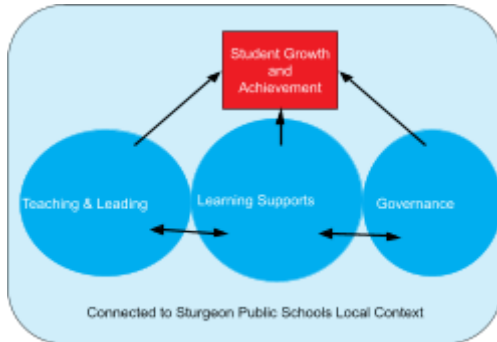




Sturgeon Public Schools: Counselling and Wellness Plan 2024-25

Vision & Mission

Sturgeon Public Schools: where, through a well-rounded education, students are motivated and supported to pursue their unique path to future success. Working together as a team of trustees, parents, community, staff and students, we create safe, respectful and collaborative learning environments where students are prepared to meet, and excel at, the challenges presented by the global community.



The priority of Sturgeon Public Schools is student achievement. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure Sturgeon Public students achieve. Each domain is interconnected and part of a complete system supporting student achievement.

Services and supports addressed within the counselling and wellness plans, fall most directly in two domains: Learning Supports and Local and Societal Context. This year many of the counselling resources and strategies are specifically directed at addressing the social emotional and mental health needs related to the pandemic.

Sturgeon Public Schools has identified the following outcomes and strategies with respect to each domain:

Learning Supports: Safe Caring, Respectful and Inclusive

Outcomes:

- Public School Communities are safe, caring, respectful and inclusive
- First Nations, Métis, and Inuit students achieve and succeed as part of a community committed to understanding foundational Indigenous perspectives and knowledge
- Partnerships with external agencies are in place and used to enhance the conditions required for student achievement

Division Strategies:

- Schools foster welcoming learning environments and implement supports for physical, social, mental and emotional wellness in students
- Schools provide diverse programming to ensure the success of all students in an inclusive learning environment
- Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge
- Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness



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Local and Societal Context: Addressing social/emotional and mental health needs 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).



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

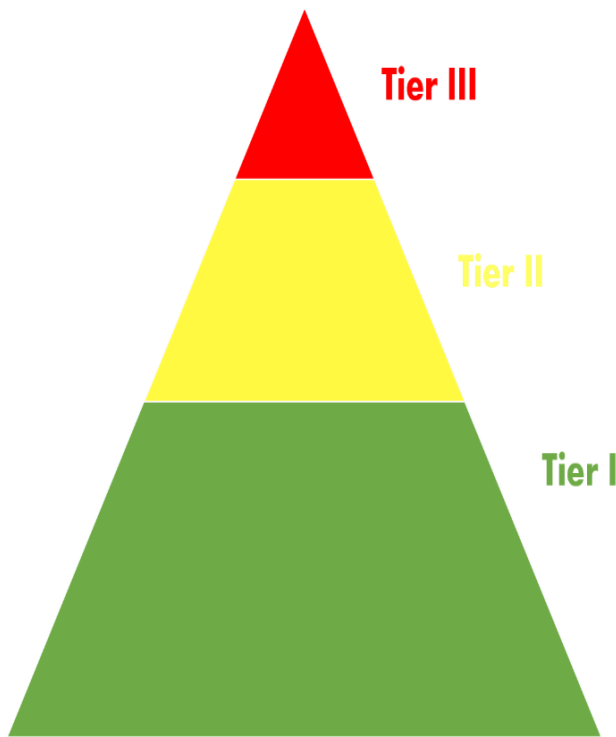


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responsibility of the entire school staff. The school counsellor takes the lead on developing the plan, coordinating services, and providing direct and indirect support to students, staff, and parents/guardians. Successful implementation of a comprehensive 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>

