- The crisis cycle and language are what I found most useful.
- It helps to start to introduce staff to more connections-based training.
- Person-first techniques help maintain relationships with students.
- Emphasizing relationship building has decreased levels of stress with individuals supported.
- I stay calmer in stressful situations.
- Having positive relationships with students always helps.
- Remaining calm and open, not threatening body posture.
- More positive calm individuals

- Softer approach
- I ask for permission to touch and use strategies on the crisis mountain to de-escalate. Sometimes it works, sometimes it doesn't, just like other tried & true methods!
- Recognizing when a student requires space and calm prior to engaging in any strategy to diffuse or redirect.

Communication

- I'm more focused on de-escalating the situation.
- Common language for staff in a school community
- It gives me a common language when talking with EAs about students and students' behaviour.
- In my school counsellor training, we cover all of this and more in great depth. I can't say I learned anything new but specifically appreciate my colleagues having this training and when we consult on a student, I can reference the Mandt system as a common language we both understand to assist with de-escalation.

Problem-Solving

- When a student is disruptive in class, it is offered for them to find a quiet space or safe person until they are ready to come back to a learning environment, realizing there is no time limit to the process.
- Helping to re-direct
- Understanding the crisis cycle is helpful when approaching any situation. You must take into
 consideration of where the escalated person is on the scale and give them the chance to deescalate. A support person needs to be able to gauge this crisis cycle and adapt support when
 and if needed.
- Being more perceptive to the antecedents and environment around behaviour.
- It has brought awareness to the best responses regarding recognizing the stages.
- It did remind me to see things from different perspectives.
- Allowing them to have the time needed to cool down without harming themselves or others.
- The only helpful thing is the awareness of the crisis cycle.
- The individuals have become confident that they have a reliable adult and a safe place when they need it.
- It really reminded me to give space and come down to the same level as small children so that I
 don't seem so scary to them. Also, when they start escalating, give just a couple of choices for
 them so they don't feel completely out of control of what happens but not overwhelmed with
 too many choices.
- Giving more positive attention to students gives them validation.
- To give the students their space and time to feel in control of their emotions.
- Focus on the reason behind the behaviour rather than judging the student/staff member solely based on the behaviour.
- I appreciate how the Mandt Training considers how trauma influences behaviour and how safety and/or de-escalating needs to be a first step for the individual. I think this approach is effective in meeting the child's emotional needs, while handling the situation in a way that is not shameful for the child.

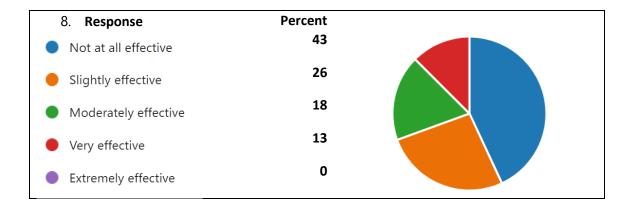
Assisting, Guiding and Supporting

- Guiding them to the bathroom more efficiently. Waist and back of the arm to steer them. It's a bit easier to guide this way.
- Some of the ways I physically guide students.
- I did learn that some students don't like physical touch and, if necessary, to only touch with a finger on the shoulder. The rest is common sense.
- Seeing when an individual is escalating and knowing how to intervene.
- Redirecting a student to a safer alternative while the student is regulated. This method does not work when the child is elevated.
- I was able to position my body better when somebody tried to kick me.

