



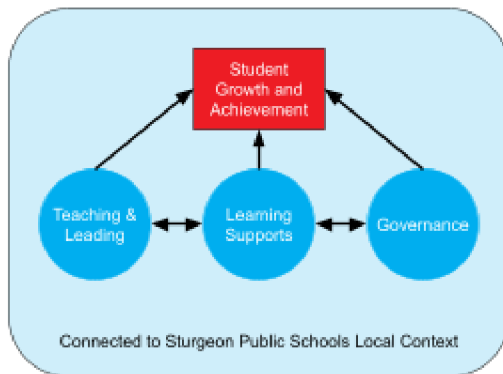
Sturgeon Public Schools: Counselling and Wellness Plan

21-22

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 Learning, 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



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- 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 specific to the pandemic

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).





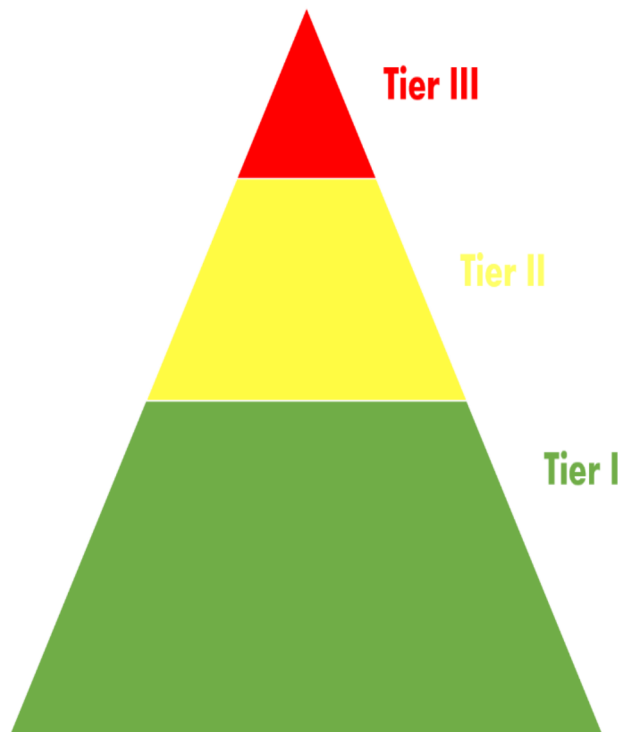
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Each school has a Counselling and Wellness Plan which is developed for all students and focuses on the six dimensions of wellness. This plan provides a balanced approach, offering developmental preventative activities to all students as well as appropriate 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 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 will play a key role establishing and promoting preventive and proactive approaches to help students build social emotional learning competencies.

Community Resources Link:

<https://docs.google.com/document/d/15Z7ru6uDWci2eiClrsdFP3G6UmCRDEAWiB6b0zjTVZM/edit>



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School name: Camilla School

Brief description: Camilla School has approximately 500 students in the hamlet of Riviere Qui Barre, serving the community and area in Pre-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> <ul style="list-style-type: none"> ● Zones of Regulation ● Positively phrased/ developmentally appropriate signage for students identifying “Safe” practices for health ● Increased outdoor activities where possible ● Positive Playground ● Webs of Support (all students connected to at least 2 adults in every building) ● With wellness team determine activities that promote re-connection ● Awareness events (Pink Shirt Day, Orange Shirt Day, World Mental Health Day, etc) ● Indigenous lessons and cultural practices with class groups. 	<p>Focus: Provide classroom support for groups of students with greater need.</p> <ul style="list-style-type: none"> ● Taming your Worry Dragons ● Amazing Brain curriculum (NME) ● Incredible Flexible You Lessons ● Social Skill development lessons specific to the social context of Covid ● Specific group sessions such as career exploration, success strategies, Calm & Confident (re: Anxiety) ● Inclusion support teachers and Learning Coach ● Indigenous geared counselling support for those identifying a need for culturally sensitive support. 	<p>Focus: Support and refer to other agencies students with more specific and intensive needs.</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 Counselling sessions (in person and online) ● Referral and connection with AHS Mental Health Services, our Division Social Worker, or Sturgeon County’s Community Social Worker



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

1. Completed, uploaded in Counsellors Shared Drive and on School website
2. School council - please attend a School Council meeting to share - by January 2022
3. Staff meetings - Regular updates
4. Link in school newsletter - Once ready, have linked in the next newsletter
5. Homeroom/1st Block teachers share it with students - by monthly activities/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.

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
- Create opportunities within classrooms and schoolwide for students to learn, practice and reflect on SEL
- Check-ins with students
- 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



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- 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)
<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 • Introduce SEL overview to staff and explore a shared vision • Explore implementation opportunities in classes where curriculum outcomes align i.e. health, LA • Pre-Test/Survey of staff re: SEL



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- Lessons integrated ie) Emotion Charts - graph, journal, pictures, colours

Activities:

September 30th - National Day for Truth and Reconciliation
 Implementation of SEL programming i.e. Kimochi K, Gr. 1-4 health classes

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, experiencity self-efficacy, having a growth mindset and developing a sense of purpose) CASEL

Tier 2 Supports (Counsellor)

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

Tier 1 Supports - universal supports - MHW Coach

Lessons in classes:

- How you want to Show Up/Be - Integrity
- Kimochi - Lovey Dove lessons on Self-Awareness - Kind, Friendly, Proud - K- gr. 4
- NME - Amazing Brain Lesson gr. 5-9
- Incredible Flexible You Lessons K-3

Activities:

Cereal Dominoes activity - for encouraging Integrity
 Halloween - creativity - “Who you want to BE?” theme

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)

- Group sessions in class or outside of class i.e. handling difficult situations
- Planning for the Future
- Positive Pivot Scale for those Tier 2 students that need to improve their responses



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Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none"> ● Goal setting and Achieving strategies ● Resilience and Perseverance Lessons for Gr. 5-9 ● Calm and Confident strategies sessions
Activities: <ul style="list-style-type: none"> ● Junior / Senior High: <ul style="list-style-type: none"> ○ Take Our Kids to Work Day first week of Nov (Grade 9) ○ Perseverance Popcorn ○ Metis Week (Nov. 15-19)

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) CASEL

Tier 2 Supports (Counsellor)
<ul style="list-style-type: none"> ● Check in for at risk students ● Time Management sessions for students falling behind ● Goal setting
Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none"> ● 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)
<ul style="list-style-type: none"> ● Kindness groups (how this looks, sounds and feels) ● Golden Rule perspective sessions
Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none"> ● Connecting and learning Re: Seasonal Break tradition conversations
Activities:



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| <ul style="list-style-type: none"> • Bell Let's Talk Day • Friendship activities |
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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"> • Impulse Control with those students needing this in Tier 2 • Thoughts - Visualize - 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"> • Random Acts of Kindness Week • Pink Shirt Day Feb. 23rd • Kindness/Empathy activities, e.g. "Walk in Someone's Shoes"

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 • 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:



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- Getting to know your Irish Side along with Friends? (St. Patrick's 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)
<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"> • Grade 9 orientations from feeder schools to the high school • Skills Canada for Grade 9 students

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 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 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 Health • Open house for students and parents at SCHS

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

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• Honor Indigenous students with a traditional gift.• Cull counselling files and shred confidential information• Organize 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">• Celebrations