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



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Bon Accord Community School

Bon Accord Community School is a Pre K-4 School with approximately 215 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 learner, everyone a leader”.● 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 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 PEW ● Pre K-4 SEL (PLC) ● Webs of Support (all students connected to at least 2 adults in the building) ● Zones of Regulation ● Positive Behaviour Supports ● Safe Spaces ● Incredible Flexible You ● We Thinkers ● Social Detectives ● Kimochis ● 7 Grandfather Teachings ● 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 health and wellness ● Increased outdoor activities where possible ● Staff wellness team ● intergenerational 	<p>Focus: Provide classroom support for groups of students with greater need.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Behaviour Cohort ● Social Skill development lessons ● Specific group sessions such as morning regulation, social skills groups with Mindful Mentor. ● SEL activities such as mindful moments/meditation, sharing circles, circle of control, gratitude journals, etc. ● Literacy and numeracy intervention ● Regulation equipment - standing desks, wobble chairs/cushions, theraband, fidgets, alternative lighting ● Orientation for grade 4's transitioning to LS ● Orientation for preschool students coming to kindergarten ● Fire Prevention presentations by Sturgeon County firefighters ● Smudging, cultural teachings and story telling ● Roots of Empathy Program in grade two 	<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"> ● Collaborative Integrated Team involvement for complex needs students ● Individual School Teacher Counselling ● Inclusive Programming Coach (ABLLS) ● Occupational Therapist ● Speech Language Pathologist ● Physiotherapist ● Family Support Worker ● Registered Nurse ● Vision Consultant ● Individual Check-Ins ● Suicide Risk Assessments ● Success in School Plans ● Sensory areas ● Academic testing (Level B - WIAT III) ● Behavior Plans ● Safety plans ● IPP's ● Learning Plans ● Psychological assessments ● VTRA ● TCIS - Therapeutic Crisis Intervention in Schools



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connections with Jewel Box Seniors Centre ● community connections in various school wide activities/events/projects	classes	
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Month by Month Outline of Counseling Duties

Ongoing Monthly Counsellor:

- Introduction letter to parents and power announcements throughout the school year
- 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– collaboration and mentorship with other counsellors in the division
- Monitor student attendance/achievement/engagement
- Forward ongoing PD for professional and paraprofessional staff relating to wellness, mental health, anxiety, etc.
- Collaboration with Mindful Mentor
- 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

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.
 - 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).



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- 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
<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• Get to know the counselor whole class introductions• Connecting with returning students that have accessed supports in the past and updating information• Prepare a schedule for the Mindful Mentors program in collaboration with Mindful Mentor• Morning Regulation• Weekly meetings with school administration
Tier 1 Supports - universal supports
<ul style="list-style-type: none">• Create a list of at risk students coordinating with Mindful Mentor• Support teachers in SEL resources, lessons and activities in their classrooms• Support Positive Playgrounds at noon recess with Mindful Mentor• Updates in staff memo as necessary
Activities: <ul style="list-style-type: none">• Full day TCIS training in August for all staff• September 9 - Daily Morning Regulation Begins (Targeted Students)• September 23-27 - National Truth and Reconciliation Week• September 27 - Orange Shirt Day Recognized• Counselor introductions in classrooms• Education Planning Meeting• Learning Services Meeting• Community breakfast• Positive Playgrounds at noon recess with Mindful Mentor



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October

Theme - Self Awareness - The abilities to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts. (Such as: identifying personal, cultural assets, demonstrating honesty and integrity, experiential self-efficacy, having a growth mindset and developing a sense of purpose) CASEL

Tier 2 Supports

- Morning regulation
- Meet with at risk students
- Phone calls to any families of children seen on a regular basis and to those participating in small groups
- Posting community classes and supports for mental health
- Weekly meetings with school administration
- Theme 1 of Roots of Empathy program with grade 2 students

Tier 1 Supports - universal supports

- Support teachers in SEL lessons and activities in their classrooms
- Brainstorm ideas for theme days and events for the year to promote community connection activities
- Support Positive Playgrounds at noon recess with Mindful Mentor
- Updates in staff memo as necessary

Activities:

- October 1 - ½ hour TCIS refresher training for certified staff
- October 4 - Terry Fox Run
- October 7-11 - Read In Week
- October 10 - Fire Safety Presentations
- October 21-25 - Fill a Bucket SEL lessons with all grade levels
- October 31 - Halloween celebration and school wide breakfast in the gym
- Weekly Roots of Empathy lessons in grade two classrooms
- Morning regulation
- Weekly 30 minute small group sessions with Mindful Mentor
- Community breakfast
- Positive Playgrounds at noon recess with Mindful Mentor



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November

Theme - Self-management - The abilities to manage one’s emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations. (Such as: setting personal and collective goals, exhibiting self-discipline and self-motivation) CASEL

