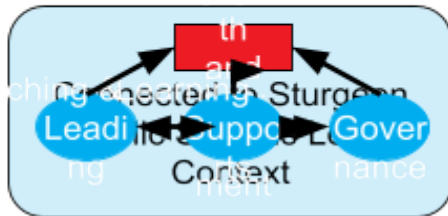




Sturgeon Public Schools: Counselling and Wellness Plan 2023-24

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 on developing the plan, coordinating services, and providing direct and indirect support to students, staff, and parents/guardians. Successful implementation of a comprehensive

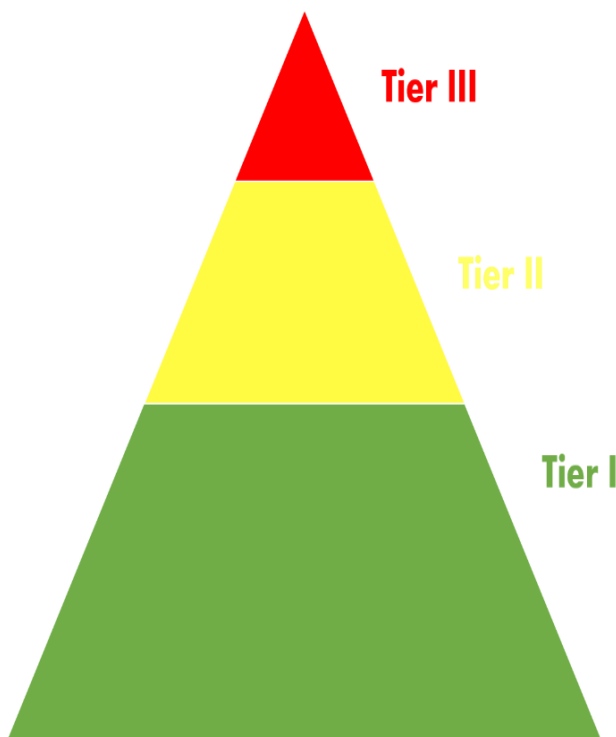


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Counselling and Wellness Plan positively impacts student outcomes in the areas of achievement, mental health, social emotional learning, attendance, high school completion rates and career knowledge.

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.



Sturgeon Public Schools: Counselling and Wellness Plan 2023-24

School name: Morinville and Sturgeon Learning Centre, Sturgeon Virtual Public Academy, and Home Education

Brief description: SPS (# of students, grades, ect...)

Morinville and Sturgeon Learning Centres (MLC and SLC)

- Enrollment has a varied format in our learning centres. Students from ages 15 to 19 must be enrolled on or before 29 September 23 so that educational funding is secured for them. Students between the ages of 18 to 19 years can register after the September 29th. deadline, but must pay course fees in full in order to be registered and take coursework. Students that are attending another school, such as Sturgeon Composite High School (SCHS) or Redwater School can attend via concurrent status to complete coursework for their High School diploma or Certificate of Achievement. Students that are attending another school district may register, but are limited on the number of credits that they can take as a concurrent student. Students that are 20 years and older can attend one of our learning centres, but must pay course fees before approval to study is granted.
- As of September, current enrollment is 124 students.
- Students that are enrolled at SCHS and Redwater School can transfer to either MLC or SLC during the school year; the same circumstance can occur for students at MLC and SLC. Because of this reason, this is why enrollment numbers can fluctuate at times.
- Providing individualized learning plans for each student when they register for courses.
- Serve students in grades 10 to 12, upgrading for students ages 18 to 19, and schooling options for adult students that are 20 years and older.
- Provide academic counselling services to students.
- Providing educational opportunities for students when attending a face-to-face learning environment is not possible.
- Provide referral services to outside agencies for various supports (ex: newcomers services, learners benefits, personal counselling, family counselling).
- Provide courses in Math, Sciences, English, Social Studies, and Options (ex: Personal Psychology, World Geography, Aboriginal Studies, Forensic Studies, Foods, E-Learning, Volunteerism, and other courses, as needed and within learning centres' ability to provide).
- Course levels are available in -1, -2, -3, and some -4 options.

