



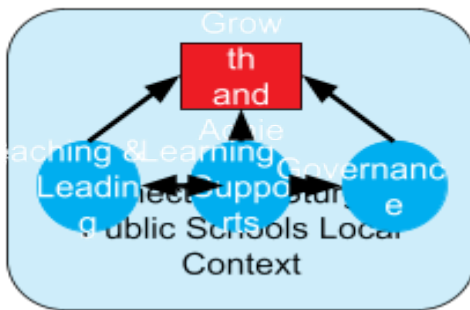
Sturgeon Public Schools: Counselling and Wellness Plan

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



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- Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness

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).





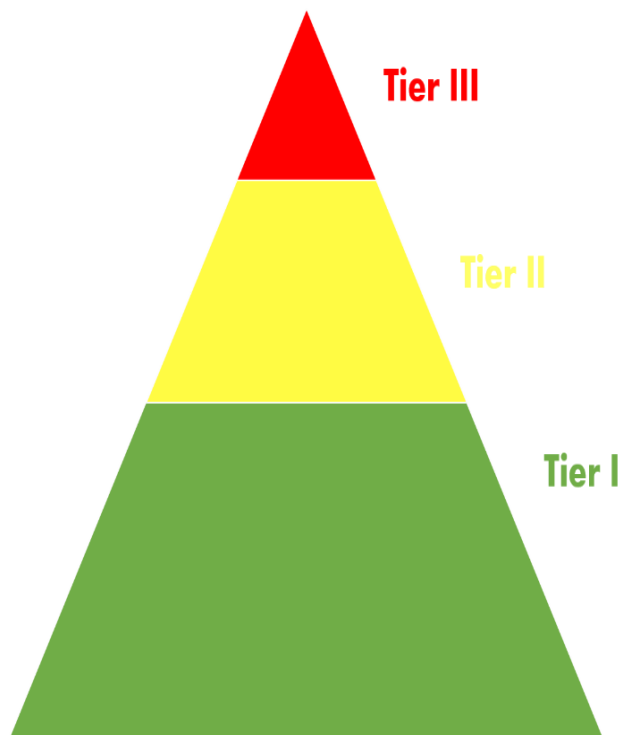
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Each school has a Counselling and Wellness Plan which is developed for all students and focuses on the six dimensions of wellness. This plan provides a balanced approach, offering developmental preventative activities to all students as well as appropriate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



Community Resources Link:

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.



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

THIS PAGE WILL BE COMPLETED BY INDIVIDUAL SCHOOLS

This plan provides a template and examples for school teams to build on offering suggestions for universal, targeted and intensive supports **(Please Keep the Themes)**

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

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

Morinville and Sturgeon Learning Centres (MLC and SLC)

- Continuous enrollment, so exact numbers of students attending fluctuates.
- As of September, current enrollment is 109 students.
- 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.
- Students that are 20 years and older as of September 1st. must pay tuition to attend a learning centre.
- Provide academic and personal counselling services to students.
- Provide referral services to outside agencies for student support (ex: newcomers services, learners benefits).
- Provide courses in Math, Sciences, English, Social Studies, and Options (ex: Personal Psychology, World Geography, Aboriginal Studies, Forensic Studies, Foods, and other courses, as needed and within learning centres' ability to provide).

Sturgeon Public Virtual Academy

- Serve grades 5 to 9.
- Current enrollment is 48 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.

Blended and Home Education

- Current enrollment for Blended Education is 11.
- Current enrollment for Home Education is 27.
- Shared Responsibility program is available from grades 1 to 4
- 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.
- The Blended Program offered by Sturgeon Public Schools is a blend of the Parent-Directed program and a teacher-directed program.



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- Learning is asynchronous in nature and can be done in print or online.

