



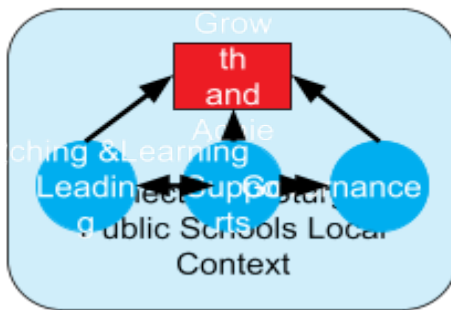
Sturgeon Public Schools: Counselling and Wellness Plan

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).





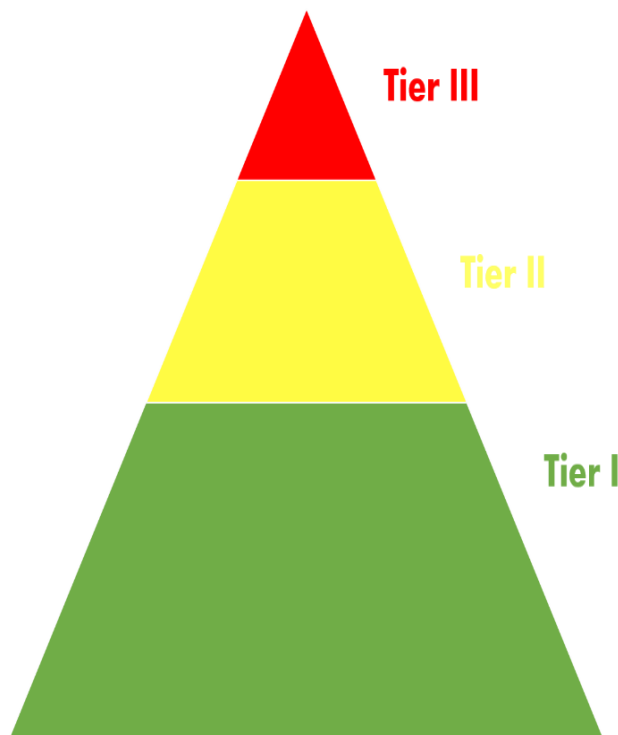
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Each school has a Counselling and Wellness Plan which is developed for all students and focuses on the six dimensions of wellness. This plan provides a balanced approach, offering developmental preventative activities to all students as well as appropriate 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.



Community Resources Link:

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.



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<https://docs.google.com/document/d/15Z7ru6uDWci2eiClrsdFP3G6UmCRDEAWiB6b0ziTVZM/edit>

This plan provides a template and examples for school teams to build on offering suggestions for universal, targeted and intensive supports

School name: Namao School

Brief description: SPS (408 Students K-9 School)

SUPPORTS/INTERVENTIONS *(Input specific school information in the chart below)*

| 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"> ● Amazing Brain curriculum (NME) ● Bi-weekly Mental Health Videos with correlating lessons ● Positively phrased/ developmentally appropriate signage for students identifying “Safe” practices for health ● Increased outdoor activities where possible ● Inclusion Club for students ● Webs of Support (all students connected to at least 2 adults in every | <p>Focus: Provide classroom support for groups of students with greater need.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Taming your Worry Dragons (anxiety program) ● Zones of Regulation ● Kimochis (Grades K-3) ● Social Skill development lessons specific to the social context of Covid ● Math assessment done through MIPI (Math Intervention/Programming Instrument) in order to assess students at previous grade level and to provide support for catching up, if needed. ● Specific group sessions such as career exploration, success strategies, Calm & Confident (re: Anxiety, | <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 ● Mental Health Maintenance Plans ● Self-Harm Reduction Plans ● Complex Services Team involvement for complex needs students ● Individual Guidance Counselling sessions (in person and online) ● Referral and connection with AHS Mental Health Services |