Concurrent Enrollment

- In partnership with SCHS and Redwater School.
- There is some concurrent enrollment with Morinville Community High School.
- As of September, current enrollment is 100 students.
- Students attend our learning centres for various reasons, such as wanting to complete coursework to graduate early or on time, timetabling needs, or medical needs.

Junior High School Learning Centre

- Students can attend either MLC or SLC.
- As of September, current enrollment is 1 student.
- Providing individualized learning plans for each student when they register for courses.
- Students attend learning centre for various reasons, such as needing to have a reduced



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course load, needing a smaller learning environment, or when attending a face-to-face learning environment is not possible.

Sturgeon Public Virtual Academy

- Serve grades 7 to 9.
- Current enrollment is 15 students.
- Providing synchronous and asynchronous learning opportunities to students.
- Provide courses in Language Arts, Math, Science, Health, Art, Physical Education, Social Studies, Music, and Options (ex: Music, Coding, Foods, Photography).

Home Education

- Current enrollment for Home Education is 14 students .
- The Parent Directed Program in Sturgeon Public Schools (Grades 1- 12) is designed for parents who wish to be primarily responsible for offering an education program to their child. The parents are responsible for developing, administering, managing and evaluating the progress of the student, and maintaining a record of those studies for their children.
- Learning in Home Education can be synchronous and/or asynchronous in nature and can be done in print, online, or in land-based format.



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SUPPORTS/INTERVENTIONS

Universal	Targeted	Individualized/ Intensive
<p>Focus: 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>Examples:</p> <ul style="list-style-type: none"> ● Established deadlines for each student on when to submit assignments and welcome phone calls and letters or e-mails sent out (MLC/SLC). ● Structured classroom routines during synchronous times and activities to complete during asynchronous times (SPVA). ● Saying hello to students when they are at MLC and SLC so that they feel welcomed. ● Each parent is contacted in Home Education and offered feedback and support regarding their educational plan. ● Creation of parent council for MLC/SLC/SPVA/Home Education. ● Continuing with outreach learning centre program for junior high school students. ● Regular PowerSchool announcements are sent out to families so that they are up to date on what is 	<p>Focus: Provide classroom support for groups of students with greater need.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● One-on one counselling to support students in choosing courses or for assistance in obtaining more information on post-secondary education (MLC/SLC). ● Providing specific coping and learning strategies to assist students that are dealing with anxiety (SPVA, MLC/SLC). ● Math assessment done through MIPI (Math Intervention/Programming Instrument) in order to assess students at previous grade level and to provide support for catching up, if needed. ● Provide available courses for students that are in the K&E stream. ● Gay, Straight Alliance (GSA) organization. 	<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"> ● Check-in with students that are behind in studies (MLC/SLC, SPVA). ● Check-in with families that are struggling with keeping up with daily tasks (MLC/SLC, SPVA). ● Suicide Risk Assessments (MLC/SLC, SPVA). ● Creation of safety plans (MLC/SLC, SPVA). ● Complex Services Team involvement for complex needs of students (MLC/SLC, SPVA). ● Individual Guidance Counselling sessions, in person and online (MLC/SLC, SPVA). ● Referral and connection with AHS Mental Health Services (MLC/SLC, SPVA). ● Counsellor to provide updates to teaching staff on various needs of students and collectively, come up with ways to support them. ● Arrange weekly in-person meeting time for students in order to get assistance with coursework. ● Prepare graduation plans to students that are either close to high school graduation or students that request it for a plan of how



