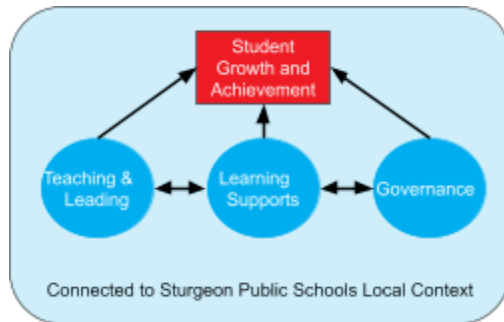


## Vision & Mission

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

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

### **Outcomes:**

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

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

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

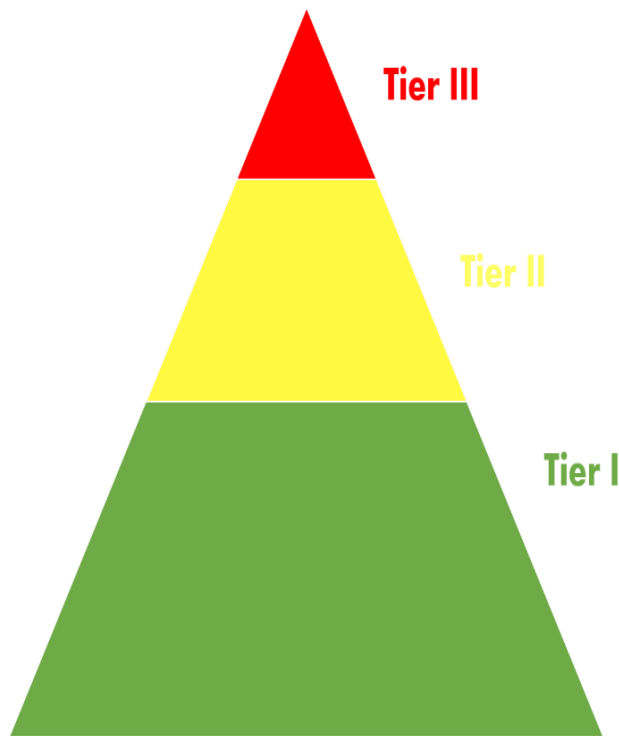
This approach recognizes it takes a whole school community to support wellness. Wellness education nurtures the whole child and enhances students' capacity for achieving their full potential intellectually, physically, socially, spiritually, and emotionally (Alberta Education).



Each school has a Counselling and Wellness Plan which is developed for all students and focuses on the six dimensions of wellness. This plan provides a balanced approach, offering developmental preventative activities and learning opportunities for all students as well as appropriate and timely interventions for individual students that require higher levels of support. This plan is a joint responsibility of the entire school staff. The school counsellor takes the lead on developing the plan, coordinating services, and providing direct and indirect support to students, staff, and parents/guardians. Successful implementation of a comprehensive Counselling and Wellness Plan positively impacts student outcomes in the areas of achievement, mental health, social emotional learning, attendance, high school completion rates and career knowledge.

## Pyramid of Supports / Interventions

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



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

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

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

**School name:** Ecole Morinville Public

**Brief description:** Ecole Morinville Public School was founded in the fall of 2011. We offer specialized preschool programs in addition to serving students from Pre-Kindergarten to Grade 4. We have approximately 510 students.

Programs are developed to guide and facilitate meaningful learning experiences. This type of teaching keeps our students excited about their classes and enthusiastic about coming to school.

Our staff are dedicated to providing quality education in a safe and caring environment. French Immersion is offered from Kindergarten to Grade 4.

### SUPPORTS/INTERVENTIONS

Below is a list of possible supports provided at Ecole Morinville Public 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.

<p><u>Focus:</u> 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><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● Zones of Regulation</li> <li>● Positively phrased/ developmentally appropriate signage for students identifying “Safe” practices for health</li> <li>● Positive Behaviour Supports</li> <li>● Lunch and recess clubs - Art, Lego</li> <li>● Government sponsored snack nutrition program</li> <li>● Food for Thought breakfast program</li> <li>● Dragon Gold reward system</li> <li>● Saffron Center</li> </ul>	<p><u>Focus:</u> Provide classroom support for groups of students with greater need.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● Collaborative Problem-Solving</li> <li>● Friendship skills, social skills, anxiety and problem solving groups</li> <li>● Learning coach access to provide literacy supports</li> <li>● Mental Health coach supports for classrooms</li> <li>● Behaviour Coach Lead</li> <li>● Learning Support Lead</li> <li>● Dandelion Club</li> </ul>	<p><u>Focus:</u> Support and refer to other agencies students with more specific and intensive needs.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● Individual Check-Ins with students and families</li> <li>● Suicide Risk Assessments</li> <li>● Complex Services Team involvement for complex needs students</li> <li>● Referral and connection with AHS Mental Health Services</li> <li>● Family Support Worker</li> <li>● Individual Counselling</li> <li>● VTRA</li> <li>● Restorative Justice</li> <li>● IPP’s and Learning Plans</li> <li>● Psychological Assessments</li> <li>● WIAT assessments</li> </ul>
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presentation on personal space and boundaries ● Monthly school assemblies themed by character education.		
<b>Universal</b>	<b>Targeted</b>	<b>Individualized/ Intensive</b>

**Communication plan:** How will the Counselling and Wellness Plan be shared with the community?

1. School website
2. School Council
3. Staff meetings
4. Link in school newsletter

### Month by Month Outline of Counselling Duties

#### **Ongoing Monthly Duties**

- Staff meeting reports
- Individual counselling
- Check ins with staff
- Represent counselling on the school leadership team – ongoing updates and collaboration with administrators
- Attend counsellor meetings – collaboration and mentorship with other counsellors in the division

### 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 coaches meetings/counsellor meetings and continue to collaborate and mentorship with other MHW coaches and counsellors in the division
- DATA collection - Report with anecdotal feedback, 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.

**September**

**Theme - Responsibility-** means being dependable, making good choices, and taking accountability for your actions.

**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

<b>Tier 2 Supports (Counsellor)</b>
<ul style="list-style-type: none"> <li>● Collaborative teacher meetings to discuss: <ul style="list-style-type: none"> <li>◦ Whole class needs to determine an appropriate target intervention</li> <li>◦ discussing at-risk students</li> </ul> </li> <li>● Meet with students new to the school and community and connect with a student ambassador</li> <li>● Connecting with returning students that have accessed Supports</li> <li>● Establishing outside supports for students</li> </ul>
<b>Tier 1 Supports - universal supports - Classroom Teachers</b>
<ul style="list-style-type: none"> <li>● Introduce Responsible Decision Making and Self-Awareness</li> </ul>
<p><b>Activities:</b> September 30th - National Day for Truth and Reconciliation</p>

**October**

**Theme - Respect-** based on self-respect, respect for others, respect for property and the places where we are/go (ie. school, home, public places).

<b>Tier 2 Supports (Counsellor)</b>
<ul style="list-style-type: none"> <li>● Deliver target information in group settings regarding mental health</li> <li>● Meet with small counselling groups</li> <li>● Mini target lessons</li> <li>● Started Roots of Empathy</li> <li>● Start recess clubs</li> <li>● Started our Dragon’s Gold universal reward system</li> </ul>
<b>Tier 1 Supports - universal supports MHW Coach</b>

- Assembly with teaching on Respect, introduction of new school song

Lessons in classes:

- Incredible Flexible You
- Staff and Student introductions and discussions about mental health and what is needed within the school.
- Collaboration with staff to implement character education initiatives within the school.
- Clarify our universal reward system of Dragon Gold. Create and identify meaning and make posters for classrooms.

**Activities:**

Read In Week- Speakers read in classrooms

Digital Citizen Week

School- Wide assembly with teaching on respect

**November**

**School Theme: Truth** EMPS will explore and discover the importance of truth.. We will discuss what it means to be truthful, kind, and why truth is important in relationships with staff, friends, at home.

**Tier 2 Supports (Counsellor)**

- Group counselling sessions on Self Esteem, Coping Skills, Anxiety at School, Anxiety at Home, Friendship and Relationship building, Problem Solving Skills, Zones of Regulation, Personal Space and Boundaries
- Mini target lessons
- Anti-Bullying Bulletin boards
- Morning Recess Lego Club
- Dandelion Club
- Individual counselling
- Anti-bullying week school initiatives, billboards and conversations.
- Remembrance Day support

**Tier 1 Supports - universal supports - MHW Coach**

- Assembly celebrating acts of truth amongst our students and staff and celebrating student achievements in literacy and numeracy
- Recess clubs with students (Board Game Club and Art/Projects Club)

**Activities:**

- Metis Week
- Character Education theme: Truth
- Bullying Awareness and Prevention Week
- Remembrance Day Ceremonies

## December

**School Theme - Honesty-** We will discuss what it means to be truthful, kind, and why honesty is important in relationships.