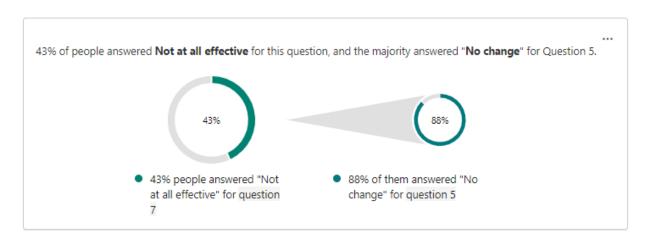
Hasn't Helped Me

- I don't think about Mandt in my workday. Too confusing to think of the steps. I work on being calm and consistent with students, giving choices, build relationships.
- No change in individuals.
- I don't believe it has helped to change behaviour.
- I don't have an example.
- I found Mandt training useless; different levels were given depending on the kids we were working with, which made no sense.
- Nothing really
- I do not see people using the training.
- It didn't work that well for me.
- The Mandt training is redundant, as is it done every year. The information does not change, and it feels like jumping through hoops. If this training time were given as a time to collaborate with support staff on how we can help individual students in our schools, it would be much more useful.
- It has not changed the kid's behaviour. I have learnt to be calmer, but the kids are still violent.
- I feel my answers may be more positive if this was my first time taking the program, but it doesn't change. So, in that sense, I did not learn anything new. And if I expected that my attitude and reactions change years ago.
- Hasn't. It is not a realistic method for 85% of the students we work with. I feel it is not a useful method and a waste of time. Other methods are more effective and realistic.
- It has not
- It made me think of how ineffective Mandt is when dealing with severe behaviour.

7. How effective has the Mandt training been in reducing incidents of violence and aggression?



াট্ট Insights



8. Can you provide an example of how the Mandt Training has prevented a potentially violent situation from escalating?

Examples where potentially violent situations did not escalate.

- Calm hands and calm arms seem to help everyone.
- Being aware of those students and working on building a connection to help prevent this type of situation check-ins throughout the day.
- Teaching support staff to give space and time as well as be aware of their level of regulation.
- By following the sequence of less engagement and space while escalated and removing others from the space the student was no longer pushed beyond their capacity in that stressful moment and could then find time to recover from the crisis cycle.
- It's hard to answer this question. If you are doing these strategies and doing them consistently, then the incidents are relatively minor, and they don't stick in your brain. People tend to remember the "big" incidents and less so the little incidents.

- Recognizing when students are escalating and drawing their attention to preferred activities in that moment.
- When they are at the peak of the crisis, we walk away instead of trying to intervene like in the past we may have.
- Being able to use RADAR to help understand emotionally stressful triggers helped deescalate a student that was already heightened.
- Giving space
- The crisis cycle's language has helped me understand where a student is.
- I keep a safe distance when dealing with a student in an escalated state.
- I know more about when to back off from a situation and observe.
- Removing the student from the classroom
- Checking in on your radar in situations and being aware of that aspect.
- Able to recognize escalation in behaviour, able to diffuse situations because of it
- Directing a student towards the front of the classroom to Clear the classroom of students quickly.
- Always keeping my radar on and knowing when to step in and when to just wait it out.
- Recognizing the signs in an individual who is angry and responding appropriately to prevent violence.
- I find I'm calmer, but the students aren't necessarily less violent, especially when Mandt conflicts with whatever is being done in their homes!
- I take more time to listen and support students.
- Crisis cvcle
- Recently, we had a student who was escalating rapidly, and he began swearing loudly and
 profusely in the hallways and punched a locker several times very aggressively. Providing this
 student with appropriate space and time, using relationship, reassurance, non-verbal
 communication on nonthreat/safety, tone of voice, and physical posture created an atmosphere
 of safety for the student to be guided to a space more conducive to self-regulation with support.
 But again, I have worked very hard to create that essential relationship with this student, and I
 feel that this aspect is necessary for all potentially stressful interactions with students who are
 in a heightened state.
- Speaking calmly and quietly to a student who is escalating.
- I am with a calm student and in safe groups; therefore, the risk is different for me than it may be for others.
- Letting the student take the time to calm down in a quiet place.
- Learning triggers help to avoid incidents. Learning the signs of escalation for each student to utilize strategies PRIOR to an incident.
- A student recently came down to my office angry and upset about the actions of another peer in
 his gym class. Using Mandt Training skills such as providing a quiet, safe environment,
 supporting, and actively listening, we got the student in a calm, regulated state. This allowed for
 more effective problem-solving and may have prevented a situation from becoming a physical
 altercation.

Haven't experienced a potentially violent situation.

