

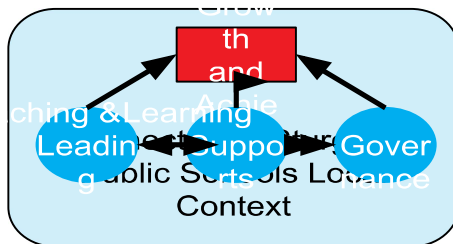


Sturgeon Public Schools: Counselling and Wellness Plan

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 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.

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



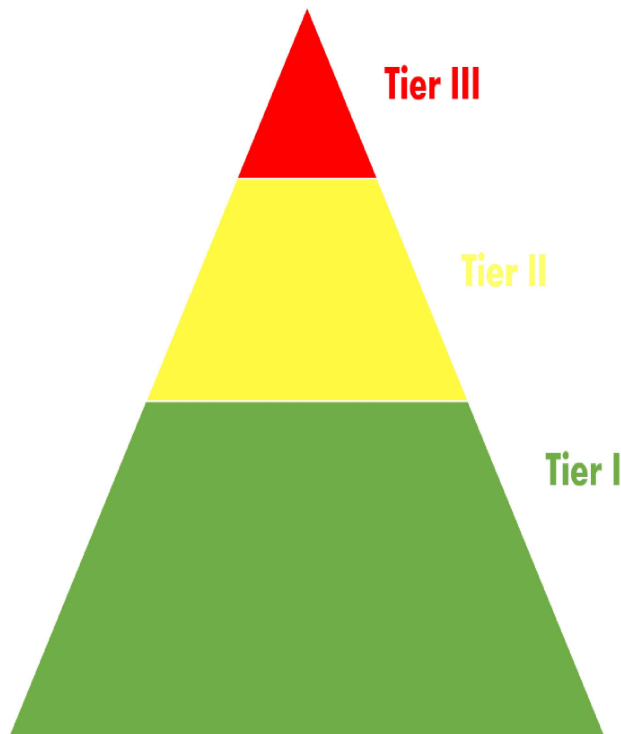
Sturgeon Public Schools: Counselling and Wellness Plan

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: Guthrie School

Brief description: Guthrie School serves students in Pre-Kindergarten to Grade 9 and is located on the military base in Lancaster Park. There are approximately 285 students at Guthrie School. The school enjoys a special relationship with the military base and a large percentage of our students are part of a military family. Guthrie School is “A Place Where People Come Together to Learn and Grow.” We place high priority on student success and have a tradition of strong academic programming and excellent results. Students have varied opportunities to develop leadership, citizenship, athletic and artistic skills. In partnership with parents, military base, and the community, we build students with character who show respect for each other and enthusiasm for learning. Our school is a safe and caring environment. Guthrie School is a true community fostering growth for every student.



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

SUPPORTS/INTERVENTIONS

Universal	Targeted	Individualized/ Intensive
<p><u>Focus:</u> 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><u>Examples:</u></p> <ul style="list-style-type: none"> ● Kimochi (K-4) and Mental Health and Wellness Lessons (5-9) ● Zones of Regulation available to all classrooms ● Values focussed assemblies and awards ● Amazing Brain curriculum (NME) ● Positively phrased/ developmentally appropriate signage for students identifying “Safe” practices for health ● Greeters at all entrances ● Weekly Success/ At-Risk meetings with all Coaches, Admin and Counsellor ● Weekly PLCs ● Monthly staff meeting Wellness topic ● Recess and after school groups such as Lego Club, Craft Club, Cricut 	<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 Skill development lessons specific to the social context ● Dynamics on the playground and Personal Boundaries SAIF presentations ● Specific group sessions such as Successful Student Strategies, Calm & Confident (re: Anxiety), Feelings Detectives, Yack and Gobble (deployment group) ● Recess Social Skills Groups (Lego) ● Walk and Talks ● MFRC targeted groups; deployment, PTSD, ect. ● Sensory Rooms ● Collaborative Problem Solving ● Learning Support Leads and Learning Coaches ● Webs of Support for at risk students ● Counsellor ● Family Support Worker ● MFRC Youth Worker ● Academic testing (WIAT) ● Learning Plans and IPPs 	<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 ● Complex Services Team involvement for complex needs students ● Individual Guidance Counselling sessions ● Referral and connection with AHS Mental Health Services ● Referral and connection with MFRC Social Workers ● Webs of Support ● VTRA trained staff ● IPPs, Behaviour and Safety Plans ● Sensory rooms ● Collaborative Problem Solving ● At-risk meetings