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<p>happening in school, such as field trips and when school is closed for holidays or professional development.</p> <ul style="list-style-type: none"> • Flex Fridays for students of SPVA where they attend SLC once a month on a Friday to complete coursework in person and to form social connections with classmates and teachers. • Field trips are organized when there is student interest in a particular topic. 		<p>to complete high school.</p> <ul style="list-style-type: none"> • Referral to the school's social worker for additional support, if needed or requested. • Refer to outside agencies if additional support is needed (ex: newcomers organizations, learner benefits, obtaining SIN, legal services, community social worker, probation officers, income support, holiday food hampers). • Meet with caseworkers from Children's Services, foster family members, and other agencies of support to discuss the educational process of identified students and ways to support them so that they are academically successful. • Administer achievement tests (ex: WIAT) when students are struggling academically, once various supports are provided and have not been proven to be successful. • Provide the option of creating a personalized attendance and educational plan for students who are truant so that he/she/they can have more choice and control of their education.
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Communication plan: How will the Counselling and Wellness Plan be shared with the community? (Students, Staff, Parents)

1. Homeroom/1st Block teachers share it with students - by monthly activities/important sessions.
2. Send out announcements via PowerSchool.
3. Plan will be posted on the school's website.



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Month by Month Outline of Counselling Duties

Ongoing Monthly Counsellor:

- Monthly newsletter submission.
- 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/MHW meetings – collaboration and mentorship with other counsellors and coaches in the division.
- Monitor student achievement and engagement via number of courses completed, quality of assignments submitted, and progression for students who are close to graduating.
- Contact students that are behind in studies (identified by teachers) and provide options for supporting them.
- Provide postsecondary and scholarship information (ongoing).

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 Counsellor's Corner Google site.
- Check-ins with staff integrating SEL strategies
- Create opportunities within the learning environment and schoolwide for students to learn, practice, and reflect on SEL.
- Check-ins with students on progress.
- Attend MHW meetings/counsellor meetings and continue to collaborate and mentorship with other MHW coaches and counsellors in the division.
- DATA collection - Report with anecdotal feedback, attendance records, staff sharing regarding Mental Health and Wellness framework.
- Ongoing updates with Administrators.
- Work closely with the Administration on getting our Mental Health information out to stakeholders, especially of all the great things happening in our schools.

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 (ex: signage indicating where location of virtual learning environments are, welcome letters, phone calls, and e-mails).



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- 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 - used in online learning platforms (Google Classroom and Hapara)].
- 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, with permissions, when required.

Month to Month Planning (MLC/SLC/SPVA/Home Education)

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
 - 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

Add in any themes that you may have that align i.e. Values, 7 Sacred Teachings, etc. for each of the month themes.

- any of the bullets in the boxes by month are for you to remove/add/keep

Tier 2 Supports (Counsellor)
<ul style="list-style-type: none"> ● Attend scheduled counselling meetings in order to be current in policies and protocols (MLC/SLC, SPVA). ● Inform teachers on students with special needs so that supports can be put in for future academic success (MLC/SLC, SPVA).



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- Provide informational letters to students (ex: learner benefits, full-time status letters) so that they can access additional supports while studying. (MLC/SLC).
- Make a graduation list and formulate a plan with students on what courses are needed to obtain their high school diploma (MLC/SLC).

Tier 1 Supports - Universal Supports - Counsellor

- Process registration requests so students can begin coursework (MLC/SLC).
- Explain to students and parents what our learning centres offer and how coursework is delivered so that success in learning can occur (MLC/SLC).
- Set-up schedule and routines for attending school virtually for synchronous and asynchronous learning (SPVA).

Activities:

September 2023

- Holiday Card Artwork Search.
- Staff will post to their Google Classrooms the opportunity for students to create a holiday card and submit it to the contest.

11 September 2023

- September 11th. Remembrance Day.
- A moment of silence is observed by some teachers in their classroom to commemorate those that lost their lives on this day.

28 September 2023

- Music and reflection with Donita Large.
- Event is done to enhance awareness and understanding of Truth and Reconciliation Day.

29 September 2023

- Truth and Reconciliation Day
- Students and staff will wear orange t-shirts.
- Students will complete activities during Flex Friday that focus on what Truth and Reconciliation means and how to incorporate it into their daily lives.