Tier 2 Supports
<ul style="list-style-type: none"> • Morning regulation • Meeting with at risk students • Phone calls to caregivers and parents • Present CWP at School Council and posted on the school website. • Weekly meetings with school administration • Theme 2 Roots of Empathy in grade two classes
Tier 1 Supports - universal supports
<ul style="list-style-type: none"> • Remembrance Day activities • Metis Week activities • Support teachers in SEL lessons and activities in their classrooms • Support Positive Playgrounds at noon recess with Mindful Mentor • Updates in staff memo as necessary
<p>Activities:</p> <ul style="list-style-type: none"> • Month long theme of “Fill A Bucket” to address Bullying Awareness Week (November 18-22) • November 5 - ½ hour TCIS refresher training for certified staff • November 4-8 - Metis Week • November 6-7 - Parent Teacher Interviews • November 8- Remembrance Day Ceremony • Morning regulation • Weekly Roots of Empathy lessons in grade two classrooms • Weekly 30 minute small group sessions with Mindful Mentor • Community breakfast • Positive Playgrounds at noon recess with Mindful Mentor

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



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- Morning regulation
- Meeting with at risk students
- Phone calls to caregivers and parents
- Weekly meetings with school administration
- Referrals for food bank baskets and donations to families in need
- Theme 3 Roots of Empathy in grade 2 classes

Tier 1 Supports - universal supports

- Holiday traditions with family/friends
- Self care during holidays: physical and mental health link (healthy diet, sleep, exercise, socializing with family and friends, balance)
- Review group plan and thinking of others during holiday rush
- Support Positive Playgrounds at noon recess with Mindful Mentor
- Updates in staff memo as necessary
- Support teachers in SEL lessons and activities in their classrooms

Activities:

- December 9 - 20 - Cram a Cart food bank donation challenge
- December 10 - ½ hour TCIS refresher training for certified staff
- December 16-20 - Carolling in school and community and Christmas theme days- Pajama day, Red and Green day, Silly Sweater day, concert rehearsal
- December 18 - Hot chocolate sales to raise money for Stollery Children’s Hospital
- December 19 - Christmas Concert/ Staff Christmas Dinner
- Morning regulation
- Weekly Roots of Empathy lessons in grade two classrooms
- Weekly 30 minute small group sessions with Mindful Mentor
- Community breakfast
- Positive Playgrounds at noon recess with Mindful Mentor

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

- Morning regulation
- Meeting with at risk students
- Phone calls to caregivers and parents
- Weekly meetings with school administration
- Theme 4 Roots of Empathy in grade two classes

Tier 1 Supports - universal supports

- Support teachers in SEL lessons and activities in their classrooms



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- January 27- Family Literacy Day - Bring your favourite book to school, buddy reading, assembly, Family reading time after assembly
- Support Positive Playgrounds at noon recess with Mindful Mentor
- Updates in staff memo as necessary

Activities:

- January 17 - Educational Assistants Appreciation Day Recognized
- January 27 - Family Literacy Day - Bring your favourite book to school, buddy reading, assembly, Family reading time after assembly
- Morning regulation
- Weekly Roots of Empathy lessons in grade two classrooms
- Weekly 30 minute small group sessions with Mindful Mentor
- Community breakfast
- Positive Playgrounds at noon recess with Mindful Mentor

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

- Morning regulation
- Meeting with at risk students
- Phone calls to caregivers and parents
- Weekly meeting with school administration
- Theme 5 Roots of Empathy in grade two classes

Tier 1 Supports - universal supports

- Random Acts of Kindness theme school wide with community involvement
- Support Positive Playgrounds at noon recess with Mindful Mentor
- Feb. 14 - Valentine's Day
- Feb. 26 - Pink Shirt Day
- Support teachers in SEL lessons and activities in their classrooms
- Updates in staff memo as necessary

Activities:

- Black History Month
- February 13 - ½ hour TCIS refresher training for certified staff
- February 14 - Valentine's Day
- February 16 (approx.) - 100th Day of school (Grade 1)



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- February 17 - Family Day observed
- February 26 - Pink Shirt Day - Random Acts of Kindness - community wide
- Pre- K and Kindergarten Open House
- Morning regulation
- Weekly Roots of Empathy lessons in grade two classrooms
- Positive Playgrounds at noon recess with Mindful Mentor
- Weekly 30 minute small group sessions with Mindful Mentor
- Community Breakfast

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

- Morning regulation
- Meeting with at risk students
- Phone calls to caregivers and parents
- Weekly meetings with school administration
- Theme 6 Roots of Empathy in grade two classes

