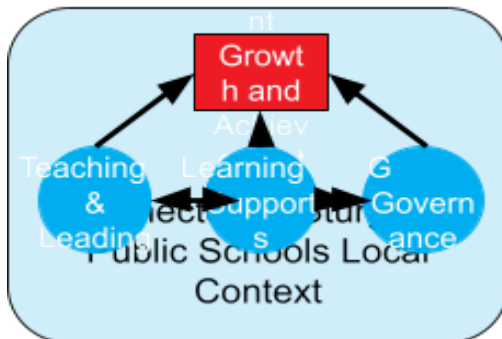




Sturgeon Public Schools: Counselling and Wellness Plan 2024-25

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

Services and supports addressed within the counselling and wellness plans, fall most directly in two domains: Learning Supports and Local and Societal Context.

Many of the counselling resources and strategies are specifically directed at addressing the social emotional and mental health needs of our students.

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

Learning Supports: Safe Caring, Respectful and Inclusive

Outcomes:

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

Division Strategies:

- Schools foster welcoming learning environments and implement supports for physical, social, mental and emotional wellness in students
- Schools provide diverse programming to ensure the success of all students in an inclusive learning environment
- Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge



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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

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).



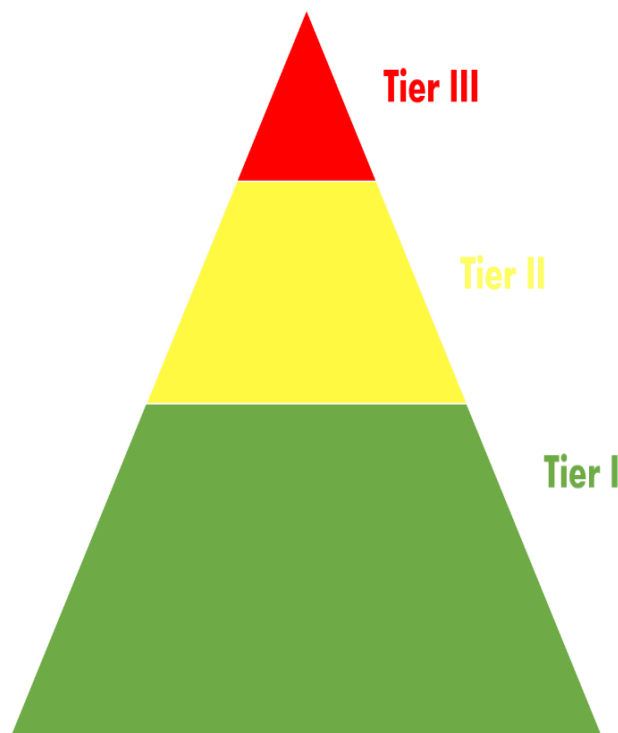


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Each school has a Counselling and Wellness Plan which is developed for all students and focuses on the six dimensions of wellness. This plan provides a balanced approach, offering developmental preventative activities and learning opportunities for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



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School name: Gibbons School

Brief description: Gibbons School is located in the town of Gibbons and has ~280 students from Gibbons and the surrounding area in grades 5-9. Gibbons School's mission is to work cooperatively with parents, students and staff to provide a safe and caring learning environment. Our belief is that through the creation of a positive learning environment students will gain self-esteem and be provided the opportunity to:

- Realise their full potential (intellectually, socially, physically, artistically & emotionally).
- Become productive life-long learners and citizens.
- Develop their unique strengths and celebrate individual differences.
- Foster respect for self and others.

SUPPORTS/INTERVENTIONS

Below is a list of examples of supports that Gibbons School provides. This is not an exhaustive list but a general list of supports meant to guide the school and the community about the ways in which we support our children. Please treat this plan as a working document that we can edit and change together as a community to serve our kids current needs.

From time to time the school may send out surveys for students and/or parents to complete to help direct the focus of supports for the year and/or next year.



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Universal	Targeted	Individualized/ Intensive
<p><u>Focus:</u> Ensure a school that feels physically and emotionally safe. Overall student anxiety related to returning to school can be lessened through creating clear structures, routines and expectations, which are communicated in positive ways.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> ● Increased outdoor activities where possible ● Outside recesses (weather permitting) ● Options/CTF courses ● Regulation equipment - exs. standing desks, rocking chairs ● Awareness events - Pink Shirt Day, Orange Shirt Day, Week of Kindness, etc ● Positive Behaviour Supports ● Power Announcement / Newsletter / Facebook page to share events with parents/guardians and community ● Health classes: Knowing Yourself Surveys (7-9 – in myBlueprint, 5-6 alternative site) - geared to learning styles, motivations, interests ● Career Fair approximately every 2 years ● TCIS (Therapeutic Crisis Intervention in Schools) – division approach to the therapeutic model of support ● Smudging offered ● Drop in Yoga @ lunch recesses 	<p><u>Focus:</u> Provide classroom support for groups of students with greater need.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> ● Skills (Gr. 7-9) ● Take Your Kids to Work Day (Gr. 9) ● High school planning (Gr. 9) - ex. myBlueprint, SCHS meetings, SCHS tour ● Elementary Orientation (Gr. 5) ● Mindful Mentor support - small group pull out, for students who need more targeted/directed support regarding academic help or SEL support ● Safe Spaces - student choice 	<p><u>Focus:</u> Support and refer to other agencies students with more specific and intensive needs.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> ● Periodic 1-1 counselling / check-ins with counsellor when there is an acute crisis or issue ● Periodic peer support counselling with counsellor - peers as identified by student(s) ● Referrals to outside sources when more medium-long term or intensive support is needed. This includes: <ul style="list-style-type: none"> ○ Family Support/Division Social Worker ○ Learning Services Team involvement for complex student needs ○ AHS Mental Health Services ○ PCN or other outside counselling ● Suicide Risk Assessments ● Academic testing (Level B - WIAT III) ● Restorative Practices & Restitution (Collaborative Problem Solving) ● TCIS – LSIs (Life Space Interviews) as needed



