

Parkside Secondary School Growth Plan 2021 – 2022

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 **“Onward and Upward”**.



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 Indigenous. 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 15 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.

Parkside Secondary School Profile / Unique Characteristics

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 Coppersive Stables.

The Teen Learning Centre offers a life skills program with one classroom (class size limit of 15 students). Every student has an individualized education plan (IEP) prepared by the 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 academic 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
- Daily 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 and Literacy Assessment results
- School Based assessments (level 2 testing)

Student Food Assistance Program

- Starfish Backpack Program supporting Parkside families on the weekend
- Breakfast and Lunch Programs available for every student daily

Student Trauma Support Program

- Rocking chairs and standing desks with ergonomic bicycles are available to assist students with their self-regulation
- Mindfulness activities are done daily with students as well as Zones of Regulation check-ins
- Yoga, horseback riding, Howe Creek trail walks and outdoor education activities are scheduled weekly for students to get connected to nature
- A "Chill Room" is available if students need an alternate setting away from their classroom

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). The previous school year presented challenges for students and their families as they coped with COVID-19 exposures.

5. PROFESSIONAL LEARNING:

- Staff will be given a quick reference guide Supporting Emotional Regulation in the Classroom so they can support Parkside students.
- Staff will be given a framework for creating, sustaining and assessing the trauma sensitive classroom as outlined in the manual by Heather Forbes
- Each week the principal will provide staff with a website / article / video that focuses on trauma based interventions, growth mindsets, resiliency and wellness.
- Each month during the staff meeting the principal will facilitate a learning session about trauma sensitive classrooms as outlined in the resource Classroom 180 by Heather Forbes.

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. After lunch and at the end of the day teachers will do "check-ins" with their homeroom students to monitor any changes and offer supports
- A "calming" room (The Chill Room) is available 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 support staff.
- Each week Indigenous support staff will conduct "Wellness Visits" to the homes of students who have been absent from school on an ongoing basis.
- The school counsellor will support students by doing phone calls or face-to-face meetings.
- Staff will permit students to listen to music as they work in their respective classrooms.

Term 1 Completed Courses	This Year	Last Year	Term 2 Completed Courses	This Year	Last Year	Term 3 Completed Courses	This Year	Last Year
Lakelse Program			Lakelse Program			Lakelse Program		
Junior Students	5	23	Junior Students	7	40	Junior Students	12	NA
Intermediate Students	5	11	Intermediate Students	14	38	Intermediate Students	19	NA
Senior Students	30	25	Senior Students	45	85	Senior Students	58	NA
Term 1 Total Courses Done	40	59	Term 2 Total Courses Done	66	163	Term 3 Total Courses Done	89	NA

Absences Summary for Parkside Students 2020-2021

Term 1 Average Pod Absences		Term 2 Average Pod Absences		Term 3 Average Pod Absences	
Junior Students	11	Junior Students	24	Junior Students	17
Intermediate Students	13	Intermediate Students	18	Intermediate Students	17
Senior Students	15	Senior Students	19	Senior Students	21

3. FOCUSING:

Parkside Secondary School needs to become a trauma responsive and trauma informed 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 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 the “Green Zone” where they will feel just right, calm and alert for learning.

INQUIRY QUESTION: Will having trauma informed support strategies and a growth mindset improve attendance and academic success for Parkside students?

