



Landing Trail School Counselling Wellness Plan

A Collaborative Approach to Supporting Our Students

Vision & Mission

Sturgeon Public School Division: 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.

Values

- Excellence in teaching: We know that magic can happen when students are engaged, excited and feel connected to their learning and their teachers.
- Shared responsibility: We all have an important part to play in the education process. Working together, we strive for excellence so we can build a stronger future for us all.
- Mutual respect: Students, staff and parents all deserve to be treated with respect. By fostering reciprocal respect within our system, we will all be able to reach our full potential.
- Belonging: Students must be able to learn in healthy environments where they feel safe; have strong connections; are free from bullying; and where their physical, intellectual and emotional needs are met. We are a school division and a family.
- Learning choices: One size does not fit all. We recognize that to prepare students for their futures, we must meet their diverse needs along the way.
- Communication: To do the challenging work of educating the next generation, we must keep the communication channels open. We value open, honest and timely communications.

Goals

Goal 1: High Quality Teaching and Learning for ALL Students

Student achievement and success are foundational to Sturgeon Public School Division. We embrace the diversity of our learners and build engaging learning environments aimed to meet the learning needs of all of our students. Quality teaching practices align curricular outcomes with quality assessments and accurate reporting that results in excellent educational experiences for all of our students. Our learning environments are engaging, inclusive, supportive and focused on success for every student.

Goal 2: Safe, Caring and Inclusive Learning Environments

Sturgeon Public School Division is an inclusive organization where every person is valued, accepted and belongs. Every student has a valuable contribution to make to our schools. Our learning environments are collaborative and respectful, where the physical environment promotes a variety of learner styles and approaches. All students are treated equitably; they get



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the support needed when they need it, and for the intensity and duration of time for which they need it. Every student, no matter their ability, language, cultural background, gender, or sexual orientation makes a meaningful contribution to our communities.

Goal 3: A Culture of Mental, Emotional, Social and Physical Wellness

Sturgeon Public School Division believes in the development of the whole child and is highly committed to our students' wellness. We recognize that a child's development depends on a community approach where there is opportunity for students to connect with peers, adults and community organizations that will promote their well-being and development as contributing citizens. We believe that student success is closely linked to student well-being and the development of mental, emotional, social and physical assets that build resiliency.

Sturgeon Public School Division embraces 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 inter-related components that 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).



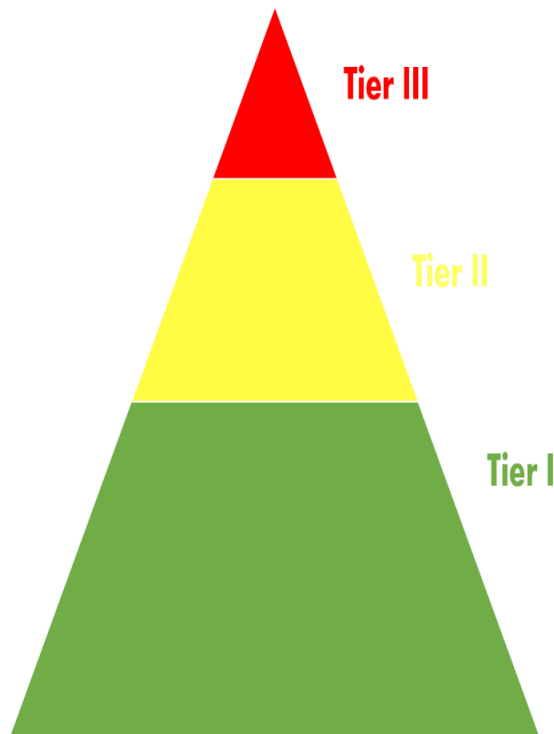


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Each school has a Counselling and Wellness Plan which is developed for all students and focuses on the six dimensions of wellness. This plan provides a balanced approach, offering developmental preventative activities to all students as well as appropriate 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 School Division uses 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.

Community Resources Link:

<https://docs.google.com/document/d/15Z7ru6uDWci2eiClrsdFP3G6UmCRDEAWiB6b0ziTVZM/edit>



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Landing Trail School has approximately 400 students in the town of Gibbons, serving the community and area in Headstart to grade 4. We are a caring community which maintains a safe and engaging learning environment where everyone can reach their creative potential. At Landing Trail we are committed to building a confident and innovative learning community so our students can become collaborative leaders and successful citizens.

SUPPORTS / INTERVENTIONS

Below is a list of examples of supports that Landing Trail School provides. This is not an exhaustive list but a general list of supports meant to guide the school and school community about ways we support our children.

