

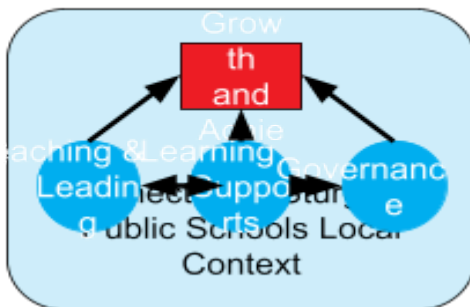


Lilian Schick School: Counselling and Wellness Plan 21-22

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. This year many of the counselling resources and strategies are specifically directed at addressing the social emotional and mental health needs related to the pandemic.

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 specific to the pandemic

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 to all students as well as appropriate and timely interventions for individual students that require higher levels of support. This plan is a joint

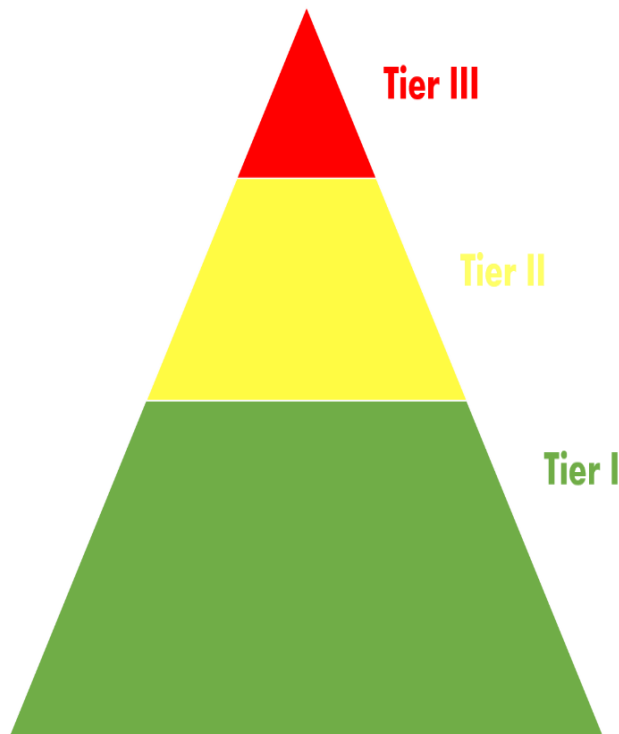


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responsibility of the entire school staff. The school counsellor takes the lead on developing the plan, coordinating services, and providing direct and indirect support to students, staff, and parents/guardians. Successful implementation of a comprehensive Counselling and Wellness Plan positively impacts student outcomes in the areas of achievement, mental health, social emotional learning, attendance, high school completion rates and career knowledge.

Pyramid of Supports / Interventions

Sturgeon Public Schools use a Pyramid of Supports/Interventions to outline specific programming that supports wellness within our schools. This includes building collaborative relationships with home, school and the community. Schools use divisional data and their own school data to drive decisions regarding specific programming.



Individualized/Intensive Supports- These supports are highly individualized and often, if not always, require referrals to our community partners. 1-7% of our students require this level of support. School counsellors often play a key role in facilitating these referrals and building a team of support around the student.

Targeted Supports- In addition to the universal supports some students require more targeted supports. These supports may be offered by the school counsellor and may focus on personal/social, educational, and/or career needs. 5-15% of our students will require this level of support.

Universal Supports – All students benefit from class-wide and school-wide health promotion that addresses all dimensions of wellness. 80% -85% of our students will respond solely to these universal supports. Mental Health and Wellness coach will play a key role establishing and promoting preventive and proactive approaches to help students build social emotional learning competencies.

Community Resources Link:

<https://docs.google.com/document/d/15Z7ru6uDWci2eiClrsdFP3G6UmCRDEAWiB6b0ziTVZM/edit>



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School name: Lilian Schick School

Lilian Schick School, located in Bon Accord, Alberta, is a middle school serving approximately 240 students in grades 5-9. Lilian Schick School believes all students are leaders. Students are provided opportunities to think critically, think creatively and make healthy life choices. Students are offered a strong academic core and a wide selection of unique programs. Our exciting and engaging programs suit every student’s ability, interests and goals. Programs include LOGOS Christian based education, Knowledge and Employability, and core support. Students are also offered a wide range of option courses, clubs and extra-curricular activities to choose from. Lilian Schick School has a variety of supports in place to assist students with diverse learning needs.