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

- Each week support staff will do a “wellness check in visit” to the families of Parkside students who have been absent from school on an ongoing basis.
- Each week the school counsellor will check in with students and then phone families on a monthly basis if attendance has been minimal so a plan of support can be established.
- Every day staff will supervise and encourage students to engage in exercise in the gym or walking the neighbourhood so students can regulate their behaviour / emotions. Stationary bicycles have been placed in every classroom to support self-regulation and well being.
- A free breakfast will be prepared by the Principal and staff. 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.
- Each week the Art teacher will offer activities to help students regulate their behaviour.
- Each week a teacher will organize outdoor education activities for students so they can have access to nature. Daily mindful walks will be available for students and staff.
- Each week a teacher will arrange equestrian horseback riding experiences for students to connect with animals as a way of coping with stress and anxiety.
- The principal and teachers will participate in School Based Team Meetings (SBTM) to discuss concerns about student behaviour and or academic progress for the purpose of developing support plans.
- Every day support staff will phone parents when students are absent from school to encourage attendance and make inquiries for support.
- Every week the principal will create information messages for parents and students and send by email events happening at the school to encourage participation.
- Each month the school counsellor will make contact with parents of students who are struggling so community supports can be offered to help families.
- Teachers will follow the First Peoples Principles of Learning when designing activities.
- The principal will create and send attendance reports every two weeks to community agencies and education coordinators supporting Parkside students asking for assistance when necessary.
- Yoga (yoga instructor) and mindfulness activities (teacher) will be available on a regular basis for students.
- The principal and First Nations Support staff will supervise students each week for 45 minutes so pods will have collaboration time to discuss students and support programs.

TAKING ACTION: *How are you communicating to parents and incorporating their feedback?*

- The principal will send weekly emails will be sent to parents to allow for information to be shared about school activities and opportunities for students. Feedback from parents and students can be received by responding to the principal's 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, school counsellor and the principal will be scheduled when the need arises to collaboratively create support plans for students.
- The principal will maintain and update the school's website with current information.

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

Daily evaluation of students by staff will be conducted and progress recorded. On a weekly basis each "pod" will meet to discuss concerns for any students and develop action plans of support. 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.

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

Staff will participate in discussions with students about their work habits each school day. Information will be recorded to track student progress. On a weekly basis each "pod" will meet to discuss concerns for any students and develop action plans of support. 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: _____