- I have not encountered a situation of potential violence in my workplace.
- I've not really had any problems with violence.
- Maybe it helped when people take the training the first time but now people barely even look at the info. Therefore, I don't believe the training is really being used.
- I already use de-escalation techniques, so it hasn't had a direct impact.

Don't have an example of where Mandt has reduced escalation.

- I haven't found the training specific to helping.
- It hasn't. I do not find it helpful. I think it's too long and technical for real life spontaneous moments we have with students.
- Not at all, being told beforehand of triggers of behaviour for students is exponentially more helpful than any information Mandt provided.
- Plus, 33 responses No; Hasn't; Nope; Not specifically

5 responses – not applicable

9. In what ways do you think the Mandt training could be improved?

Timing Cycle

- Having it every second year if you have done it in the pass every year.
- Allow re-certification with only test, not whole course.
- In-person training does not need to be every year
- Course is meant for first-year/inexperienced practitioners; is repetitive and at times condescending (assumes users know nothing, or have no background?)
- I believe it could be updated every 3-5 years instead of every year.
- By doing maybe every three years. Not every year!!!
- Possibly just focus on training the EAs /SST that will use it.
- Having it taken during school hours or before school begins/on a pro-d day.
- In person, using real-life examples.
- Not making it be mandatory yearly if there's no new content.
- It would be better to be offered on a full pro-d day, then you wouldn't be exhausted from a full day of work and trying to focus into the evening. We would also have the chance to try different moves without being rushed through the whole process.
- We need to have days not after school when we are already at work with violent behaviours all day and are exhausted, then we must take in hours if information.
- Less frequent re-training.

<u>Instruction</u>

- Different instructor.
- I felt talked down to through all the in-person training.

Delivery Method

• In person, rather than videos and online; extend certification to be a 2-year process.

- Mandt training was more effective when it was in person.
- Shorter. More concise. I think a lot gets lost in the jargon.
- The training day feels long with a lot of information to cram in.
- I found it better in person than online.
- I think the program is designed to be as positive as possible and can be used in various situations.
- Provide a "cheat sheet" for my work binder on the skills or main ideas. It's hard to remember from a website I can't or will never open after a course.
- The online modules are not engaging. The information is good, but I found it slow and monotonous.
- I appreciate that it was online. I am a slow reader though and found it to be a lot to cover in the allotted time.
- In person for all individuals taking, it for the first time. Slower pace. More follow up.

Relevancy to School Setting

- The content of this program is SO aligned with the neuroscience we need to emphasize that information within it instead of just pushing people through it to check off the training requirement it is full of rich relationship building and neuro sequential model (Bruce Perry) information including the trauma chapter which we currently DO NOT cover. I believe if people just see it as a crisis intervention tool and have been doing the relationship chapters (ironically alone on a computer out of relationship with anyone), then the breath of the program and its foundation is being lost in the process of implementation in SD5, not a fault of the content of the training.
- Include ways to protect staff from aggression.
- I feel that it could be a bit more relevant to situations that actually happen with our students.
- If could be made more relevant to high school-aged youths.
- EAs need to do more time digesting the information and practicing the skills, especially the skills
 to help avoid students from going up the crisis cycle. Often when I have seen violence or
 aggression against staff or other students, it's because the staff are ignoring/unaware of the
 behaviours that show that that student is going up the crisis cycle or they are so
 worried/focused on the student complying that the EA pushes the student up the crisis cycle.
- A lot of techniques are not relevant for all students, and the system seems to rely on stereotyped and assumed behaviours of youth.
- Make it more realistic.
- Not effective in the age group of students I work with.
- New, Better, or more strategies re how to use Mandt in the classroom. it's just not realistic in most classroom situations.
- More physical practice/scenarios
- When using it for school training, using examples with school-based scenarios.
- The program is not realistic for a school environment.
- It needs to apply to real life situations.
- More specific and individual student based.

