

South Park Family School

1894-2018

An Evolving Model
Of Inclusive
Education



Goals for the 2017 - 2018 School Year

Goal #1: Re-affirming ‘What makes South Park, South Park?’”

Goal #2: Utilizing the Spirit of Alliances to Support Social Emotional Learning & Regulation

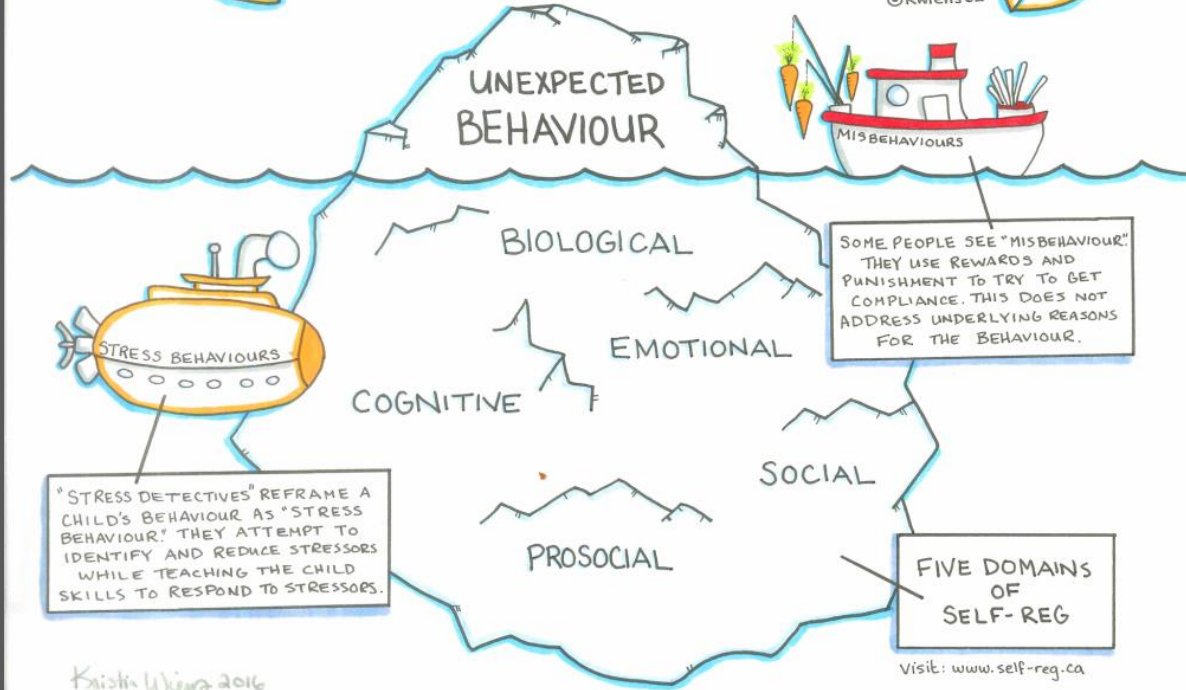
Goal #3: Literacy & Numeracy: Supporting the Re-designed Curriculum

Goal #1: Re-affirming ‘What makes South Park, South Park?’

- based on a philosophy of cooperative parent participation.
- learning through play, hands-on experiences and a focus on process over product
- the arts and the environment are integral to all aspects of learning.
- social responsibility is developed through a multitude of collaborative experiences including multi-age classes, multi-class activities, community service, whole school projects, performances and whole school themes.
- letter grades and performance standards numbers are not used in report cards
- Student learning is communicated via anecdotal reporting, meaningful feedback, student self-assessment.
- parents are expected to be directly and meaningfully involved in their child’s classroom and in the greater school community.
- parents participate in three class meetings each year and two student-led conferences annually.
- all staff and parents are addressed by their first names, thus enhancing and supporting the family feeling of the school.

BEHAVIOUR IS COMMUNICATION

@kwiens62



"STRESS DETECTIVES" REFRAME A CHILD'S BEHAVIOUR AS "STRESS BEHAVIOUR". THEY ATTEMPT TO IDENTIFY AND REDUCE STRESSORS WHILE TEACHING THE CHILD SKILLS TO RESPOND TO STRESSORS.

SOME PEOPLE SEE "MISBEHAVIOUR". THEY USE REWARDS AND PUNISHMENT TO TRY TO GET COMPLIANCE. THIS DOES NOT ADDRESS UNDERLYING REASONS FOR THE BEHAVIOUR.

FIVE DOMAINS OF SELF-REG

visit: www.self-reg.ca

Kristin Wiens 2016

Learner Success at South Park

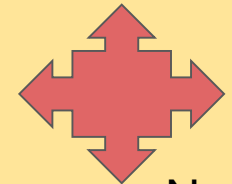
Student Engagement and Vulnerable & Diverse Learners



