



**SHERWOOD
HEIGHTS**
JUNIOR HIGH

RESET ROOM

Frequently Asked Questions



WHY DID SWH START A RESET ROOM?

As a result of the Covid-19 pandemic, we noticed the critical nature of the mental health crisis. Students struggled with regulation and there was a high rate of absenteeism. We needed an intermediary space where students felt safe, cared for, and comfortable so they could focus & learn.

The Reset Room was designed to give students access to a quiet, less stimulating environment that is fully supported by a teacher and an educational assistant.

This process is set up to be as barrier-free as possible to ensure it is available to the entire student body.



HOW IS THE RESET ROOM STAFFED?

Certificated Teacher & Educational Assistant; Our staff is trained in Trauma Informed Care.



HOW DO STUDENTS ACCESS THIS ROOM?

Multiple pathways: Students self-advocate, teachers refer, caregivers support, and the administration and counseling team ensures that everyone knows it is an available resource. The goal is to empower the students and all the adults who support them to know and understand the Reset Room is a space for them.



HOW MANY STUDENTS AT A TIME?

This depends on the size of the space. Our room is capped at 18 students at one time.



WHAT ARE THE LOGISTICS OF HOW THE ROOM OPERATES?

The room is available during school hours (8:30am - 3:30pm) including lunchtime.

It is always a quiet space. Soft, relaxing, calming music can be played.

The space matters - where it is located within the school is dependent on school culture and facilities.



HOW DID SCHOOL COUNCIL SUPPORT US?

There were ongoing conversations at school council and in the newsletter to ensure caregivers understood how this resource can be used to support their students while at school. Still today, mental health is a standing item on the school council agenda.

Caregivers were given the opportunity to support the setup of the room by donating supplies (lego, chairs, puzzles, lighting).





HOW IS THE ROOM FURNISHED?

Items were donated by caregivers, staff, and students. The school/administration also purchased many items.

School council worked with administration to create a potluck for items to be donated to ensure we received what was needed (ex: avoiding 50 bins of lego).



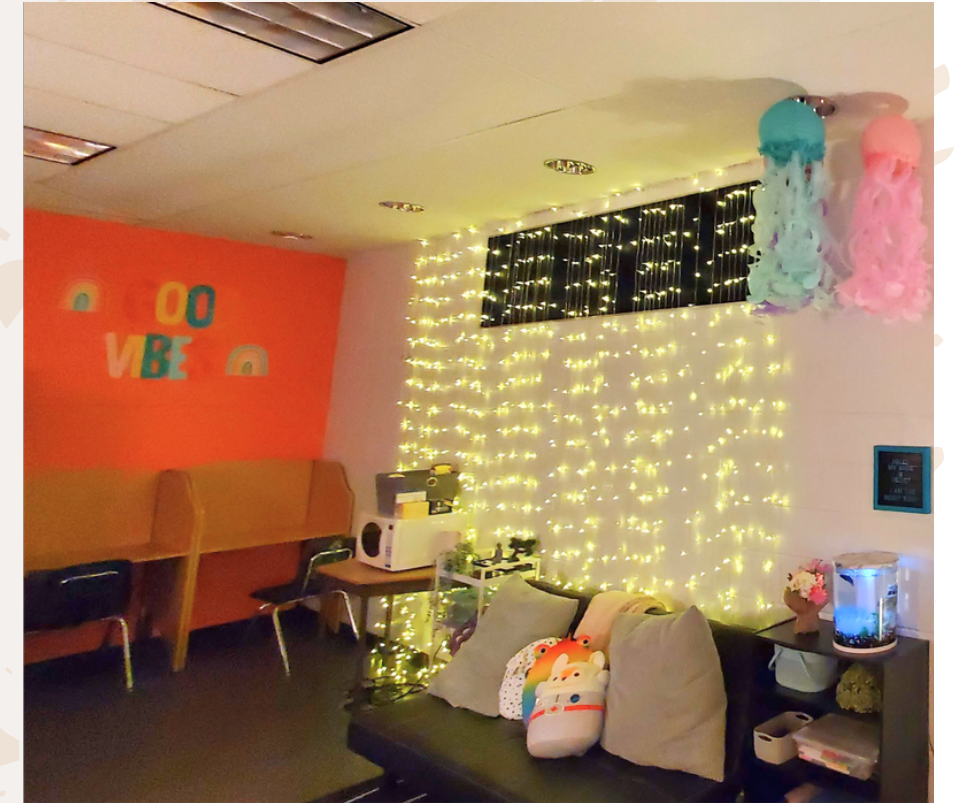
HOW DO YOU AVOID MISUSE OF THE SPACE?

We didn't start the space up with the expectation of misuse, we deal with it on an individual basis. There are no set rules for the entire school body.

Administration and the student support team visited all classrooms and shared information about the room, what it looks like, and how students can access it.

By assuming the best intentions, we are able to have more meaningful conversations with individual students who are perceived to be misusing the space. We need to understand the context with the student and their perspective.

Students who consistently access the Reset Room are already connected with the student support team.



WHAT HAVE BEEN SOME OF THE SUCCESSES AND CHALLENGES?

Successes:

1. This room is teaching students self-advocacy and healthy coping skills. We have seen a decrease in suspensions, expulsions & absenteeism.
2. We are seeing strengthened teacher-student relationships.
3. Our resources are focused on supporting students rather than defaulting to the discipline cycle.
4. All stakeholders were involved and included throughout the initial stages and are still engaged in ongoing conversations.

Challenges:

1. There are financial costs - impact to the budget.
2. The education team shifting its practice.
3. We hosted professional learning for all stakeholders about this integrated model including Trauma Informed Care training.
4. Finding the right space within our school.
5. What did the room need to look like?



[LINK TO SHERWOOD HEIGHTS RESET ROOM PAGE](#)

