

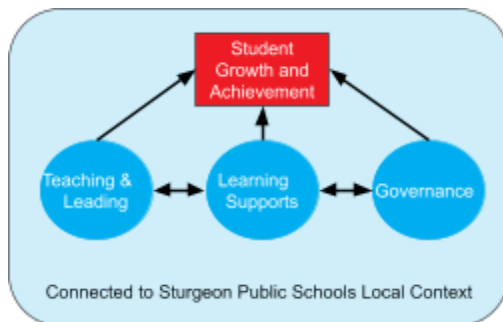


Sturgeon Public Schools: Counselling and Wellness Plan

24-25

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 counseling 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



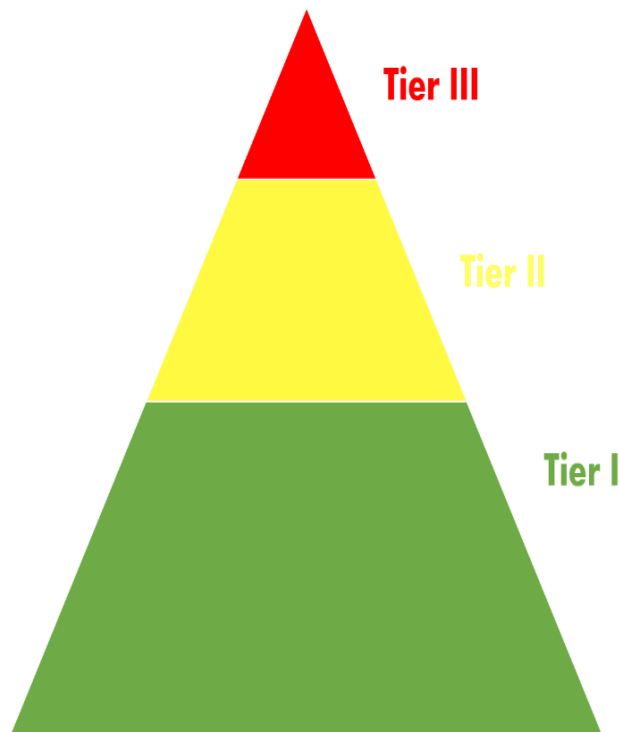
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on developing the plan, coordinating services, and providing direct and indirect support to students, staff, and parents/guardians. Successful implementation of a comprehensive Counselling and Wellness Plan positively impacts student outcomes in the 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.



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School name: Four Winds School

Brief description: Four Winds School has approximately 500 students and 53 staff members in the town of Morinville. Four Winds is an inquiry based learning environment. Four Winds is a grade 5-9 school.

SUPPORTS/INTERVENTIONS

Universal	Targeted	Individualized/ Intensive
<p><u>Focus:</u> Ensure a school that feels physically and emotionally safe. Overall Students' anxiety lessens and they feel empowered to return to school through creating clear structures, universal supports, routines and expectations, which are communicated in positive ways.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> ● SEL lessons in Health and DEAR (eg. from Atlas of the Heart, build emotional awareness) ● Positively phrased/ developmentally appropriate signage for students identifying “Safe” practices for health ● Increased outdoor land based activities where possible ● 7 Grandfather Teachings ● Connections - All students should have at least 2 connections to adults in the building ● Awareness events (Orange/Pink Shirt Day, World Mental Health Day) practices with class groups. 	<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 Emotional Learning lessons in Character Education and Health ● Social Skill development lessons specific to the social atmosphere ● Specific group sessions such as career exploration, success strategies, Calm & Confident (re: Anxiety), Men’s mental health ● Inclusion support teachers and Learning Coach 	<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 ● Learning Services involvement for complex needs students ● Individual Counselling sessions ● Food Bank ● Referral and connection with AHS Mental Health Services, Sturgeon County Community Social Worker, Sturgeon Public Social Workers.



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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
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)
- Collaborate with Indigenous counsellor to provide culturally sensitive support to students who identify as Indigenous

Month to Month Planning for Four Winds 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 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
 - Support and inform new staff with the expectations of Four Winds
 - New student intakes
 - Collaborative teacher meetings discussing at-risk students
 - Connect with parents of at-risk students to ensure their worries/concerns are heard



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September

Theme - Belonging - Ensure students and staff feel connected and comfortable in the school. Students feel welcomed and safe as we embark on the new school year, having experiences that shape how students develop and grow with social, emotional, and academic support.

No sacred teaching this month.

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 PASI files• Connecting with returning students that have accessed Supports
Tier 1 Supports - universal supports
<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 and M&M programming i.e. Kimochi/Hey Warrior, 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
Activities: Cross Grade PLC learning community activities Food truck family night Terry Fox Run Whole school club sign up September 30th - National Day for Truth and Reconciliation (activities through the week)



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October

Theme - Self Awareness - The abilities to understand one's own emotions, thoughts, values and how they influence behavior across contexts. (Such as: identifying personal, cultural assets, demonstrating honesty and integrity, experiencing 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 collaboration meetings
Tier 1 Supports - universal supports
<ul style="list-style-type: none">• Gratitude activities• Present lessons for Digital Citizenship Week with themes of Cyber-Safety, consent and Cyber Bullying

<p>Activities: Gratitude activities Halloween activities- grade level dance- fun day activities- costume contest Engage in conversations with students using strength based approach highlighting students strengths</p>