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

1. School Website
2. School Council
3. Staff Meetings as regular updates
4. School Newsletter

Month by Month Outline of Counselling Duties

Ongoing Monthly Counsellor:

- Staff meetings - updates
- Individual counselling
- Ongoing updates and collaboration with administration
- Attend counsellor meetings – collaboration and mentorship with other counsellors
- Look into student achievement/engagement when concerns are brought forward
- Provide high school and post secondary information (gr9)
- At risk meetings with Elementary and Junior High
- TCIS support and training for staff
- Continue/establish, create opportunities where students feel a sense of belonging and connection
- Collaboration and support with our Mindful Mentor - student referrals, classroom requests, whole school needs, SEL groups

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 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:
 - LSL - Support transition between teachers for students with diverse learning needs
 - LSL - New student intakes
 - LSL & Counsellor - 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 (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 ● When needed, meet with students new to the school and community ● Review incoming student cumulative files (LSL) ● Connecting with returning students that have accessed supports
Tier 1 Supports - universal supports
<ul style="list-style-type: none"> ● offered to go to Grade 5 classes to share the Smudging Powerpoint, all other grades completed last year. ● Health teachers encouraged to use MyBlueprint (7-9), how to study.com (5-6) surveys/assessments (learning styles, personalities, etc) ● Mindful Mentor schedule ● Whole school Saffron presentations - booked
Activities: September 30th - National Day for Truth and Reconciliation

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, experience self-efficacy, having a growth mindset and developing a sense of purpose) CASEL

Tier 2 Supports (Counsellor)
<ul style="list-style-type: none"> ● In collaboration with Learning Support Lead (LSL): <ul style="list-style-type: none"> ◦ IPP/LP/BP collaboration support ● Coordinate Skills Alberta field trip for May
Tier 1 Supports - universal supports
<ul style="list-style-type: none"> ● Mindful Mentor schedule - review
Activities: Halloween - elem and junior high activities



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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 (Counsellor)
<ul style="list-style-type: none"> Organize Teacher/admin referrals for group(s) that need to work on conflict resolution, restorative justice, empathy – SEL groups
Tier 1 Supports - universal supports
<ul style="list-style-type: none"> Health teachers encourage to use AHS and RCMP health lessons in health classes (Junior high) Start of Saffron Presentations (Nov and March) - Internet Safety Essentials 5-9; as well as Gr5s: The Basics: My Body, My Boundaries; Gr7s: Preventing Technology-Facilitated Sexual Violence*, Healthy Relationships 101*, Navigating Difficult Relationships*, Gr8s and 9s: Level 1: Sexual Harassment: Practical Skills and Strategies for Intervention*, Level 2: Understanding Sexual Assault*, Learning About Trauma
Activities:
<ul style="list-style-type: none"> Take Our Kids to Work Day first week of Nov (Grade 9)

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 (Counsellor)
<ul style="list-style-type: none"> Check in for at risk students Time Management sessions for students falling behind Get parent/guardian consent and plan SEL groups
Tier 1 Supports - universal supports
<ul style="list-style-type: none"> Christmas afternoon last day before break

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"> • Mindful Mentor to start planning SEL groups with my support
Tier 1 Supports - universal supports
<ul style="list-style-type: none"> • SEL groups
Activities: <ul style="list-style-type: none"> • Bell Let's Talk 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 (Counsellor)
<ul style="list-style-type: none"> • offer to come to classes to present on Equity vs Equality to support understanding and empathy
Tier 1 Supports - universal supports
<ul style="list-style-type: none"> • Gr 9 - High School visit and planning • SEL groups
Activities: <ul style="list-style-type: none"> • Kindness Week - Pink Shirt Day and Palentines - Safe Spaces planning • Grade 9 orientations from feeder schools to the high school • Open house for students and parents at SCHS

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)
<ul style="list-style-type: none"> • Support/advocate for any students requiring Accommodations and/or Exemptions for PATs for acute issues.



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<ul style="list-style-type: none"> ● Inform students of summer school and summer camps, jobs and other opportunities ● Course selection planning for next year with Gr 9s
Tier 1 Supports - universal supports
<ul style="list-style-type: none"> ● SEL groups ● Saffron presentations finish up this month (2 dates)
Activities:

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"> ● wrap up and reflection with M&M re: SEL groups ● continue with regular monthly supports
Tier 1 Supports - universal supports
<ul style="list-style-type: none"> ● staff can reflect with classes on this years Saffron Presentations -
Activities:

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 (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
<ul style="list-style-type: none"> ● junior high - Skills Canada
Activities:
<ul style="list-style-type: none"> ● Hats on for Mental Health ● Skills Canada for Grade 9 students



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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)
<ul style="list-style-type: none">● Check with teachers regarding course placements for individual students● Final high school preparation for grade 9 students● Cull counselling files and shred confidential information● Organize and set dates for PD and other guests for next year
Tier 1 Supports - universal supports
<ul style="list-style-type: none">● M&M classroom support - mindful & regulation ideas/strategies for writing tests
Activities: