

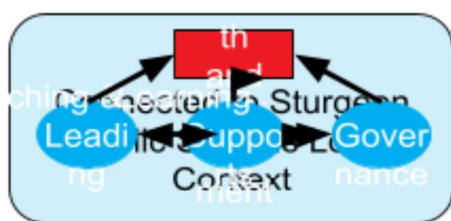


## Sturgeon Public Schools: Counselling and Wellness Plan

22-23

### Sturgeon 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
- 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



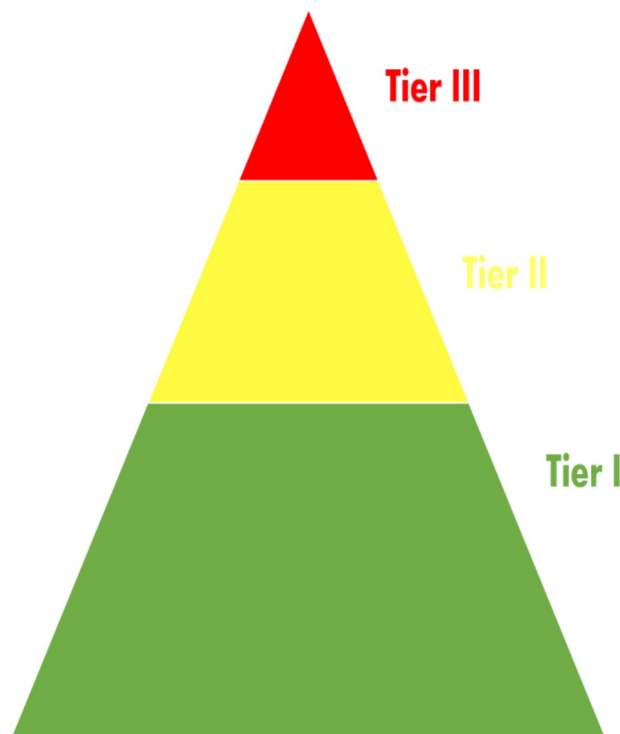
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on developing the plan, coordinating services, and providing direct and indirect support to students, staff, and parents/guardians. Successful implementation of a comprehensive Counselling and Wellness Plan positively impacts student outcomes in the 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:** Sturgeon Composite High School

**Brief description:**

Sturgeon Composite High School is the largest rural high school in Alberta with over 800 students in grades 10-12. The school, in an inclusive environment, provides strong academics (including K&E and Specialized Programming), CTS and fine arts programming. The school is supported by two full-time Counsellors, a full time K&E Lead/Learning Support Lead, part time Off Campus Coordinator, part time Indigenous Success Coach, two Vice Principals, Principal, and a part time Mental Health and Wellness Coach. There is access to a mobile addictions counsellor through AHS and also a Social Worker through referrals. Sturgeon Public School Division consultants including professional services provide support to both students and families as needed. Sturgeon Composite High School provides opportunities for students to prepare for future endeavours and life-long learning. We strive for excellence and student engagement. Our environment is caring, cooperative, innovative, and sensitive to the needs and interests of students, staff, and parents. Together we will help enable our students to be engaged learners who become ethical citizens with an entrepreneurial spirit. Sturgeon Composite High School offers both school and community-based educational opportunities in order to keep pace with an ever-changing world. We encourage our students to be individuals who: ➤ Achieve a high personal standard ➤ Have pride in their school ➤ Have a high level of self-esteem and are capable of influencing their own destinies ➤ Have effective communication skills ➤ Are creative critical thinkers and problem-solvers ➤ Are responsible citizens, with tolerance and respect for others.





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### SUPPORTS/INTERVENTIONS

Universal	Targeted	Individualized/ Intensive
<p><b><u>Focus:</u></b> 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><b><u>Examples:</u></b></p> <ul style="list-style-type: none"> <li>• Career and Life Management</li> <li>• My Blueprint</li> <li>• Health and Wellness Coach</li> <li>• RCMP and Alberta Health Services presentations</li> <li>• Webs of Support</li> <li>• NME</li> <li>• ELAA Post-Secondary Event</li> <li>• Positive Behaviour Supports</li> <li>• Mindfulness</li> <li>• Career Fairs, Work Experience and RAP</li> <li>• Safe Space</li> <li>• Lunch/Afterschool Clubs ie.. CUBE, Table Top Club</li> <li>• Focussed, Professional Presentations and School Event in Coordination with Leadership</li> <li>• Student Recognition through Awards Nights and Scholarships</li> <li>• Art classes - orange shirt day projects and awareness activity. (Leadership)</li> <li>• Pink Shirt Kindness day activities. - Feb (Leadership).</li> <li>• Distracted driving presentation.</li> </ul>	<p><b><u>Focus:</u></b> Provide classroom support for groups of students with greater need.</p> <p><b><u>Examples:</u></b></p> <ul style="list-style-type: none"> <li>• Collaborative Problem-Solving</li> <li>• Grade Level Assemblies</li> <li>• Welcome Week Activities</li> <li>• Grade 12 Classroom Visits in the Fall and Spring for Graduation, Scholarships, Post-Secondary, etc.</li> <li>• Safe Grad Presentations</li> <li>• RCMP, Military, Fire Dept. and Apprenticeship Presentations and Opportunities</li> <li>• Indigenous Success Coach</li> <li>• Grade Nine Tour Day and Open House</li> <li>• Registration Visits to Feeder Schools with Individual Students and Parents/Guardians</li> <li>• Case Conferences</li> <li>• Success in Schools with Children's Services</li> <li>• Coordination and Provision of Lunches for Needy Students</li> <li>• Career Fair - Alexander First nation Kiphotakaw</li> <li>• Opportunities with Bold Eagle, RCMP camp, Jasper leadership and Rotary trips. (postponed due Covid)</li> <li>• Blanket Exercises for all grade 10s.</li> <li>• Saffron Presentation to all grade 10s.</li> <li>• K &amp; E Programming</li> </ul>	<p><b><u>Focus:</u></b> Support and refer to other agencies students with more specific and intensive needs.</p> <p><b><u>Examples:</u></b></p> <ul style="list-style-type: none"> <li>• Family Support Worker Referrals</li> <li>• Addictions Counsellor</li> <li>• Individual Check-Ins</li> <li>• Suicide Risk Assessments</li> <li>• Individual Guidance Counselling</li> <li>• Attendance Checks and Interventions</li> <li>• Monitoring of Student Progress Two to Three Times/Semester</li> <li>• Career and Post-Secondary Counselling</li> <li>• Post-High School Transition Counselling</li> <li>• High School Diploma Tracking and Support</li> <li>• Out-of-Province and Out-of-Country Documentation Review</li> <li>• One-On-One and Onsite Workplace Supervision and Monitoring (admin.)</li> <li>• Coordinate Family, Student, Teachers, Support Staff and Targeted Professional Supports</li> <li>• Establishing positive relationships with parents / students</li> <li>• IPPs/SLPs/Behaviour Plans/Safety Plans</li> <li>• Specialized Programming</li> <li>• Level B Assessment - WIAT III</li> </ul>



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<ul style="list-style-type: none"> <li>• School Resource Officer (SRO) two days a week</li> <li>• Truth and Reconciliation week activities.</li> <li>• Increased outdoor activities where possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted Groups ie. Anxiety Groups</li> <li>• Off Campus Coordinator</li> <li>• Variety of Sports Teams</li> </ul>	<ul style="list-style-type: none"> <li>• Psychoeducational Testing</li> <li>• VTRA Trained Counsellors and Administration</li> </ul>
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### Communication plan: How will the Counselling and Wellness Plan be shared with our community? (Students, Staff, Parents)

1. School Website, Staff Shared Drive, and Counsellor Shared Drive - Nov. 1, 2022
2. School Council - Nov. 15, 2022
3. Staff Meetings as regular updates
4. School Newsletter
5. Homeroom/1st Block teachers - monthly activities/group sessions

### Month by Month Outline of Counselling Duties

#### Ongoing Monthly Counsellor:

- Monthly newsletter submission re. Scholarships, etc.
- Weekly meetings with administration
- Staff meeting reports
- Individual counselling including check-ins with at-risk students
- Transition and make referrals to appropriate outside supports - i.e. AHS, Addictions, psychologists etc. (LSL and Counsellors)
- Check ins with staff (ongoing collaboration about students)
- Counselling notice board updates
- Forwarding ongoing PD for professional and paraprofessional staff relating to wellness, mental health, anxiety etc...
- Attend counsellor meetings – collaboration and mentorship with other counsellors in the division
- Monitor student attendance/achievement
- Ongoing credit checks and grad checks (Grad participation checks and parent/ guardian contact)
- Achievement and attendance checks for all students
- Scholarship, post-secondary and career counselling
- Awards
- Ongoing inservices re: anxiety prior to each set of final exams.
- Google Meets and phone calls with parents and students as required.
- Supports and communication through Counselling Google Classroom ie. Grade 12 Grad Google Classroom
- In collaborations with the LSL - Inclusion/Accommodation meetings with staff, students and parents as well as any other people that should be involved ie. Caseworker



