

# Parkside Secondary School Growth Plan 2023 – 2024

## 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 enrolment of 90 students in the Lakelse academic program and 15 students in the Teen Learning Centre life skills program. Several community agencies such as Foundry, 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 an 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 program at Copperside Horse Stables. Students in the Lakelse program will graduate with either a Dogwood Diploma or an Adult Dogwood Diploma.

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)
- Diploma progress reports done each term for Lakelse students in grades 10-12
- 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

### ***Cultural Activities***

- On a weekly basis cultural dancing and singing in the gym is available for students
- On a weekly basis cultural hands on activities are planned in the “Chill Room: for students
- On a monthly basis cultural fieldtrips are planned for students

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

### Parkside Secondary School Six Year Completion Rates

Year	% Graduated	Year	% Graduated	Year	% Graduated
2015/16	84%	2018/19	53%	2021/22	
2016/17	72%	2019/20	78%		
2017/18	66%	2020/21	60%		

### Historical Weekly Attendance for Parkside Students

Week #	Trauma 2022-2023 102 Students Attendance	Trauma 2021-2022 101 Students Attendance	Trauma 2020-2021 105 Students Attendance	Trauma 2019-2020 107 Students Attendance	Contracts 2018-2019 102 Students Attendance	Contracts 2016-2017 101 Students Attendance
1	74	70	72	75	55	56
2	62	68	64	71	68	57
3	71	66	64	74	50	60
4	65	61	70	76	53	58
5	69	58	70	70	62	62
6	70	66	66	71	59	60
7	67	58	65	70	57	51
8	63	57	63	70	58	66
9	53	61	69	67	61	56
10	51	59	62	63	56	59
11	70	66	64	63	54	60
12	71	60	41	63	53	56
13	65	54	24	64	58	56
14	66	Closure	37	58	48	62
15	66	49	45	68	63	62
16	67	50	45	56	60	70
17	68	59	48	68	58	53
18	65	51	62	69	58	56
19	68	49	56	68	52	59
20	68	59	64	71	55	67
21	67	63	63	66	50	64
22	66	59	62	67	50	54
23	65	58	63	66	52	63
24	61	60	62	63	45	62
25	68	59	62	COVID	58	66
26	64	56	58	COVID	55	66
27	66	60	61	COVID	55	56
28	67	58	54	COVID	53	59
29	70	60	52	COVID	57	63
30	66	57	50	COVID	52	66
31	65	57	47	COVID	54	61
32		62	52	COVID	55	49
33		54	46	COVID	55	52
34		57	43	COVID	44	56
35		52	36	COVID	50	47
36		46	27	COVID	48	30

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

### Parkside Secondary School Graduation Results

<u>Year</u>	<u>Dogwood Diploma</u>	<u>%</u>	<u>Adult Dogwood Diploma</u>	<u>%</u>	<u>Evergreen Certificate</u>	<u>%</u>
June 2019	15 students	50%	11 students	37%	4 students	13%
June 2020	9 students	38%	12 students	50%	3 students	12%
June 2021	12 students	52%	9 students	39%	2 students	9%
June 2022	10 students	62%	3 students	19%	3 students	19%
June 2023						

## 3. FOCUSING:

Since September 2019 the staff at Parkside Secondary School have been using trauma informed support strategies for all students. Focusing on mindfulness and self-regulation were beneficial for the mental well being of students and staff. Student attendance rates were gradually improving and behaviour outbursts were decreasing. When the onset of COVID 10 happened in March 2020 and its aftermath continued in subsequent waves, students have struggled to maintain their attendance on a consistent basis at Parkside.

**INQUIRY QUESTION: Will having ongoing cultural activities and trauma responsive strategies improve the attendance and academic success for students at Parkside Secondary School?**

## 4. DEVELOPING A HUNCH:

The impact of adverse childhood experiences (ACEs) upon a teenager's health and ability to learn have been well documented. Trauma can impact learning, relationships, and behaviour at school. Research has indicated that when students are under stress their ability to learn is diminished. A majority of Parkside students have experienced some form of adverse childhood experiences (poverty, abuse, violence in the home, etc) and or anxiety/depression.

Culture is an important link to support identity and self-esteem. Culture permeates all aspects of life and is essential to the overall well-being of students. For Indigenous Peoples, their culture is the essence of who they are, who they belong to, where they come from, and how they relate to one another.

## 5. PROFESSIONAL LEARNING:

- 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 sharing session for the book Wayi Wah by Jo Chrona



## **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.
- 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.
- Each week the Art teacher will offer activities to help students regulate their behaviour.
- 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 the previous week.
- Each week the school counsellor will check in with students and then phone families on a regular 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 for students. A free lunch will be made by the Meal Coordinator in consultation with the Home Economics teacher and students enrolled in the Foods program so students will not be distracted from their learning by hunger.
- 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.

