



*INNOVATIVE LEARNING SPACES THAT REFLECT OUR GOALS & VALUES*

*Jen Batallas, Principal*

# SUPERINTENDENT'S REPORT FEBRUARY 2023





# ADDRESSING STUDENT NEEDS BY CREATING ADDITIONAL SPACES

- 70 year-old building with one Resource Room
- Collaborative staff approach to re-imagining existing space structure and function





## THREE NEW OPPORTUNITIES

- **LITERACY SPACE**

- Literacy School Goal

- **SENSORY ROOM**

- OT / PT space

- **HALLWAY BREAK-OUT SPACE**

- Flexible space in hallways for a variety of activities



# LITERACY SPACE

- **SCHOOL LITERACY GOAL**
- **LITERACY INTERVENTION HUB**  
(Professional Learning / Learning Resources)
- **SMALL GROUP LITERACY INTERVENTIONS**
- **PREVIOUS USE** was as an office and music storage





# SENSORY ROOM

- **RE-PURPOSED GYM STAGE**  
(Previously contained old furniture)
- **COLLABORATED WITH OT & PT**
- **DEDICATED MOVEMENT SPACE**
- **STUDENT IEP GOALS**
- **SELF-REGULATION SPACE**

## Best practices for Use of the Stage Movement Space

The Activity cards are colour coded as such:

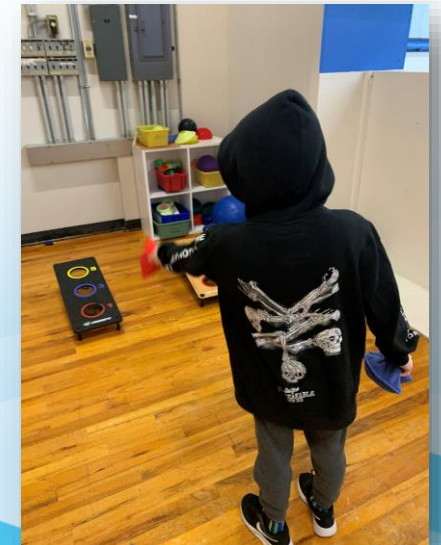
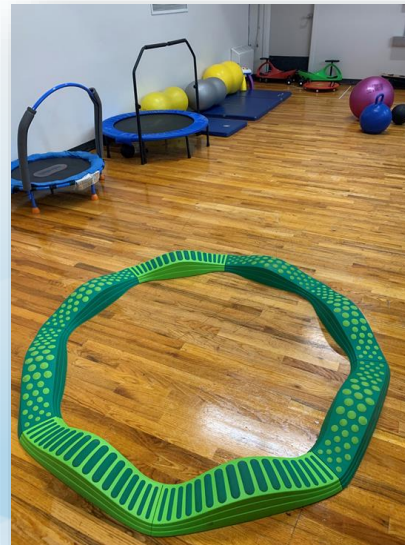
Alerting activities (jumping, rolling, rapid movements) stimulate the body's central nervous system in preparation for learning.

Organizing activities (balancing & coordinating animal walk, throwing at a target) demand that the brain and body work together with purpose and focus.

Calming activities (heavy work tasks, weight bearing through arms, deep breaths) provide improved awareness of the position of the body in space, increase the ability to process sensory input and promote self-regulation of emotional responses.

## WEXES Frog Hops

- Jumping to targets
- Take big steps to each rock
- Jump with 2 feet to each rock
- Hop on one foot to each rock
- To make it harder, pick up a heavy medicine ball and hold it in two hands. Then jump from point to point.
- To increase the challenge, raise the ball over your head after each jump and then bring it back to in front of your chest before you jump again.



# HALLWAY BREAK-OUT SPACES

- **INSTRUCTIONAL SPACE FOR READING VOLUNTEERS, EAs, TEACHERS, ITINERANT STAFF**
- **DESIGNED BY TEACHERS & CREATED BY FACILITIES**
- **1:1 ASSESSMENTS / READING**
- **QUIET WORKSPACE**
- **ITINERANT SPACE**





## ROOM #10 – SENSORY SPACE “ZEN TEN”

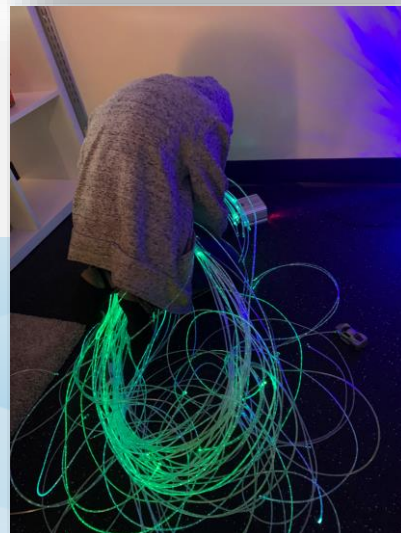
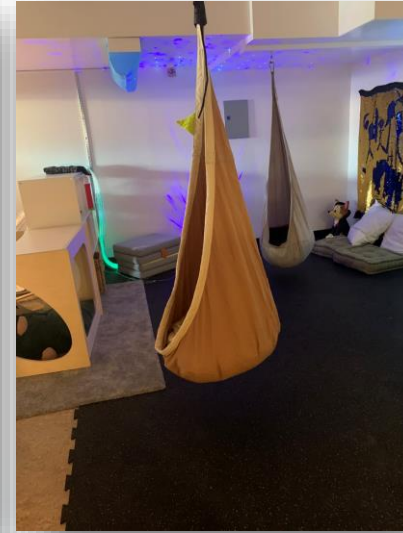
- **A QUIET SPACE FOR STUDENTS TO REGULATE AND GET READY TO RETURN TO THEIR REGULAR LEARNING SPACES**
- **STUDENTS ACCESS THIS SPACE AS PART OF THEIR DAILY PROGRAMMING**
- **EA ASSISTANCE or USING A BREAK CARD & TIMER**





# ROOM #10 – SENSORY SPACE “ZEN TEN”

- **STUDENTS CHOOSE FROM A VARIETY OF CALMING ACTIVITIES**
- **LOW-DEMAND SPACE**
- **PROVIDES STUDENTS WITH TIME AND SPACE TO SELF-REGULATE**
- **LOW VOICES AND QUIET MUSIC**







Regulation Space	Purpose	Guidelines
Stage	<p><b>Active space</b>            There are 3 types of activities in this space:  <b>Alerting activities</b> (Jumping rolling, rapid movements- stimulate the body's central nervous system in preparation for learning  <b>Organizing activities</b> (Balancing, walking, throwing at a target)- Demand that the brain and body work together with purpose and focus  <b>Calming activities</b>- (heavy work tasks, weight bearing activities, deep breaths)</p>	<p>Students should access this area with their EA or other adult.            Proper footwear should be worn            Students should start with an alerting activity, then move to organizing, then calming to allow their body to become regulated before returning to their learning activity            Adults should refer to the colour coded activity posters and rings to identify the different activities available and how to use them            Students may also work on specific OT/PT goals as identified in their IEP</p>
Room 10	<p><b>Calming space</b>            Students should access this space to become regulated and ready to return to their learning activities            Students can choose a calming activity to help them to become regulated.            Students can access swings, lights, fishtank, quiet table, sensory table or reading area</p>	<p>If accessing the carpet or mat area, shoes need to be removed and stored on the white shelf. Coats and backpacks can be hung on the hooks at the door            Students should come with an adult or with a break card.            Students /adults need to use a timer for time to be spent in room 10.            Students may enter the room escalated and may vocalize or have high energy.            The goal is to return to a regulated state            There should be limited talking/ conversation between adults, children            Students / adults should move all items used back to where they were found and keep the room tidy and organized</p>
Makerspace	<p><b>Play, peer interaction space</b>            Students can access the carpet and table top areas as needed to play louder games either alone or with peers.            Students may be working towards an IEP goal (peer interaction, turn taking) or they may need some quiet play time to help to regulate before returning to the learning activity in classroom</p>	<p>Students should access with an adult            This is an area for more active play (building, blocks, cars)            Students can interact with peers in this space and chat quietly while playing            Social connection and regulation is the goal of this space</p>

# CAPITAL CITY YACHT CLUB FUNDRAISER



- CCYC Holiday Fundraiser ( ≈\$10,000)
- Facilities Dept support with painting & fixture installation
- School Design Committee designed the space and created a shopping list
- OT/PT identified student needs & additional resources
- Sidney teachers and EAs provided suggestions and feedback





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