



## Sturgeon Heights School Counselling and Wellness Plan

### Vision & Mission

Sturgeon School Division: 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.

### Values

- Excellence in teaching: We know that magic can happen when students are engaged, excited and feel connected to their learning and their teachers.
- Shared responsibility: We all have an important part to play in the education process. Working together, we strive for excellence so we can build a stronger future for us all.
- Mutual respect: Students, staff and parents all deserve to be treated with respect. By fostering reciprocal respect within our system, we will all be able to reach our full potential.
- Belonging: Students must be able to learn in healthy environments where they feel safe; have strong connections; are free from bullying; and where their physical, intellectual and emotional needs are met. We are a school division and a family.
- Learning choices: One size does not fit all. We recognize that to prepare students for their futures, we must meet their diverse needs along the way.
- Communication: To do the challenging work of educating the next generation, we must keep the communication channels open. We value open, honest and timely communications.

### Goals

#### Goal 1: High Quality Teaching and Learning for All Students

Student achievement and success are foundational to Sturgeon Public School Division. We embrace the diversity of our learners and build engaging learning environments aimed to meet the learning needs of all of our students. Quality teaching practices align curricular outcomes with quality assessments and accurate reporting that result in excellent educational experiences for all of our students. Our learning environments are engaging, inclusive, supportive and focused on success for every student.

#### Goal 2: Safe, Caring, and Inclusive Learning Environments

Sturgeon Public School Division is an inclusive organization where every person is valued, accepted and belongs. Every student has a valuable contribution to make to our schools. Our learning environments are collaborative and respectful, where the physical environment promotes a variety of learning styles and approaches. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it. Every student, no matter their ability, language, cultural background, gender, or sexual orientation makes a meaningful contribution to our communities.

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### Goal 3: A Culture of Mental, Emotional, Social and Physical Wellness

Sturgeon Public School Division believes in the development of the whole child and is highly committed to our students' wellness. We recognize that a child's development depends on a community approach where there is opportunity for students to connect with peers, adults and community organizations that will promote their well-being and development as contributing citizens. We believe that student success is closely linked to student well-being and the development of mental, emotional, social and physical assets that build resiliency.

Sturgeon Public School Division embraces the national Comprehensive School Health 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 that 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).





## Sturgeon Heights School Counselling and Wellness Plan

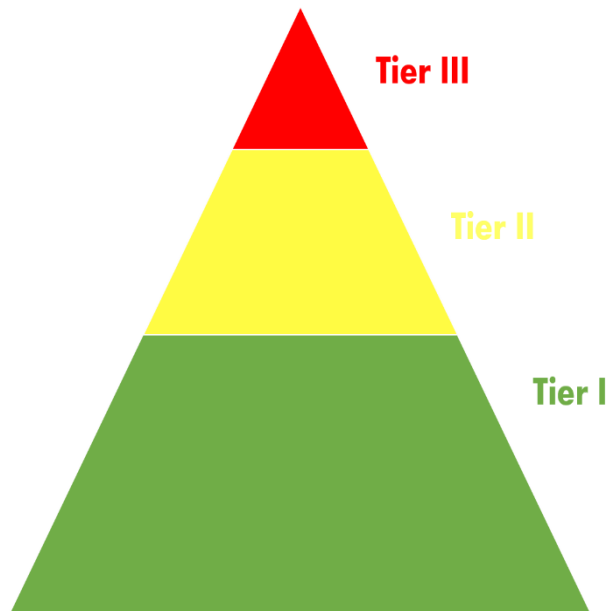
Each school has a Counselling and Wellness Plan which is developed for all students and focuses on the six dimensions of wellness. This plan provides a balanced approach, offering developmental, preventative activities to all students as well as appropriate and timely interventions for individual students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

<https://docs.google.com/document/d/15Z7ru6uDWci2eiClrsdFP3G6UmCRDEAWiB6b0zjTVZM/edit>



**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.

- Supplemental interventions for students at high risk.
- Assessment based

**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.

- Supplemental interventions for students with some risk.
- Small group intervention
- Some individualized intervention

**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.

- Standards - aligned instruction for all students.
- Focus is on differentiation and broad-based strategies to benefit all children and youth.
- Regular core classroom instruction
- Preventative, proactive



## Sturgeon Heights School Counselling and Wellness Plan

Sturgeon Heights School is located in St. Albert, AB. At our school we have 486 students from Pre-School - Grade 9.

