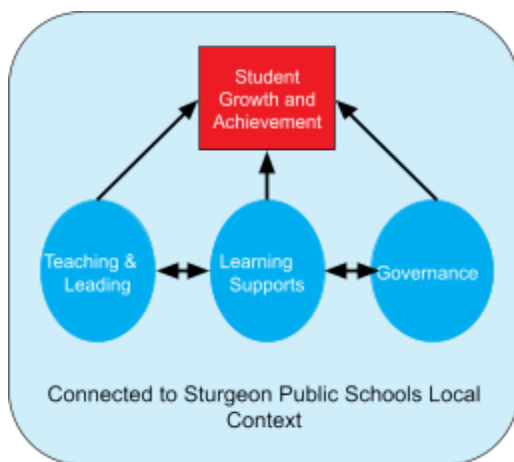




Sturgeon Public Schools: Counselling and Wellness Plan 2024-25

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 Leading, 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



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- 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

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).



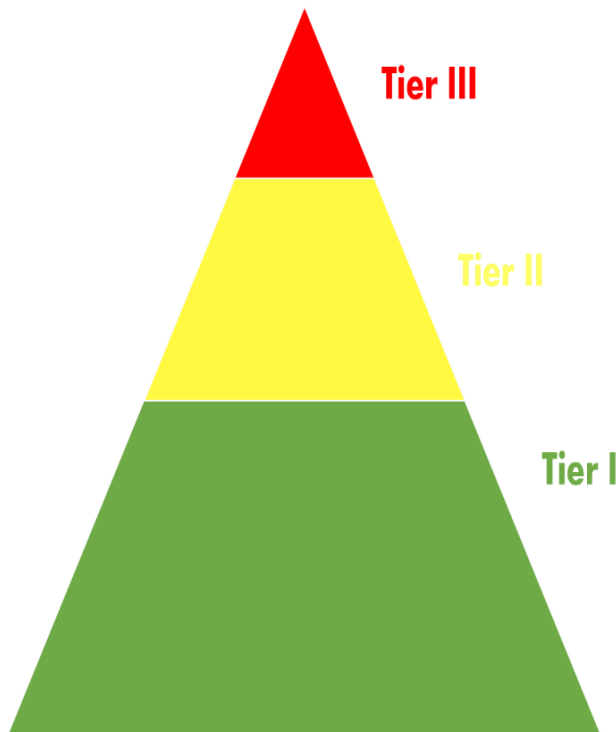


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Each school has a Counselling and Wellness Plan which is developed for all students and focuses on the six dimensions of wellness. This plan provides a balanced approach, offering developmental preventative activities and learning opportunities for 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 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.



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School name: Sturgeon Heights School

Brief description: 456 students from Kindergarten to Grade 9

SUPPORTS/INTERVENTIONS

Universal	Targeted	Individualized/ Intensive
<p>Focus: 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>Examples:</p> <ul style="list-style-type: none"> ● Zones of Regulation ● Frequent use of outside spaces for multiple purposes (ie: outdoor classroom) ● Webs of Support (all students connected to at least 5 adults in every building) ● Opportunity to highlight group and individual successes during monthly school assemblies ● Positive Behaviour Supports - Soaring Students ● Cross grade activities (buddy classes) ● Creating a culture that accepts a Universal Design for Learning to increase student confidence (ie: Read and Write, OrbitNote, 	<p>Focus: Provide classroom support for groups of students with greater need.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Fun Friends (Resiliency & Social Skills) ● Taming Your Worry Dragons ● Groups focused on specific emotional awareness and regulation ● Social Skills & Relationship building skills ● Amazing Brain curriculum (NME) ● Social Skill development lessons ● Social Emotional Learning Curriculum ● Differentiated learning supports for all students to be successful ● Specific group sessions <ul style="list-style-type: none"> ○ Career Fair ○ SAIF Society ○ DARE (Cst. Mackay) ○ AHS presentations 	<p>Focus: Support and refer to other agencies students with more specific and intensive needs.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Individual Check-Ins with students and families ● Suicide Risk Assessments ● Learning Services Team involvement for complex needs students ● Individual Counselling sessions ● Referral and connection: <ul style="list-style-type: none"> ○ AHS Mental Health Services ○ Division Social Worker ○ County Social Worker ○ SHINE Team ○ Private Psychologists and Therapists ● WIAT III Assessment ● VTRA trained staff ● NVCI trained staff ● TCI trained staff