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

<p>Club, GSA, Walk and Talks</p> <ul style="list-style-type: none">● Incredible Flexible You/Social Detectives/Social Explorers● Positive Behaviour Supports● Safe Spaces● Gender neutral washroom for students● Mindfulness● Career Fair● Mind Up Curriculum● NED Mindset Mission● PenPals with other predominantly military schools● Growth Mindset● Military Family Resource Centre Programming and services open to all students● Month of the Military Child● AMA Safety Patrol● Student and Grad Councils● Personal/Healthy Boundaries (Health K-9)● Media Safety Lessons● Saffron and SAIF presentations● Dangers of Vaping presentation● Awareness events (Pink Shirt Day, Orange Shirt Day, World Mental Health Day, etc) and Theme Days● Leadership whole school		
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Sturgeon Public Schools: Counselling and Wellness Plan

22-23

activities (Freezie sales, etc)		
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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 by January 2023
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)
- Referrals to the Military Family Resource Centre Your Social Worker

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



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

- 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
 - Plan a “Welcome to our school” event for all new students

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

- School wide focus on the value of **Belonging** (an affinity for a place or situation).

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



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

- Meet with students new to the school and community and connect with a student ambassador
- Distribute Kids Help Phone Information
- Review incoming student cumulative files
- Connecting with returning students that have accessed Supports
- In Collaboration with LSL and Learning Coaches, review all coded kids, discussing current class placements and needs moving forward

Tier 1 Supports - universal supports - MHW Coach

- Introduce Kimochi Lessons as a context for support students experiencing social/emotional challenges
- Plan NED presentation
- Introduce SEL overview to staff and explore a shared vision
- Explore implementation opportunities in classes where curriculum outcomes align i.e. health, calm, LA and SEL
- Lessons integrated ie) Emotion Charts - graph, journal, pictures, colours

Activities:

September 10th - Suicide Prevention Day

Sept 23rd - Terry Fox Run

September 30th - National Day for Truth and Reconciliation

Implementation of SEL programming i.e. Kimochi K, Gr. 1, 2, health/CALM classes

Plan whole school presenters - NED, Saffron, SAIF and guest speakers

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

- School wide focus on the value of **Integrity** (the quality of being honest and having strong moral principles; moral uprightness).

Tier 2 Supports (Counsellor)

- Check-ins with students in need
- Consult staff regarding appropriate student placements
- In collaboration with Learning Support Lead (LSL):
 - IPP collaboration meetings

Tier 1 Supports - universal supports - MHW Coach

Lessons in classes:

- How you want to Show Up/Be
- My Brain - how does it work?



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

- Thoughts Become Things activity - Thoughts=Feelings=Actions
- Kimochi Lessons - Lovey Dove and Could

Activities:

October 5th - World Teacher's Day - staff wellness activity

October 11-14th - Fire Safety Week

October 10th Staff Wellness Potluck

October 21 - IPP's Due - review and collaborate, Patroller of the Month awarded, Values Draw

October 31 - Halloween parade and student council haunted house

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

- School wide focus on the value of **Perseverance** (persistence in doing something despite difficulty or delay in achieving success)..

Tier 2 Supports (Counsellor)

- Group sessions in class or outside of class i.e. handling difficult situations
- Planning for the Future
- Motivational Interviewing and scaling
- Check-ins with students in need

Tier 1 Supports - universal supports - MHW Coach

- Goal setting and Achieving strategies
- Resiliency Lessons for Gr. 8s and 9s
- Calm and Confident strategies sessions
- Group motivational interviewing

Activities:

- Junior High - Career exploration
- What is a role model?
- Kimochi Lessons: Huggtopus, Cat and Hero
- Growth Mindset
- Parent - Teacher interviews
- Nov, 14 - 18: Metis Week
- Nov, 14 - 18: Bullying Awareness Week
- Nov. 20 - National Day of the Child
- November 28th - Staff Wellness - Making Lemonade out of Lemons



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

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

- School wide focus on the value of **Community** (a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals).