Our vision at Sturgeon Heights School is that students are engaged in learning and supported to become ethical and informed citizens of tomorrow. With a passion for excellence, we work together to inspire, learn and achieve, while modeling respect for all learners in a safe and caring school community that puts the student first.

### Values

Citizenship: We understand and model the importance of positive relationships, greater self-discipline and active citizenship. We believe in the development of character, integrity, honesty, compassion and fairness.

Environment as teacher: Our classrooms are exciting and stimulating environments for learning. We use innovative and research-based methods of teaching that are student-centered and promote lifelong learning.

Student Voice: We value the unique abilities and gifts our students bring to the classroom. Programming is adaptive and inclusive and helps all our students contribute to our school and shape their own learning.

Assessment: Regular and ongoing feedback helps everyone. We believe feedback should be specific, informative and delivered in positive language that identifies areas of growth and encourages all students to strive for personal success.

Being active: All staff and students are physically active every school day. Activities are designed to build skills, positive character and contribute to an active and healthy lifestyle.

Leadership: Building leadership capacity is critical for a positive and productive culture of learning. We cultivate leadership in staff, students and parents for the good of the individual, the school and the community

### SUPPORTS / INTERVENTIONS

Universal	Targeted	Individualized/ Intensive
<p>Examples:</p> <ul style="list-style-type: none"> <li>● Health and Life Skills Physical Education K-9</li> <li>● Physical Education K-9</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>● Collaborative Problem-Solving</li> <li>● Small group counselling related to a certain</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>● Support from teachers and support staff</li> <li>● SLP/IPP</li> </ul>



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<ul style="list-style-type: none"> <li>● Character Education Gr. 1-6: Promoting a climate of respect for self and others, civic responsibility, healthy attitudes and a commitment to lifelong learning.</li> <li>● Lunch/Afterschool Clubs             <ul style="list-style-type: none"> <li>○ Volleyball</li> <li>○ Basketball</li> <li>○ Badminton</li> <li>○ Running Club</li> <li>○ Intramurals</li> <li>○ Musical Theatre</li> <li>○ Choir</li> <li>○ Lego Club</li> </ul> </li> <li>● Cross-Graded activities</li> <li>● Guided reading Gr. 1-6</li> <li>● Positive Playgrounds Gr. 1-3</li> <li>● Academic Skill Builders Option Gr. 7-9</li> <li>● Leadership option - Gr. 7-9</li> <li>● Homework room Gr. 7-9</li> <li>● Career Fairs - Gr. 7-9</li> <li>● Health Champions/Healthy Schools Team</li> <li>● Healthy Interactions Communication Model</li> </ul>	<p style="text-align: center;">concern</p> <ul style="list-style-type: none"> <li>● Zones of Regulation</li> <li>● Social Thinkers curriculum (Gr. 1)</li> <li>● Girls/Boys group for Elementary and Junior High</li> <li>● Literacy support teacher</li> <li>● Topic specific guest speakers</li> <li>● Groups provided from the St. Albert Family Resource Center</li> <li>● DARE Gr. 6</li> <li>● PARTY Program Gr. 9</li> </ul>	<ul style="list-style-type: none"> <li>● Derek Peterson - Webs of Support</li> <li>● Individual Check-Ins</li> <li>● Individual Guidance Counselling</li> <li>● Individual Assessments (WIAT-III)</li> <li>● Suicide Risk Assessments</li> <li>● Family Support Worker</li> <li>● Visits and intervention from consultants (Occupational Therapist, Physiotherapist, Speech Language Pathologist, Psychologist, Deaf and Hard of Hearing Consultant)</li> <li>● Addictions Counsellor</li> <li>● AHS Mental Health Services</li> <li>● School Based Mental Health Therapist</li> </ul>
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<ul style="list-style-type: none"><li>● Neurosequential Model in Education (NME)</li><li>● Derek Peterson - Webs of Support</li><li>● Positive Behaviour Supports</li><li>● Mindfulness Gr. 1-9</li><li>● Zones of Regulation</li><li>● Safe Space team leads</li><li>● Safe Space as identified by the Safe Space sticker</li><li>● Gender Neutral Washroom</li><li>● Incredible Flexible You</li><li>● Sensory Room</li><li>● Social Detectives</li><li>● Don't Walk in the Hallway program</li><li>● BOKS (Build Our Kids Success)</li><li>● Saffron Group presentations (Digital Citizenship, Positive Relationships) Gr. 5-9</li><li>● Dare to Care (Anti-Bullying program) Gr. K-9</li><li>● Digital Citizenship programming Gr. 1-9</li></ul>		
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## Sturgeon Heights School Counselling and Wellness Plan