### **Tier 2 Supports (Counsellor)**

- Check in for at risk students
- Individual Counselling
- Group counselling sessions on Self Esteem, Coping Skills, Anxiety at School, Anxiety at Home, Friendship and Relationship building, Problem Solving Skills, Zones of Regulation, Personal Space and Boundaries
- Mini target lessons
- Christmas Hampers
- Recess Clubs
- Candy Cane Community Fundraiser

### **Tier 1 Supports - universal supports - MHW Coach**

- Targeted lessons on SEL needs within classrooms.
- Assembly with teaching on theme as well as celebrating acts of truth amongst our students and staff and celebrating student achievements in literacy and numeracy
- Recess Clubs

## January

**School Theme - Courage:** Students and Staff will explore the idea of courage and how to make choices in the face of obstacles. We will discuss how not to let fear hold us back from our goals and from trying new things.

### **Tier 2 Supports (Counsellor)**

- Group counselling sessions
- Mini target lessons
- Group counselling sessions on Self Esteem, Coping Skills, Anxiety at School, Anxiety at Home, Friendship and Relationship building, Problem Solving Skills, Zones of Regulation, Personal Space and Boundaries
- No Name calling week school activities
- Individual counselling
- Recess Clubs

### **Tier 1 Supports - universal supports - MHW Coach**

- Assembly celebrating courage amongst our students and staff and celebrating student achievements in literacy and numeracy



- Targeted lessons on SEL needs within classrooms.
- Recess Clubs

**Activities:**

- No Name Calling Week

**February**

**School Theme: Love-** Our School will explore the meaning of respect and how we respect not only others by ourselves. Our focus will be on teaching positive self-talk and the qualities of respecting friends, family and community members.

**Tier 2 Supports (Counsellor)**

- Group counselling sessions: Revisit counselling groups with staff to see other needs in school
- Mini target lessons
- Individual counselling
- Pink Shirt Day planning and school activities
- Recess Clubs

**Tier 1 Supports - universal supports - MHW Coach**

- Assembly talking about what love and self love is and why it is important, celebrating acts of love amongst our students and staff, celebrating student achievements in literacy and numeracy
- Targeted lessons on SEL needs within classrooms.
- Recess Clubs

**Activities:**

- Pink Shirt Day
- Black History Month

**March**

**Theme: Humility-** allows people to see and accept their own strengths and limitations without defensiveness or judgment.

**Tier 2 Supports (Counsellor)**

- Group counselling sessions
- Mini target lessons
- Individual Counselling
- World Book Day school activities
- Recess Clubs

**Tier 1 Supports - universal supports - MHW Coach**

- Assembly exploring the ideas of humility, celebrating acts of humility amongst our students and staff, celebrating student achievements in literacy and numeracy
- Targeted lessons on SEL needs within classrooms.
- Recess Clubs

**Activities:**

- World Book Day
- Social Workers Day
- Sub Teachers Day

**April****School Theme - Wisdom:** Students and Staff will explore the idea of wisdom**Tier 2 Supports (Counsellor)**

- Group counselling sessions: TDB
- Mini target lessons
- Individual Counselling
- World Mental Health Day Activities
- Teal Up Day activities
- Recess Clubs

**Tier 1 Supports - universal supports - MHW Coach**

- Assembly highlighting the meaning of wisdom, student and staff awards for showing wisdom within the school, celebrating student success with literacy and numeracy
- Targeted lessons on SEL needs within classrooms.
- Recess Clubs

**Activities:**

- Earth Day- Unplug
- World Health Day
- Military Child Day

**May****School Theme - Kindness** Students and Staff will explore the idea of kindness.**Tier 2 Supports (Counsellor)**

- Group counselling sessions:
- Mini target lessons
- Individual Counselling
- Plan Hats on for Mental Health Day

<ul style="list-style-type: none"> <li>● Plan Red Dress Day</li> </ul>
<p><b>Tier 1 Supports - universal supports - MHW Coach</b></p>
<ul style="list-style-type: none"> <li>● Assembly highlighting the meaning of kindness, celebrating acts of kindness amongst our students and staff, celebrating student achievements in literacy and numeracy</li> <li>● Targeted lessons on SEL needs within classrooms.</li> <li>● Recess Clubs</li> </ul>
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Hats on for Mental Health</li> <li>● Red Dress Day</li> <li>● Moose Hide Campaign</li> </ul>

