



Guthrie School-Sturgeon Public School Division Counselling and Wellness Plan

Vision & Mission

Sturgeon Public 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.

“...where great things are happening.”

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 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 inter-related 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).



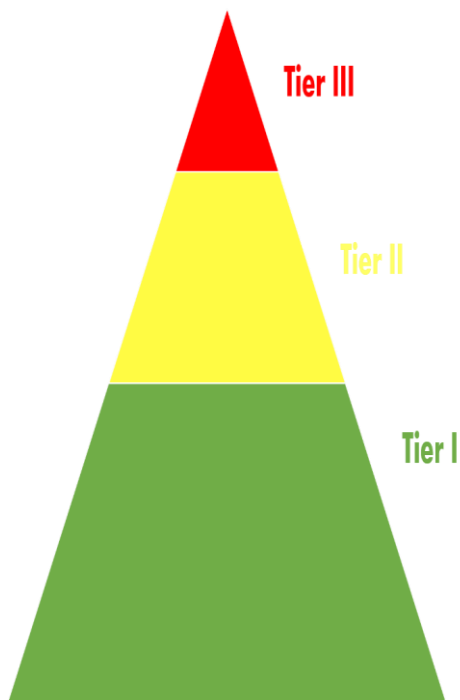
“...where great things are happening.”

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 Public 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.



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.

“...where great things are happening.”

A Collaborative Approach to Supporting Our Students at Guthrie School

Guthrie School is located on the Edmonton Garrison Military Base. We house students from Headstart to Grade 9, which encompasses roughly 430 students from the Lancaster Park area as well as surrounding Edmonton area.

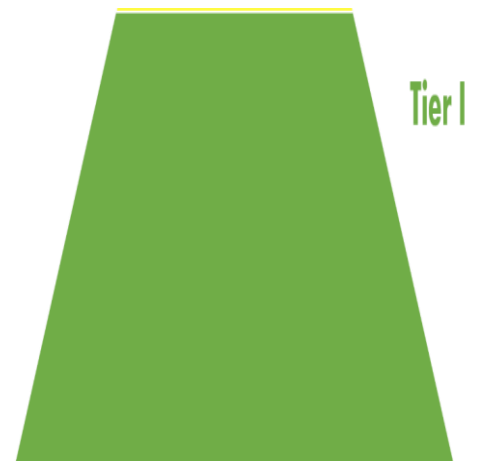
Supports/Interventions

Below is a list of possible supports provided at Guthrie School. *This is not an exhaustive list but a general list of supports meant to guide the school and the community with regard to the ways in which we support our children.* Please treat this plan as a working document; we can edit and change together as a community to serve our students' 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.

Tier I – Universal Supports

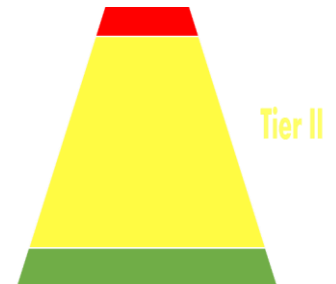
- ✦ Career and Life Management and/or K-9 Health and Life Skills
- ✦ K-12 Physical Education
- ✦ Health Champions
- ✦ Healthy Schools Team
- ✦ Neurosequential Model in Education (NME)
- ✦ Webs of Support
- ✦ Positive Playgrounds
- ✦ Zones of Regulation
- ✦ Positive Behaviour Supports
- ✦ Safe Spaces
- ✦ Knowledge and Employability Programming for Gr. 8 & 9
- ✦ Mindfulness
- ✦ Career Fairs (in conjunction with other schools)
- ✦ Lunch/Afterschool Clubs
- ✦ Incredible Flexible You/Social Detectives/Social Explorers
- ✦ Taming your Worry Dragons
- ✦ Growth Mindset
- ✦ Personal/Healthy Boundaries
- ✦ Social Skills Education
- ✦ Military Family Resource Centre Programming
- ✦ Problem Solving/Solving Conflict/Bullying-What is the Difference
- ✦ Classroom Counselling
- ✦ Professional Learning Collaboration in each individual division (PLC)



“...where great things are happening.”

Tier II – Targeted Supports

- ✚ Collaborative Problem-Solving
- ✚ Webs of Support-Mentoring
- ✚ Taming your Worry Dragons-in depth
- ✚ My Brain is Stuck
- ✚ I Worry Too Much
- ✚ I Grumble Too Much
- ✚ My Temper Flares
- ✚ Cooperation Skills
- ✚ Self-Esteem and Self-Concept
- ✚ Small Group Counselling related to particular concern
- ✚ How Can I Handle My Anger
- ✚ Groups provided by Military Family Resource Centre (MFRC)
- ✚ Groups provided by St. Albert Family Resource Centre



Tier III – Individualized or Intensive Supports

- ✚ Family Support Worker
- ✚ Addictions Counsellor
- ✚ AHS Mental Health Services
- ✚ Individual Check-Ins
- ✚ Suicide Risk Assessments
- ✚ School Based Mental Health Therapist
- ✚ Individual Guidance Counselling
- ✚ Webs of Support (individual programming)
- ✚ Supports from Family Resource
- ✚ Individualized Program Plans (IPP) or Student Learning Plans (LP)



Communication Plan

Communication of the Counselling Wellness Plan will be through a variety of ways:

- ✚ **Staff**-this will be communicated through staff meetings.
- ✚ **Community/Families**-this will be communicated through Parent Council Meetings or individually as needed.
- ✚ **Students**-this will be communicated through the classroom visits that are scheduled throughout the week.

Community Resources Link

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

“...where great things are happening.”

Month by Month Outline of Counselling Duties

Ongoing Monthly Duties

- # Monthly newsletter submission
- # Staff meeting reports
- # Professional Learning Committee meetings with Primary, Elementary and Junior High Divisions (PLC's)
- # Individual, small group and classroom counselling
- # Check ins with staff, students and families
- # Counselling notice board/community board
- # Forwarding ongoing PD for professional and paraprofessional staff relating to wellness, mental health, anxiety
- # 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 in conjunction with administration

August

- # In collaboration with 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
 - o review psycho-educational 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

September

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

October

- # Consult staff regarding appropriate student placements
- # In collaboration with Learning Support Lead (LSL):
 - o IPP collaboration meetings
 - o Provide supportive documents to staff for IPP procedures



November

- ✦ Junior High -Take Our Kids to Work Day first week of Nov (Grade 9)
- ✦ Ensure IPP/LPs have been created for students and sent out before parent-teacher interviews

December

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

January

- ✦ Check in for students with regard to academics for second term

February

- ✦ Teachers Convention
- ✦ Individual High School planning meetings for Grade 9 students (specifically K&E)
- ✦ Pink Shirt Day

March

- ✦ Accommodations and Exemptions list for PATs
- ✦ Course selection planning for next year
- ✦ Inform students of summer school and summer camps, jobs and other opportunities

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 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
- ✦ In conjunction with SCHS counsellors, discuss students with concerns or at-risk

“...where great things are happening.”