

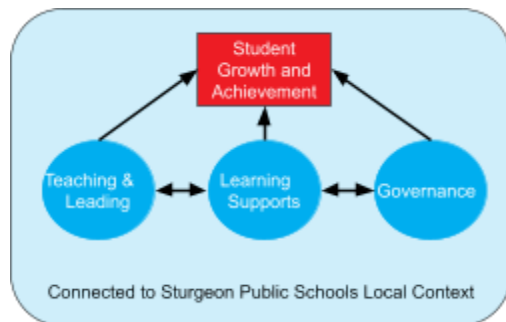


Sturgeon Public Schools: Counselling and Wellness Plan

22-23

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
- 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



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

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

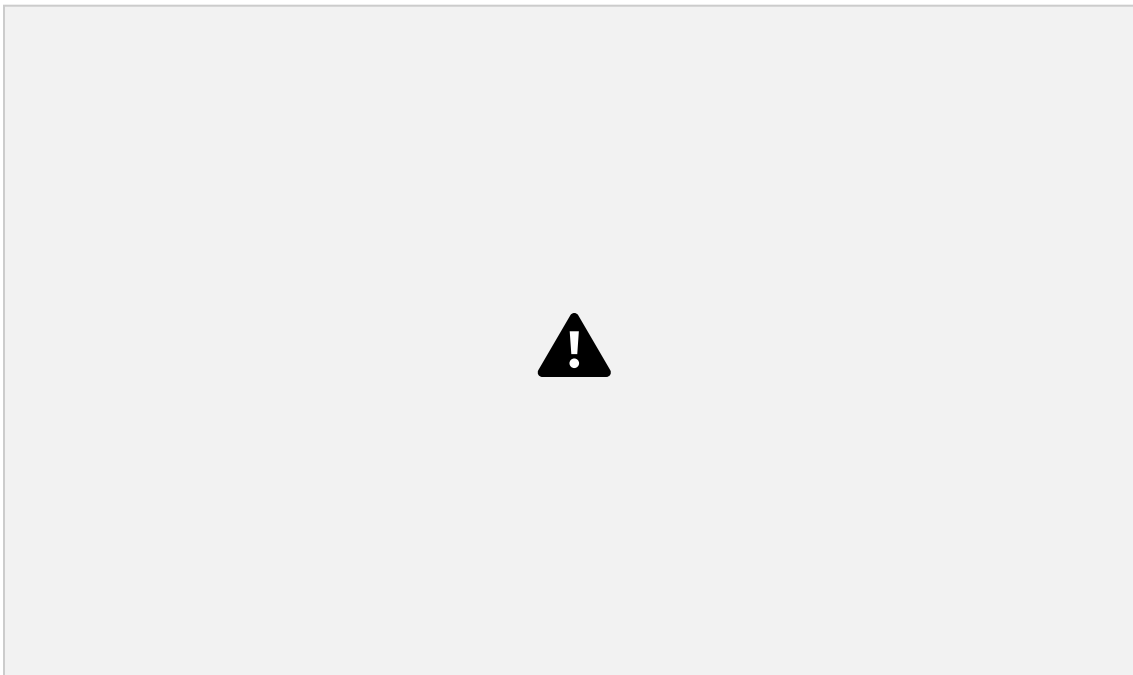
Outcomes:

- 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



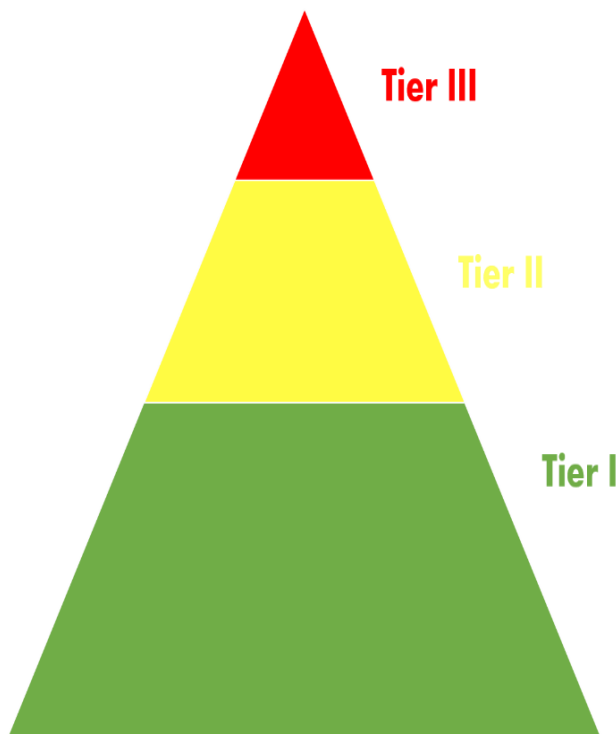
Sturgeon Public Schools: Counselling and Wellness Plan

22-23

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. 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.



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

School name: Landing Trail School

Brief description: Landing Trail School is a Pre K-4 school with 368 students. At Landing Trail we are committed to ensuring we are meeting the needs of our students academically as well as socially and emotionally. We strive to enhance education through a community related curriculum with parental involvement showing a caring and compassionate commitment to our students.