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)

- Set-up and create IPP's and Behaviour Plans for students; also, debriefing with students and families.



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- Book academic counselling meetings to assist students with applications to post-secondary institutions.
- Confirm accommodations list for students writing high school diplomas.
- Teaching staff will create a list of students needing accommodations and supplies that are needed.
- Provide resources to organizations that can help assist with diploma preparation (ex: Rupertsland Institute - for students of Métis heritage).

Tier 1 Supports - Universal Supports (Counsellor)

- Use the theme of growth mindset and provide videos and resources to support this theory so students can be successful in their studies:
- <https://www.youcubed.org/wp-content/uploads/2015/06/Believe-in-Yourself-1.mp4>
- <https://www.youcubed.org/wp-content/uploads/2015/06/Brains-Grow-Change.mp4>
- <https://www.youcubed.org/wp-content/uploads/2015/06/Speed-Not-Important.mp4>
- <https://www.youcubed.org/wp-content/uploads/2015/06/Strategies-Learning-Maths.mp4>
- <https://www.youcubed.org/wp-content/uploads/2018/10/The-Importance-of-Struggle.mp4>

Activities:

2-6 October 2023

- Read in Week.
- Teaching and administrative staff will read the novel *The Princess' Bride*.
- Students will watch the movie *The Princess' Bride* to celebrate Read in Week.

16-20 October 2023

- Digital Awareness Week.
- Digital citizenship activity will be taught to students, as per teacher's plan (see: <https://www.commonsense.org/education/digital-citizenship-week>).

31 October 2023

- Halloween Day.
- Students of MLC and SLC can wear a Halloween costume to celebrate the day.

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)

- Review graduation plans with grade 12 students to make sure that they are on track to complete high school. Students will provide information on the



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post-secondary schooling that they want to do and present to Counsellor on plan of action.

- Provide virtual sessions for students on planning for the future (goal setting).
- Confirm accommodations list for students writing high school diplomas.
- Prepare exam space for students writing diploma exams.
- Arrange a teacher to stay during fall break time to supervise diploma exams.

Tier 1 Supports - Universal Supports (Counsellor)

- Provide study skill supports to students via coursework or resources from Counsellor.
- Continue with phone calls, texts, or e-mails to check up on student progress (as identified by teachers).

Activities:

3 November 2023

- Remembrance Day Ceremony.
- Students will attend ceremony virtually or in person in Gibbons School.

13-17 November 2023

- Bullying Awareness Week.
- Resources and information on Anti-Bullying posted on Counsellor's Corner.

13 - 17 November 2023

- Métis Week.
- Resources and information on Métis culture and heritage posted on Counsellor's Corner.
- Resources shared on cultural activities (ex: Métis jig, information on the Métis Nation of Alberta, beadwork, cultural aspects and traditions, and history of Métis script).

20 November 2023

- Transgender Day of Remembrance.
- Notice put on Students' Learning Centre Informational Google Classroom.

20-24 November 2023

- Bully Awareness Week.
- Resources posted on Students' Learning Centre Information Google Classroom.

24 November 2023

- Flex Friday.
- Students will attend in person or virtually to learn curricular content in various subjects.

23 November 2023

- MLC/SLC Awards Ceremony.
- Celebration ceremony at MLC to acknowledge the academic accomplishments of students in grades 10 to 12.



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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"> • Talk with Education Services if additional supports is needed for students that are classified as at-risk. • Contact potential graduating students to review progress and what needs to be done in order to complete credentials for a high school diploma. Empower students to develop a plan of action that would see them graduating at the end of the school year. • Send holiday cards to students that need additional support.
Tier 1 Supports - Universal Supports (Counsellor)
<ul style="list-style-type: none"> • Holiday craft for mental health break. • Provide options for students to either write midterm or final exams either at MLC/SLC or at home.
<p>Activities:</p> <p>15 December 2023</p> <ul style="list-style-type: none"> - Various holiday crafts to celebrate numerous cultural holidays (ex: Christmas, Hanukkah, Kwanzaa). - Presentation created in Castify for students to watch and do on their own time. <p>15 December 2023</p> <ul style="list-style-type: none"> - Flex Friday. - Students will attend in person or virtually to learn curricular content in various subjects.