Universal	Targeted	Individualized/ Intensive
<ul style="list-style-type: none"> ● K-4 Health and Life Skills ● K-12 Physical Education ● Health Champions ● Healthy Schools Team ● Neurosequential Model in Education (NME) ● Webs of Support ● Zones of Regulation ● Positive Behaviour Supports ● Career Fairs ● Safe Space ● Lunch Clubs (Art club, running club, grade 4 leadership, choir, code club, Lego club) ● Incredible Flexible You ● Social Detectives ● Awareness events (Pink Shirt Day, Orange Shirt Day, Mental Health Awareness Week, etc) ● 9 Be's ● Nutrition Program ● Bike Rodeo ● Identity Day ● Positive behavior supports ● Nutrition program ● Safe Space 	<ul style="list-style-type: none"> ● Mindfulness ● Inclusion support teachers (pull out for small groups) ● Grade 4 and ECS transition planning. ● Internet Safety presentation to grade 4's ● Regulation equipment - standing desks, wobble chairs/cushions, theraband, fidgets, alternative lighting ● LLI ● Lego club ● Success in Schools ● Orientation for grades 4's ● School liaison officer presentation ● Superflex program ● Orientation for preschool students coming to kindergarten 	<ul style="list-style-type: none"> ● Family Support Worker ● AHS Mental Health Services ● Individual Check-Ins ● Suicide Risk Assessments ● School Based Mental Health Therapist ● Individual Guidance Counselling ● Sensory room ● Academic testing (Level B - WIAT III) ● Behavior Plans ● Safety Plans ● IPP's ● Learning Plans ● Psychological assessments ● VTRA



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Communication plan: How will the Counselling and Wellness Plan be shared with the community?

1. School website
2. School Facebook page
3. Parent council
4. Staff meetings
5. Staff handbooks



Landing Trail School Counselling Wellness Plan

Month by Month Outline of Counselling Duties

Ongoing Monthly Duties

- Monthly newsletter submission
- Staff meeting reports
- Individual counselling
- Check ins with staff
- Counselling notice board updates
- Forwarding ongoing PD for professional and paraprofessional staff relating to wellness, mental health, anxiety etc...
- Represent counselling on the school leadership team – ongoing updates and collaboration with administrators
- Attend monthly counsellor meetings – collaboration and mentorship with other counsellors in the division
- Monitor student attendance/achievement

August

- In collaboration with Learning Support Lead (LSL):
 - begin consultant referral process for students with diverse learning needs
 - plan for educational assistant time in classrooms requiring additional support
 - review psycho-ed reports for following year and provide summary reports to teachers
- New student intakes
- Review current student CUM files
- Review proposed timetable and class lists for upcoming school year including course changes
- Collaborative teacher meetings discussing at-risk students
- Registration and timetable / program changes

September

- Collaborative teacher meetings discussing at-risk students
- Introduction of guidance counselling program to students
- Student timetable changes
- Meet with students new to the school and community
- Review incoming student cumulative files
- Orange Shirt Day

October

- Consult staff regarding appropriate student placements
- In collaboration with Learning Support Lead (LSL):
 - IPP collaboration meetings



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November

- Junior / Senior High
 - Agricom Career Fair for grade 9 students
 - Career Exposition (every year at SCHS)
 - Career Clicks presentation for Grade 9
 - Take Our Kids to Work Day first week of Nov (Grade 9)
- ATA Council of School Counsellors Conference
- Bullying Awareness Week

December

- Check in for at risk students
- Follow-up to parents/guardians of students with diverse learning needs

January

- Shaping the Future Conference

February

- Attend counselling sessions at teachers convention (look at presenting sessions on Mental Health and Grief Counselling)
- Individual High School planning meetings for Grade 9 students
- Pink Shirt Day

March

- Accommodations and Exemptions list for PAT's/DIP's
- Course selection planning for next year
- Inform students of summer school and summer camps, jobs and other opportunities
- Ongoing postsecondary preparation for students (Grade 12)
- Provide postsecondary and scholarship information (ongoing)

April

- Grade 9 orientations from feeder schools to the high school
- Skills Canada for Grade 9 students

May

- Hats on for Mental Health
- Open house for students and parents at SCHS
- Complete accommodations list for final exams
- Check in with students coping with anxiety in preparation for PAT's/DIP's and final exams



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June

- Check with teachers regarding course placements for individual students
- Begin balancing class sizes for next year
- Final high school preparation for grade 9 students
- Cull cumulative files moving to SCHS
- Transfer grade 9 IPP's to SCHS
- Cull counselling files and shred confidential information
- Organize and set dates for PD and other guests for next year