SUPPORTS/INTERVENTIONS *(Input specific school information in the chart below)*

Universal	Targeted	Individualized/ Intensive
<p>Focus: Ensure students feel physically and emotionally safe in virtual learning school environments. 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 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 or Blended Education and offered feedback and support regarding their educational plan. • Creation of parent council for MLC/SLC/SPVA/Home and Blended Education. 	<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). • 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. 	<p>Focus: Support and refer students and families with specific and intensive needs to outside agencies when needed.</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). • 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. • Referral to the school's social worker for additional support, if needed or requested. • Refer to outside agencies if



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		additional support is needed (ex: newcomers organizations, learner benefits).
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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 - **Nov. 1, 2021.**
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.
5. Homeroom/1st Block teachers share it with students - by monthly activities/important sessions.
6. Send out announcements via PowerSchool.

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



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- 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).
 - 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.

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)

- 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).
- Provide informational letters to students (ex: learner benefits, full-time status letters) so that they can access additional supports while studying. (MLC/SLC).



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- 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:

21 September 21 - Meet the Teacher Virtual Night

- Parents will meet with staff to learn more about teachers and how virtual learning works.
- Presentation given online in Google Slides.

24 September 21 - Terry Fox Day

- Staff and students wear red and white.
- Staff and students complete a 5km course by walking or running.

27 September 21 - 1 October 21 - Truth and Reconciliation Week.

- Staff to wear orange shirts on September 30th. SPVA students will be completing an orange shirt day art project PM.
- Resources on First Nations, Metis, and Inuit cultures available on Counsellor's Corner site in Google Classroom that can be watched or used by teachers, parents, and students.
- SPVA students will be participating in a series of videos during Block 4 that address different components of Truth and Reconciliation. LA 7-9 students will be reading the story "My Name is Seepeetza" and will collectively complete a short novel study together.
- Grade 5 / 6 students will be reading *Orange Shirt Day*, by Phyllis Webstad, together and completing interactive Truth and Reconciliation activities.
- MLC and SLC students will have access to watch, then discuss: Daphne Odjig, grandmother of Canadian Indigenous art celebrated in Kelowna. Viewable at: [Daphne Odjig, grandmother of Canadian Indigenous art celebrated in Kelowna | Watch News Videos Online](#)
- Blended students will be completing a lesson on What Orange Shirt Day is, and its importance.

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



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Tier 2 Supports (Counsellor)
<ul style="list-style-type: none">• Set-up and create IPP's and Behaviour Plans for students; also, debriefing with students and families.• 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
<ul style="list-style-type: none">• Direct students to Counsellor's Corner for Nutrition Resources for recipe challenge.• Use the theme of growth mindset and provide videos and resources to support this theory so students can be successful in their studies:<ul style="list-style-type: none">• 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:
4-8 October 2021 <ul style="list-style-type: none">- Read in Week.- Origins of Read in Week link put into Counsellor's Corner and two audiobooks provided for students to read (one for younger grades and one for high school).
5 October 2021 <ul style="list-style-type: none">- Recipe challenge virtual segment (posed on Counsellor's Corner page).
8 October 2021 <ul style="list-style-type: none">- SPVA theme day (Pyjama Day).
20 October 2021 <ul style="list-style-type: none">- Take me Outside Day.- SPVA students complete outdoor journaling and Metric Outdoor Scavenger Hunt activities.
29 October 2021 <ul style="list-style-type: none">- SPVA Halloween activities/wear a costume

November



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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)
<ul style="list-style-type: none">• 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 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.
Tier 1 Supports - Universal Supports - Counselling
<ul style="list-style-type: none">• 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: 5 November 2021 <ul style="list-style-type: none">- Remembrance Day: Virtual moment of silence.- Blended students will be completing a lesson on Remembrance Day with corresponding activities.- SPVA students will be joining Gibbons School for an hour of planned activities that are joining many different members of the community (i.e., Legion, Seniors residence, etc). 14- 20 November 2021 <ul style="list-style-type: none">- Métis Week.- Resources and information on Métis culture and heritage posted on Counsellor's Corner.- SPVA students will have a virtual presentation from Jerome Chabot regarding Métis history and identity. Also, students will watch documentary videos about Gabriel Dumont and Louis Riel. 19 November 2021 <ul style="list-style-type: none">- Virtual session: Planning for your Future.- Resources and information provided on Counsellor's Corner. Month of November <ul style="list-style-type: none">- Grade 5 /6 students will be completing yoga workshops together, focused on mindfulness, breathing exercises to alleviate stress, emotions check-ins, and yoga poses that are helpful for healthy bodies and minds.

