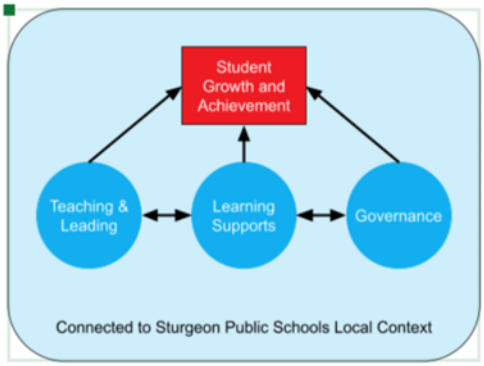
Sturgeon Public Schools: Counselling and Wellness Plan 25-26

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. 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

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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).

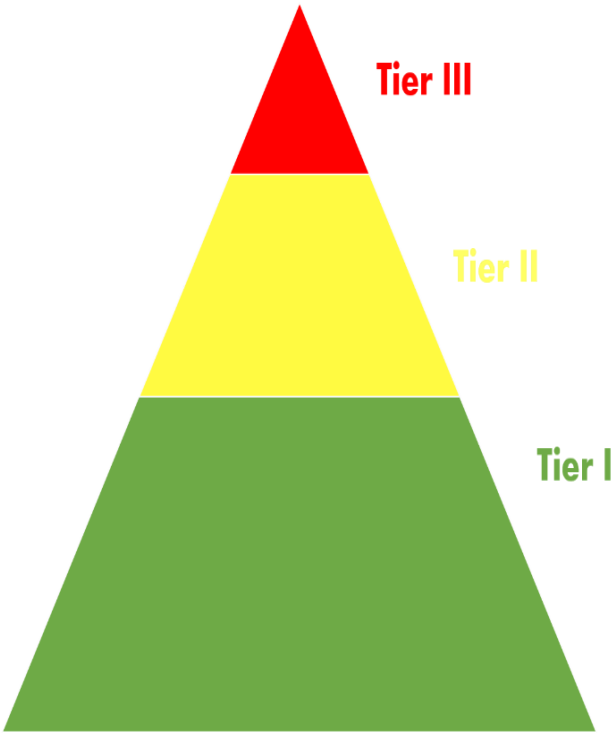


Each school has a Counselling and Wellness Plan which is developed for all students and focuses on the six dimensions of wellness. This plan provides a balanced approach, offering developmental preventative activities and learning opportunities for all students as well as appropriate and timely interventions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

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School name: Legal Public School

Brief description: Legal Public School is a Pre K-6 school with 22 students. At LPS we are committed to ensuring we are meeting the needs of our students academically as well as socially and emotionally. We strive to enhance education through a community related curriculum with parental involvement showing a caring and compassionate commitment to our students.

SUPPORTS/INTERVENTIONS

Universal	Targeted	Individualized/Intensive
Focus: Ensure a school that feels physically and emotionally safe. Overall Student anxiety related to school can be lessened through creating clear structures, routines and expectations, which are communicated in positive ways. **Examples:** ● K-6 Health and Life Skills ● K-6 Physical Education ● Zones of Regulation ● Neurosequential Model of Education (NME) ● SEL Lessons ● Mental Health and Wellness Lessons ● Mindfulness ● Positive Behaviour Supports ● Increased outdoor activities where possible ● Awareness Events ● Safe Spaces and sensory rooms ● Positively phrased/ developmentally appropriate signage for students identifying “Safe” practices for health	**Focus:** Provide classroom support for groups of students with greater need. **Examples:** ● Grade 6 and ECS transition planning ● Orientation for grade 6 and kindergarten ● Regulation Equipment: standing desks, wiggle seats, theraband, fidgets, alternative lighting, etc… ● Positive Play - recess incentive ● Sensory Room ● Collaborative Problem Solving ● Learning Support Lead ● Counsellor ● Child and Youth Care workers	**Focus:** Support and refer to other agencies students with more specific and intensive needs. **Examples:** ● Individual Check-Ins with students and families ● Complex Services Team involvement for complex needs students ● Referral and connection with AHS Mental Health Services and Children’s Services ● Division Social Worker ● VTRA trained staff ● Sensory Room ● Academic Testing (Level B - WIAT III) ● Behaviour, Medical, and Safety Plans ● IPPs and LPs

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

1. School Website - Jan. 30th
2. School Council
3. Staff Meetings as regular updates
4. School Newsletter

Month by Month Outline of Counselling Duties

Ongoing Monthly Counsellor:

- Staff meeting reports/presentations
- 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 and coaches in the division
- Monitor student attendance/achievement/engagement

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
    - Share and collaborate to inspire a shared vision with staff in creating a culture of wellness
    - Collaborative teacher meetings discussing at-risk students
    - Connect with parents of at-risk students to ensure their worries/concerns are heard

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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

• Collaborative teacher meetings to discuss:
  ◦ Whole class needs to determine an appropriate target intervention
  ◦ discuss at-risk students
• Student timetable changes
• Meet with students new to the school and community and connect with a student ambassador
• Review incoming student files and connect with previous school teams
• Connecting with returning students that have accessed Supports
• In Collaboration with LSL, review all coded kids, discussing current class placements and needs moving forward
• Connecting with returning students that have accessed supports
• Identify potential students to participate in SPARK
• Collaborative conversations with teachers about communication and documentation for potential SPARK students

Activities: -September 30th - National Day for Truth and Reconciliation/Truth and Reconciliation Week -Terry Fox Run - Grief and Loss for the school - x- country running club - and division meet - Orange shirt day - NTRD Activities Sept 29th

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
• Consult staff regarding appropriate student placements • In collaboration with Learning Support Lead (LSL):   o IPP/LP/Behaviour/Safety Plan collaboration meetings • Begin preparation for Success in School meetings if needed • Check in with at-risk students • Positive Playground planning • Stakeholder meetings
Activities:

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
• Motivational Interviewing and scaling with individuals or classes • Parent/Teacher Interviews • Values sorting with classes or individuals • Check in with at-risk students • Positive Playground planning and monitoring • Stakeholder meetings
Activities: Metis Week Bullying Awareness and Prevention Week

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

Tier 2 Supports
• Check-ins with students in need • Goal setting • Solution focussed discussions • Positive Playground planning and monitoring • Stakeholder meetings
Activities: Human Rights Day International Day of Persons with Disabilities Theme Days - Hat day, sweater day, sock day House league team activities - Career Dress Day, Market/ Carnival Day

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

- Check-ins with students in need
- Railway Safety Lessons
- Positive Playground planning and monitoring
- Stakeholder meetings

Activities:
No Name Calling Week
National Ribbon Skirt Day

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

- Impulse Control with those students needing this in Tier 2
- Thoughts - Visualize - Actions and how Pause can assist
- Goal setting
- Check in for at risk students
- Safety on the internet lessons
- Positive Playground planning and monitoring
- Stakeholder meetings
- In collaboration with Learning Support Lead (LSL):
    - IPP/LP/Behaviour/Safety plan update meetings

Activities:
Pink Shirt Day
Safer Internet Day
National Counselling Week
Black History Month

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

- Accommodations and Exemptions list for PAT's/DIP's
- Goal setting
- Check in for at risk students
- Parent/Teacher Interviews

• Positive Playground planning and monitoring • Stakeholder meetings
Activities: Substitute Appreciation Week National SEL Day National Day of Unplugging National Social Work Day

April

Theme - Relationship Skills - The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. (Such as: teamwork and collaborative problem solving, resisting negative social pressure, leadership, offering support) CASEL

Tier 2 Supports
• Goal setting • Check in for at risk students • Positive Playground planning and monitoring • Stakeholder meetings
Activities: World Health Day Military Child Appreciation Day - Teal Up Day (active members) Month of the Military Child World Book Day Administrative Professionals' Day Earth Day World Autism Day National Volunteer Week

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

Tier 2 Supports
• Check in with students coping with anxiety in preparation for PAT's/DIP's and final exams • Goal setting • Check in for at risk students • Positive Playground planning and monitoring • Stakeholder meetings • In collaboration with Learning Support Lead (LSL):

▪ IPP/LP/Behaviour/Safety plan update meetings
Activities: Hats on for Mental Health Day Volunteer Appreciation Education Week Red Dress Day Moose Hide Campaign Bike Rodeo Bus Driver Appreciation Day

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 next year placements/programming for individual students • Organize and set dates for PD and other guests for next year if needed • Goal setting • Check in for at risk student • With the Team, transition plan for at-risk students • Positive Playground planning and monitoring • Stakeholder meetings
Activities: National Indigenous Day/Month Pride Week Celebrations and wrap-ups (awards) Family Fun events and end-of-school-year celebrations