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 (Counsellor)
<ul style="list-style-type: none"> • Prepare room and supplies for students writing diplomas. • Check to make sure that accommodations are being received for students that need it. • Provide students writing diplomas with tips and counselling on how to compose written answers. Communicate ways on how to write from various perspectives in order to answer questions that are composed to be answered in that format.



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Tier 1 Supports - Universal Supports (Counsellor)
<ul style="list-style-type: none"> • Provide study skills resources on Counsellor’s Corner site.
<p>Activities:</p> <p>8 January 2024</p> <ul style="list-style-type: none"> - Study skills session available on Counsellor’s Corner. - Resources are provided to assist students with learning more about how to be successful in preparing and writing diploma exams. <p>26 January 2024</p> <ul style="list-style-type: none"> - Flex Friday. - Students will attend in person or virtually to learn curricular content in various subjects. <p>January 2024</p> <ul style="list-style-type: none"> - Tips on how to navigate Google Classroom. - Informational session for students and parents on use of technology in online learning classroom.

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"> • Provide resources to students in order for them to self-advocate for themselves (ex: housing, food, counselling, family support services). • Organize a graduation celebration plan, either in person or virtually. • Provide opportunities for women to explore career possibilities in the Science, Technology, Engineering, Art, and Mathematics (STEAM) fields.
Tier 1 Supports - Universal Supports (Counsellor)
<ul style="list-style-type: none"> • Highlight organizations that provide support to reduce bullying and consider other persons’ perspectives (ex: Pink Shirt Day). • Highlight organizations that assist with being safe while being online (ex: protectchildren.ca, cybertip.ca). • SPVA students to have a presentation on transition to senior high school life.
Activities:



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1 February 2024

- Black History Month.
- Resources and activities will be provided on Counsellor's Corner.

2 February 2024

- WISEST Youth Council Pen Pal program
- Provide information on program to female students so that they can connect with other female students that are studying in the STEAM field.

12 February 2024

- Palentine's Day activity.
- Students of the GSA will make palatines and then they will be shared with SCHS's GSA.
- Students will have the opportunity to socialize and connect with others at school and at SCHS.

23 February 2024

- Pink Shirt Day.
- Staff and students wear a pink shirt.
- Provide resources on the beginnings of Pink Shirt Day (<https://www.cbc.ca/kidscbc2/the-feed/what-is-pink-shirt-day>).

16 February 2024

- Flex Friday.
- Students will attend in person or virtually to learn curricular content in various subjects.

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)

- Confirm accommodations list for students writing high school diplomas.
- Provide resources to organizations that can help assist with diploma preparation (ex: Rupertsland Institute - for students of Métis heritage).
- Teaching staff will create a list of students needing accommodations and supplies that will assist students with completing their examinations.
- Collect names for students who are interested in Work Experience for the summer; make sure that they have or register them in pre-requisite (HCS 3000).
- Provide information to students on what healthy relationships are in order to connect with members of the community that are helpful and supportive to people in general.

Tier 1 Supports - Universal Supports (Counsellor)

- Refer students to public health support services when needed regarding medical assistance and income support (provided by Counsellor).



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- Provide options for volunteer opportunities for students who are wanting to gain additional work skills.

Activities:

14 March 2024

- Pi Day.
- Provide a virtual link to origins of Pi Day.
- Provide a pie recipe.

15 March 2024

- Flex Friday.
- Students will attend in person and complete classroom work for activities in various subjects.

16 March 2024

- St. Patrick's Day.
- Resources and information on the origins of St. Patrick's Day to be posted on Counsellor's Corner.