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"> ● K-4 Health and Life Skills ● K-4 Physical Education ● K-4 Mental Health and Wellness Support ● Zones of Regulation ● Neurosequential Model of Education (NME) ● CASEL Framework - Choose Love ● Kimochis ● Mindfulness ● Positive Behaviour Supports ● Increased outdoor activities where possible ● Awareness Events - monthly ● Positively phrased/ developmentally appropriate signage for 	<p>Focus: Provide classroom support for groups of students with greater need.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Grade 4 and ECS transition planning ● Orientation for grade 4 and kindergarten ● Regulation Equipment: standing desks, wiggle seats, theraband, fidgets, alternative lighting, etc... ● Success in Schools ● Social Skill Development lessons specific to the social context of Covid ● Specific group sessions (re: anxiety, social skills, etc...) 	<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 ● Complex Services Team involvement for complex needs students ● Individual Guidance Counselling sessions ● Referral and connection with AHS Mental Health Services ● Division Social Worker ● School Based Mental Health and Wellness Coach ● Sensory Room ● Academic Testing (Level B - WIAT III) ● Behaviour, Medical, and Safety Plans ● IPPs and LPs



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

<p>students identifying “Safe” practices for health</p> <ul style="list-style-type: none"> • Internet Safety • Webs of Support (all students connected to at least 2 adults in every building) 		
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Communication plan: How will the Counselling and Wellness Plan be shared with our community? (Students, Staff, Parents)

1. School Website - Nov. 1, 2022
2. School Council
3. Staff Meetings as regular updates
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/presentations
- Individual counselling
- Check ins with staff
- Represent counselling on the school leadership team – ongoing updates and collaboration with administrators
- Attend counsellor meetings/MHW meetings – collaboration and mentorship with other counsellors and coaches in the division
- Monitor student attendance/achievement/engagement
- Provide postsecondary and scholarship information (ongoing)

Mental Health and Wellness Coach Duties

Ongoing Monthly MHW Coach:

- 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
- Plan and implement prevention and proactive strategies for mental health and social emotional learning (SEL) through classroom integration and school-wide implementation
- Check-ins with staff integrating SEL strategies



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

- Create opportunities within classrooms and schoolwide for students to learn, practice and reflect on SEL
- Check-ins with students
- Attend MHW coaches meetings/counsellor meetings and continue to collaborate and mentorship with other MHW coaches and counsellors in the division
- DATA collection - Report with anecdotal feedback, staff sharing regarding Mental Health and Wellness framework
- Ongoing updates with Administrators
- Work with Administration on strategies on how to get out to stakeholders the great things happening in the building.

Month to Month Planning

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. (more important in Pre-K -9)
 - 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

Tier 2 Supports (Counsellor)

- Collaborative teacher meetings to discuss:
 - Whole class needs to determine an appropriate target intervention
 - discuss at-risk students
- Student timetable changes
- 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



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none"> • Introduction of what Mental Health is and why we should be aware of it/explanation of what my position is with staff and students • Implementation of SEL programming i.e. Kimochi, Choose Love, CASEL Framework, Zones of Regulation • Introduce amazing brain lessons as a context for support students experiencing social/emotional challenges • Introduce SEL overview to staff and explore a shared vision • Explore implementation opportunities in classes where curriculum outcomes align i.e. health, calm, LA • Pre-Test/Survey of staff re: SEL • Discuss group session needs with teachers
Activities: September 30th - National Day for Truth and Reconciliation/Truth and Reconciliation Week 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, experiential self-efficacy, having a growth mindset and developing a sense of purpose) CASEL

Tier 2 Supports (Counsellor)
<ul style="list-style-type: none"> • Consult staff regarding appropriate student placements • In collaboration with Learning Support Lead (LSL): <ul style="list-style-type: none"> ◦ IPP/LP/Behaviour/Safety Plan collaboration meetings • Begin preparation for Success in School meetings if needed • Check in with at-risk students
Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none"> • Implementation of Self-Awareness and Self-Management for staff and students • Continue implementation of SEL programming i.e. Kimochi, Choose Love, CASEL Framework, Zones of Regulation • Implementation of Mindfulness for staff and students • Introduction breathing, grounding, and tapping techniques • Introduction of groups with classes
Activities: Read In Week Custodian Appreciation Day World Teachers' Day Digital Citizen Week



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

Media Literacy Week

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

Tier 2 Supports (Counsellor)

- Positive Pivot Scale for those Tier 2 students that need to improve their responses
- Parent/Teacher Interviews
- Check in with at-risk students

Tier 1 Supports - universal supports - MHW Coach

- Continue implementation of Self-Awareness and Self-Management for staff and students
- Continue implementation of SEL programming i.e. Kimochi, Choose Love, CASEL Framework, Zones of Regulation, information about brain development
- Continue implementation of Mindfulness for staff and students
- Continue coping strategy/self-care techniques (breathing, grounding, and tapping)
- Continuation of groups

Activities:

National Child Day

Metis Week

Bullying Awareness and Prevention 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)

- Time Management sessions for students falling behind
- Goal setting
- Check in with at-risk students

Tier 1 Supports - universal supports - MHW Coach

- Continue implementation of Self-Awareness and Self-Management for staff and students



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

- Continue implementation of SEL programming i.e. Kimochi, Choose Love, CASEL Framework, Zones of Regulation
- Continue implementation of Mindfulness for staff and students
- Continue coping strategy/self-care techniques (breathing, grounding, and tapping)
- Continuation of groups

Activities:

Human Rights Day
International Day of Persons with Disabilities

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)

- Golden Rule perspective sessions
- Goal setting
- Check in with at-risk students

Tier 1 Supports - universal supports - MHW Coach

- Connecting and learning Re: Seasonal Break tradition conversations
- Implementation of Social Awareness for staff and students
- Continue implementation of SEL programming i.e. Kimochi, Choose Love, CASEL Framework, Zones of Regulation
- Continue implementation of Mindfulness for staff and students
- Continue coping strategy/self-care techniques (breathing, grounding, and tapping)
- Continuation of groups

Activities:

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

Tier 2 Supports (Counsellor)

- Impulse Control with those students needing this in Tier 2
- Thoughts - Visualize - Actions and how Pause can assist



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

<ul style="list-style-type: none"> ● Goal setting ● Check in for at risk students ● In collaboration with Learning Support Lead (LSL): <ul style="list-style-type: none"> ■ IPP/LP/Behaviour/Safety plan update meetings
Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none"> ● Success Principle: E + R = O (Event + Response = Outcome) ● Continue implementation of Social Awareness for staff and students ● Continue implementation of SEL programming i.e. Kimochi, Choose Love, CASEL Framework, Zones of Regulation ● Continue implementation of Mindfulness for staff and students ● Continue coping strategy/self-care techniques (breathing, grounding, and tapping) ● Continuation of groups
Activities: Bullying Awareness Week Pink Shirt Day Safer Internet Day National Counselling Week

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"> ● Accommodations and Exemptions list for PAT's/DIP's ● Goal setting ● Check in for at risk students ● Parent/Teacher Interviews
Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none"> ● Listening activities ● Being Present Practice ● Implementation of Relationship Skills for staff and students ● Continue implementation of SEL programming i.e. Kimochi, Choose Love, CASEL Framework, Zones of Regulation ● Continue implementation of Mindfulness for staff and students ● Continue coping strategy/self-care techniques (breathing, grounding, and tapping) ● Continuation of groups
Activities:



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

Substitute Teachers' Appreciation Week National SEL Day National Day of Unplugging National Social Work 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

Tier 2 Supports (Counsellor)

- Stepping outside Your Comfort Zone session for those that struggle greatly with getting to know others
- Goal setting
- Check in for at risk students

Tier 1 Supports - universal supports - MHW Coach

- Continue implementation of Relationship Skills for staff and students
- Continue implementation of SEL programming i.e. Kimochi, Choose Love, CASEL Framework, Zones of Regulation
- Continue implementation of Mindfulness for staff and students
- Continue coping strategy/self-care techniques (breathing, grounding, and tapping)
- Continuation of groups

Activities:

World Health Day
 Military Child Appreciation Day - Purple Up Day
 World Book Day
 Administrative Professionals' Day
 Earth Day
 World Autism 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

Tier 2 Supports (Counsellor)

- Check in with students coping with anxiety in preparation for PAT's/DIP's and final exams
- Goal setting



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

<ul style="list-style-type: none"> • Check in for at risk students • In collaboration with Learning Support Lead (LSL): <ul style="list-style-type: none"> ▪ IPP/LP/Behaviour/Safety plan update meetings
<p>Tier 1 Supports - universal supports - MHW Coach</p>
<ul style="list-style-type: none"> • Implementation of Responsible Decision-Making for staff and students • Continue implementation of SEL programming i.e. Kimochi, Choose Love, CASEL Framework, Zones of Regulation • Continue implementation of Mindfulness for staff and students • Continue coping strategy/self-care techniques (breathing, grounding, and tapping) • Continuation of groups
<p>Activities: Hats on for Mental Health Week Spirit Bear - May 10 Volunteer Appreciation Education Week Red Dress Day Moose Hide Campaign</p>

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 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

<p>Tier 2 Supports (Counsellor)</p>
<ul style="list-style-type: none"> • Check with teachers regarding course placements for individual students • Cull counselling files and shred confidential information • Organize and set dates for PD and other guests for next year • Goal setting • Check in for at risk student
<p>Tier 1 Supports - universal supports - MHW Coach</p>
<ul style="list-style-type: none"> • Post-test/Survey with staff on SEL and how we did? • Continue implementation of Responsible Decision-Making for staff and students • Continue implementation of SEL programming i.e. Kimochi, Choose Love, CASEL Framework, Zones of Regulation • Continue implementation of Mindfulness for staff and students • Continue coping strategy/self-care techniques (breathing, grounding, and tapping) • Continuation of groups



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

Activities:

National Indigenous Day/Month

Pride Week