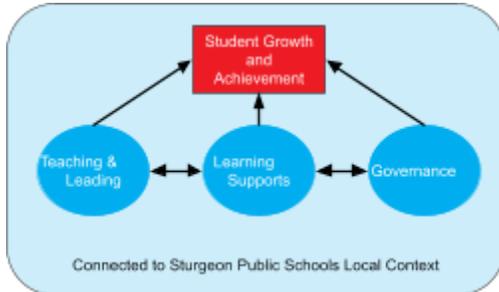




Sturgeon Public Schools: Counselling and Wellness Plan 22-23

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. This year many of the counselling resources and strategies are specifically directed at addressing the social emotional and mental health needs related to the pandemic.

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

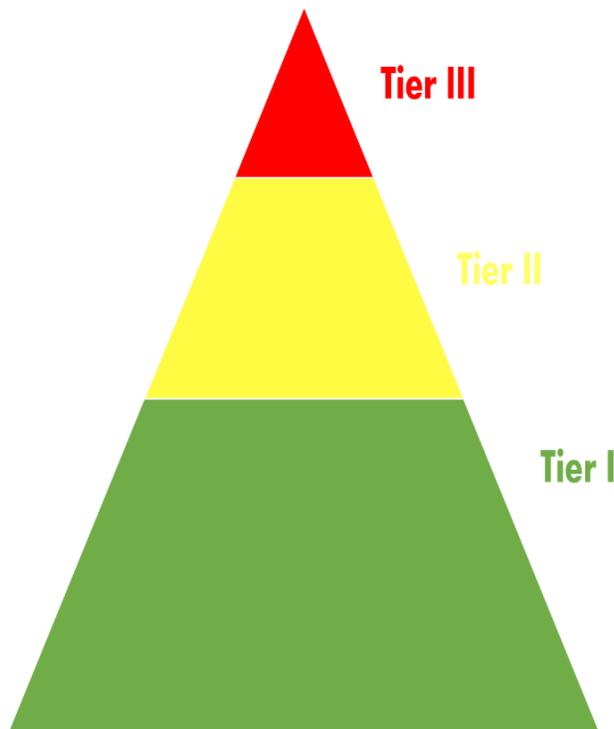


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students, staff, and parents/guardians. Successful implementation of a comprehensive Counselling and Wellness Plan positively impacts student outcomes in the areas of achievement, mental health, social emotional learning, attendance, high school completion 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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Community Resources Link: [Community Resources Directory](#)

School name: Gibbons School

Brief description: Gibbons School is located in the town of Gibbons and has ~271 students from Gibbons and the surrounding area in grades 5-9. Gibbons School's mission is to work cooperatively with parents, students and staff to provide a safe and caring learning environment. Our belief is that through the creation of a positive learning environment students will gain self-esteem and be provided the opportunity to:

- Realise their full potential (intellectually, socially, physically, artistically & emotionally).
- Become productive life-long learners and citizens.
- Develop their unique strengths and celebrate individual differences.
- Foster respect for self and others.

SUPPORTS/INTERVENTIONS

Below is a list of examples of supports that Gibbons School provides. This is not an exhaustive list, but a general list of supports meant to guide the school and the community about the ways in which we support our children. Please treat this plan as a working document that we can edit and change together as a community to serve our kids current needs.

From time to time the school may send out surveys for students and/or parents to complete to help direct the focus of supports for the year and/or next year.

Universal	Targeted	Individualised/ 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"> ● Positively phrased/ developmentally appropriate signage for students identifying “Safe” practices for health ● HYPE ● Increased outdoor activities where possible 	<p>Focus: Provide classroom support for groups of students with greater need.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Career Fair and/or Skills (Gr. 7-9 - possibly 5-6) ● Take Your Kids to Work Day (Gr. 9) ● High school planning (Gr. 9) - ex. myBlueprint, SCHS meetings, SCHS tour ● Elementary Orientation (Gr. 5) 	<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"> ● Periodic 1-1 counselling / check-ins with counsellor when there is an acute crisis or issue ● Periodic peer support counselling with counsellor - peers as identified by student(s) ● Referrals to outside



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<ul style="list-style-type: none"> ● Webs of Support (all students connected to at least 2 adults in every building) ● With wellness team, determine activities that promote re-connection ● Wellness wheel activity to promote awareness and understanding of self and connections ● Outside recesses (weather permitting) ● Options/CTF courses ● Regulation equipment - exs. standing desks, wiggle chairs/cushions, ● Awareness events - Pink Shirt Day, Orange Shirt Day, Mental Health Awareness Week, etc ● <i>Zones of Regulation</i> ● Positive Behaviour Supports ● Power Announcement / Newsletter / Facebook page to share events with parents/guardians and community ● Knowing Yourself Surveys (7-9 – in myBlueprint, 5-6 alternative site) - geared to learning styles, motivations, interests) ● Maths club – after school, student choice. ● Bulletin board / visual displays on monthly themes 	<ul style="list-style-type: none"> ● Learning Coach (LC) - co-teaching guidance or use for small group pull out, for students who need more targeted/directed support ● Groups ● Safe Spaces - student choice (7-9), 5-6 ● Regulation/better choices - students as identified by teacher/admin who would benefit from working in a group to discuss positive ways to resolve conflict, restorative justice, etc 	<p>sources when more medium-long term or intensive support is needed. This includes:</p> <ul style="list-style-type: none"> ○ Family Support/Division Social Worker ○ Complex Services Team involvement for complex student needs ○ AHS Mental Health Services ○ PCN or other outside counselling ● Suicide Risk Assessments ● Academic testing (Level B - WIAT III) ● Restorative Justice ● Collaborative Problem Solving
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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, 2022
2. School Council
3. Staff Meetings as regular updates
4. School Newsletter
5. Homeroom/1st Block teachers - monthly activities/group sessions



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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/MHW meetings – collaboration and mentorship with other counsellors and coaches in the division
- Monitor student attendance/achievement/engagement
- Provide post secondary information (gr9)

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 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
- Create opportunities within classrooms and schoolwide for students to learn, practice and reflect on SEL
- Check-ins with students/classes
- Attend MHW meetings/counsellor meetings and continue to collaborate and mentorship with other MHW coaches and counsellors in the division
- DATA collection - Report with anecdotal feedback, attendance records, 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)



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- 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)
<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● 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
Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none">● Introduce amazing brain lessons as a context for support students experiencing social/emotional challenges● Wellness Wheel activity review● Introduce SEL overview to staff and explore a shared vision● Explore implementation opportunities in classes where curriculum outcomes align i.e. health, calm, LA● Explore with teachers ways to integrate mental health and wellness pieces in lessons ie) Emotion Charts - graph, journal, pictures, colours● Health teachers encouraged to use MyBlueprint (7-9), how to study.com (5-6) surveys/assessments (learning styles, personalities, etc)
Activities: September 30th - National Day for Truth and Reconciliation



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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, 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 - MHW Coach
Lessons in classes: <ul style="list-style-type: none">• How you want to Show Up/Be• HeART activity• Thoughts Become Things activity• Go over read and write gold extension• Continue working with teachers to find ways to integrate MHW into curricular lessons - hopefully try a few ideas out and share with staff what has worked in other classes• Health - share with health teachers the 'easy' outcomes to integrate the MHW coach into, to co-teach

Activities: <ul style="list-style-type: none">• Continued implementation of SEL programming i.e. finishing Wellness Wheel and Knowing Yourself Surveys.
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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

Tier 2 Supports (Counsellor)
<ul style="list-style-type: none">• Teacher/admin referral for group(s) that need to work on conflict resolution, restorative justice, empathy• Start planning a school Career Fair for spring
Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none">• Goal setting and making good habits discussions• Resiliency Lessons for Gr. 8s and 9s• Skills in the Heartland "Try a Trade" for students• AHS health lessons around SEL topics in health class



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- Demo-ing breathing strategies with staff during PD, to try in classes – after a break, before a test; offering to come and demo a couple times at the start of a class too, to start a routine and discuss the importance again of breath and regulation

Activities:

- Bullying Awareness Week
- Take Our Kids To Work Day - Gr. 9
- Junior/Senior High:
 - Skills in the Heartland Try a Trade

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 organisational skill development, taking initiative, being resilient) CASEL

Tier 2 Supports (Counsellor)

- Check in for at risk students
- Time Management sessions for students falling behind and goal setting

Tier 1 Supports - universal supports - MHW Coach

- What is your Mantra for support? or Your word?
- Gratitude exercises

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)

- Kindness groups (how this looks, sounds and feels)
- Golden Rule perspective sessions

Tier 1 Supports - universal supports - MHW Coach

- Connecting and learning Re: Seasonal Break tradition conversations
- Look into Skills Canada Field trip for May

Activities:

- Bell Let's Talk Day
- Friendship activities



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February

Theme - Social Awareness - The abilities to understand the perspectives of and empathise with others, including those from diverse backgrounds, cultures and contexts. (Such as: recognizing situational demands and opportunities, understanding the influences of organisations/systems on behaviour, 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● Thoughts - Visualise - Actions and how Pause can assist
Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none">● Success Principle: $E + R = O$ (Event + Response = Outcome)
Activities: <ul style="list-style-type: none">● Bullying Awareness Week● Pink Shirt Day● Kindness

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● Course selection planning for next year● Inform students of summer school and summer camps, jobs and other opportunities
Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none">● Listening activities● Being Present Practice
Activities: <ul style="list-style-type: none">● Pi Day



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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
Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none">Being a Leader without a Title
Activities: <ul style="list-style-type: none">Earth DayMilitary Child Appreciation DayGrade 9 orientations from feeder schools to the high schoolCareer Fair

May

Theme - Responsible Decision Making - The abilities to make caring and constructive choices about personal behaviour and social interactions across diverse situations. (Such as: demonstrating curiosity and open-mindedness, solutions for personal and social problems, leaning to make a reasonable judgement 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 - MHW Coach
<ul style="list-style-type: none">Deep Breathing/4 Square Breathing/ 5-4-3-2-1 Grounding Technique/ Tapping
Activities: <ul style="list-style-type: none">Hats on for Mental HealthOpen house for students and parentsSkills Canada for all junior high students



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June

Theme - Responsible Decision Making - The abilities to make caring and constructive choices about personal behaviour 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• Organise and set dates for PD and other guests for next year
Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none">• Post-test/Survey with staff on SEL and how we did?
Activities: <ul style="list-style-type: none">• Pride Week• National Indigenous month• End of Year Celebrations