



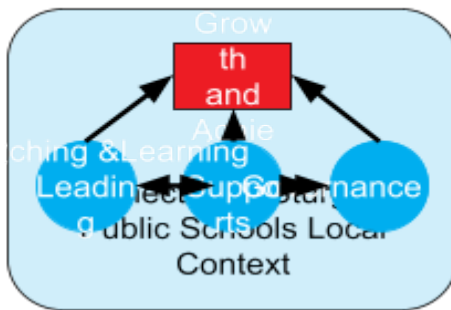
Sturgeon Public Schools: Counselling and Wellness Plan

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).





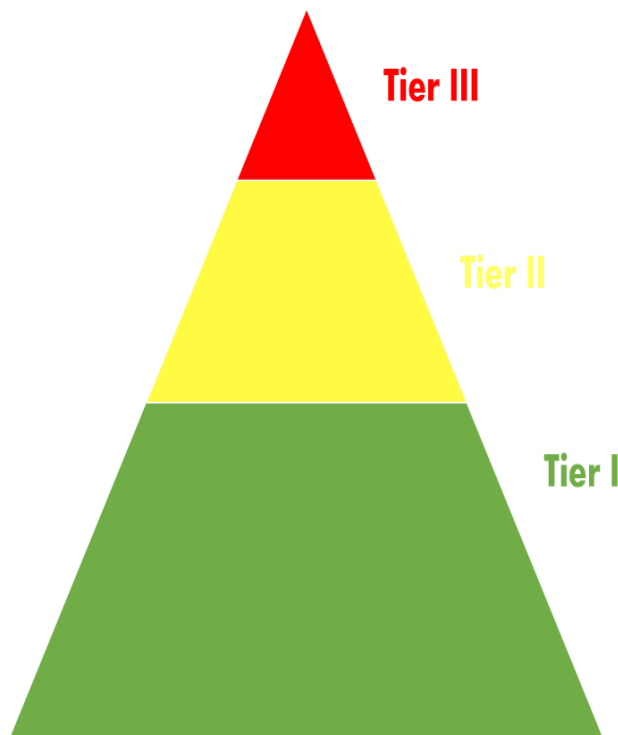
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Each school has a Counselling and Wellness Plan which is developed for all students and focuses on the six dimensions of wellness. This plan provides a balanced approach, offering developmental preventative activities to all students as well as appropriate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

Bon Accord Community School

Bon Accord Community School is a Pre K-4 School with approximately 220 students. At Bon Accord we are consciously oriented to the students and community we serve. There is a commitment to use the education process for both individual and community betterment.

Our Community School Mandate is to:

<ul style="list-style-type: none">● Enhance education through community related curriculum.● Involve parents in program and decision-making.● Function in a democratic collegial manner.● Promote learning through “everyone a teacher everyone a learner”.● Foster a sense of community and caring.	<ul style="list-style-type: none">● Liaise and cooperate with community agencies to promote services for the school and community.● Adapt the school facility for school and community use and involvement.● Extend school use to community, educational, recreational, cultural and social uses.● Study problems and issues in the school and community.
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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> <p>Examples:</p> <ul style="list-style-type: none"> ● Pre K-4 Health ● Pre K-4 Physical Education ● Neurosequential Model in Education (NME) ● Pre K-4 Counselling (PLC) ● Webs of Support (all students connected to at least 2 adults in every building) ● Zones of Regulation ● Positive Behaviour Supports ● Safe Space ● Incredible Flexible You ● Social Detectives ● Awareness events (Pink Shirt Day, National Truth and Reconciliation Day, World Mental Health Day, Fire Prevention week, etc) ● Nutrition Program ● Mindfulness Focus ● Service projects ● Creating universal vocabulary for mental 	<p>Focus: Provide classroom support for groups of students with greater need.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Amazing Brain curriculum (NME) ● 7 Sacred Teachings ● Social Skill development lessons ● Specific group sessions such as morning regulation, social skills groups. ● Literacy and numeracy intervention (Inclusion support teachers) ● Regulation equipment - standing desks, wiggle chairs/cushions, theraband, fidgets, alternative lighting ● Orientation for grades 4's ● Orientation for preschool students coming to kindergarten ● Farm safety presentations for grade 4 	<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"> ● Complex Services Team involvement for complex needs students ● Family Support Worker ● AHS Mental Health Services ● Individual Check-Ins ● Suicide Risk Assessments ● Individual Guidance Counselling ● Success in School Plans ● Sensory areas ● Academic testing (Level B - WIAT III) ● Behavior Plans ● Safety plans ● IPP's ● Learning Plans ● Psychological assessments ● VTRA ● Military Family Resource Centre (MFRC)



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<p>health and wellness</p> <ul style="list-style-type: none"> ● Positively phrased/ developmentally appropriate signage for students identifying “Safe” practices for health ● Increased outdoor activities where possible ● With wellness team determine activities that promote re-connection ● Staff wellness team monthly meetings 		
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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
- Forward ongoing PD for professional and paraprofessional staff relating to wellness, mental health, anxiety, etc.