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)

- Provide resources on things to do in the community (museums, libraries, cultural centres) in order to connect to the community in a positive way.
- Confirm accommodations list for students writing high school diplomas.
- Provide resources to organizations that can help assist with diploma preparation (ex: Rupertsland Institute - for students of Métis heritage).

Tier 1 Supports - Universal Supports (Counsellor)

- Provide a list on Counsellor's Corner on activities to do in the community.
- Make spring egg craft in a virtual presentation.

Activities:

2 April 2024

- Spring Activity Day.



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- Egg decorating activity (see: <https://www.goodhousekeeping.com/holidays/easter-ideas/g419/easter-egg-decorating-ideas/?slide=5>).

15 April 2024

- Military Appreciation Week.
- Students will wear teal or purple to class.
- Students will watch a video on experiences of being a military child and students of military families can discuss their own experiences as well.

22 April 2024

- Earth Day.
- Resources and activities will be provided on Counsellor's Corner.

26 April 2024

- Flex Friday.
- Students will attend in person or virtually to learn curricular content in various subjects.

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)

- Confirm number of students writing diploma exams.
- Confirm accommodations list for students writing high school diplomas.
- Teaching staff will create a list of students needing accommodations and supplies that are needed.
- Confirm graduation list.
- Confirm plan for graduation celebration.
- Check in with students coping with anxiety in preparation for diplomas and final exams. Provide resource options and supports so that students can make their own decisions on what would be best to support them through their examinations.

Tier 1 Supports - Universal Supports (Counsellor)

- Review of study skills session with Counsellor; provide various options so students can make decisions on what study skills are best for them.

Activities:

3 May 2024

- Hats on for Mental Health.



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- Staff and students wear a hat to support good mental health in work, school, and recreational activities.
- Resources and activities will be provided on Counsellor's Corner.

6 May 2024

- Red Dress Day.
- Staff and students wear red to show support for persons of Indigenous ancestry that have been affected by violence.
- Resources on the origins of this event are provided on Counsellor's Corner.

10 May 2024

- Mother's Day.
- Information on the origins of Mother's Day and activities to be provided on Counsellor's Corner.

24 May 2024

- Flex Friday.
- Students will attend in person and complete classroom work for activities in various subjects.

May 2024

- Anxiety and strategies to overcome it.
- Resources provided on Counsellor's Corner to assist parents and students with ways to cope with life's scenarios.

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)

- Finalize IPP and Behavioural plans.
- Finalize students writing diplomas.
- Finalize names for Work Experience and make sure that students register for Summer School.
- Do final counselling sessions with students; allow them to make decisions by providing various options to choose from.
- Have a graduation celebration for grade 12 students and farewell celebration for grade 9 students.

Tier 1 Supports - Universal Supports (Counsellor)



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- Demonstration of recipe for Pride Week (Virtual presentation).

Activities:

3 - 7 June 2024

- Pride Week.
- Resources and activities will be provided on Counsellor's Corner.

20 June 2024

- Grade 9 graduation.
- Celebration to occur at Bistro Di Madre Piccola to celebrate the accomplishments of those graduating from grade 9.

21 June 2024

- Flex Friday.
- Students will attend in person and complete classroom work for activities in various subjects.

27 June 2024

- Grade 12 graduation.
- Celebration to occur at Bistro Di Madre Piccola to celebrate the accomplishments of those graduating from high school.

14 June 2024

- Father's Day.
- Information on the origins of Mother's Day and activities to be provided on Counsellor's Corner.

19 June 2024

- Juneteenth Day.
- Resources and activities will be provided on Counsellor's Corner.

21 June 2023

- National Indigenous People's Day.
- Resources regarding cultural and historical events are available through Counsellor's Corner.

27 June 2024

- SPVA Awards Ceremony.
- Celebration ceremony at MLC to acknowledge the academic accomplishments of students in grades 7 to 9.

June 2024

- Diploma exam preparation.
- Session provided to assist parents and students with ways to cope with life's scenarios.



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