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<p>Extra-time, Flexible Seating, Alternative Workspaces).</p> <ul style="list-style-type: none"> ● Creating a school-culture around Equity, Diversity, and Inclusion ● Promotion of School-Wide Social-Emotional Learning through resources such as Kimochis, Values education, Dimensions of Wellness ● Monthly themes related to Circle of Courage: Belonging, Mastery, Independence, Generosity ● School-wide initiatives such as Orange Shirt Day, Pink Shirt Day ● Safe Space signage throughout the school ● Leadership opportunities for students 	<p>(vaping)</p> <ul style="list-style-type: none"> ○ PARTY program ● Access to community supports or resources ● Extra-curricular clubs to support social skill development ● Small group counselling sessions related to conflict resolution or other specific topics 	
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Communication plan: How will the Counselling and Wellness Plan be shared with our community? (Students, Staff, Parents)

1. School Website - Nov. 1, 2024
2. School Council - Monday, November 19, 2024
3. Staff Meeting - Monday, December 2, 2024
4. School Newsletter
5. Homeroom/1st Block teachers - monthly activities/group sessions

Month by Month Outline of Counselling Duties

Ongoing Monthly Counsellor:

- Monthly newsletter submission
- Staff meeting reports
- Individual counselling
- Check-ins with staff
- Represent counselling on the school leadership team – ongoing updates and collaboration with administrators



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- Attend counsellor meetings – collaboration and mentorship with other counsellors in the division
- Monitor student attendance/achievement/engagement
- Share and collaborate to inspire a shared vision with staff in creating a culture of wellness
- Continue/establish, create opportunities where students feel a sense of belonging and connection
- Ongoing updates with Administrators
- Work with Administration on strategies on how to get out to stakeholders the great things happening in the building.
- Facilitate Whole School Initiatives/”Special Days” with support

Month to Month Planning - Sturgeon Heights School

August - early September

- Do an environmental scan of the school to:
 - Ensure signage for health and safety is positively framed and developmentally appropriate
 - Support teachers in creating visuals that personally welcome students back into the school building.
 - Support the development of very clear guidelines for routine and create a structured plan to communicate this plan for all students (developmentally appropriate with visuals for clarity)
- In collaboration with School based teams:
 - Support transition between teachers for students with diverse learning needs
 - New student intakes
 - 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

School Value Theme: Belonging

Tier 2 Supports
<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 • Review incoming student cumulative files • Connecting with returning students that have accessed supports
Tier 1 Supports - universal supports



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- Introduce amazing brain lessons as a context for support students experiencing social/emotional challenges
- Introduce Circle of Courage as a platform for connection and community in our new classes
- Belonging at school
- Re-introduce social emotional learning in the classroom
- Positive Behaviour Supports - students creating a sense of belonging for others

Activities:

- September 30th - National Day for Truth and Reconciliation

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

School Value Theme: Belonging

Tier 2 Supports

- Meet with students who require ongoing supports
- In collaboration with Learning Support Lead (LSL):
 - IPP collaboration meetings

Tier 1 Supports - universal supports

- Re-introduce social emotional learning in the classroom
- Introduce Circle of Courage as a platform for connection and community in our new classes
- Targeted lessons in classrooms with the Counsellor, as requested by teachers
- Positive Playgrounds
- Belonging at school
- School-wide celebration assembly
- Positive Behaviour Supports - students creating a sense of belonging for others
- Lessons in classes:
 - Digital Citizenship
 - Media Literacy
 - Safety online

Activities:

- Read in Week
- World Teacher's Day
- Digital Citizenship Week
- Media Literacy Week



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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

School Value Theme: Generosity

Tier 2 Supports
<ul style="list-style-type: none"> ● Group sessions in class or outside of class i.e. handling difficult situations ● Targeted classroom lessons as requested by the teacher ● Social Skills & Conflict groups ● Check-ins for at risk students
Tier 1 Supports - universal supports
<ul style="list-style-type: none"> ● Goal setting and Achieving strategies ● Career planning for junior high ● Social Emotional learning in classrooms ● Targeted lessons in classrooms with the Counsellor, as requested by teachers ● Circle of Courage as a platform for generosity ● Positive Playgrounds ● Generosity lessons - I have a purpose ● Positive Behaviour Supports - students being generous ● School-wide celebration assembly
Activities: <ul style="list-style-type: none"> ● Junior High - Take Our Kids to Work Day ● Remembrance Day ● Metis Week ● Bullying Awareness Week ● National Child Day

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

School Value Theme: Generosity

Tier 2 Supports
<ul style="list-style-type: none"> ● Check-ins for at risk students ● Time Management sessions for students falling behind ● Goal setting ● Supporting school families



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<ul style="list-style-type: none"> • Facilitating community organizations that help families in need
Tier 1 Supports - universal supports
<ul style="list-style-type: none"> • School as a support in our community • Positive Behaviour Supports - students being generous • Gratitude exercises • Circle of Courage as a platform for generosity • Positive Playgrounds • School-wide celebration assembly • Generosity lessons - I can contribute • Targeted lessons in classrooms with the Counsellor, as requested by teachers
Activities: <ul style="list-style-type: none"> • Hour Of Code • Winter Concert • Festive Lunch