- This is a fluid description of our plan (working document), which allows for flexibility based on the needs of our student body and community.

SUPPORTS / INTERVENTIONS :

Universal	Targeted	Individualized/ Intensive
<p>Examples:</p> <ul style="list-style-type: none"> ● 5-9 Health and Life Skills ● 5-9 Physical Education ● Wellness Coach ● Neurosequential Model in Education (NME) ● Zones of Regulation ● Spark Club - Safe Space group (setting up, waiting for input from safe contact meeting.) ● Lunch/Afterschool Clubs and sports teams ● Pink Shirt Day (Feb) and Blue Shirt Day (Nov) to support Bullying awareness and acceptance for all ● Orange Shirt Day to support Aboriginal awareness (Sept) ● Mental Health awareness week activities (May) ● Alternating, daily literacy and numeracy blocks ● Service projects (homeroom and other groups) 	<p>Examples:</p> <ul style="list-style-type: none"> ● Party Program (gr. 9), possibly virtual through Ontario (no longer available in the Edmonton and surrounding area) ● Take your Kids to Work (gr. 9) ● My Blueprint for high school planning (gr.7-9 Health) ● Grade 5 orientation (Jun) ● Farm Safety presentations for elementary ● Internet Addictions presentation (Junior high) ● Core Support- Junior High ● Inigenous Learning Coach (Taryn Donald) ● Metis Learning Coach (Jerome Chabot) ● Leadership jobs/roles ● Education Week 	<p>Examples:</p> <ul style="list-style-type: none"> ● Individual Check-ins ● Division Social Worker - Devin Beaton ● Addictions Counsellor ● AHS Mental Health Services ● Primary Care Network ● Suicide Risk Assessments ● Individual, school based Guidance Counselling ● Academic Testing - Level B - WIAT III ● IPP’s and LP’s ● Behaviour/Safety plans ● VTRA training ● Regulation space ● Director of Learning support ● Coordinator of Learning support



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<ul style="list-style-type: none"> ● Goal setting and reflection ● Internet Safety Presentations (Saffron) for Elementary and Junior High ● School Store - Healthy choices (partnership with Sobeys) ● Call to Action ● RCMP liaison ● Learning Commons - MakerSpace ● Wellness team developing activities/lessons that promote the 5 areas of Social Emotional Learning ● Staffed Strategies Class 	<p>presenters for Elementary (May Covid dependent)</p> <ul style="list-style-type: none"> ● Grade 9 Career investigation project (invite the 7's and 8's to explore in collaboration with Wellness Coach) ● Social Emotional Learning activities for Elementary (Nadina) and Junior High (Char and James) ● Grade 10 orientation for gr. 9 students at the Comp and Redwater (November) ● Social Thinking groups ● LOGOS Christian Education ● Teacher collaboration for at risk students 	
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Communication plan: How will the Counselling and Wellness Plan be shared with the community? (Students, Staff, Parents)

1. Completed, uploaded in Counsellors Shared Drive and on School website
2. School council - please attend a School Council meeting to share - by January 2022
3. Staff meetings - Regular updates
4. Link in school newsletter - Once ready, have linked in the next newsletter by December 1, 2021
5. Counsellor and Wellness Coach to share with students in each class by December 1st, 2021. Will continue to create monthly activities/sessions.

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



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- Monitor student attendance/achievement/engagement

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
- Check-ins with students
- 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 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:
 - 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.
 - 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



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September

Theme - Self Awareness - The abilities to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts. (Such as: understanding and identifying one's emotions, strengths and limitations, linking feelings, values and thoughts) CASEL

Tier 2 Supports (Counsellors)
<ul style="list-style-type: none">• Collaborative teacher meetings to discuss:<ul style="list-style-type: none">◦ Whole class needs to determine an appropriate target intervention◦ discussing at-risk students• Student timetable changes• Meet with students new to the school and community and connect with a student ambassador• Review incoming student cumulative files• Connecting with returning students that have accessed Supports
Tier 1 Supports - universal supports - MHW Coach/counsellors
<ul style="list-style-type: none">• Introduce SEL overview to staff and explore a shared vision• Explore implementation opportunities in classes where curriculum outcomes align i.e. health, LA• Pre-Test/Survey of staff re: SEL• Lessons regarding self awareness. Wellness wheel, Terry Fox character traits.
Activities: September 30th - National Day for Truth and Reconciliation September 28 - October 1, 2021 - Truth and Reconciliation Week Implementation of SEL programming Terry Fox Run/Walk Sep 23, 2021