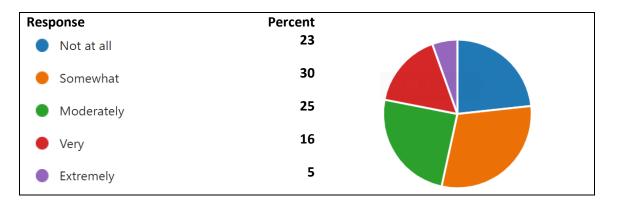
- More training specific to our complex needs students to help them de-escalate or feel safe in their environments.
- Maybe examples of situations and best ways to intervene?
- Modeled on sight with the students we work with.
- Having the instructors come in and show us hands-on examples of how to use these skills with
 the students we work with. I would love to see them model the skills in the actual moment with
 the student.
- I think the Mandt training should be offered to an entire staff in a school. These crisis intervention programs are often offered to staff groups that already have the knowledge and daily experience in dealing with hard situations (i.e., Student Services, PVP). Although this is important, having all staff trained would provide consistency in all responses.
- Role plays escalating situations and practice strategies.
- Example videos
- More emphasis on the adult being regulated first.
- More child-focused.
- Relationship is crucial when facing aggressive or escalating behaviour, so I feel that greater emphasis on creating connections with our students will only serve to reduce the number of instances were requiring Mandt interventions or strategies is essential.
- Stop basing it on only verbal communication to defuse it. Most of the students we deal with this is not useful at all.
- The videos need to be more relevant to working with youth.
- We need training for things like bolters and violence between students.
- More reality-based. Scenarios aren't really what it is like in a class of 27 students.
- There needs to be more training on preventing behaviours before they get to the point of somebody becoming violent. There's a lot of training based on when it happens and not on preventing it from happening.
- More focus and strategies on how to manage behaviours before escalation begins.
- Emphasis on the higher-ups disclosing information about what could be a trigger.
- It would be more helpful if the materials were different or added skills to learn instead of repeating the same program or not needing to recertify every year.

Provide Different Program

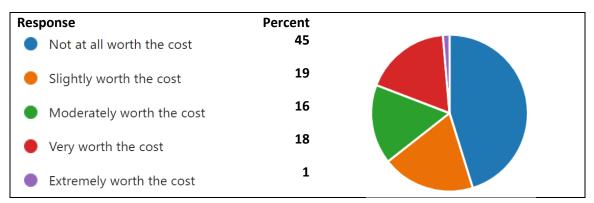
- Use a different program.
- Need to come into the school and apply it to the kids who are escalated and how it's not an
 effective.
- Not relevant and would prefer different training, such as crisis management not restraining an individual.
- The material is very dry, and so are the videos.
- New information and new strategies taught.
- Get rid of it.
- Mandt training should be totally overhauled. It is an American program and is not presented in a way that is relevant to educational settings with students.
- Don't use it.

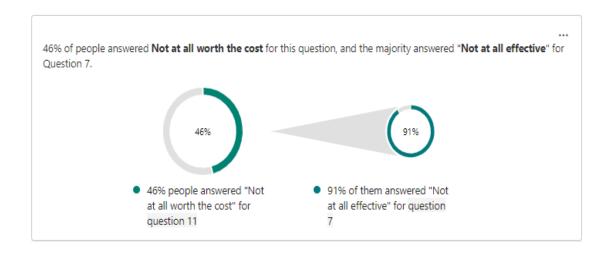
- New training or time to collaborate.
- Provide staff with full training, including restraint or personal protection/defence classes.
- Get rid of it.
- We shouldn't spend so much money on this training each year. On paper, the district can check a box saying, "our staff are trained," but it isn't realistic. It sounds good but not effective. When I'm in these situations, Mandt training isn't going through my head.

10. How well does the Mandt Training align with the district mission and initiatives to improve the safety of staff and students?

