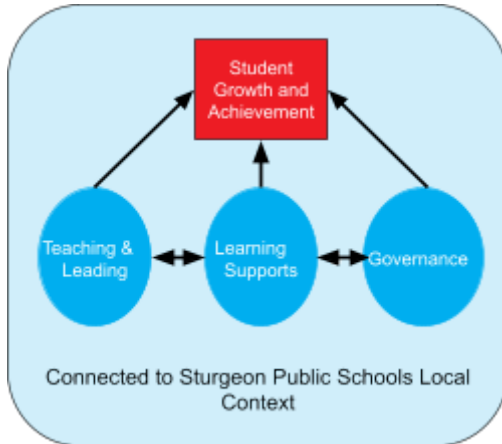




Redwater School: Counselling and Wellness Plan 2024-25

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

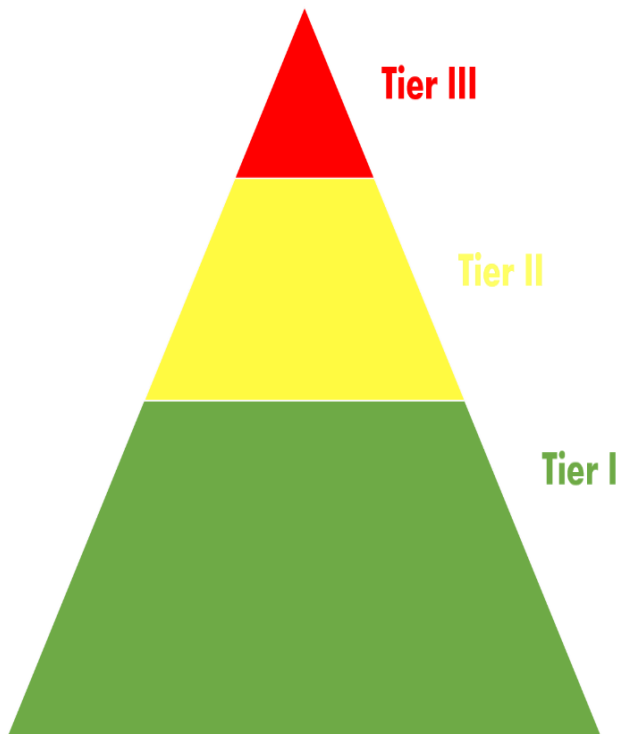


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on developing the plan, coordinating services, and providing direct and indirect support to students, staff, and parents/guardians. Successful implementation of a comprehensive Counselling and Wellness Plan positively impacts student outcomes in the 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: Redwater School

Redwater School is located in Redwater, Alberta and serves the Town of Redwater and surrounding area. There are 259 students at the school from Grades 5 to 12. There is a small population of First Nations, Métis, and Inuit students and other diverse ethnicities. Students come from a wide range of socioeconomic backgrounds.

Redwater School has Specialized Programming which serves grade 5-12 students with moderate to severe cognitive delays and offers a high level of support to teach life skills, literacy, and numeracy. Redwater School has a strong academic program and continues to develop high achieving students. There are many different Career and Technology Studies (CTS) courses for students to choose from such as: Construction, Art, Foods, Band, Wildlife, and Leadership. Redwater School takes great pride in being able to provide enriching activities for our students.

Additionally, sports and extracurricular activities are offered through Redwater School. As a smaller school, Redwater students are afforded a greater opportunity to participate in a variety of activities.

The Student Services program is made up of the School Counsellor, Learning Support Lead, the Registered Apprenticeship Program (RAP) and Work Experience Coordinator, Learning Coach, and Helping Young People Excel (HYPE), and our administration team. Redwater School has a Wellness HUB which is an integrated, school-based mental health space for students to access. The staff team consists of the Student Services team who provides access to appropriate support. The Wellness Hub is based on the shared belief that every person in Redwater School has the capacity to obtain optimal well-being when offered opportunities to safely access local resources that address the dimensions of wellness. The goal is to provide students with the support and strategies necessary to maintain physical and mental well-being.

The Wellness Hub is a school initiative that works to provide opportunities that enhance students' protective factors (positive adult role models, strong social support, positive self esteem, conflict resolution skills, success at school, participation in community and cultural activities, and access to the social determinants of health) and promote positive mental health through access to resources and opportunities for skill development, integration, and social emotional learning. The Hub also provides access to nutritious foods for students who are unable to access food or basic supplies in their home lives. This helps remove the barriers and stigma associated with accessing these supports in the community as students are unable to learn without their basic needs being met.