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 (Counsellors)
In collaboration with Learning Support Lead (LSL): <ul style="list-style-type: none">◦ IPP collaboration meetings Individual and group check-ins with students.
Tier 1 Supports - universal supports - MHW Coach/Counsellors



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Lessons in classes: Positive Affirmations. Looking at the 8 Dimensions of Wellness, Wellness Wheel, Emotions Wheel

*Adapted lessons from Choose Love site and resources within Counsellors' drive

Activities:

- Read in Week - October 4th - 8th
- October 29th: Halloween afternoon. Digital Breakout Room.
- Survey students for mental wellness

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 (Counsellors)

- Group sessions in class or outside of class i.e. handling difficult situations (Elementary health and options).
- Continued individual and group check ins.

Tier 1 Supports - universal supports - MHW Coach/Counsellors

- Continue lessons in classes: Positive Affirmations. Looking at the 8 Dimensions of Wellness, Wellness Wheel, Emotions Wheel
- Group sessions in class or outside of class i.e. handling difficult situations (Elementary health and options)
- Woop goal setting
- Deep breathing, grounding and tapping techniques

Activities:

- Junior high:
 - Take Our Kids to Work Day first week of Nov (Grade 9)
- Leadership Class - Post Halloween Fall Celebration November 1
- Remembrance Day Ceremony - Nov 5th Virtual
- Nov 15th - 19th Bullying Awareness Week
- Metis Week - November 14th - 20th. Jerome Chabot Presentation, Metis culture, history, traditions and identity. November 19th morning.
- Gratitude based, continued into December (TBA)

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) CASEL



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Tier 2 Supports (Counsellors)
<ul style="list-style-type: none">• Check in with at risk students before break• Time Management sessions for students falling behind
Tier 1 Supports - universal supports - MHW Coach/Counsellors
<ul style="list-style-type: none">• Deep breathing techniques, grounding techniques and tapping• Continue with Woop goal setting
Activities: Gratitude based continued from November (TBA)

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 (Counsellors)
<ul style="list-style-type: none">• Check in with at risk kids after break• Continued individual and group check ins.• Small social skills groups
Tier 1 Supports - universal supports - MHW Coach/Counsellors
<ul style="list-style-type: none">• Lessons on Values• Dare to Care programming?
Activities: <ul style="list-style-type: none">• Bell Let's Talk Day• Diversity Day or Week

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">• Continued individual and group check ins.



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Tier 1 Supports - universal supports - MHW Coach/Counsellors
<ul style="list-style-type: none">• Lessons on understanding and expressing gratitude
Activities: <ul style="list-style-type: none">• Pink Shirt Day• Acts of Kindness

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 (Counsellors)
<ul style="list-style-type: none">• Course selection planning for next year grade 9 students• Continued individual and group check ins.
Tier 1 Supports - universal supports - MHW Coach/Counsellors
<ul style="list-style-type: none">• Lessons in Health curriculum around positive relationship building and communication
Activities: <ul style="list-style-type: none">• Relationship/Team building activities (TBA)

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 (Counsellors)
<ul style="list-style-type: none">• Stepping outside Your Comfort Zone session for those that struggle greatly with getting to know others• Continued individual and group check ins.
Tier 1 Supports - universal supports - MHW Coach/Counsellors
<ul style="list-style-type: none">• Grade 9 orientations



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- Relationship/Team Building activities with an emphasis on the outdoors (TBA)

Activities:

- Grade 9 orientations from feeder schools to the high school

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 judgement after gathering information, data and facts) CASEL

Tier 2 Supports (Counsellors)

- Check in with students coping with anxiety in preparation for PAT's and final exams
- Continued individual and group check ins.

Tier 1 Supports - universal supports - MHW Coach/Counsellors

- Deep Breathing/4 Square Breathing/ 5-4-3-2-1 Grounding Technique/ Tapping
- Check in with Woop goals

Activities:

- Hats on for Mental Health -May 4th
- Education Week - May 2 - 6th
- Track and field
- Outdoor classroom ?

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 (Counsellors)

- Final high school preparation for grade 9 students
- Check in with at risk students before summer break

Tier 1 Supports - universal supports - MHW Coach/Counsellors

- Post-test/Survey with staff on SEL and how we did
- Post survey with students

Activities:



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- Pride week - June 6 - 10th
- National Indigenous Day - June 21st
- Final Exams