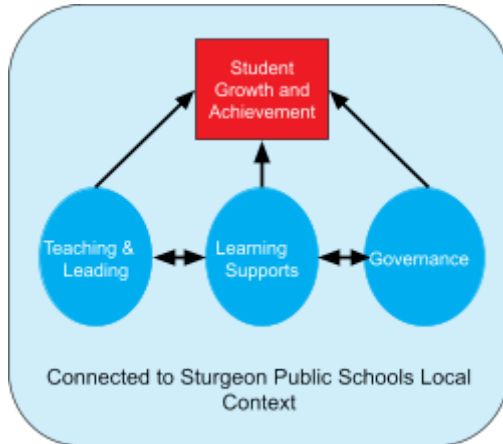




Sturgeon Public Schools: Counselling and Wellness Plan 2024-25

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 Leading, Learning Supports and Governance support this priority and integrate local context to ensure Sturgeon Public students achieve. Each domain is interconnected and part of a complete system supporting student achievement.

Services and supports addressed within the counselling and wellness plans, fall most directly in two domains: Learning Supports and Local and Societal Context. Many of the counselling resources and strategies are specifically directed at addressing the social emotional and mental health needs of our students.

Sturgeon Public Schools has identified the following outcomes and strategies with respect to each domain:

Learning Supports: Safe Caring, Respectful and Inclusive

Outcomes:

- Public School Communities are safe, caring, respectful and inclusive
- First Nations, Métis, and Inuit students achieve and succeed as part of a community committed to understanding foundational Indigenous perspectives and knowledge
- Partnerships with external agencies are in place and used to enhance the conditions required for student achievement

Division Strategies:

- Schools foster welcoming learning environments and implement supports for physical, social, mental and emotional wellness in students
- Schools provide diverse programming to ensure the success of all students in an inclusive learning environment
- Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge
- Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness



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Local and Societal Context: Addressing social/emotional and mental health needs

Outcomes:

- Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community
- Students and staff model integrity and work ethic

Specific strategies to support outcomes are identified within the national Comprehensive School Health model to address wellness within our schools. This whole-school approach incorporates well-being as an essential aspect of student achievement. Actions addressed in four distinct but interrelated components comprise a comprehensive school health approach include:

- Social and Physical environments
- Teaching/Learning
- Policy
- Partnerships and Services

This approach recognizes it takes a whole school community to support wellness. Wellness education nurtures the whole child and enhances students' capacity for achieving their full potential intellectually, physically, socially, spiritually, and emotionally (Alberta Education).



Each school has a Counselling and Wellness Plan which is developed for all students and focuses on the six dimensions of wellness. This plan provides a balanced approach, offering developmental preventative activities and learning opportunities for all students as well as appropriate and timely interventions for individual students that require higher levels of support. This plan is a joint responsibility of the entire school staff. The school counsellor takes the lead

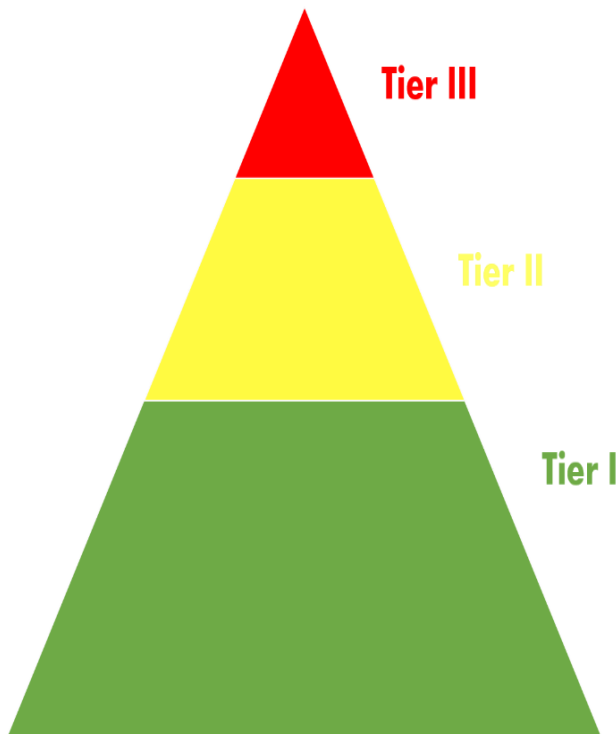


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on developing the plan, coordinating services, and providing direct and indirect support to students, staff, and parents/guardians. Successful implementation of a comprehensive Counselling and Wellness Plan positively impacts student outcomes in the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

Pyramid of Supports / Interventions

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



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

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

Universal Supports – All students benefit from class-wide and school-wide health promotion that addresses all dimensions of wellness. 80% -85% of our students will respond solely to these universal supports.