### **Communication Plan:**

Students - CWP and counsellor role will be communicated to the student through classroom visits.

Staff - CWP will be communicated to staff through staff meetings, individual visits and email.

Families - CWP will be communicated to Sturgeon Heights families through School Council Meetings.

School Board- CWP will be communicated through our Trustee.

Community - CWP will be posted on our school website.

### **Month by Month Outline of Counselling Duties**

#### **Ongoing Monthly Duties**

- Monthly newsletter submission
- Staff meeting reports
- Individual counselling
- Check ins with staff
- Counselling notice board updates
- Forwarding ongoing PD for professional and paraprofessional staff relating to wellness, mental health, anxiety etc...
- Represent counselling on the school leadership team – ongoing updates and collaboration with administrators
- Attend monthly counsellor meetings – collaboration and mentorship with other counsellors in the division
- Monitor student attendance/achievement

#### **August**

- In collaboration with Learning Support Lead (LSL):
  - begin consultant referral process for students with diverse learning needs
  - plan for educational assistant time in classrooms requiring additional support
  - review psycho-ed reports for following year and provide summary reports to teachers
- New student intakes
- Review current student CUM files
- Review proposed timetable and class lists for upcoming school year including course changes
- Collaborative teacher meetings discussing at-risk students
- Registration and timetable / program changes

#### **September**

- Collaborative teacher meetings discussing at-risk students
- Introduction of guidance counselling program to students
- Student timetable changes
- Meet with students new to the school and community
- Review incoming student cumulative files
- Orange Shirt Day



## Sturgeon Heights School Counselling and Wellness Plan

### October

- Consult staff regarding appropriate student placements
- In collaboration with Learning Support Lead (LSL):
  - IPP collaboration meetings

### November

- Junior / Senior High
  - Agricom Career Fair for grade 9 students
  - Career Exposition (every year at SCHS)
  - Career Clicks presentation for Grade 9
  - Take Our Kids to Work Day first week of Nov (Grade 9)
- ATA Council of School Counsellors Conference
- Bullying Awareness Week

### December

- Check in for at risk students
- Follow-up to parents/guardians of students with diverse learning needs

### January

- Shaping the Future Conference

### February

- Attend counselling sessions at teachers convention (look at presenting sessions on Mental Health and Grief Counselling)
- Individual High School planning meetings for Grade 9 students
- Pink Shirt Day

### March

- Accommodations and Exemptions list for PAT's/DIP's
- Course selection planning for next year
- Inform students of summer school and summer camps, jobs and other opportunities
- Ongoing postsecondary preparation for students (Grade 12)
- Provide postsecondary and scholarship information (ongoing)

### April

- Grade 9 orientations from feeder schools to the high school
- Skills Canada for Grade 9 students

### May

- Hats on for Mental Health
- Open house for students and parents at SCHS
- Complete accommodations list for final exams
- Check in with students coping with anxiety in preparation for PAT's/DIP's and final exams

### June

- Check with teachers regarding course placements for individual students
- Begin balancing class sizes for next year
- Final high school preparation for grade 9 students
- Cull cumulative files moving to SCHS
- Transfer grade 9 IPP's to SCHS
- Cull counselling files and shred confidential information
- Organize and set dates for PD and other guests for next year