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| <p>building)</p> <ul style="list-style-type: none"> • With wellness team determine activities that promote re-connection • Meeting students at the door in the morning to say hello for a positive interaction first thing. • Namao School Wellness Website https://sites.google.com/edu.sturgeon.ab.ca/namaocounselling/home | <p>text anxiety, conflict resolution, peer pressure, and coping tools)</p> <ul style="list-style-type: none"> • Social Media Awareness • Wellness Club (Gr.7-9)-weekly workouts and yoga *To start January 2022 • Mental Health Awareness Skills (ex. morning mental health journals for Grades 4-6) | |
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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 - **Nov. 1, 2021**
2. School council
3. Staff meetings
4. Link in school newsletter - Once ready, have linked in the next newsletter
5. Homeroom/1st Block teachers share it with students
6. Link in Namao Wellness website

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)



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- Bi-weekly mental health videos/lessons
- Run mental health workshops for parents about 2-3x per year (ex. anxiety workshop)

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, relationship mapping
- Ongoing updates with Administrators
- Work with Administration on strategies on how to get out to stakeholders the great things happening in the building.

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 (New Student Pizza Party)
 - Collaborative teacher meetings discussing at-risk students
 - Connect with parents of at- risk students to ensure their worries/concerns are heard

September



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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

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| Tier 2 Supports (Counsellor) |
| <ul style="list-style-type: none">• Attend scheduled counselling meetings in order to be current in policies and protocols.• Inform teachers on the special needs of students that are registered at MLC and SLC and what supports are available to help them succeed in their learning.• Provide letters of support to students that are applying for assistance (ex: learner benefits) so that they can enhance their ability to obtain their high school diploma.• Brief administrator and teaching staff on the creation of counselling and wellness plans and what other aspects could be added to the plan.• Attend Grade 9 Farewell Staff Committee |
| Tier 1 Supports - Universal Supports - Counsellor/MHW Coach |
| <ul style="list-style-type: none">• Go into every room at least once in September• Get to know the students• Support teachers with set up• Start a few SEL lessons in Lifeskills, Leadership and English• SEL survey Sept 20th PD |
| Activities: September 13th, 2021- Positive Thinking Day Email staff activities, stories, videos about Positive thinking Go into classrooms and present Positive Thinking Material/ Lessons September 23, 2021-New Student Pizza Party -new students will choose one friend from their class to attend the New Student Pizza party September 30th - National Day for Truth and Reconciliation - Staff to wear orange shirts on September 30th. - Resources on First Nations, Metis, and Inuit cultures available on Counsellor's Corner site in Google Classroom; students, teachers, and administrator have access to this site. |

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



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| Tier 2 Supports (Counsellor) |
| <ul style="list-style-type: none">• Book academic counselling meetings to assist students with transition to High School• Host at least 1 or 2 Grade 6 Farewell meetings |
| Tier 1 Supports - Universal Supports - Counsellor/MHW Coach |
| <ul style="list-style-type: none">• Provide small supports to teachers to help them cope with the day's demands (ex: chocolate, pop, garden produce, words of encouragement, coffee).• Direct students to Namao Wellness website for mental health resources and supports• Mental health videos/lessons for each division that focuses on emotional regulation and automatic negative thinking patterns (bi-weekly) |

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| Activities: <ul style="list-style-type: none">• Staff Meeting- Relationship Mapping• All Month -Seven Sacred Teachings-educate and acknowledge when a student is displaying one or more of the seven sacred teachings. They will receive a slip and their name goes into a draw.• October 29th, 2021 - Halloween Haunted House for 4-9. K-3 Costume Parade |
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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

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| Tier 2 Supports (Counsellor) |
| <ul style="list-style-type: none">• Mental health check in with students and staff after Fall break• Read mental health book for K-6 (in person or online video)• Start Kimochis for K-3 |
| Tier 1 Supports - Universal Supports - Counselling/MHW Coach |
| <ul style="list-style-type: none">• Provide mental health coping skills• Continue with phone calls or e-mails to check up on student progress (as identified by teachers). |