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

School Value Theme: Mastery

Tier 2 Supports
<ul style="list-style-type: none"> • Check-ins for at risk students • Time management sessions for students falling behind • Goal setting • Supporting school families • Facilitating community organizations that help families in need • Kindness groups (how this looks, sounds and feels)
Tier 1 Supports - universal supports
<ul style="list-style-type: none"> • Connecting and learning Re: Seasonal Break tradition conversations • Goal setting and resiliency • Circle of Courage as a platform for mastery • Targeted lessons in classrooms with the Counsellor, as requested by teachers • Positive Playgrounds • School-wide celebration assembly • Mastery lessons - I can succeed • Positive Behaviour Supports - students taking ownership of their successes
Activities: <ul style="list-style-type: none"> • Bell Let's Talk Day



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- No Name Calling Week
- National Ribbon Skirt Day

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

School Value Theme: Mastery

Tier 2 Supports
<ul style="list-style-type: none"> • Impulse control with those students needing these skills • Thoughts - Visualize - Actions and how Pause can assist • Check-ins for at risk students • High school planning with grade 9 students/High School open houses • Positive peer relationships and consent lessons • Review of student goals and accommodations/supports for IPP's/LP's
Tier 1 Supports - universal supports
<ul style="list-style-type: none"> • Circle of Courage as a platform for mastery • School groups and clubs that may be in need/requested • Targeted lessons in classrooms with the Counsellor, as requested by teachers • Positive Playgrounds • School-wide celebration assembly • Mastery lessons - I am a teacher and a learner • Positive Behaviour Supports - students taking ownership of their successes
Activities:
<ul style="list-style-type: none"> • Bullying Awareness Week • Pink Shirt Day • Valentine's Day

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

School Value Theme: Independence

Tier 2 Supports



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<ul style="list-style-type: none"> • Accommodations and Exemptions list for PAT's • Inform students of summer school and summer camps, jobs and other opportunities • Check-ins for at risk students
Tier 1 Supports - universal supports
<ul style="list-style-type: none"> • Circle of Courage as a platform for independence • School groups and clubs that may be in need/requested • Targeted lessons in classrooms with the Counsellor, as requested by teachers • Positive Playgrounds • School-wide celebration assembly • Independence lessons - I am confident • Positive Behaviour Supports - students showing independence
Activities: <ul style="list-style-type: none"> • National Social Emotional Learning Day • Substitute Appreciation Week • International Women's Day • Pi Day

April

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

School Value Theme: Independence

Tier 2 Supports
<ul style="list-style-type: none"> • Responsible choices lessons • Responsibility in schoolwork supports • Supporting social groups • Check-ins for at risk students • Course selection planning for next year (grade 9)
Tier 1 Supports - universal supports
<ul style="list-style-type: none"> • Social Emotional learning in classrooms • Resources to support special days • Circle of Courage as a platform for independence • School groups and clubs that may be in need/requested • Targeted lessons in classrooms with the Counsellor, as requested by teachers • Positive Playgrounds • School-wide celebration assembly • Independence lessons - decision making



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- Positive Behaviour Supports - students showing independence

Activities:

- Grade 9 orientations from feeder schools to the high school
- Month of the Military Child
- Teal Up
- World Health Day
- World Autism Day
- Education Week
- Earth Day
- World Book Day
- Administrative Assistant Day

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

School Value Theme: Mastery

Tier 2 Supports:

- Check in with students coping with anxiety in preparation for PAT's and final exams
- Review study skills in small groups
- Transition planning in collaboration with LSL and classroom teachers
- Responsibility in schoolwork supports
- Supporting social groups
- Check-ins for at risk students

Tier 1 Supports - universal supports

- Circle of Courage as a platform for mastery
- Social Emotional learning in classrooms
- School-wide celebration assembly
- School groups and clubs that may be in need/requested
- Targeted lessons in classrooms with the Counsellor, as requested by teachers
- Positive Playgrounds
- Mastery lessons - look at all I have mastered
- Positive Behaviour Supports - students showing mastery

Activities:

- Hats on for Mental Health
- Mental Health Week
- Bus Drivers' Day

June



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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 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

School Value Theme: Belonging/Generosity/Independence/Mastery - I am whole

Tier 2 Supports:
<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● Balancing classes for next year● Check in's with at risk students who may need supports over the summer
Tier 1 Supports - universal supports
<ul style="list-style-type: none">● Circle of Courage as a platform to celebrate growth as a whole● Positive Behaviour Supports● Positive Playgrounds● Wrap up of any clubs/groups● Whole school celebration● Lessons on acceptance, belonging and diversity
Activities:
<ul style="list-style-type: none">● Celebrations● Pride Week● Indigenous Peoples' Month● National Indigenous People's Day