November

Theme - Self-management - The abilities to manage one's emotions, thoughts, and behaviors 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)
<ul style="list-style-type: none">• Focus on empathy• Group sessions in class or outside of class i.e. handling difficult situations• Planning for the Future and goal setting• Positive Pivot Scale for those Tier 2 students that need to improve their responses • Focus on impact statements. Example: what is the impact you have on your community? What type of impact do you want to have on your community? What impact do your actions have? What are the consequences of your actions?• Share resources on Metis Week



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Tier 1 Supports - universal supports
<ul style="list-style-type: none"> • Work on goal-setting with students • Emotional regulation activities for all grades (such as deep breathing) • Resiliency Lessons for Gr. 8s and 9s • Calm and Confident strategies sessions • Work with team leads on Anti-Bullying Week activities
<p>Activities:</p> <ul style="list-style-type: none"> • Remembrance day assembly • Metis Week • Indigenous Veterans day • Junior High: <ul style="list-style-type: none"> ◦ Take Our Kids to Work Day first week of Nov (Grade 9) ◦ FWPS recognition of Digital Citizenship week

December

Theme - Self-management - The abilities to manage one's emotions, thoughts, and behaviors 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 • Food drive/toy drive • Tree decoration with students • Time Management sessions for students falling behind • Goal setting • Focus on de-escalation and lowering common anxiety • Safety planning for Christmas break
Tier 1 Supports - universal supports
<ul style="list-style-type: none"> • Develop activities for Human Rights Day (Dec. 10th); activities on Dec 8 • Develop lessons on time management and self-care practices for students and staff • Put together care packages (with students) for families in need during the holidays • 12 days of wellness activities leading up to Christmas
<p>Activities:</p> <ul style="list-style-type: none"> - Christmas activities and Christmas Concert



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| - 12 days of wellness and giving |
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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 groups (how this looks, sounds and feels)• Understanding empathy• Social/cultural awareness presentations
Tier 1 Supports - universal supports
<ul style="list-style-type: none">• Conflict management resources for students and staff• Blue Monday activity (with Counsellor)• Develop New Year reflections and goal-setting with students
Activities: <ul style="list-style-type: none">• Bell Let's Talk Day• Friendship activities• Beach day on Blue monday -Jan 15th



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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">● Kindness activities and awareness● Announcements themed on creating kindness.● Random act of kindness week● Anti Bullying day/ Pink Shirt Day Feb 22● Impulse Control with those students needing this in Tier 2● Thoughts - Visualize - Actions and how Pause can assist
Tier 1 Supports - universal supports
<ul style="list-style-type: none">● Success Principle: $E + R = O$ (Event + Response = Outcome)● Kindness week activities● Anti-bullying day activities, resources● Counsellor recognition week
Activities: <ul style="list-style-type: none">● Pink Shirt Day● School Valentines Activities● Bullying Awareness Week● Kindness grams- money raised goes to Mental health awareness● You are Tea-rific notes for teachers● Random Act of Kindness activity● Spencer Burns Burn victim special presentation



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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">• Safety plan for Spring Break• Accommodations and Exemptions list for PAT's/DIP's• Inform students of summer school and summer camps, jobs and other opportunities• Accommodations and Exemptions list for PAT's/DIP's• Course selection planning for next year with grade 9's• Friendship groups
Tier 1 Supports - universal supports
<ul style="list-style-type: none">• Listening activities• Being Present Practice• National SEL Day activities• National day of unplugging challenge• Transgender visibility day (work with SAGA students)• Relationship activities and lessons for Health teachers• Activities and lessons for Nutrition Month• International Women's Day activities
Activities: <ul style="list-style-type: none">• Grade 9 registrations and orientations for High School• Clean Up for Spring Break• St. Patrick's Day• Carnival



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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)
<ul style="list-style-type: none">• Stepping outside Your Comfort Zone session for those that struggle greatly with getting to know others• Earth Month awareness/ green club collaboration
Tier 1 Supports - universal supports
<ul style="list-style-type: none">• Being a Leader without a Title• World Autism Day resources and activities for teachers• World Health day activities• World Day for Physical Activity• Administrative professionals day• Conflict resolution
Activities: <ul style="list-style-type: none">• Grade 9 orientations from feeder schools to the high school• Walking, Running, and Moving for Mental Health• Create an activity for others to participate in



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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 • Study groups • Provide teacher support
Tier 1 Supports - universal supports
<ul style="list-style-type: none"> • International Day Against Homophobia, Transphobia and Biphobia (with SAGA) • Hats on for Mental Health Day activity • Mental Health Week activities and lessons • Check-ins with staff and students
Activities: <ul style="list-style-type: none"> • Hats on for Mental Health • Red Dress Day • Open house for students and parents at SCHS • Skills Canada for Grade 9 students

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

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 • Organize and set dates for PD and other guests for next year
Tier 1 Supports - universal supports
<ul style="list-style-type: none"> • Stress test and time management revisiting in preparation for the end of the year • National Health and Fitness Day activity • Pride Week activities (with SAGA)



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- International Wellness Day activities

Activities:

- Celebrations of achievements
- National Indigenous People's day June 21
- Track and Field and outdoor activities
- Staff wrap up event