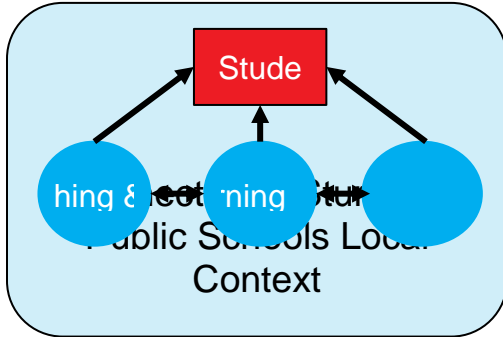




# Sturgeon Public Schools: Counselling and Wellness Plan 2024-25

## 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 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. 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



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### 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

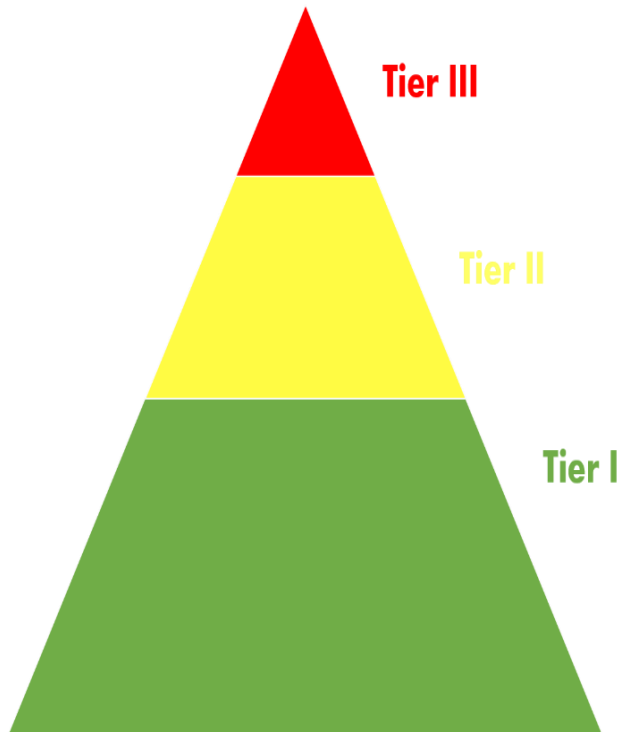
school has a Counselling and Wellness Plan which is developed for all students and focuses on the six dimensions of wellness. This plan provides a balanced approach, offering developmental preventative activities and learning opportunities for all students as well as appropriate and timely interventions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



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### 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.

School name: Ochre Park School

Brief description: Ochre Park School, established in 1983 and located in the town of Redwater, serves 161 students from Pre-K to Grade 4. At Ochre Park, we are committed to nurturing Outstanding Wise Leaders (OWL's) by empowering our learners to become



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responsible leaders who contribute to a vibrant community. Our dedicated staff provides a high-quality education in a safe and caring environment.

### SUPPORTS/INTERVENTIONS

Universal	Targeted	Individualized/ Intensive
<p><b>Focus:</b> 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><b>Examples:</b></p> <ul style="list-style-type: none"> <li>● K-4 PEWS</li> <li>● Redwater HYPE</li> <li>● CASEL Framework</li> <li>● Zones of Regulation</li> <li>● House Leagues</li> <li>● Outdoor Classroom (Place Study/PLC)</li> <li>● Values Program</li> <li>● Positive Behavioural Supports</li> <li>● STAR Program</li> <li>● Regulation Stations</li> <li>● Web of Support</li> <li>● Monthly Awareness Events</li> <li>● Breakfast Program</li> <li>● Sensory Room</li> <li>● Strategies Room</li> <li>● Caught Being Good</li> </ul>	<p><b>Focus:</b> Provide classroom support for groups of students with greater need.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>● Daily Regulation</li> <li>● Strategies Tools - specialized seating, fidgets, headphones, ect.</li> <li>● Lunch Bunch</li> <li>● Group Sessions (anxiety, social skills, etc.)</li> <li>● Cool Kids Club</li> <li>● Small group sessions</li> <li>● Grade 4 and ECS transition planning</li> <li>● Success in Schools</li> </ul>	<p><b>Focus:</b> Support and refer to other agencies students with more specific and intensive needs.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>● Individual Check-Ins with students and families</li> <li>● Suicide Risk Assessments</li> <li>● Social Worker</li> <li>● Individual Program Plans/Positive Behaviour Plans/Safety Plans</li> <li>● Complex Services Team involvement for complex needs students</li> <li>● Individual Guidance Counselling sessions</li> <li>● Referral and connection with AHS Mental Health Services</li> <li>● Behaviour, Medical and Safety Plans</li> <li>● Individual Program Plans and Learning Plans</li> </ul>