Tier 1 Supports - universal supports

- March 1 - 8 - Tech free week for National Day of Unplugging
- St. Patrick's Day activities
- World Downs' Syndrome Day - mutli-colored socks school wide; morning announcement
- Updates in staff memo as necessary
- Support teachers in SEL lessons and activities in their classrooms
- Support Positive Playgrounds at noon recess with Mindful Mentor

Activities:

- March 11-14 - Substitute Appreciation Week Recognized
- March 17 - St. Patrick's Day activities in classrooms
- March 18 - ½ hour TCIS refresher training for certified staff
- March 21 - World Downs' Syndrome Day
- Other optional activities: Pi Day March 14, Mario Day on March 10
- Weekly Roots of Empathy lessons in grade two classrooms
- Weekly 30 minute small group sessions with Mindful Mentor
- Positive Playgrounds at noon recess with Mindful Mentor
- Community Breakfast



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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
<ul style="list-style-type: none">• Morning regulation• Meeting with at risk students• Phone calls to caregivers and parents• Weekly meetings with school administration• Theme 7 Roots of Empathy in grade two classes
Tier 1 Supports - universal supports
<ul style="list-style-type: none">• World Autism Day - morning announcement; wear blue in support• Earth Day activity - Caring for others and our environment• Support Positive Playgrounds at noon recess with Mindful Mentor• Updates in staff memo as necessary• Support teachers in SEL lessons and activities in their classrooms
Activities: <ul style="list-style-type: none">• April 2 - World Autism Day - morning announcement; wear blue in support• April 10 - ½ hour TCIS refresher training for certified staff• April 11 - Teal Up Day• Education Week - April 14-17 - Planned activities; community involvement / identity day• April 22 -Earth Day - connecting with the Earth/Land• April 23 - Administrative Professionals' Day Recognized• Morning regulation• Weekly Roots of Empathy lessons in grade two classrooms• Weekly 30 minute small group sessions with Mindful Mentor• Community Breakfast

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



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Tier 2 Supports

- Morning regulation
- Meeting with at risk students
- Phone calls to caregivers and parents
- Weekly meeting with school administration
- Theme 8 Roots of Empathy in grade two classes

Tier 1 Supports - universal supports

- May 7 - Hats on for Mental Health
- Mental Health Week - Hats on; Spring walk; seasonal connections with nature and SEL, review regulation strategies i.e. Mindful minutes/Calm Classrooms
- Support teachers in SEL lessons and activities in their classrooms
- Positive Playgrounds at noon recess with Mindful Mentor
- Updates in staff memo as necessary

Activities:

- May 5-9 - Mental Health Week
- May 5 - Red Dress Day
- May 5 - Bus Driver Appreciation Day Recognized
- May 7 - Hats on for Mental Health
- May 13 - ½ hour TCIS refresher training for certified staff
- TBD - Volunteer Tea
- Optional Activity - May the 4th Star wars Day
- Morning regulation
- Weekly Roots of Empathy lessons in grade two classrooms
- Weekly 30 minute small group sessions with Mindful Mentor
- Positive Playgrounds at noon recess with Mindful Mentor
- Community breakfast

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

- Check with teachers regarding transition plans for individual students
- Cull counselling files and shred confidential information
- Organize and set dates for PD and other guests for next year
- Morning regulation
- Meeting with at risk students
- Phone calls to caregivers and parents



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- Weekly meetings with school administration
- Theme 9 and Roots of Empathy celebration of learning with grade 2 and Roots families

Tier 1 Supports - universal supports

- June 2 - 6 - Pride Week activities
- Fitset Ninja - TBD
- June 21 - National Indigenous Peoples Day; celebrate June 20
- June 26 - School Awards and Play Day
- Support teachers in SEL lessons and activities in their classrooms
- Positive Playgrounds at noon recess with M&M
- Updates in staff memo as necessary

Activities:

- June 2 - 6 - Pride week - Identity Day
- June 5 - ½ hour TCIS refresher training for certified staff
- June 21 - National Indigenous Peoples Day
- FitSet Ninja - TBD
- June 26 - School wide awards day and celebration
- Daily morning regulation
- Positive Playgrounds at noon recess with Mindful Mentor
- Weekly Roots of Empathy lessons in grade two classrooms
- Community breakfast
- Staff wind up



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