

# Parkside Secondary School Growth Plan 2019 – 2020

## 1. Parkside Secondary School Mission Statement

The Parkside Secondary School staff are committed to networking with families, the school district and the community to facilitate academic success for all students within a supportive environment that is structured to meet the needs of the individual, and to foster a sense of belonging and social responsibility while engaging learners. The strength of our school is our people – staff, students, parents and community. The school motto this year is “Love, Strength and Courage”



## Parkside Secondary School Profile / Unique Characteristics

Parkside Secondary School offers an alternate program to support the individual needs of students in grades 8-12. Approximately 70% of the student population is Aboriginal. Breakfast and lunch are offered to all students free of charge with the support from the Breakfast Club of Canada, President's Choice Charity and the local school district. Parkside maintains an enrollment of 90 students in the Lakelse academic program and 30 students in the Teen Learning Centre life skills program. Several community agencies such as the Kermode Friendship Society, Child and Youth Mental Health, Nisga'a Family Services, Terrace and District Community Services Society (TDCSS) and the Ministry of Children and Family Development offer their services to support Parkside students on a regular ongoing basis.

The Lakelse academic program has six classrooms (3 pods) with a class size limit of 15 students per room. Every student has either an individualized education program (IEP) or a student learning plan (SLP) prepared by the homeroom teacher in consultation with students and parents. There are three youth support workers assigned to offer additional support to students in the three Lakelse pods. The Lakelse staff give one on one or small group academic/social emotional support in a comfortable, respectful, caring environment so students can experience success and graduate with a Dogwood Diploma. Weekly yoga instruction is available to students as an extension of the Physical Education program. There are ongoing Outdoor Education and Visual Fine Arts programs for students as well as an Equestrian Studies program at Copperville Stables.

The Teen Learning Centre life skills program has two classrooms with a class size limit of 15 students per room. Every student has an individualized education plan (IEP) prepared by the homeroom teacher in consultation with students and parents. There is one youth support worker to offer extra assistance to the students who are working with modified or adapted course work with an emphasis on life skills, social responsibility and behavioural management. Students in the Teen Learning Centre will graduate with an Evergreen Certificate or they may transition into the Lakelse program to earn a Dogwood Diploma.

## **2. SCANNING: What's going on for your learners? How do you know?**

### ***Student Achievement Evidence***

- Course grades and "I" reports created by teachers each term
- Attendance information (absences / late arrivals)
- Dogwood Diploma progress reports done each term for Lakelse students in grades 10-12
- Diagnostic Math Assessments and School Wide Writes
- Provincial Numeracy Assessment results
- School Based assessments (level 2 testing)

### ***Student Voice Surveys Responses:***

#### **What do you enjoy doing at Parkside? What are the activities / courses that are interesting for you?**

A quiet place to work, the self paced learning, working unit by unit, going to the stables, doing Math, going to Gym, the free lunch, playing games, BEAT, opportunities outside of school such as skiing, horseback riding, Trades at the college, doing art, having intellectual conversations with Marc, being with my friends and teachers, being in outdoor education, doing English 12 work, doing community service work, accomplishing my school goals, cooking in the new kitchen, going for walks, Thursday yoga class, PE classes, going on field trips, doing Science, playing Ghetto ball in the gym, working on Socials tasks, I like going outside of the school and going into the woods, it is good to be getting back on track with school work, archery, cross country skiing, swimming, listening to music, I enjoy the guest speakers, Girls Group with Lilian, going to the Food Bank and the Food Share program, coding, playing in the gym at lunch, walking around, and doing hands on activities.

## **Student Voice Surveys Responses:**

### **What frustrates you at Parkside? Responses from students recorded below.**

When it is loud, the early start at 8:45 AM, getting help can be difficult at times, nothing comes to mind, students who are sassy and rude to the teachers for doing their job, annoying and immature students, pressure, Math, getting school work done, everything frustrates me, loud students, we need a better variety of food for breakfast and lunch, the only thing that frustrates me is me, nothing really frustrates me because you guys already help a lot, large gym groups, I get frustrated when I can't go to equestrian, Math, the people who like to start drama for no reason, being not understood, it's not bad but take mental health issues more seriously, not letting the smokers finish their smokes when the bell goes, swearing, students wandering into classes they are not allowed to be in, doing English and Socials, classmates who don't stop talking, some people can be rude for no reason.