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School name: Sturgeon Learning Centres, Morinville and Gibbons Campuses

Brief description:

Sturgeon Learning Centres, Morinville and Gibbons Campuses

- Enrollment has a varied format in our learning centres. Students from ages 15 to 19 must be enrolled on or before 25 September 24 so that educational funding is secured for them. Students between the ages of 18 to 19 years can register after the September 25th. 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; the maximum amount is 10 credits. 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 137 students.
- For adult students paying course fees, the current enrollment is 4 students.
- Students that are enrolled at SCHS and Redwater School can transfer to SLC during the school year; the same circumstance can occur for students at 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, district Social Worker).
- 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.
- Enrollment is limited to 40 students at SCHS and 10 students at Redwater School.
- 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.
- Current concurrent enrollment is 10 students at SCHS and 10 at Redwater School.

Junior High School Outreach

- Available for students in grades 8 and 9.
- As of September, current enrollment is 2 students.



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- Providing individualized learning plans for each student when they register for courses.
- Students will first be registered in coursework for English Language Arts and Mathematics and once they are completed and passed, will continue on in coursework for Science and Social Studies; options coursework is not scheduled at this time.
- Students attend learning centre for various reasons, such as needing to have a reduced course load, needing a smaller learning environment, or when attending a face-to-face learning environment is not possible.

Non-Primary Enrollment

- Student enrollment is limited to four registrations.
- Students are able to earn up to ten credits for their High School diploma or Certificate of Achievement.
- Current enrollment are with students that attend Elk Island Public Schools or private schools.
- As of September, current enrollment is 3 students.

Dual Credit Enrollment

- Students can take dual credit coursework through Olds College, Lakeland College, NAIT, Northern Lakes College, and Norquest College.
- Students that attend SLC or a school out of the district can register for dual credit.
- As of September, current enrollment is 1 student.

Home Education

- Current enrollment for Home Education is 23 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 (SLC, JH Outreach). ● Saying hello to students when they are at our Morinville or Gibbons campuses so that they feel welcomed. ● Each parent is contacted in Home Education and offered feedback and support regarding their educational plan. ● 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 happening in school, such as field trips and when school is closed for holidays or professional development. 	<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 (SLC). ● Providing specific coping and learning strategies to assist students that are dealing with anxiety (SLC). ● 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 (SLC, JH Outreach). ● Check-in with families that are struggling with keeping up with daily tasks (SLC, JH Outreach). ● Suicide Risk Assessments (SLC, JH Outreach). ● Creation of safety plans (SLC, JH Outreach). ● Complex Services Team involvement for complex needs of students (SLC, JH Outreach). ● Individual Academic Guidance Counselling sessions, in person and online (SLC, JH Outreach). ● Referral and connection with AHS Mental Health Services (SLC, JH Outreach). ● 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



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<ul style="list-style-type: none">• Working in conjunction with various schools in SPS and other school districts to provide best programming options for students.		<p>students that are either close to high school graduation or students that request it for a plan of how 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 students of foster care 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 our community? (Students, Staff, Parents)

1. Send out announcements via PowerSchool.



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2. Plan will be posted on the school's website.

Month by Month Outline of Counselling Duties

Ongoing Monthly Counsellor:

- Announcements via PowerSchool.
- 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).

Month to Month Planning (SLC, Junior High Outreach, 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.



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Tier 2 Supports (Counsellor)
<ul style="list-style-type: none">• Attend scheduled counselling meetings in order to be current in policies and protocols (SLC, JH Outreach).• Inform teachers on students with special needs so that supports can be put in for future academic success (SLC, JH Outreach).• Provide informational letters to students (ex: learner benefits, full-time status letters) so that they can access additional supports while studying (SLC, JH Outreach).• Make a graduation list and formulate a plan with students on what courses are needed to obtain their high school diploma (SLC, JH Outreach).
Tier 1 Supports - Universal Supports
<ul style="list-style-type: none">• Process registration requests so students can begin coursework (SLC, JH Outreach).• Explain to students and parents what our learning centres offer and how coursework is delivered so that success in learning can occur (SLC, JH Outreach).• Set-up schedule and routines for attending school virtually for asynchronous learning (SLC, JH Outreach).
Activities:
13 September 2024 <ul style="list-style-type: none">- Terry Fox Day.- Students and staff wear Terry Fox merchandise or patriotic clothing on this day.- Students and staff make a donation to the Terry Fox Foundation.- Staff and students to participate in a prearranged course for the Terry Fox Run.
23 - 27 September 2024 <ul style="list-style-type: none">- Truth and Reconciliation Week.- Staff and students wear orange shirts on September 27th.- Resources and information on Truth and Reconciliation Week posted on junior high and senior high learning centres' Google Classrooms.- SLC to participate in buffalo collage and messages will be shared with Indigenous Education Coordinator.

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



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Tier 2 Supports (Counsellor)

- 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

- 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:

7-11 October 2024

- Read in Week.
- Resources and information on Read-In-Week will be on junior high and senior high learning centres' Google Classrooms.
- Video will be done by a Central Office (CO) member reading a poem and it will be shared to junior high and senior high learning centres' Google Classrooms.

21-25 October 2024

- Digital Awareness Week.
- Resources and information on Digital Awareness Week will be on junior high and senior high learning centres' Google Classrooms.