 Jane Arbuckle

Appendix A: The Journey For Becoming A Trauma Informed School

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

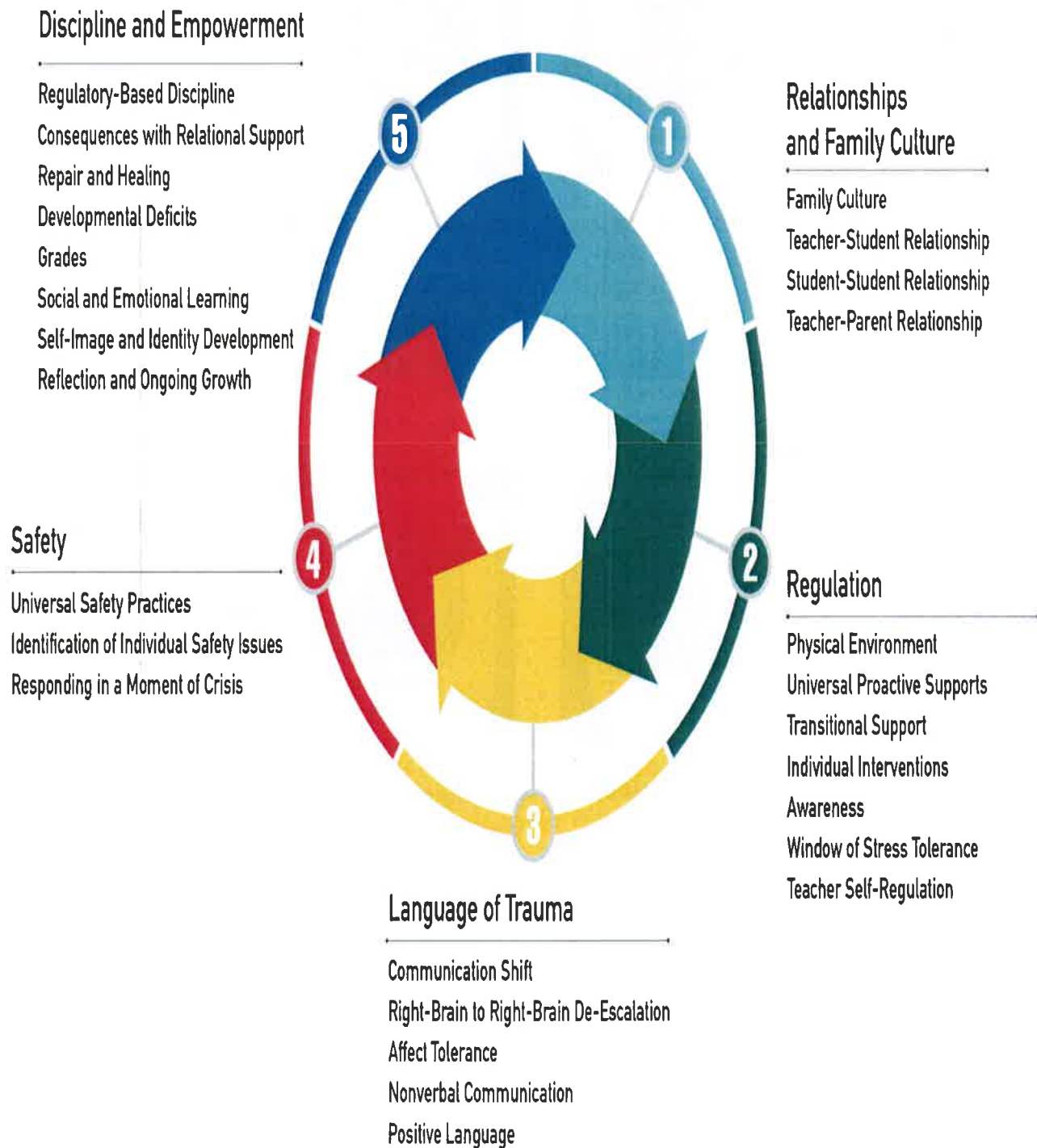


Trauma informed organizations have made traumaresponsive practices the organizational norm. The trauma model has become so accepted and so thoroughly embedded that it no longer depends on a few leaders. The organization works with other partners to strengthen collaboration around being trauma informed.

Appendix B: Creating A Trauma Sensitive Classroom

(Heather Forbes: Beyond Consequences Institute)

Classroom180 Framework



Appendix C: Components of a Trauma Informed Classroom (Heather Forbes)



Domain 1: Relationships and Family Culture

1 Family Culture

- ☐ Establishes and teaches hierarchy. Roles are defined and posted.
 - ☐ Incorporates family values / traditions / pictures / meals / jobs / meetings
 - ☐ Shows overall warmth and genuine concern
- Evidence:

2 Teacher-Student Relationships

- ☐ Welcomes students into the classroom
 - ☐ Creates dedicated connection times
 - ☐ Relates to students outside of academics
 - ☐ Addresses students with respect
- Evidence:

3 Student-Student Relationships

- ☐ Promotes inclusive and judgement free environment
 - ☐ Creates intentional relationship building activities
 - ☐ Ensures students work cooperatively and positively with each other
- Evidence:

4 Teacher-Parent Relationships

- ☐ Puts school-to-home strategies in place
- Evidence:



Domain 2: Regulation

5 Physical Environment

See Room Scan for evidence

6 Universal Proactive Supports

- ☐ Maintains sense of order with predictable routines and schedules
 - ☐ Uses visuals
 - ☐ Incorporates regulatory strategies that focus on the body
 - ☐ Incorporates regulatory strategies that focus on the mind
 - ☐ Manages sensory surprises
 - ☐ Varies communication styles and learning activities
 - ☐ Chunks content and manages workload
 - ☐ Gives students their voice/encourages questions
 - ☐ Teacher circulates among all students
 - ☐ Conveys teacher readiness
- Evidence:

7 Transitional Support

- ☐ Provides support before the transition
 - ☐ Provides support during the transition
 - ☐ Provides support after the transition
- Evidence:



Domain 2: Regulation, continued

8 Individual Interventions

- ☐ Provides nourishment, water
 - ☐ Encourages using the calm corner
 - ☐ Offers weighted options
 - ☐ Offers movement options
 - ☐ Offers multisensory options
 - ☐ Chunks individual assignments
 - ☐ Offers breaks
 - ☐ Provides students with 1:1 support
- Evidence:

9 Awareness

- ☐ Monitors students' well-being with emotional check-ins
 - ☐ Notices students who begin to get dysregulated
 - ☐ Validates students and uses open responses
- Evidence:

10 Window of Stress Tolerance

- ☐ Proactively sets bar of excellence within each student's window of stress tolerance
 - ☐ Modifies expectations/workload before students hit breaking point
- Evidence:

11 Teacher Self-Regulation

- ☐ Models self-regulation and confidence
 - ☐ Uses "I" statements and labels to describe own feelings
- Evidence:



Domain 3: Language of Trauma

12 Communication Shift

- ☐ Understands student's negative behavior (what's driving the behavior?)
 - ☐ Understands student's negative language (what are they really saying?)
 - ☐ Takes mindful steps before responding
- Evidence:

13 Right-Brain to Right-Brain De-Escalation

- ☐ Offers connection (listens, validates, accepts, tolerates, relates, etc.)
 - ☐ Uses "We" and "I" statements
 - ☐ Refrains from giving solutions, reminders of the rules, rational thinking, and/or consequences
- Evidence:

14 Affect Tolerance

- ☐ Stays open to students' full range of emotions
 - ☐ Stays in discovery mode, learns more about what is going on
- Evidence:

15 Nonverbal Communication

- ☐ Uses body language that is congruent with spoken words
 - ☐ Uses accepting, positive, and safe body language
 - ☐ Is attuned to the student's body language (receptive vs. resistant), hand gestures, volume, and touch
- Evidence:

16 Positive Language

- ☐ Uses positive language in conversations about students' behavior
 - ☐ Reframes negative behavior when writing incident reports, IEPs, 504s, and BIPs
 - ☐ Uses positive language in report cards
- Evidence:

Appendix C: Components of a Trauma Informed Classroom (Heather Forbes)



Domain 4: Safety

17 Universal Safety Practices

- ☐ Discusses explicit safety rules and proactive safety plans
 - ☐ Establishes safe spaces, exit strategies, mantras, and room clears
- Evidence:

18 Identification of Individual Safety Issues

- ☐ Identifies safety issues, triggers, and patterns of specific students
 - ☐ Empowers students with safe place plans
- Evidence:

19 Responding in a Moment of Crisis

- ☐ Shifts from being empathetic to businesslike
 - ☐ Establishes and practices an exit strategy
 - ☐ Uses mantras
 - ☐ Implements a last resort physical intervention plan
- Evidence:



Domain 5: Discipline and Empowerment, cont

25 Social and Emotional Learning

- ☐ Teaches and models basic feeling words
 - ☐ Incorporates SEL and brain science into the curriculum
 - ☐ Applies trauma lens to modify SEL programs
 - ☐ Prepares for resistance and dysregulation when teaching SEL
 - ☐ Incorporates pro-social skills (turn taking, group work skills, eye contact, applause, manners)
- Evidence:

26 Self-Image and Identity Development

- ☐ Uses affirmations
 - ☐ Offers a sense of purpose (jobs, mentors, buddies)
 - ☐ Cultivates hope (concrete steps, goals, future plans, dreams)
- Evidence:

27 Reflection and Ongoing Growth

- ☐ Is reflective (daily, weekly, monthly, yearly)
 - ☐ Seeks out professional development opportunities
 - ☐ Inspires others (takes a leadership role, mentors others, etc.)
 - ☐ Finds the joy, celebrates small successes
- Evidence:



Domain 5: Discipline and Empowerment

20 Regulatory-Based Discipline

- ☐ Refrains from using fear-based punishment / threats to call home / time-out
 - ☐ Makes time to debrief with students regarding regulation throughout the day (use regulatory tracking system if available)
 - ☐ Ensures teaching moments happen after the "in the moment" incident
 - ☐ Uses a modified behavioral system that focuses on regulation and relationship
- Evidence:

21 Consequences with Relational Support

- ☐ Uses consequences that teach (debriefs, gives time to process, coaches)
 - ☐ Offers relational support with the consequence (time-in, walk-talk-regulate, etc.)
 - ☐ Maintains student understanding, support, and dignity
 - ☐ Uses "you and me" language (not "you vs. me" language)
 - ☐ Debriefs incident with sequential behavior reflection form
- Evidence:

22 Repair and Healing

- ☐ Gives students a voice through conversations
 - ☐ Uses restorative practices for classroom and small group conflicts
 - ☐ Uses mediation for one-on-one conflicts
- Evidence:

23 Developmental Deficits

- ☐ Identifies behavioral issues that stem from skill deficits
 - ☐ Addresses deficits (cognitive, language, lagging organizational skills, listening, strategic thinking skills)
- Evidence:

24 Grades

- ☐ Uses grades to encourage instead of deflate
 - ☐ Scales back focus on grades; focuses on effort
 - ☐ Focuses on students' happiness
 - ☐ Provides a short-term and task-oriented plan for improving grades
- Evidence:

Appendix D: Trauma Informed Classroom Room Scan Checklist (Heather Forbes)



Classroom180 Rubric

1 Relationships and Family Culture 2 Regulation 3 Language of Trauma 4 Safety 5 Discipline and Empowerment

ROOM SCAN

Date: _____ Time: _____ Observer: _____

Teacher: _____ Grade: _____ Topic of Lesson: _____

1 Relationships and Family Culture

Visual Indicators	Component
<input type="checkbox"/> Job chart/buddies	1
<input type="checkbox"/> Photos of students	1
<input type="checkbox"/> Teacher's desk area - personalized (<i>photos/interests</i>)	2
<input type="checkbox"/> Visuals: Hierarchy poster	1
<input type="checkbox"/> Visuals: Class Values	1
<input type="checkbox"/> Visuals: No bullying policy	3
<input type="checkbox"/> Other:	

2 Regulation

Visual Indicators	Component
<input type="checkbox"/> Aromatherapy	5
<input type="checkbox"/> Background sights (<i>streaming video - calming scenes</i>)	5
<input type="checkbox"/> Background sounds (<i>music/white noise, low volume</i>)	5
<input type="checkbox"/> Calm corner (<i>furnished with sensory and regulatory items, visual boundary, visual of strategies, boundaries and expectations of its use are clear, no timer, privacy</i>)	5
<input type="checkbox"/> Colors - subdued	5
<input type="checkbox"/> Furnishings (<i>plants, rugs, pillows</i>)	5
<input type="checkbox"/> Headphones	6, 8
<input type="checkbox"/> Lighting - subdued (<i>lamps, dim, natural, string lights</i>)	5
<input type="checkbox"/> Nourishment (<i>snacks, water</i>)	6, 8
<input type="checkbox"/> Pets	5
<input type="checkbox"/> Privacy screens	6, 8
<input type="checkbox"/> Readiness (<i>whiteboard, supplies, activities, extra pencils, teacher</i>)	6

2 Regulation, continued

Visual Indicators	Component
<input type="checkbox"/> Regulatory Options	6, 8
<input type="checkbox"/> Weighted (<i>blankets, lap pad, vests, wristbands, shoulder wraps, headbands</i>)	6, 8
<input type="checkbox"/> Movement (<i>swings, rocking chairs, desk pedals, resistance bands, pacing area</i>)	6, 8
<input type="checkbox"/> Multisensory (<i>fidgets and soft, tactile items</i>)	6, 8
<input type="checkbox"/> Shelves - clutter-free	5
<input type="checkbox"/> Singing bowls/chimes	6, 8
<input type="checkbox"/> Student seating - flexible, options	5
<input type="checkbox"/> Teacher's desk - clutter-free	5
<input type="checkbox"/> Visuals: Predictable schedules/routines	6
<input type="checkbox"/> Visuals: Check-in chart	9
<input type="checkbox"/> Other:	

4 Safety

Visual Indicators	Component
<input type="checkbox"/> Visuals: Safety rules	17
<input type="checkbox"/> Visuals: Mantras	17
<input type="checkbox"/> Other	





5 Discipline and Empowerment

Visual Indicators	Component
<input type="checkbox"/> Absence of public point charts	20
<input type="checkbox"/> Visuals: Affirmations	26
<input type="checkbox"/> Other:	

Checking In : How are your feeling?



What Zone Are You Right Now?

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