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- o WIATS, WISC referrals, Referrals to CST, support to GOALS staff and students, application for Diploma and PAT accommodations
- Success In School meetings (LSL)
- Vision consultant, PT, OT and any other ILC referrals. (LSL)

### 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
- Create opportunities within classrooms and schoolwide for students to learn, practice and reflect on SEL
- Attend MHW coaches meetings/counsellor meetings and continue to collaborate and mentorship with other MHW coaches and counsellors in the division
- DATA collection - Report with anecdotal feedback, 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.

### Month to Month Planning

#### August - early September

- Do an environmental scan of the school to:
  - o Ensure signage for health and safety is positively framed and developmentally appropriate
  - o Support teachers in creating visuals that personally welcome students back into the school building.
  - o Support the development of very clear guidelines for routine and create a structured plan to communicate this plan for all students
- In collaboration with School Based Teams and Learning Support Lead (LSL):
  - o begin consultant referral process for students with diverse learning needs
  - o 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





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- Registration and timetable / program changes
- Timetable checks for all students re: balance, required courses, prerequisites and eligible spares.
- 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"> <li>• Collaborative teacher meetings to discuss:             <ul style="list-style-type: none"> <li>◦ Whole class needs to determine an appropriate target intervention</li> <li>◦ discussing at-risk students</li> </ul> </li> <li>• Student timetable changes</li> <li>• Meet with students new to the school and community and connect with a student ambassador</li> <li>• Review incoming student cumulative files</li> <li>• Connecting with returning students that have accessed Supports</li> <li>• Collaborative teacher meetings discussing at-risk students</li> <li>• Introduction of guidance counselling program to students - assembly , power announcement letter, individual contacts</li> <li>• Awards calculations and criteria review             <ul style="list-style-type: none"> <li>◦ plan for awards night</li> </ul> </li> <li>• Student timetable changes</li> <li>• Meet with students new to the school and community</li> <li>• Review incoming student cumulative files</li> <li>• Orange Shirt Day - Truth and Reconciliation Week Activities</li> <li>• Grad checks</li> <li>• K and E programming permission forms</li> <li>• ELAA info and grad, attendance info. meeting with all in Gr. 12 classes.</li> <li>• Initial info . assemblies - all grades.</li> <li>• My BluePrint access reviewed.</li> <li>• Gr. 12 students identified by their post - secondary choices for scholarship follow - ups.</li> <li>• Post-secondary support and virtual visits</li> <li>• Counsellors attend Post Secondary Counsellor Updates</li> <li>• Manage late or new registrations including inter-provincial accreditation</li> <li>• Consult staff regarding appropriate student placements</li> <li>• Coding in PowerSchool (LSL)</li> </ul>
Tier 1 Supports - universal supports - MHW Coach
<ul style="list-style-type: none"> <li>• Introduce SEL learning to CALM classes</li> <li>• Gauge interest/willing to collaborate with teachers in school</li> </ul>



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- Lessons integrated ie) Emotion Charts - graph, journal, pictures, colours

### Activities:

Grade 10 Orientation Day

Grade level assemblies to welcome students and introduce Counsellors, Administration, Indigenous Coach, Off Campus Coordinator, MHWC and go over school handbook.

Meet the Teacher Night

September 30th - National Day for Truth and Reconciliation Acknowledged Sept 29th - Orange Shirt Day

Blanket Exercise for all grade 10s

### 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)

- Consult staff regarding appropriate student placements
- Attend Post-Secondary counsellor updates
- Assist students with post-secondary applications
- Continue to plan Awards Night and send out invites
- Work with CALM teacher on inviting post secondaries into speak
- Prepare for ELAA Event in November. (advertise, confirm post-secondaries, book the gym etc)
- Meet with students with attendance issues and any other thing that
- In collaboration with Learning Support Lead (LSL):
  - IPP collaboration meetings
- In collaboration with Learning Support Lead (LSL):
  - Enter all student profile info. IPP/SLP collaboration meetings and completion.