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SUPPORTS/INTERVENTIONS

Universal	Targeted	Individualized/ Intensive
<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"> ● Healing Garden and Outdoor space for learning ● Outdoor activities whenever possible ● Cross Grade Activities ● Career Fairs ● Post Secondary Fairs ● Safe Space ● Clubs/Intramurals ● Access to food in the Hub ● School sports ● Awards nights ● Remarkable Renegades each month ● Positive Behaviour Supports ● School Council ● Community wide events ● HYPE summer programs ● Wellness bulletin boards ● School sports 	<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"> ● Wellness Hub ● Class Presentations ● Scholarly and post secondary sessions ● Small group support for self esteem, peer conflicts, and other situations ● Mental Health Library ● Grade 5 and 10 orientation ● Parent Information Nights (HYPE) ● Meet the teacher night ● Truth and Reconciliation ● Blanket exercises ● Kindness week, pride week, pink shirt day ● Learning coaches, HYPE, School Counsellor, Learning Support Lead, off campus coordinator ● Success in school meetings ● Collaboration for at-risk students ● SBT meetings every other week to address students who are at-risk 	<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"> ● Individual Check-Ins with students and families ● Suicide Risk Assessments ● Individual Guidance Counseling sessions ● Referral and connection with AHS Mental Health Services ● Wellness Hub and Student Services team ● Attendance check ins and interventions ● Specialized programming ● Integrated programming ● VTRA training



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**Communication plan: How will the Counselling and Wellness Plan be shared with our community?
(Students, Staff, Parents)**

1. School Website - Nov. 1, 2024
2. School Council - January TBD
3. Staff Meetings as regular updates
4. School Newsletter
5. Morning Announcements - activities/group 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– collaboration and mentorship with other counsellors and coaches in the division
- Monitor student attendance/achievement/engagement
- Provide postsecondary and scholarship information (ongoing)
- Make referrals to appropriate outside supports
- 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
- Check ins with staff (ongoing collaboration about students)
- Work with Administration on strategies on how to get out to stakeholders the great things happening in the building.
- Credit checks and grad checks
- Awards
- Ongoing meetings with parents, guardians, and agencies
- Success in School plans
- Ongoing work with Wellness Hub team
 - targeted groups
 - classroom presentations

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. (more important in Pre-K -9)



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- 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)
- Student timetables and changes
- Back to school BBQ for whole school on staggered start days
- 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

Tier 2 Supports (Counsellor)
<ul style="list-style-type: none"> ● Collaborative teacher meetings to discuss 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 ● Student timetable changes
Tier 1 Supports - universal supports
<ul style="list-style-type: none"> ● Wellness Bulletin Board
Activities: <ul style="list-style-type: none"> ● Terry Fox run with Ochre park ● Meet the Community ● National Day for Truth and Reconciliation ● Junior High and Senior High Volleyball ● Senior High Golf Zones ● Junior High Cross Country Run ● Elementary Cross Country Run

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

Tier 2 Supports (Counsellor) <ul style="list-style-type: none"> ● Awards planning and implementation
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- Check in with at-risk students
- Provide support to students as needed
- Phone calls/emails made or returned as needed
- Collaborate with HYPE
- Meet with the Student Support Team twice a month to discuss at risk students. This then enables the team to better support students with strategies such as forming groups, to teach specific skills, give specific students extra attention when needed, and providing behavior support.

Tier 1 Supports - universal supports

- Scholarship session for high school students
- Wellness Bulletin Board

Activities:

- Cross graded reading with elementary and high school students.
- Citadel Field Trip
- Take Me Outside Day
- School wide breakfast
- Junior High and Senior High Volleyball

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 (Counsellor)

- Christmas hamper referral list
- Check in with at-risk students
- Provide support to students as needed
- Phone calls/emails made or returned as needed
- Collaborate with HYPE
- Meet with the Student Support Team twice a month to discuss at risk students. This then enables the team to better support students with strategies such as forming groups, to teach specific skills, give specific students extra attention when needed, and providing behavior support.

Tier 1 Supports - universal supports

- Calm and Confident strategies session
- Wellness Bulletin Board

Activities:

- Junior / Senior High:
 - Take Our Kids to Work Day first week of Nov (Grade 9)



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- Post-secondary updates/Career Exploration
- Awards night
- Remembrance Day Activities
- Metis week
- Rock your Mocs Day
- Bullying Awareness Week

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)

- Check in with at-risk students
- Provide support to students as needed
- Phone calls/emails made or returned as needed
- Collaborate with HYPE
- Meet with the Student Support Team twice a month to discuss at risk students. This then enables the team to better support students with strategies such as forming groups, to teach specific skills, give specific students extra attention when needed, and providing behavior support.