31 October 2024

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

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.● Prepare exam space for students writing diploma exams.
Tier 1 Supports - Universal Supports
<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).
<p>Activities:</p> <p>7-11 November 2024</p> <ul style="list-style-type: none">- Métis Week.- Resources and information on Remembrance Day will be on junior high and senior high learning centres' Google Classrooms.- Resources shared on cultural activities (ex: Métis jig, information on the Métis Nation of Alberta, beadwork, cultural aspects and traditions). <p>8 November 2024</p> <ul style="list-style-type: none">- Remembrance Day Ceremony; staff member from CO will attend a moment of silence at Morinville location; moment of silence will also occur at Gibbons location.- Resources and information on Remembrance Day will be on junior high and senior high learning centres' Google Classrooms. <p>20 November 2024</p> <ul style="list-style-type: none">- Transgendered Day of Remembrance.- Resources and information on Transgendered Remembrance Day will be on junior high and senior high learning centres' Google Classrooms. <p>18 - 22 November 2024</p> <ul style="list-style-type: none">- Bullying Awareness Week.- Resources and information on Anti-Bullying posted on junior high and senior high learning centres' Google Classrooms. <p>21 November 2024</p> <ul style="list-style-type: none">- MLC/SLC Awards Ceremony.



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

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)

- 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

- Holiday craft for mental health break.
- Provide options for students to either write midterm or final exams either at Morinville or Gibbons Campus or at student's home school.

Activities:

13 December 2024

- Holiday Open House at Morinville location; activities will be done and refreshments will be served.
- Various holiday crafts to celebrate numerous cultural holidays (ex: Christmas, Hanukkah, Kwanzaa); will be located on junior high and senior high learning centres' Google Classrooms.

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)

- 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
<ul style="list-style-type: none"> • Provide study skills resources on junior high and senior high learning centres' Google Classrooms.
<p>Activities:</p> <p>6 January 2025</p> <ul style="list-style-type: none"> - Study skills session available on junior high and senior high learning centres' Google Classroom. - Resources are provided to assist students with learning more about how to be successful in preparing and writing diploma exams.

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 for students in grade 9 and 12. • Provide opportunities for women to explore career possibilities in the Science, Technology, Engineering, Art, and Mathematics (STEAM) fields.
Tier 1 Supports - Universal Supports
<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). • Presentations to junior high students on transition to senior high school life.
<p>Activities:</p> <p>3 February 2025</p> <ul style="list-style-type: none"> - Black History Month. - Resources and activities will be provided on junior high and senior high learning centres' Google Classroom. <p>7 February 2025</p> <ul style="list-style-type: none"> - WISEST Youth Council Pen Pal program



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

14 February 2025

- 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.

26 February 2025

- 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>).

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).
- Review list of students needing accommodations and supplies that will assist them with completing their examinations.
- Collect names for students who are interested in Work Experience for the summer; make sure that they have prerequisite or register them for it (HCS 3000 and/or HCS 3010).
- 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

- Refer students to public health support services when needed regarding medical assistance and income support (provided by Counsellor).
- Provide options for volunteer opportunities for students who are wanting to gain additional work skills.

Activities:

14 March 2025

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



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- Provide a pie recipe.
- All information located on junior high and senior high learning centres' Google Classrooms.

17 March 2025

- St. Patrick's Day.
- Resources and information on the origins of St. Patrick's Day to be posted on junior high and senior high learning centres' Google Classrooms.
- Staff and students at Morinville and Gibbons locations wear green for the event.

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

- Provide a list of activities to do on junior high and senior high learning centres' Google Classrooms.
- Make spring egg craft in a virtual presentation.

Activities:

2 April 2025

- Spring Activity Day.
- Egg decorating activity (see: <https://www.goodhousekeeping.com/holidays/easter-ideas/g419/easter-egg-decorating-ideas/?slide=5>).
- Presentation to be done on junior high and senior high learning centres' Google Classroom.

14 - 18 April 2025

- 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; available on junior high and senior high learning centres' Google Classroom.



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22 April 2025

- Earth Day.
- Resources and activities will be provided on junior high and senior high learning centres' Google Classroom.

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

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

Activities:

2 May 2025

- Hats on for Mental Health.
- Staff and students wear a hat to support good mental health in work, school, and recreational activities.
- Resources and activities will be provided on junior high and senior high learning centres' Google Classrooms.

6 May 2025

- 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 junior high and senior high learning centres' Google Classrooms.



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9 May 2025

- Mother's Day.
- Information on the origins of Mother's Day and activities to be provided on junior high and senior high learning centres' Google Classrooms.

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

- Demonstration of recipe for Pride Week; posted to junior high and senior high learning centres' Google Classrooms.

Activities:

3 - 7 June 2025

- Pride Week.
- Resources and activities will be posted on junior high and senior high learning centres' Google Classrooms.

19 June 2025

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

26 June 2025

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



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13 June 2025

- Father's Day.
- Information on the origins of Father's Day and activities to be provided on junior high and senior high learning centres' Google Classrooms.

21 June 2025

- National Indigenous People's Day.
- Resources regarding cultural and historical events are available through junior high and senior high learning centres' Google Classrooms.

27 June 2025

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