December



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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

Tier 2 Supports (Counsellor)
<ul style="list-style-type: none"> • Talk with Education Services if additional supports are 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 supports.
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>10 December 2021</p> <ul style="list-style-type: none"> - Holiday card write-up. - Counsellor to send holiday cards to families that Counsellor is working more directly with. <p>17 December 2021</p> <ul style="list-style-type: none"> - Accordion Christmas trees (see: https://www.goodhousekeeping.com/holidays/christmas-ideas/g34112389/christmas-crafts-for-kids/?slide=14).

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.



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<ul style="list-style-type: none"> • 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.
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>5 January 2022</p> <ul style="list-style-type: none"> - Study skills session available on Counsellor’s Corner.

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, following current health protocols on COVID-19.
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).
<p>Activities:</p> <p>14 - 18 February 2021</p> <ul style="list-style-type: none"> - Family Day Gift Bag Week. - MLC/SLC staff to create recyclable food bags and give them to families in need. - Currently applying for grant with Food for Thought Program and if funds are received, then event will go through. <p>23 February 2022</p> <ul style="list-style-type: none"> - Pink Shirt Day. - Staff and students wear a pink shirt.



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- Provide resources on the beginnings of Pink Shirt Day (<https://www.cbc.ca/kidscbc2/the-feed/what-is-pink-shirt-day>).
- Anti-Bullying Exercise: The Crumpled Piece of Paper (Grade 5 / 6)
- Blended students will be completing a Pink Shirt Day discussion and corresponding kindness activities.

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)
<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● What are healthy relationships? session (organized by Counsellor).
Activities:
<p>14 March 2022</p> <ul style="list-style-type: none"> - Pi Day. - Provide a virtual link to origins of Pi Day. - Provide a pie recipe. <p>18 March 2022</p> <ul style="list-style-type: none"> - What are healthy relationships? session.

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



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Tier 2 Supports (Counsellor)
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Provide a list on Counsellor's Corner on activities to do in the community. • Make spring egg craft in a virtual presentation.
<p>Activities:</p> <p>14 April 2022</p> <ul style="list-style-type: none"> - Egg decorating activity (see: https://www.goodhousekeeping.com/holidays/easter-ideas/g419/easter-egg-decorating-ideas/?slide=5). <p>22 April 2022</p> <ul style="list-style-type: none"> - Blended students and Grade 5/6 SPVA students will be completing Earth Day activities.

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 (Counsellor)
<ul style="list-style-type: none"> • 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



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

Activities:

4 May 2022

- Hats on for Mental Health
- Staff and students wear a hat to support good mental health in work, school, and recreational activities.
- Blended students will be completing Hats on! for Mental health day activities. We will discuss the importance of good mental health; students will be encouraged to do some activities this week that bring them joy.

8 May 2022

- MLC/SLC Mother's Day "Tea" Creative Arts Challenge. Students create a piece of art dedicated to Moms and Stepmoms and share online via Newsletter.

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, following current health protocols on COVID-19.

Tier 1 Supports - Universal Supports - Counsellor

- Demonstration of Pride Crispy Squares (Virtual presentation).

Activities:

3 June 2022

- Pride Week activity (Pride Crispy Squares virtual presentation)

10 June 2022



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- Graduation celebration.
- Celebration will be either a small group or individual celebration (following current public health protocols regarding COVID-19).

19 June 2022

- MLC/SLC Father's Day "Outing" Creative Arts Challenge. Students create a piece of art dedicated to Dads and Stepdads and may share online via Newsletter.

21 June 2022

- Indigenous People's Day
- Resource available on Pow-Wow dance through Counsellor's Corner.