Tier 1 Supports - universal supports

- What is your Mantra for support? or Your word?
- Gratitude exercises
- Wellness Bulletin Board

Activities:

- High School student volunteer at Ochre Park Christmas Store
- High School students volunteer to set up Kris Kringle Community Event
- Junior High ELA students help to set up RWS tree at festival of Trees
- Door Decorating Competition (Whole School)
- Gratitude Ornament Making at lunch
- Christmas Concert
- Red and Green Theme Day
- Ugly Sweater/Santa Hat Theme Day
- Cookie Decorating at lunch
- Whole school breakfast, PJ day, Free Hot Chocolate
- Junior and Senior High Basketball
- Dungeon and Dragons Club



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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">• Check in with at-risk students• Provide support to students as needed• Phone calls/emails made or returned as needed• Collaborate with HYPE• Meet with the Student Support Team twice a month to discuss at risk students. This then enables the team to better support students with strategies such as forming groups, to teach specific skills, give specific students extra attention when needed, and providing behavior support.
Tier 1 Supports - universal supports
<ul style="list-style-type: none">• Connecting and learning Re: Seasonal Break tradition conversations• Wellness Bulletin Board
Activities: <ul style="list-style-type: none">• Bell Let's Talk Day• Friendship activities• High School visits for exam prep• Wildlife Field Trip• Dungeon and Dragons Club

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">• Check in with at-risk students• Provide support to students as needed• Phone calls/emails made or returned as needed• Collaborate with HYPE• Meet with the Student Support Team twice a month to discuss at risk students. This then enables the team to better support students with strategies such as forming groups, to teach specific skills, give specific students extra attention when needed, and providing behavior support.



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Tier 1 Supports - universal supports
<ul style="list-style-type: none"> • Success Principle: $E + R = O$ (Event + Response = Outcome) • Wellness Bulletin Board
Activities: <ul style="list-style-type: none"> • Bullying Awareness Week • Pink Shirt Day • 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 (Counsellor)
<ul style="list-style-type: none"> • Check in with at-risk students • Provide support to students as needed • Phone calls/emails made or returned as needed • Collaborate with HYPE • Meet with the Student Support Team twice a month to discuss at risk students. This then enables the team to better support students with strategies such as forming groups, to teach specific skills, give specific students extra attention when needed, and providing behavior support. • Accommodations and Exemptions list for PAT's/DIP's • Course selection planning for next year • Inform students of summer school and summer camps, jobs and other opportunities
Tier 1 Supports - universal supports
<ul style="list-style-type: none"> • Being Present Practice • Wellness Bulletin Board
Activities: <ul style="list-style-type: none"> • Open House • International Day for the Elimination of Racial Discrimination • Paska Making

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">• Check in with at-risk students• Provide support to students as needed• Phone calls/emails made or returned as needed• Collaborate with HYPE• Meet with the Student Support Team twice a month to discuss at risk students. This then enables the team to better support students with strategies such as forming groups, to teach specific skills, give specific students extra attention when needed, and providing behavior support• Accommodations and Exemptions list for PAT's/DIP's
Tier 1 Supports - universal supports
<ul style="list-style-type: none">• Being a Leader without a Title• Wellness Bulletin Board
Activities: <ul style="list-style-type: none">• Skills Canada for Grade 9 students• Junior High Badminton• Senior High Badminton• The Day of the Military Child• National Volunteer Week• Sturgeon Night of Music and Fine Arts

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)
<ul style="list-style-type: none">• Check in with students coping with anxiety in preparation for PAT's/DIP's and final exams• Check in with at-risk students• Provide support to students as needed• Phone calls/emails made or returned as needed• Collaborate with HYPE• Meet with the Student Support Team twice a month to discuss at risk students. This then enables the team to better support students with strategies such as forming groups, to teach specific skills, give specific students extra attention when needed, and providing behavior support
Tier 1 Supports - universal supports



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- Deep Breathing/4 Square Breathing/ 5-4-3-2-1 Grounding Technique/ Tapping
- Wellness Bulletin Board

Activities:

- Hats on for Mental Health
- Mental health awareness week
- Mental Health Morning
- Red dress day
- Moosehide Campaign
- School wide breakfast
- Junior and Senior High Badminton
- Town Wide Clean-Up/Pembina BBQ
- Elementary Track Meet
- Junior High Track Meet
- Senior High Track Meet Zones
- Education Week
- Apraxia Day
- National Pitch-In Week

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)

- Check in with at-risk students
- Provide support to students as needed
- Phone calls/emails made or returned as needed
- Collaborate with HYPE
- Meet with the Student Support Team twice a month to discuss at risk students. This then enables the team to better support students with strategies such as forming groups, to teach specific skills, give specific students extra attention when needed, and providing behavior support. Check with teachers regarding course placements for individual students
- Final high school preparation for grade 9 students
- Cull counselling files and shred confidential information
- Organize and set dates for PD and other guests for next year

Tier 1 Supports - universal supports

- Wellness Bulletin Board

Activities:

- Celebrations



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- Celebrations/awards
- National Indigenous Peoples day
- Graduation
- Pride week activities
- Year end concert