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

- Teachers will work collaboratively with indigenous staff to plan cultural activities for students.
- An Indigenous support worker will work with students in their classrooms on a weekly basis.
- Teachers will follow the First Peoples Principles of Learning when designing activities.
- The principal will create and send attendance reports every month 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.
- 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 be promoted with 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. Indigenous support staff will visit families of students who have not attended classes in a week. 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 area(s) of concern. These "I" reports will be mailed to parents with a plan of support to be co created by parents and teachers in the upcoming school term so improvement can happen.

# Parkside Student Progress: "I" Reports 2022/23

## Term 1 "I" Reports Sept.19<sup>th</sup> -Oct.14<sup>th</sup>

	Junior Pod	Int. Pod	Senior Pod	TOTAL
0 reports	4 students	3 students	5 students	<u>12 students</u>
1 report	11 students	10 students	6 students	27 students
2 reports	5 students	8 students	4 students	17 students
3 reports	6 students	5 students	10 students	21 students
4 reports	4 students	4 students	4 students	12 students
<b>TOTAL</b>	<b>26 students</b>	<b>27 students</b>	<b>24 students</b>	

## Term 2 "I" Reports Nov.21<sup>st</sup> - Jan.3<sup>rd</sup>

	Junior Pod	Int. Pod	Senior Pod	TOTAL
0 reports	1 students	5 students	10 students	<u>16 students</u>
1 report	11 students	10 students	8 students	29 students
2 reports	11 students	7 students	6 students	24 students
3 reports	5 students	4 students	3 students	12 students
4 reports	1 students	3 students	1 students	5 students
<b>TOTAL</b>	<b>28 students</b>	<b>29 students</b>	<b>28 students</b>	

## Term 3 "I" Reports Jan.30<sup>th</sup> - Mar.3<sup>rd</sup>

	Junior Pod	Int. Pod	Senior Pod	TOTAL
0 reports	5 students	6 students	8 students	<u>19 students</u>
1 report	6 students	7 students	9 students	22 students
2 reports	8 students	8 students	5 students	21 students
3 reports	7 students	5 students	1 students	13 students
4 reports	1 student	3 students	4 students	8 students
<b>TOTAL</b>	<b>27 students</b>	<b>29 students</b>	<b>26 students</b>	

## Term 4 "I" Reports Apr.17 - May 19<sup>th</sup>

	Junior Pod	Int. Pod	Senior Pod	TOTAL
0 reports	4 students	2 students	13 students	<u>19 students</u>
1 report	8 students	11 students	6 students	25 students
2 reports	9 students	7 students	4 students	20 students
3 reports	4 students	2 students	3 students	9 students
4 reports	4 student	5 students	2 students	11 students
<b>TOTAL</b>	<b>29 students</b>	<b>27 students</b>	<b>28 students</b>	

## ***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 regular basis each “pod team” will discuss concerns for their 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 do not demonstrate regular attendance in one week will receive a “Wellness” family visit from the Indigenous support staff the following week so support can be offered and information can be shared.

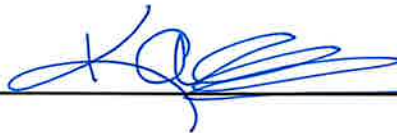
## **Connections to the School District’s Strategic Plan**

Parkside offers a self-paced learning program so **all students can realize their full potential**. The staff at Parkside recognize that learning takes patience and time. Students are encouraged to complete the requirements for their Dogwood Diploma rather than the Adult Dogwood Diploma. Staff assist students seeking employment by helping them distribute resumes and practice their interview skills.

**Parkside honours and respects culture, diversity and inclusion.** The school offers ongoing cultural activities and fieldtrips to promote awareness amongst students and staff with the assistance of role models and our Indigenous staff. Parkside has a supportive environment for LGBTQ2 students and diversity is welcome. The staff at Parkside offer students a variety of ways they can demonstrate their learning to facilitate inclusion for students with special needs.

The vital importance of **well-being** is emphasized at Parkside for students and staff. Small classes (maximum 15 students) facilitate respectful and meaningful relationships between students and staff built on trust through openness and honesty. Parkside offers breakfast and lunch as well as weekend bags of groceries and daily nutritional beverages of fruit smoothies or juice. For student well-being Parkside offers yoga, horseback riding, physical education, art classes and outdoor education on a regular basis.

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





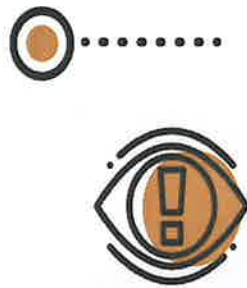
## Appendix A: The Journey For Becoming A Trauma Informed School

### 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.

# Checking In : How are your feeling?




## Appendix C: Zones of Regulation for Parkside Students

### What Zone Are You Right Now?

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





# FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.