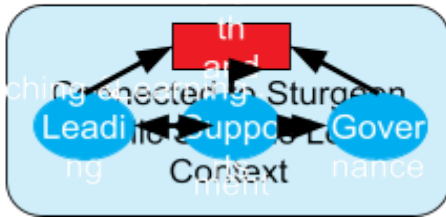




Sturgeon Public Schools: Counselling and Wellness Plan 2024-25

Vision & Mission

Sturgeon Public Schools: where, through a well-rounded education, students are motivated and supported to pursue their unique path to future success. Working together as a team of trustees, parents, community, staff and students, we create safe, respectful and collaborative learning environments where students are prepared to meet, and excel at, the challenges presented by the global community.



The priority of Sturgeon Public Schools is student achievement. The domains of Teaching and Learning, Learning Supports and Governance support this priority and integrate local context to ensure Sturgeon Public students achieve. Each domain is interconnected and part of a complete system supporting student achievement.

Services and supports addressed within the counselling and wellness plans, fall most directly in two domains: Learning Supports and Local and

Societal Context. Many of the counselling resources and strategies are specifically directed at addressing the social emotional and mental health needs of our students.

Sturgeon Public Schools has identified the following outcomes and strategies with respect to each domain:

Learning Supports: Safe Caring, Respectful and Inclusive

Outcomes:

- Public School Communities are safe, caring, respectful and inclusive
- First Nations, Métis, and Inuit students achieve and succeed as part of a community committed to understanding foundational Indigenous perspectives and knowledge
- Partnerships with external agencies are in place and used to enhance the conditions required for student achievement

Division Strategies:

- Schools foster welcoming learning environments and implement supports for physical, social, mental and emotional wellness in students
- Schools provide diverse programming to ensure the success of all students in an inclusive learning environment
- Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge
- Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness



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Local and Societal Context: Addressing social/emotional and mental health needs

Outcomes:

- Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community
- Students and staff model integrity and work ethic

Specific strategies to support outcomes are identified within the national Comprehensive School Health model to address wellness within our schools. This whole-school approach incorporates well-being as an essential aspect of student achievement. Actions addressed in four distinct but interrelated components comprise a comprehensive school health approach include:

- Social and Physical environments
- Teaching/Learning
- Policy
- Partnerships and Services

This approach recognizes it takes a whole school community to support wellness. Wellness education nurtures the whole child and enhances students' capacity for achieving their full potential intellectually, physically, socially, spiritually, and emotionally (Alberta Education).



Each school has a Counselling and Wellness Plan which is developed for all students and focuses on the six dimensions of wellness. This plan provides a balanced approach, offering developmental preventative activities and learning opportunities for all students as well as appropriate and timely interventions for individual students that require higher levels of support. This plan is a joint responsibility of the entire school staff. The school counsellor takes the lead on developing the plan, coordinating services, and providing direct and indirect support to students, staff, and parents/guardians. Successful implementation of a comprehensive

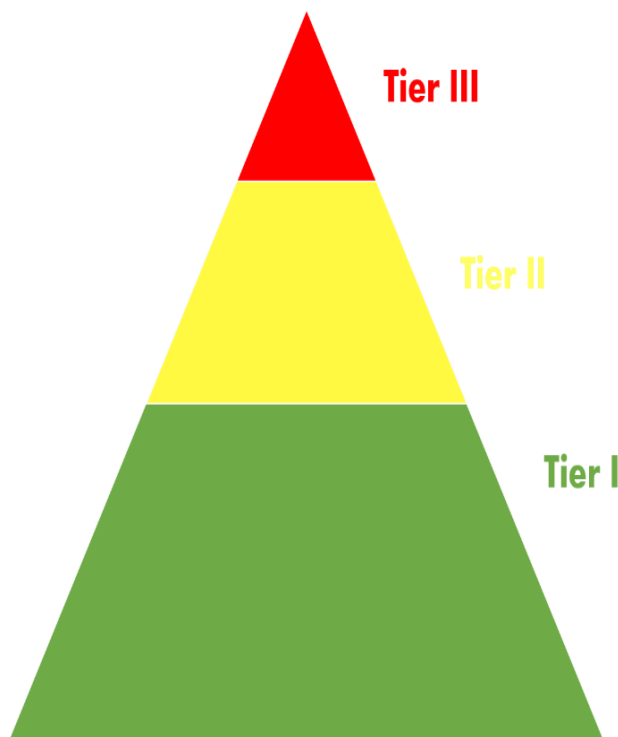


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Counselling and Wellness Plan positively impacts student outcomes in the areas of achievement, mental health, social emotional learning, attendance, high school completion rates and career knowledge.

Pyramid of Supports / Interventions

Sturgeon Public Schools use a Pyramid of Supports/Interventions to outline specific programming that supports wellness within our schools. This includes building collaborative relationships with home, school and the community. Schools use divisional data and their own school data to drive decisions regarding specific programming.