### Tier 1 Supports - universal supports - MHW Coach

#### Lessons integrated

- Meetings with staff to continue conversations of how to incorporate MHW into their curriculum
- Student assistance with SEL skills as required
- Work with Phys Ed department to develop state of flow lectures (ties into SEL)

### Activities:

Halloween week (karaoke, "gross" food eating, pie throwing, scavenger hunt, pumpkin carving)

Jersey Day

Spirit Day (wear school colours)



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Jack.org Mental Health club

### 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)**

- Counsellor Conference
- Alexander Career Fair.
- Post - secondary visits for Fall registration and programming updates.
- Awards Night
- P/ T interviews
- Submission of diploma accommodation documents. (LSL)
- Send copies of IPP/SLPs prior to P/T interviews (LSL)
- Accommodation list submitted to Alberta Ed. (LSL)

#### **Tier 1 Supports - universal supports - MHW Coach**

- Goal setting and Achieving strategies
- Start exploring the idea of creating a Spirit Centre at Sturgeon Comp
- Calm and Confident strategies sessions

#### **Activities:**

- Senior High:
  - Post-secondary updates/Career Exploration
  - Awards Night
  - ELAA Post Secondary Fair
  - Metis Week
- Breakfast Club/Cobbs Bread food program
- Remembrance day memorial

### 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





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<b>Tier 2 Supports (Counsellor)</b>
<ul style="list-style-type: none"> <li>• Check in for at risk students (ongoing)</li> <li>• Follow-up to parents/guardians of students with diverse learning needs</li> <li>• Referrals to Food Bank ( Christmas.)</li> <li>• Final failure checks and planning for semester two - regular and K and E programming. (into January)</li> <li>• Complete accommodations list for diplomas non-diploma exams (LSL)</li> </ul>
<b>Tier 1 Supports - universal supports - MHW Coach</b>
<ul style="list-style-type: none"> <li>• Lessons integrated - Time Management, How to make a Final Exam Study Schedule, Reflection after an Evaluation, Test Stress and Study Skills</li> <li>• Whole school - "Who's Your Person?" - students make a card for a teacher they connect with. Teachers will connect with each of these students before the Christmas break.</li> <li>• Staff Activity - Staff make a card to the person they connect with at school.</li> <li>• Gratitude exercises</li> </ul>
<b>Activities</b>

### 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

<b>Tier 2 Supports (Counsellor)</b>
<ul style="list-style-type: none"> <li>• Course changes / program planning, parent contact re: possible grad participation.</li> <li>• New registrations for semester two</li> <li>• Connect with teachers re. finalizing semester one IPP/SLPs (LSL)</li> <li>• EA schedule for semester two. (LSL)</li> </ul>
<b>Tier 1 Supports - universal supports - MHW Coach</b>
<ul style="list-style-type: none"> <li>• Connecting and learning Re: Seasonal Break tradition conversations</li> <li>• Lessons integrated - Ways to communicate about Mental Illness, Time Management, How to make a Final Exam Study Schedule, Reflection after an Evaluation, Test Stress and Study Skills</li> <li>• Continued practice/collaboration with Jack.org group/club</li> <li>• Outdoor learning activity</li> </ul>
<b>Activities:</b> <ul style="list-style-type: none"> <li>• Bell Let's Talk Day</li> <li>• Friendship activities</li> </ul>



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- Blue Monday wellness activity

### 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

<b>Tier 2 Supports (Counsellor)</b>
<ul style="list-style-type: none"><li>• Attend counselling sessions at teachers convention</li><li>• Pink Shirt Day</li><li>• IPP/SLP preparation for sem. two (LSL)</li><li>• Power announcement re: diploma rewrites and rescoring. Open house for Gr. 9 students and parents at SCHS.</li><li>• Finalize Timetable Changes</li></ul>
<b>Tier 1 Supports - universal supports - MHW Coach</b>
<ul style="list-style-type: none"><li>• Success Principle: <math>E + R = O</math> (Event + Response = Outcome)</li><li>• Whole School - Bullying Awareness on announcements</li><li>• Random acts of kindness day</li><li>• Whole school - Outdoor fun in nature: X-country or snowshoeing (weather permitting)</li></ul>
<b>Activities:</b> <ul style="list-style-type: none"><li>• Bullying Awareness Week</li><li>• Pink Shirt Day</li><li>• Kindness</li></ul>

### 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

<b>Tier 2 Supports (Counsellor)</b>
<ul style="list-style-type: none"><li>• Accommodations list submitted to AB. ED. for sem. two. (LSL)</li><li>• Course selection planning for next year with all Gr. 10/ 11.</li><li>• Create Grad Plans for next year's grade 12s</li><li>• Inform students of summer school and summer camps, jobs and other opportunities.</li><li>• Ongoing postsecondary preparation for students (Grade 12)</li></ul>