### **If you could make any change(s) to improve Parkside for students to be successful what would you do? Responses from students recorded below.**

Make assemblies optional, have Fridays off, make BEAT longer, start the day at 9:45 AM, we should have lessons on our work, we should be able to use our cell phones, have more quiet places for us introverts, have more hands on learning, have more speakers from different cultures, bring back the coffee stations, being able to work wherever in the school, I think we should have due dates for our homework so we actually have a reason to do it and hand it in, help students stop smoking, give some time for walking have guest speakers with topics other than drugs, have light food as some students are lactose intolerant and have IBS, Fridays should be "Funday Friday" with the last block watching learning movies or playing games, have more activities, have a playground and a workout room for students, offer hot lunch orders, offer students more places to work.

### **Is there one staff member who you feel supports you and believes in your success?**

- Yes = 50 students (72%)
- No = 11 students (16%)
- No response = 8 students (12%)

### **Are there two staff members who support you and believe in your ability to be successful?**

- Yes = 49 students (71%)
- No = 15 students (22%)
- No response = 5 students (7%)

### **Are you currently living at home with a family member?**

- Yes = 46 students (67%)
- No = 10 students (14%)
- Sometimes = 11 students (16%)
- No Response = 2 students (3%)

### **Do you have a job?**

- Yes = 16 students (23%)
- No = 50 students (73%)
- No Response = 3 students (4%)

### 3. FOCUSING:

***Parkside Secondary needs to become a trauma sensitive and trauma responsive school.*** When staff understand the educational impacts of trauma, then our school can become a safe, supportive environment where students make positive connections with adults and peers they might otherwise push away. Students can learn how to calm their emotions so they can focus and behave appropriately, and feel confident enough to advance their learning. The Window of Tolerance can become a main focus for staff when they “check in” with students each day to determine if students are hyper-aroused (feeling anxious, angry, agitated) or hypo-aroused (feeling zoned out, sluggish, numb, shutting down) and then direct interventions to help students move into their window of tolerance where they will feel just right, calm and alert for learning.

#### STAGE 1

##### *Trauma Aware*

#### Key Task:

Awareness & attitudes



Trauma aware organizations have become aware of how prevalent trauma is and have begun to consider that it might impact their clientele and staff.

#### STAGE 3

##### *Trauma Responsive*

#### Key Task:

Change & integration



Trauma responsive organizations have begun to change their organizational culture to highlight the role of trauma. At all levels of the organization, staff begins re-thinking the routines and infrastructure of the organization.

#### STAGE 2

##### *Trauma Sensitive*

#### Key Task:

Knowledge, application, & skill development



Trauma sensitive organizations have begun to:

- 1) explore the principles of trauma-informed care (safety, choice, collaboration, trustworthiness, & empowerment) within their environment & daily work
- 2) build consensus around the principles
- 3) consider the implications of adopting the principles within the organization
- 4) prepare for change

#### STAGE 4

##### *Trauma Informed*

#### Key Task:

Leadership



Trauma informed organizations have made traumaresponsive practices the organizational norm. The trauma model has become so accepted and so thoroughly embedded that it no longer depends on a few leaders. The organization works with other partners to strengthen collaboration around being trauma informed.

**INQUIRY QUESTION: Will creating an Indigenous Connections Room and adopting a trauma informed mindset while implementing self-regulation activities improve behaviour, attendance and academic success for Parkside students?**

#### **4. DEVELOPING A HUNCH:**

The impact of adverse childhood experiences (ACEs) upon a person's health and ability to learn have been well documented. Trauma can impact learning, relationships and behaviour at school. Self regulation research has indicated that when students are under stress their ability to learn is diminished. Before our students try to do their school assignments their brains must be "ready" to learn. A majority of Parkside students have experienced some form of adverse childhood experiences or trauma (poverty, abuse, and or violence in the home).

#### **5. PROFESSIONAL LEARNING:**

- Staff will be given quick reference guides about social emotional learning and trauma invested practices to meet students' needs. This will enhance staff's knowledge when intentionally implementing support strategies for their students.
- Staff will participate in a trauma informed online academy program facilitated by licensed clinical social worker Heather Forbes from Educational Impact which focuses on supporting students in the classroom who have experienced trauma.
- Staff will work with youth mental health clinicians to gain an understanding of various self-regulation techniques (mindfulness) and trauma's impacts upon a teenager's brain.
- The staff will use the "Three R's" approach to reach the students' learning brains: Regulate, Relate and Reason.
- A book study group (Help for Billy) will operate on a monthly basis to discuss a beyond consequences approach for helping our students.