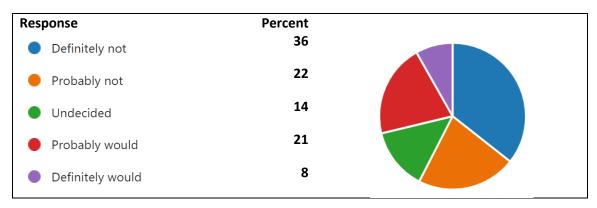


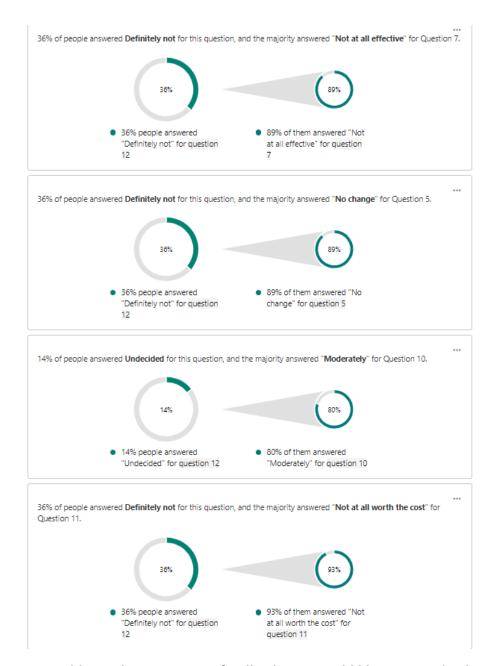
11. How does the cost and time required of the Mandt Training compare to the benefits it has provided in reducing violence and aggression?





12. Would you recommend the Mandt Training to others in schools as an effective method of crisis intervention for reducing violence and aggression?





13. Are there any additional comments or feedback you would like to provide about the Mandt Training?

Timing Cycle

- Every second year.
- I think the learning and techniques are valuable and important. The training schedule and yearly repetition leads to frustration and negative views of the program.
- I believe this is important and useful information, however, it is too frequently updated. Once every 3-5 years for refresher courses, I feel would be sufficient.
- It's way too much time, for very little time we have!

- Doing the Mandt training in your first year is useful. Taking it every year seems to be a waste of money and time.
- It seems like a waste to redo the training 2 years in a row.

<u>Instruction</u>

- Instructor could be more positive and enthusiastic about the course and encourage more feedback from attendees.
- I would recommend it if the training was done with more fidelity to the program/training. I've been in schools where answers for the online assessments are shared not helpful or a learning opportunity but just a 'let's get it done' mentality. I'm not sure switching programs to something else would decrease this culture. I'm curious about data collected over the past years of Mandt in relation to its expected outcomes i.e., suspension, violent threat reports etc.
- I really appreciate the time and energy given from employees and instructors of SD5.
- Waste of my time and still uncompensated for how long it took me on my personal time to get it completed.

Delivery Method

- Slides and images could be updated to reflect less awkward procedures.
- I think most of Mandt is common sense and could be sent to schools in a pdf with key points.
- Our time and money would be put to better use by having smaller sessions inside schools where we can learn about real scenarios.
- I found the training useful, but I didn't appreciate doing it on my own time. All EAs should have training on reducing aggression and violence, but I think it should be done as part of Pro-D.
- Mandt training should take place on a Pro-D Day, not during the school day when you feel
 rushed to complete it or on your own time with limited pay.
- It seemed like it required a lot of time from district management to organize and facilitate.
- Should be on a Pro-D Day.
- I think the Mandt training is unnecessary, especially on a yearly basis. The actions taught through Mandt are already ingrained in us as humans through our survival skills. The district's money could be used elsewhere, as well if it's being made a mandatory course, it should be offered during working hours, with replacements brought in or on Pro-D days, we should not be expected to spend our own time there.
- Again, offering the training on a Pro-D instead of over two evenings.
- We need to have more time and do it on a day off.

Relevancy to School Setting

- I feel the Mandt program is not relevant or applicable to the students I work with, being older and larger in size. Most of the practice is common sense, making the time it takes to complete the program is a waste.
- Part of the challenge with implementing Mandt is that there also needs to be shift away from
 expecting students to comply and ignoring the need for trauma-informed
 practice/neurodiverse-affirming practices. Overall, most of SD5 EAs are not equipped to work
 with our more complex students, and as a result, the EAs fall back on compliance-based

behaviour management techniques. These techniques are usually trauma-producing strategies. Our neurodiverse students are at a higher risk of developing mental health difficulties. The more we force students to comply with these behaviourist strategies, the greater the risk of later mental health difficulties for our students. When your default is to "catch" a student by grabbing the student's t-shirt and try to move them back to a chair to sit and do their work, you are going to have more incidents of getting yelled at, screamed at, or hit. This is a massive systemic shift. Mandt can continue to help with that shift.