Individualized/Intensive Supports- These supports are highly individualized and often, if not always, require referrals to our community partners. 1-7% of our students require this level of support. School counsellors often play a key role in facilitating these referrals and building a team of support around the student.

Targeted Supports- In addition to the universal supports some students require more targeted supports. These supports may be offered by the school counsellor and may focus on personal/social, educational, and/or career needs. 5-15% of our students will require this level of support.

Universal Supports – All students benefit from class-wide and school-wide health promotion that addresses all dimensions of wellness. 80% -85% of our students will respond solely to these universal supports. Mental Health and Wellness coach working alongside staff, will play a key role establishing and promoting preventive and proactive approaches to help students build social emotional learning competencies.

School name: Namao

Brief description: SPS(409 Students K-9 School)

SUPPORTS/INTERVENTIONS

Universal	Targeted	Individualised/ Intensive
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<p><u>Focus:</u> Ensure a school that feels physically and emotionally safe. Overall student anxiety related to returning to school can be lessened through creating clear structures, routines and expectations, which are communicated in positive ways.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none">● Increased outdoor activities where possible● Meeting students at the door in the morning to say hello for a positive interaction first thing.● With staff, determine activities that promote re-connection (i.e.buddy reading between classes, older classes assisting younger classes in school-wide events)● School-wide initiatives such as Orange Shirt Day, Pink Shirt Day● Safe Space signage throughout the school)● Creating a culture that accepts a Universal Design for Learning to increase student confidence (ie: Read and Write, OrbitNote, Extra-time, Flexible Seating, Alternative Workspaces).● RCMP liaison officer	<p><u>Focus:</u> Provide classroom support for groups of students with greater need.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none">● Social Skill development and anxiety groups● SAFFRON centre and SACE presentations● Grade 10 orientation at SCHS	<p><u>Focus:</u> Support and refer to other agencies students with more specific and intensive needs.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none">● Individual Check-Ins with students and families● Suicide Risk Assessments● Mental Health Maintenance Plans● Self-Harm Reduction Plans● Complex Services Team involvement for complex needs students● Individual Guidance Counselling sessions (in person)● Referral and connection with AHS Mental Health Services● Use of the collaborative classroom for academic pull-outs
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Communication plan: How will the Counselling and Wellness Plan be shared with our community? (Students, Staff, Parents)

1. Completed, uploaded in Counsellors Shared Drive and on School website
2. School council - attend a School Council meeting to share - by January 2025
3. Staff meetings - Regular updates
4. Link in school newsletter - Once ready, have linked in the next newsletter

Month by Month Outline of Counselling Duties

Ongoing Monthly Counsellor:

- Staff meeting reports/presentations
- Individual counselling
- Check ins with staff
- Represent counselling on the school leadership team – ongoing updates and collaboration with administrators
- Attend counsellor meetings – collaboration and mentorship with other counsellors in the division
- Monitor student attendance/achievement/engagement
- Provide grade 10 information (ongoing)

Month to Month Planning

August - early September

- In collaboration with School based teams:
 - Support transition between teachers for students with diverse learning needs
 - New student intakes (New Student Cookie Decorating)
 - Collaborative teacher meetings discussing at-risk students
 - Connect with parents of at- risk students to ensure their worries/concerns are heard

September

Theme - Self Awareness - The abilities to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts. (Such as: understanding and identifying one's emotions, strengths and limitations, linking feelings, values and thoughts) CASEL

Tier 2 Supports (Counsellor)
<ul style="list-style-type: none"> ● Collaborative teacher meetings to discuss: <ul style="list-style-type: none"> ○ Whole class needs to determine an appropriate target intervention ○ discussing at-risk students ● Meet with students new to the school and community and connect with a student ambassador ● Review incoming student cumulative files ● Connecting with returning students that have accessed supports



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- Brief administrator and teaching staff on the creation of counselling and wellness

Tier 1 Supports - universal supports - MHW Coach

- Introduce SEL overview to staff and explore a shared vision
- Explore implementation opportunities in classes where curriculum outcomes align i.e. health, LA

Activities:

- September 26 - 30 - Truth and Reconciliation Week
- Implementation of SEL programming i.e. Kimochi Gr. 1-3 health classes
- New student pizza party
- Terry Fox Run

October

Theme - Self Awareness - The abilities to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts. (Such as: identifying personal, cultural assets, demonstrating honesty and integrity, experience self-efficacy, having a growth mindset and developing a sense of purpose) CASEL

Tier 2 Supports (Counsellor)

- In collaboration with Learning Support Lead (LSL):
 - IPP collaboration meetings
- Book academic counselling meetings to assist students with transition to High School
- Host at least 1 Grade 9 Farewell meetings
- Leadership meeting with LSL, MHW, Counsellors, and admin weekly
- Saffron presentations regarding boundaries and healthy relationships for all grades

Tier 1 Supports - universal supports - MHW Coach and CYC

- CYC to make connections with students and staff.
- CYC to support regulation in classrooms

Activities:

- K-3 Costume Parade
- World Teachers' Day (Oct. 4)
- Read-in Week, Oct 2-6.