# The Trauma-Informed Online Academy



## Basic Track

### TRAUMA 1

ACES and Trauma Awareness

### TRAUMA 2

Dysregulation

### TRAUMA 3

Don't React, Respond!  
(Elementary & Secondary versions available)

### TRAUMA 4

Just Breathe: Practical Self-  
Regulation Strategies

### TRAUMA 5

Scenarios  
(Elementary & Secondary versions available)



## Advanced Track

### TRAUMA 6

Restorative Justice -  
Responsibility, Healing and Hope

### TRAUMA 7

Circle Up for Conflict Resolution

### TRAUMA 8

Transforming your Environment

### TRAUMA 9

Communicating & Connecting

### TRAUMA 10

Understanding Violent Behavior

## 6. TAKING ACTION: *What are the roles of Teachers, Support Staff and the Principal*

- Teachers will check in with each student on a daily basis when the student arrives to school to determine if a student needs to be “up” regulated or “down” regulated before beginning academic work. A variety of regulation activities will be used to help students get into their “Window of Tolerance” so they can focus on their learning.
- A “Connections Room” will be created for students to do their school work in a different setting. Traditional First Nations language and culture activities will be available and facilitated by indigenous staff.
- The school counsellor will check in with students on a weekly basis and then phone families on a monthly basis if attendance has been minimal so a plan of support can be established.

## **6. TAKING ACTION: *What are the roles of Teachers, Support Staff and the Principal***

- There will be regular opportunities for students to engage in exercise in the gym or walking the neighbourhood as well as community service activities so students can regulate their behaviour / emotions.
- A free breakfast will be prepared by the Principal and First Nations Support workers each day. A free lunch will be made by the Meal Coordinator in consultation with the Home Economics teachers and students enrolled in the Foods course so students will not be distracted from their learning by hunger.
- Music will be permitted for students to listen to as they work in their respective classrooms (headphones provided). Art will be offered to students as a way to regulate their behaviour.
- Yoga and mindfulness activities will be available on a regular basis for students.
- Teachers will participate in School Based Team Meetings (SBTM) every two weeks to discuss concerns about student behaviour and or academic progress for the purpose of developing collaboratively plans of action.
- The Support Staff will phone parents when students are absent from school each morning to encourage attendance and make inquiries for support.
- The Principal will send to parents and students weekly emails regarding events happening at the school to encourage participation.
- Staff will offer community service activities each week for Parkside students to help others outside of the school.

## **6. TAKING ACTION: *How are you communicating this to parents and incorporating their feedback?***

- Weekly emails will be sent to parents to allow for information to be given about school activities and opportunities for students. Feedback from parents and students can be received by responding to the emails.
- Community Agencies offering programs for teens and their families will advertise information in the weekly emails to Parkside students and their families.
- Family meetings with teachers, indigenous support workers and the principal will be scheduled when the need arises to collaboratively create support plans for students.
- Each month the school counsellor will make contact with parents of students who are struggling so community supports can be offered to help families.

**7. CHECKING: *When will you check in and how often?***

Daily evaluation of students by staff will be conducted and progress recorded. Family meetings will be scheduled by teachers for students who do not demonstrate regular attendance so a plan of support can be established. With each report card students enrolled in the Dogwood program will receive an insert indicating the courses that a student has finished and those courses remaining for graduation to be achieved so parents and students will be aware of their child's progress towards graduation. Any students who are not meeting expectations for work completion in a term will receive an "I" caution report prepared by the teacher indicating areas of concern. These caution "I" reports will be mailed to parents with a plan of support suggested for improvement.

**7. CHECKING: *How can you do it in a way that allows for immediate adjustment?***

Staff will participate in discussions about student work habits and behaviour each school day. Information will be recorded to track student progress. Teachers will participate in school based team meetings twice a month to discuss students of concern and actions needed for support. Students who are not meeting expectations will be invited to participate in a family meeting with their teacher and indigenous support worker so a plan of improvement can be created collaboratively.

**School Principal Signature:** \_\_\_\_\_