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



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- 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
- Ongoing updates with Administrators
- Work with Administration on strategies on how to get out to stakeholders the great things happening in the building.
- Forward ongoing PD for professional and paraprofessional staff relating to wellness, mental health, anxiety, etc.

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● Meet with students new to the school and community● Review incoming student cumulative files



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- Connecting with returning students that have accessed supports in the past

Tier 1 Supports - universal supports - Counsellor/MHWC

- Create a list of at risk students
- Start Incredible Flexible You program in Grades 1 and 2 (MHWC)
- Review of Zones of Regulation in Grades 3 & 4 (MHWC)

National Suicide Prevention Week (Sep. 5-11)

Activities:

September 13th - Daily Morning Regulation Begins (Targeted Students)

September 28th - Terry Fox Run

September 30th - National Day for Truth and Reconciliation

Late September - 7 Sacred Teachings Introduction

Daily Morning Regulation Begins Sept 13th (Targeted Students)

Implementation of SEL programming - Incredible Flexible You and Zones of Regulation

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)

- Visits to classrooms every 2 weeks (Visit 1-2: Who is the Counsellor)
- IPP/Behaviour/Safety Plan collaboration meetings

Tier 1 Supports - universal supports - MHW Coach

Lessons in classes:

- Start Kimochis program in Kindergarten
- Incredible, Flexible You in Grades 1 & 2
- Zones of Regulation in Grades 3 & 4; journaling and reflection activities after regulation activities
- Mind Up Curriculum Grades 3 & 4

Mental Illness Awareness Week (Oct. 3-9)

Activities:



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Daily Morning Regulation
 Halloween - creativity - "Who you want to BE?" theme
 IPP collaboration meetings (Student and Parent involvement for self awareness)
 Continuation of Incredible, Flexible You Lessons in Grades 1 and 2
 Continuation of Zones in Grades 3 & 4; introduce journaling and reflection; How did you feel prior to the activity? How did you feel after? Discuss how activities can make people feel differently and what works to regulate themselves in different situations.
 Infusing universal language of SEL programs into daily practice.
 Grade one trip to outdoor classroom Oct. 28
 SEL pull out with Tier 3 student 2-3x weekly
 Counsellor Introduction in classrooms

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)

- Check in for at risk students
- Visits to classrooms every 2 weeks (Visit 3-4: Introduction to the 7 Grandfather Teachings)

Tier 1 Supports - universal supports - MHW Coach

- Grade ¾ trip to outdoor classroom Nov. 1
- I Am Peace activity in Grade 1
- We Thinkers lessons Grades 2
- Mind Up Curriculum Grade 3 & 4
- Kimochis lessons in Kindergarten

World Adoption Day (Nov. 20)

International Stress Awareness Week (Nov. 1-5)

Anti-Bullying Awareness Week (Nov. 11-14)

International Day for Tolerance (Nov. 16)

National Parental Involvement Day (Nov. 18)

Activities:

Daily Morning Regulation
 Remembrance Day Ceremony
 Infusing universal language of SEL programs into daily practice.
 SEL program lessons: Kimochis, Social Thinkers, Mind Up
 SEL pull out with Tier 3 student 2-3x weekly



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Introduction to Seven Sacred Teachings
Grade 3 & 4 Trip to the outdoor classroom

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)

- Check in for at risk students
- Visits to classrooms every 2 weeks (Visit 5-6: Courage)

Tier 1 Supports - universal supports - MHW Coach

- Gratitude exercises
- Holiday traditions with family/friends
- Self care during holidays: physical and mental health link (healthy diet, sleep, exercise, socializing with family and friends, balance)
- Kimochis program in Kindergarten
- Social Thinkers in Grade 2
- Mind Up Curriculum Grades 3 & 4
- Grade 1 - Review of group plan and thinking of others during holiday rush

International Day of Persons With Disabilities (Dec. 3)

Activities:

- Daily Morning Regulation
- Holiday concert and activities
- PJ Day
- Sharing traditions
- Infusing practices and universal language of SEL programs into daily routine.
- SEL program lessons: Kimochis, Social Thinkers, Mind Up
- SEL pull out with Tier 3 student 2-3x weekly
- Seven Grandfather Teachings; Courage Visit 5-6

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)