November

Theme - Self-management - The abilities to manage one's emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations. (Such as: setting personal and collective goals, exhibiting self-discipline and self-motivation) CASEL



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Tier 2 Supports (Counsellor)
<ul style="list-style-type: none"> • Mental health check in with students and staff after Fall break
Tier 1 Supports - universal supports - CYC
<ul style="list-style-type: none"> • Continue with Take a Smile programming • Small group pullouts for targeted concerns (eg. anxiety)
Activities: <ul style="list-style-type: none"> • Junior / Senior High: <ul style="list-style-type: none"> ◦ Take Our Kids to Work Day first week of Nov (Grade 9) • Metis Week • Bullying Awareness Week

December

Theme - Self-management - The abilities to manage one's emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations. (Such as: identifying and using stress-management strategies, planning and organizational skill development, taking initiative, being resilient) CASEL

Tier 2 Supports (Counsellor)
<ul style="list-style-type: none"> • Check in for at risk students • Time Management sessions for students falling behind • Connect with local banks for Christmas hampers if there a need
Tier 1 Supports - universal supports - CYC
<ul style="list-style-type: none"> • Continue with Take a Smile programming • Small group pullouts for targeted concerns

January

Theme - Social Awareness - The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures and contexts. (Such as: recognizing strengths in others, taking others' perspectives, demonstrating empathy and compassion) CASEL

Tier 2 Supports (Counsellor)
<ul style="list-style-type: none"> • Kindness initiatives • Check in with high risk students
Tier 1 Supports - universal supports - CYC
<ul style="list-style-type: none"> • Mental Health focus and small group work for targeted students
Activities:



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- Friendship Week, Jan 13-17

February

Theme - Social Awareness - The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures and contexts. (Such as: recognizing situational demands and opportunities, understanding the influences of organizations/systems on behavior, understanding and expressing gratitude and showing concern for the feelings of others) CASEL

Tier 2 Supports (Counsellor)
<ul style="list-style-type: none"> • Impulse Control with those students needing this in Tier 2
Tier 1 Supports - universal supports - CYC
<ul style="list-style-type: none"> • Continue with Take a Smile programming • Small group pullouts for targeted concerns
Activities: <ul style="list-style-type: none"> • 100th day of school • Pink Shirt Day, Feb 28

March

Theme - Relationship Skills - The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. (Such as: effective communication, developing positive relationships, demonstrating cultural competency) CASEL

Tier 2 Supports (Counsellor)
<ul style="list-style-type: none"> • Test anxiety in advance of PAT's • Course selection planning for next year • Inform students of summer school and summer camps, jobs and other opportunities
Tier 1 Supports - universal supports - CYC
<ul style="list-style-type: none"> • Continue with Take a Smile programming • Small group pullouts for targeted concerns
Activities: <ul style="list-style-type: none"> • Substitute appreciation week

April



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Theme - Relationship Skills - The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. (Such as: teamwork and collaborative problem solving, resisting negative social pressure, leadership, offering support) CASEL

Tier 2 Supports (Counsellor)
<ul style="list-style-type: none"> • Media and digital literacy
Tier 1 Supports - universal supports - CYC
<ul style="list-style-type: none"> • Continue with Take a Smile programming • Small group pullouts for targeted concerns
Activities: <ul style="list-style-type: none"> • Grade 9 orientations from feeder schools to the high school • Skills Canada for Grade 9 students • Earth Clean-Up Day • World Book Day • World Health Day • Education week

May

Theme - Responsible Decision Making - The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. (Such as: demonstrating curiosity and open-mindedness, solutions for personal and social problems, leaning to make a reasonable judgment after gathering information, data and facts) CASEL

Tier 2 Supports (Counsellor)
<ul style="list-style-type: none"> • Check in with students coping with anxiety in preparation for PAT's/DIP's and final exams
Tier 1 Supports - universal supports - CYC
<ul style="list-style-type: none"> • Continue with Take a Smile programming • Small group pullouts for targeted concerns
Activities: <ul style="list-style-type: none"> • Education Week • Open house for students and parents at SCHS • Hats on for Mental Health • Red Dress Day

June

Theme - Responsible Decision Making - The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. (Such as: apply critical



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thinking skills inside and outside of school, reflecting on one's role in promoting well-being in self, family and community, evaluating personal, interpersonal, community and school impacts)
CASEL

Tier 2 Supports (Counsellor)
<ul style="list-style-type: none">• Check with teachers regarding course placements for individual students• Final high school preparation for grade 9 students• Cull counselling files and shred confidential information• Organise and set dates for PD and other guests for next year• Collaborate with other school counsellors regarding high risk students transferring to other schools• Survey families on access to counselling services as well as future needs
Tier 1 Supports - universal supports - CYC
<ul style="list-style-type: none">• Continue with Take a Smile programming• Small group pullouts for targeted concerns
Activities: <ul style="list-style-type: none">• Celebrations• Grade 9 Farewell• Pride Week• National Indigenous Peoples Day, June 21st