Spirit of Alliances



Social Emotional Learning & Regulation

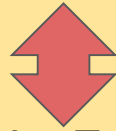


Self Regulation

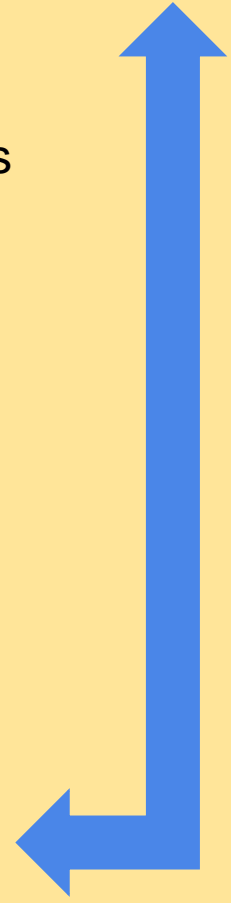
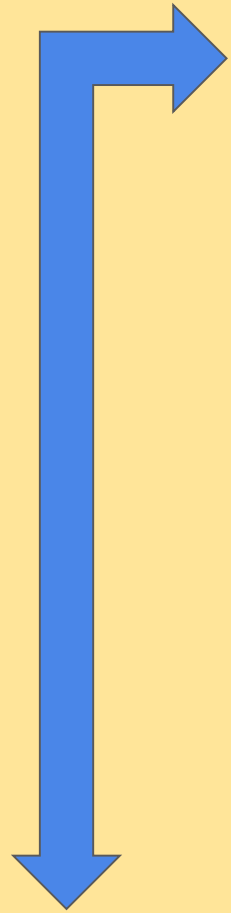
Social Thinking

Literacy

Numeracy



Community Engagement



Goal #2: Utilizing the Spirit of Alliances to Support Social Emotional Learning & Regulation

Recognized early in the fall that we needed to continue to be responsive to our unique student and learning community needs.

1st Term: Bear & Wolf - realizing what we needed to do to take care of ourselves and our learning community and how to best communicate our intentions.

2nd Term: Raven - creative problem solving and striving to meet the needs of all our learners and staff.

3rd Term: Salmon - navigating systems with thoughtful perseverance, when needed and critically reflecting on our journey so far this year.

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Proactive Supports:

Co-planning and Co- teaching

Ross Greene - 'Collaborative Problem Solving Approach'

Direct teaching of Zones of Regulation

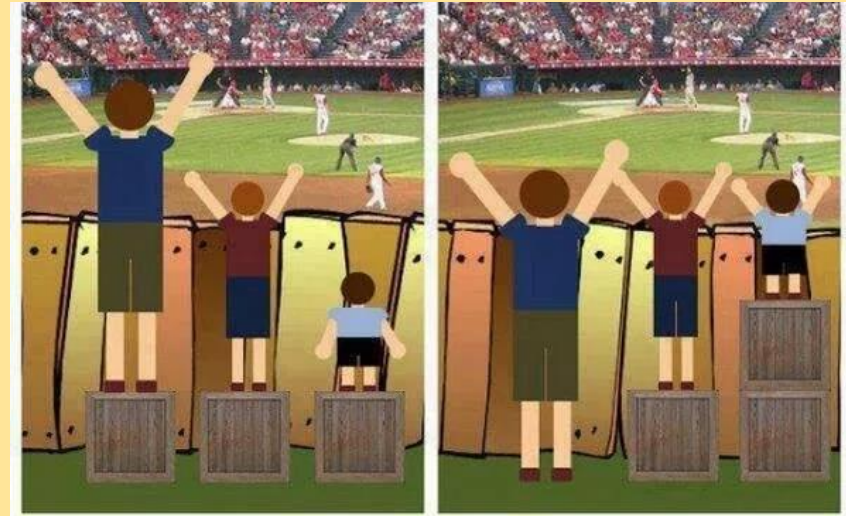
Purchase of teacher & student resources

Increased Inclusive Ed teacher time and increased counsellor time

Creating of the Salmon Run, Bear Den and Raven Nest with our OT

New 'At-a -Glance' IEP reference sheet

Direct Parental involvement within classrooms



Goal #3: Literacy & Numeracy: Supporting the Re-designed Curriculum

Nikki Lineham

Carol Fullerton

Jolly Phonics

Reading Recovery

New numeracy materials purchased by district

Tech packages and support



Community Engagement

- Parent Education and discussions during family meetings each term
- PAC financial support for: 'Self-Reg Professional Learning Series for Teams'
- Parent Information Meeting to discuss student supports



South Park Community Feedback:

“ I think this area of emotional and constructive social support is vital to developing students who are resilient and able to be flexible at school, both academically and socially.” ~ Romaine Jacklin Grade $\frac{2}{3}$ teacher

“ I have strongly supported co-teaching as I believe it is "best practise" for supporting inclusive education.....small-group direct instruction with a trained skillful teacher who knows the students well and has an ongoing skill-development program in place over time that really moves students forward on the continuum of learning.” ~ Louisa Elkin Grade $\frac{3}{4}$ teacher

“ The Stuart Shanker video series provides parents with the background and philosophical understanding of self regulation and reinforced why the South Park staff was embracing this model. It was also an opportunity to discuss with other parents how to utilize these techniques at home which helps to build that connection between home and school” ~ Parent - students in grade 2 and 4.

“ I need a break...can someone take me to the Salmon Circuit?” ~ Kindergarten student request.

“I have felt incredibly supported, and seen significant improvements, from the work (and increased time) for our Inclusive Education teacher & counsellor, and the Zones of Regulation lessons given by Monique. As well, a number of our students have benefited by the circuits set up by Lana, our OT. “ ~ Margot Andison - Teacher Gr ½.

“Co-teaching this year has allowed my students to have more individualised instruction tailored to their needs. This has greatly served the students at all levels of learning. South Park benefits from an inclusive learning environment in which we provide additional support on top of the essential targeted funding for designated students. I have really appreciated the opportunity to collaborate with the librarian and the teacher of my buddy class. We have been able to produce rich learning opportunities for students with a diverse age and ability range.” ~ Susanna Solecki Grade ½ teacher

"I like the Raven's Nest because it has a tent in it. It helps me calm down". ~ Grade 1 student



“ INCLUSIVE EDUCATION *is a*
DYNAMIC, EVER-EVOLVING
APPROACH *that requires*
ONGOING REFLECTION *and*
CONTINUOUS ENHANCEMENT.