**June**

**School Theme - Pride and Diversity** June is the month of pride and diversity, celebrating what makes us uniquely us.

<p><b>Tier 2 Supports (Counsellor)</b></p>
<ul style="list-style-type: none"> <li>● Group counselling sessions</li> <li>● Mini target lessons</li> <li>● Help with transition meetings</li> <li>● Help assist in planning Pride week</li> <li>● National Indigenous Week activities</li> </ul>
<p><b>Tier 1 Supports - universal supports - MHW Coach</b></p>
<ul style="list-style-type: none"> <li>● Staff wellness and support through transition planning and end of year duties</li> <li>● Help assist in planning Pride week</li> <li>● Help with transition meetings</li> <li>● Recess Clubs</li> </ul>
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Pride Week</li> <li>● National Indigenous Peoples Day</li> <li>● National Indigenous Week</li> </ul>

## Specialized Student Supports for EMPS School 2023-2024

Role	School Counsellor	Mental Health Wellness Coach(MHWC) Lead	Instructional Learning Coach K-4	Behaviour Lead Coach	Indigenous Success EA	Learning Support Lead
<b>MRP</b>	Renee Thomson	Aimee Diewert	Caelie Landry Sarah Workman	Jaime Van Someren	Delacy Bauder	Kristen Moltzan Kim Seed
<b>Duties</b>	<ul style="list-style-type: none"> <li>- Universal and targeted counselling supports</li> <li>- School Counselling Wellness Plan</li> <li>- Referrals to Mental Health</li> <li>- Referrals to outside agencies (ex: CFS, AHS)</li> <li>- Small Group Counselling</li> <li>- Looking at Students At Risk (attendance) and making a plan with the team</li> <li>- Transition meetings with Tier 3 students</li> <li>- Recess Clubs</li> <li>- Suicide Intervention</li> <li>- VTRA 1 &amp; 2</li> <li>- Referrals to Family Support Worker with the division</li> <li>- Looking at Students At Risk (attendance) and making a plan with the team</li> </ul>	<ul style="list-style-type: none"> <li>- Whole school supports for Mental Health</li> <li>- Monthly school themes and assemblies</li> <li>- Cross graded opportunities</li> <li>- Wellness Plan</li> <li>- Team teaching mental health lessons</li> <li>- Class lessons on mental health topics</li> <li>- School Wide Positive Behavior supports</li> <li>- Staff Wellness</li> </ul>	<ul style="list-style-type: none"> <li>- Assist with differentiation in the classroom for K-4</li> <li>- Finding resources for teachers for K-4</li> <li>- Team teaching different lessons</li> <li>- Helping teachers achieve student IPP goals for K-4</li> <li>- Looking at Students At Risk (academic) and making a plan with the team</li> <li>- Scheduled time in classrooms working alongside teachers</li> <li>-specialized assessments</li> </ul>	<ul style="list-style-type: none"> <li>- School Wide Positive Behavior supports</li> <li>- Behaviour and Safety Plan creation with teacher and team</li> <li>- Looking at Students At Risk (academic) and making a plan with the team</li> <li>- Behaviour and Safety Plan creation with teacher and team</li> </ul>	<ul style="list-style-type: none"> <li>-Academic support</li> <li>- Meet with Indigenous students to establish a sense of belonging</li> <li>- Monthly school themes and assemblies</li> <li>- Looking at Students At Risk (attendance) and making a plan with the team</li> </ul>	<ul style="list-style-type: none"> <li>- WIAT/WISC referrals</li> <li>- Oversee IPPs</li> <li>- Referrals to Complex Services Team (CST) for OT, SLP on a consultation basis (Request to Kristen)</li> <li>- Transition meetings with Tier 3 students</li> <li>- VTRA 1 &amp; 2 (Kristen and Kendra)</li> <li>- Provide support with IPP writing &amp; review</li> <li>-referrals to CL team</li> <li>- Behaviour and Safety Plan creation with teacher and team</li> </ul>

## **Available Supports Outside of EMPS**

### Mental Health & Counselling

Mental Health Referrals through school counsellor or Social Workers

### Speech & OT

**Lennae and Emma** - Complex Services Team (CST) with SPS- Tier 3 Supports for (OT, SLP, Behavior) and is a Consultant Based Model- Referrals through LSL

SLP with SPS- Tier 2 SLP supports in grades K-4 and is a Consultant Based Model- Referrals through LSL

OT with SPS- Tier 2 OT supports in grades K-4 and is a Consultant Based Model- Referrals through LSL

### Deaf and Hard of Hearing/ Blind and Low Vision

These referrals are done on a case by case basis and contracted out by SPS. Referral requests are made through the Learning Support Lead

### First Nation, Metis & Inuit

**Jerome Chabot- Métis Learning Coach, Sturgeon Public Schools** - Contact him directly as needed by email