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| <ul style="list-style-type: none"> • Mental health videos/lessons for each division that focuses on the “magic triangle” (thoughts, feelings and behaviours), identifying “thinking errors” and different coping strategies (bi-weekly) • Namao wellness website-has updated mental health resources and supports |
| <p>Activities:</p> <ul style="list-style-type: none"> • Online study skills workshop for Grades 7-9 • Staff wellness package after Fall break • November 14-20th Metis Week - connect with Metis Lead Jarome Chabot for authentic teachings. • Pumpkin Spice - Be Nice 4-9 Activity |

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

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| Tier 2 Supports (Counsellor) |
| <ul style="list-style-type: none"> • Talk with Social Worker if additional supports are needed for students that are classified as at-risk. • Connect with local banks for Christmas hampers |
| Tier 1 Supports - Universal Supports - Counsellor/MHW Coach |
| <ul style="list-style-type: none"> • Mental health videos/lessons for each division that focuses on emotional regulation, compassion (both for others and self) (bi-weekly) • Namao wellness website-has updated mental health resources and supports • Provide small holiday gifts to staff to thank them for their hard work and dedication to teaching students. |
| <p>Activities:</p> <ul style="list-style-type: none"> • Christmas cheer activity for whole school |

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

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| Tier 2 Supports (Counsellor) |
| <ul style="list-style-type: none"> • Pay It Forward Activities for all grades |



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| <ul style="list-style-type: none"> • Check in with high risk students |
| Tier 1 Supports - universal supports - Counsellor/MHW Coach |
| <ul style="list-style-type: none"> • Pay It Forward Activities for all grades • Mental health videos/lessons for each division that focuses on kindness and compassion/empathy (bi-weekly) • Namao wellness website-has updated mental health resources and supports • Friendship groups • TED Talks - Social Awareness |
| Activities: <ul style="list-style-type: none"> • Bell Let's Talk Day • 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

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| 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 - Counsellor/MHW Coach |
| <ul style="list-style-type: none"> • Mental health videos/lessons for each division that focuses on gratitude and negative self-talk (bi-weekly) • Namao wellness website-has updated mental health resources and supports |
| 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



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| Tier 2 Supports (Counsellor) |
| <ul style="list-style-type: none"> • Course selection planning for next year • Inform students of summer school and summer camps, jobs and other opportunities |
| Tier 1 Supports - universal supports - Counsellor/MHW Coach |
| <ul style="list-style-type: none"> • Mental health videos/lessons for each division that focuses on mindfulness and positive self-esteem (bi-weekly) • Namao wellness website-has updated mental health resources and supports • Being Present Practice (mindfulness) • Connecting with nature |
| Activities: |
| <ul style="list-style-type: none"> • Staff Meeting- Relationship Mapping • St.Patrick's activity • Staff wellness activity |

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

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| 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 - Counsellor/MHW Coach |
| <ul style="list-style-type: none"> • Mental health videos/lessons for each division that focuses on conflict resolution and anxiety (bi-weekly) • Namao wellness website-has updated mental health resources and supports • 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 |



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| <ul style="list-style-type: none"> • April 22nd Earth Day |
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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 judgement after gathering information, data and facts) CASEL

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| 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 - Counsellor/MHW Coach |
| <ul style="list-style-type: none"> • Mental health videos/lessons for each division that focuses on anxiety and-self-care (bi-weekly) • Namao wellness website-has updated mental health resources and supports • Teach regulating activities: 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 • Teach study and test writing skills (send video to staff) |

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

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| Tier 2 Supports (Counsellor) |
| <ul style="list-style-type: none"> • Final high school preparation for grade 9 students • Organize counselling files and shred confidential information • Organize and set dates for PD and other guests for next year • Collaborate with other school counsellors regarding high risk students transferring to other schools |
| Tier 1 Supports - universal supports - Counsellor/MHW Coach |



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- Mental health videos/lessons for each division that focuses on anxiety and self-care (bi-weekly)
- Namao wellness website-has updated mental health resources and supports
- Post-test/Survey with staff on SEL and how we did?

Activities:

- Celebrations
- Grade 9 Farewell