- It is difficult for me to assess as I am not in situations where I need to apply the learnings often.
- I'm interested in my personal safety. I'd like suggestions on how to walk down stairwells and hallways with students safely.
- I found many new techniques in getting out of a bad situation.
- When you are working with children who are violent, it's not cookie-cutter, especially when violence is more common in many children we work with.
- Not needed for the whole staff.
- I think that teachers should have to do this training as well as support staff so that everyone is on the same page. I've seen situations where the teacher doesn't understand the importance of the way an EA was handling a problem and ends up making the situation worse.
- Parts of it are difficult to implement at times with the mini size of some of our younger students. Training does not accurately reflect that. Debriefing for staff, after an incident, has rarely occurred. And when it does the first question is often "Did you use your Mandt training" rather than "How are you doing?" Staff take that personally as if an escalation were their fault.
- There's a time and a place to use Mandt however, I feel like a lot of the students we work with are never at baseline coming into the school and these methods do not work with our highly aggressive and assertive students.
- Thankful for the opportunity to take this training.
- We need more individual scenario training.
- Just more about debriefing after an incident.
- We need child-focused trauma education.
- I do not. I feel that this training was highly beneficial to my role with the students that I am here to support.
- Less complicated physical intervention when it is necessary.
- Some expansions to the examples. I don't care for some of their wording, but that is just me.
- I found the whole system of recertification very confusing. We didn't know which part we had to complete regarding 'in person' or 'videos on the computer'. The information hasn't changed over the years but the environment we work in is constantly changing.
- I'm not sure why teachers in the building don't have to take the program, even though support staff are continually told they are not responsible for discipline.
- Doesn't help with natural physiology of fight or flight response in people involved.
- Documents have been adapted to fit Mandt. Language has begun changing to Mandt language and understanding has begun regarding behaviour and trauma.
- The training needs to be more student based versus a generic program especially in a school with diverse needs.

Provide Different Program

- I think Mandt is not applicable to the situations find myself in with older, bigger students.
- Feel it is not effective time or cost-wise to update this all the time.
- I feel it is a waste of our time. Would like to have different options for training.
- Not effective in this school with the students who get escalated. Safety is not an issue but it's ok for us to be beat on or hit. Adult safety does not seem to be an issue. We just have to suck it up.
- Single channel focus of course training is irrelevant to probably more than 80 percent of enrollees; should be a graduated focus based on experience/levels of trainees and ignores the obvious stressors and realities of day-to-day experiences for staff and students.
- It does not give us superpowers. We cannot see the future or magically "fix" kids or situations with it and when we are assaulted, and the first question was "did you use your Mandt training?" It's demoralizing and makes us feel like we are being blamed. We are human and Mandt does not fit all situations as much as we all wish it did.
- Money should be spent on training and informing support staff about drug and alcohol awareness, suicide prevention, and trauma-informed practices.
- Scrap it and find other programs to be helpful.
- I have not found Mandt useful in my own experience.
- I think more understanding of how to treat outbursts and disrespect to adults and students should be for staff. More strategies and accountability should be taught to classrooms/students as a whole.
- This program is not beneficial at all. To make people take it one time is plenty; it's not like the concepts are difficult to understand. I think too much TIME and MONEY has been spent on a program that for most people, is just plain common sense.
- Something like this to give to teenagers would be a helpful addition in small schools.

Unsure

- Some of the questions on this survey are not applicable for everyone who took the Mandt training. I am not sure how to compare the benefit to cost, I can not prove that Mandt training is in align with the school's mission.
- I have only ever done Mandt. I do not know what other options are available. I do not know what the cost is, so it is difficult for me to provide an objective answer to some of the questions.
- Spend money elsewhere.

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