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<ul style="list-style-type: none"> Check in for at risk students • Seven Sacred Teachings; Love Visit 7-8
Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none"> • Connecting and learning Re: Seasonal Break tradition conversations • Grade 1 - Kindness and friendship • Grade 2 - Social Thinkers • Grade 3 & 4 - Mind Up Curriculum lessons • Kimochis in Kindergarten
<p>National School Counseling Week (Feb. 1-5) Random Acts of Kindness Week (Feb. 14-20) No Name Calling Week (Jan. 18-22) Activities:</p> <ul style="list-style-type: none"> • Bell Let's Talk Day Jan 26 • Friendship activities • Family Literacy Day -Jan. 27 • Daily Morning Regulation • Infusing practices and universal language of SEL programs into daily routine. • SEL program lessons: Kimochis, Social Thinkers, Mind Up • SEL pull out with Tier 3 student 2-3x weekly • Seven Grandfather Teachings; Love Visit 7-8

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"> • Check in for at risk students • Seven Sacred Teachings; Respect Visit 9-10
Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none"> • Grade One - Friendship activity; how to invite others to play; kindness • Grade Two - Social Thinkers • Grade 3 & 4 - Mind Up Curriculum lessons • Kimochis in Kindergarten



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Activities:

- Bullying Awareness Week
- Pink Shirt Day - Feb. 24
- Kindness - school wide acts of kindness
- Pre- K and Kindergarten Open House
- Daily Morning Regulation
- Infusing practices and universal language of SEL programs into daily routine.
- SEL program lessons: Kimochis, Social Thinkers, Mind Up
- SEL pull out with Tier 3 student 2-3x weekly
- Seven Grandfather Teachings; Respect Visit 9-10

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)

- Check in for at risk students
Visits to classrooms every 2 weeks (Visit 11-12: Truth)

Tier 1 Supports - universal supports - MHW Coach

- Listening activities
- Being Present Practice
- Grade One - Friendship activity; how to invite others to play; kindness
- Grade Two - Social Thinkers / Social Detectives
- Grade 3 & 4 - Mind Up Curriculum lessons
- Kimochis in Kindergarten

Activities:

- St. Patrick's Day
- Infusing practices and universal language of SEL programs into daily routine.
- Beach Day/Theme Day - World Water Day Mar. 22 or Green Day on St. Patrick's
- Daily Morning Regulation
- SEL program lessons: Kimochis, Social Thinkers, Mind Up
- SEL pull out with Tier 3 student 2-3x weekly
- Visits to classrooms every 2 weeks (Visit 11-12: Truth)



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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"> • Check in for at risk students Visits to classrooms every 2 weeks (Visit 11-12: Humility)
Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none"> • Being a Leader without a Title • Grade 1 - Earth Day activity - Caring for others and our environment • Grade 2 - Social Thinkers / Social Detectives • Grade 3 & 4 - Mind Up Curriculum lessons • Kimochis in Kindergarten
Activities: <ul style="list-style-type: none"> • Infusing practices and universal language of SEL programs into daily routine. • Daily Morning Regulation • Earth Day - April 22 • Spring and new beginnings • SEL program lessons: Kimochis, Social Thinkers, Mind Up • Visits to classrooms every 2 weeks (Visit 11-12: Humility)

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 for at risk students Visits to classrooms every 2 weeks (Visit 13-14: Wisdom)
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 • Grade 1 - Spring walk; connections with nature and SEL • Grade 2 - Social Thinkers / Social Detectives • Grade 3 & 4 - Mind Up Curriculum lessons



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- Kimochis in Kindergarten

Activities:

- Hats on for Mental Health; National Child and Youth Mental Health Week
- Volunteer appreciation
- Ensure all classes have visited outdoor classroom minimum of once this year
- Infusing practices and universal language of SEL programs into daily routine.
- Daily Morning Regulation
- SEL program lessons: Kimochis, Social Thinkers, Mind Up
- Visits to classrooms every 2 weeks (Visit 13-14: Wisdom)

June

Theme - Responsible Decision Making - The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. (Such as: apply critical thinking skills inside and outside of school, reflecting on one’s role in promoting well-being in self, family and community, evaluating personal, interpersonal, community and school impacts)
CASEL

Tier 2 Supports (Counsellor)

- Check with teachers regarding course placements for individual students
- Cull counselling files and shred confidential information
- Organize and set dates for PD and other guests for next year
- Check in for at risk students
- Visits to classrooms every 2 weeks (Visit 15-16: Honesty)

Tier 1 Supports - universal supports - MHW Coach

- Post-test/Survey with staff on SEL and how we did
- K-4 SEL review and SEL celebration

Activities:

- Celebrations
- School wide celebration (possibly at outdoor classroom - hot dog roast, games, hikes, etc.).
- Infusing practices and universal language of SEL programs into daily routine.
- Daily Morning Regulation
- SEL program lessons: Kimochis, Social Thinkers, Mind Up reviews
- Visits to classrooms every 2 weeks (Visit 15-16: Honesty)