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<ul style="list-style-type: none"> <li>• Gr. 10 registration at Gr. 9 feeder schools.</li> <li>• Communication with Gr. 12 students re: their grad status.</li> <li>• Semester two IPP/SLP signatures, teachers and parents (LSL)</li> <li>• Scholarship Sessions</li> <li>• Credit checks and marks checks for participation in Grad.</li> </ul>
<b>Tier 1 Supports - universal supports - MHW Coach</b>
<ul style="list-style-type: none"> <li>• Listening activities</li> <li>• Being Present Practice</li> <li>• Jack.org Mental Health club initiatives</li> </ul>
<b>Activities:</b> <ul style="list-style-type: none"> <li>• Getting to know your Irish Side along with Friends? (St. Patrick's Day)</li> <li>• Shamrock shake event</li> </ul>

### 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

<b>Tier 2 Supports (Counsellor)</b>
<ul style="list-style-type: none"> <li>• Grade 9 orientations from feeder schools to the high school.</li> <li>• Send out letters for graduation with a certificate of diplomas scenarios for K and E students for next year's grade 12 students</li> <li>• RAP parent / student info. night. (currently admin.)</li> <li>• Continue check of all students re: progress and attendance prior to Spring P/T interviews.</li> <li>• Open House planning</li> </ul>
<b>Tier 1 Supports - universal supports - MHW Coach</b>
<ul style="list-style-type: none"> <li>• Being a Leader without a Title</li> <li>• Grade 9 Orientation - Presentation on creating a new support network</li> <li>• Jack.org Mental Health club</li> </ul>
<b>Activities:</b> <ul style="list-style-type: none"> <li>• Grade 9 orientations from feeder schools to the high school</li> <li>• PTI</li> </ul>

### May





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**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

<b>Tier 2 Supports (Counsellor)</b>
<ul style="list-style-type: none"> <li>• Check in with students coping with anxiety in preparation for DIP's and final exams</li> <li>• Complete accommodations list for diplomas non-diploma exams (LSL)</li> <li>• Scholarship Sessions</li> <li>• Credit and mark checks for participation in Grad.</li> <li>• Open house planning an implementation.</li> <li>• Summer school information out to students.</li> </ul>
<b>Tier 1 Supports - universal supports - MHW Coach</b>
<ul style="list-style-type: none"> <li>• Deep Breathing/4 Square Breathing/ 5-4-3-2-1 Grounding Technique/ Tapping</li> <li>• Community Event - 12 Hour Walk-a-thon, fundraising activity for Senior Citizens in the community. Team event with various activities. Invite Seniors to join in the event for a walk and talk with teams.</li> <li>• Whole School - "Anything but a Backpack Day" - creating a diverse population to interact with</li> </ul>
<b>Activities:</b> <ul style="list-style-type: none"> <li>• Hats on for Mental Health</li> <li>• Open house for students and parents at SCHS</li> </ul>

### 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

<b>Tier 2 Supports (Counsellor)</b>
<ul style="list-style-type: none"> <li>• Publication of Grad List</li> <li>• Organize and set dates for PD and other guests for next year</li> <li>• Calculation of Valedictorian</li> <li>• Check with teachers regarding course placements for individual students</li> <li>• Begin balancing class sizes for next year (when timetable is available)</li> <li>• Final high school preparation for grade 9 students including checking prerequisites and recommendations, contacting parents if necessary</li> <li>• Upload current year documents to PASI including any assessments, IPPs, signatures, etc. (some documents now upload through PowerSchool) (LSL)</li> <li>• Transition meeting with grade 9 with special programing as necessary (LSL)</li> </ul>



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- Cull counselling files and shred confidential information.
- Scholarship meetings / handouts, school Facebook page and power announcements.
- Info. provided about MY PASS, diploma rewrites and rescoring.
- Info. provided about summer school.
- Safety Planning for summer. (connect with other resources if haven't already)

### **Tier 1 Supports - universal supports - MHW Coach**

- Post-test/Survey with staff on SEL and how we did?
- Lessons integrated - Time Management, How to make a Final Exam Study Schedule, Reflection after an Evaluation, Test Stress and Study Skills
- Whole school - Walk and Talk at Lunch (staff & students)
- Whole school - Homework help, study skills, growth mindset at lunch in the library

#### **Activities:**

- Celebrations
- Graduation
- Pride Week