Tier 2 Supports (Counsellor)
<ul style="list-style-type: none"> ● Check-ins with students in need ● Time Management sessions for students falling behind ● Goal setting ● Solution focussed discussions ● Gratitude Days
Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none"> ● What is your Mantra for support? or Your word? ● Gratitude exercises ● How does service to others affect your own mental health? ● Gratitude focus

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

- School wide focus on the value of **Safety** (the condition of being protected from or unlikely to cause danger, risk, or injury).

Tier 2 Supports (Counsellor)
<ul style="list-style-type: none"> ● Check-ins with students in need ● Kindness groups (how this looks, sounds and feels) ● Golden Rule perspective sessions ● Check-ins with students in need ● Patrollers give mini-lesson on keeping safe while crossing the street
Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none"> ● Connecting and learning Re: Seasonal Break tradition conversations ● Liaise with MFRC staff to provide family friendly school events



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

<ul style="list-style-type: none"> • Plan guest speakers from SAIF, SAFFRON and AHS
<p>Activities:</p> <ul style="list-style-type: none"> • Bell Let's Talk Day • No Name Calling Week • Kimochi Lessons - Bug, Bella Rose • Friendship activities

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

- School wide focus on the value of **Kindness and Empathy** (the quality of being friendly, generous, and considerate and the ability to understand and share the feelings of another).

Tier 2 Supports (Counsellor)
<ul style="list-style-type: none"> • Check-ins with students in need • Random Acts of Kindness Team • 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) • Continued SEL Lessons
<p>Activities:</p> <ul style="list-style-type: none"> • Random Acts of Kindness Day • Pink Shirt Day • Whole School Kindness community project • Staff Wellness Potluck and Let's Taco'Bout our staff

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

- School wide focus on the value of **Respect** (a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements).



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

Tier 2 Supports (Counsellor)
<ul style="list-style-type: none"> • Check-ins with students in need • In collaboration with LSL 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 • Liaise with MFRC Youth Worker re: summer programming
Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none"> • Listening activities • Being Present Practice • Mindfulness
Activities: <ul style="list-style-type: none"> • International Women's Day • St Patrick's Day • Pi Day • National Day for unplugging

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

- School wide focus on the value of **Responsibility** (a moral obligation to behave correctly toward or in respect of).

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 • Check-ins with students in need
Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none"> • Being a Leader without a Title • How to influence others • Walk and Talks
Activities: <ul style="list-style-type: none"> • Month of the Military Child • April 14th - Purple Up Day



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

- April 22nd - Earth Day
- April 23rd - World Book Day
- Grade 9 orientations from feeder schools to the high school
- Skills Canada for Grade 9 students
- Continue Kimochi Lessons - taking turns, sharing and being friendly

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

- School wide focus on the value of **Courage and Curiosity** (the ability to do something that frightens one, and a strong desire to know or learn something).

Tier 2 Supports (Counsellor)

- Check in with students coping with anxiety in preparation for PAT's/DIP's and final exams
- Check-ins with students in need
- Review study skills in small groups
- Transition planning in collaboration with teachers

Tier 1 Supports - universal supports - MHW Coach

- Deep Breathing/ 4 Square Breathing/ 5-4-3-2-1 Grounding Technique/ Tapping
- Discuss and teach the feelings around transitions and change

Activities:

- May 1st - 5th - Education Week and Mental Health Week
- Hats on for Mental Health
- Open house for students and parents at SCHS
- Continue Kimochi Lessons - feeling left out, joining in and including others, Kimochi party
- Grade 5-9 SEL Lessons - Choose Love Curriculum - How to apologize, Compassion in Action, Compassion Art
- Open house for students and parents at SCHS



Sturgeon Public Schools: Counselling and Wellness Plan

22-23

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

- School wide focus on the value of **Diversity** (the state of being diverse; variety).

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 - MHW Coach
<ul style="list-style-type: none"> ● Post-test/Survey with staff on SEL and how we did? ● Pride Planning
Activities: <ul style="list-style-type: none"> ● Celebrations and wrap-ups (awards and Grad) ● Pride Week in collaboration with the Military Base events ● Family Fun event ● National Indigenous Day