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

1. School Website - November 2024
2. School Council - November 2024
3. Staff Meeting - update as needed
4. Homerooms - monthly activities/group sessions



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## 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 in the division
- 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
- Ongoing updates with Administrators
- Work with Administration on strategies on how to get out to stakeholders the great things happening in the building.

## Month to Month Planning

### August - early September

- Do an environmental scan of the school to:
  - Ensure signage for health and safety is positively framed and developmentally appropriate
  - Support teachers in creating visuals that personally welcome students back into the school building. (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
  - Welcome new students
  - 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

Tier 2 Supports
<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> </ul>



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<ul style="list-style-type: none"> <li>• Meet with students new to the school and community</li> <li>• Review incoming student cumulative files</li> <li>• Connecting with returning students that have accessed supports</li> <li>• Breakfast Program/Daily Regulation</li> <li>• Meet with the Student Support Team once a week to discuss at risk students.</li> <li>• Lunch Bunch - Welcoming New Student</li> </ul>
<b>Tier 1 Supports</b>
<ul style="list-style-type: none"> <li>• Develop a positive school climate and culture through Monthly Values Program <ul style="list-style-type: none"> <li>◦ I Belong – Bulletin boards, Newsletter, PLC class sessions</li> </ul> </li> <li>• Incorporate PEWS curriculum into teaching opportunities (PLC's)</li> <li>• STAR Program – Building a positive playground</li> <li>• Support implementation of universal language and strategies</li> </ul>
<b>Activities:</b> Meet the Community Welcome Back Pancake Breakfast Terry Fox Run Truth and Reconciliation Week <ul style="list-style-type: none"> <li>• September 30th - National Day for Truth and Reconciliation</li> </ul>

### 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

<b>Tier 2 Supports</b>
<ul style="list-style-type: none"> <li>• Support at-risk students</li> <li>• Breakfast Program/Daily Regulation</li> <li>• Meet with the Student Support Team once a week to discuss at risk students.</li> <li>• In collaboration with Learning Support Lead (LSL): <ul style="list-style-type: none"> <li>◦ IPP, PBS and SP collaboration meetings</li> </ul> </li> <li>• Collaborate and Plan with HYPE</li> <li>• Parent/Teacher Interviews</li> <li>• Lunch Bunch – Welcoming New Students/Peer relations</li> </ul>
<b>Tier 1 Supports</b>
<ul style="list-style-type: none"> <li>• Develop a positive school climate and culture through Monthly Values Program <ul style="list-style-type: none"> <li>◦ Honesty – Bulletin boards, Newsletter, PLC class sessions</li> </ul> </li> <li>• Incorporate PEWS curriculum into teaching opportunities (PLC's)</li> <li>• STAR Program – Buddy Systems</li> <li>• Support implementation of universal language and strategies</li> </ul>



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<p><b>Activities:</b>  <b>Fire Safety Week</b>  <b>Borscht Making – Generations United</b>  <b>Full Moon Frolic</b></p>
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### 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

<p><b>Tier 2 Supports</b></p> <ul style="list-style-type: none"> <li>● Support at-risk students</li> <li>● In collaboration with Learning Support Lead (LSL): <ul style="list-style-type: none"> <li>○ IPP, PBS and SP collaboration meetings</li> </ul> </li> <li>● Collaborate and Plan with HYPE</li> <li>● Lunch Bunch - Keeping your hands to yourself</li> <li>● Breakfast Program/Daily Regulation</li> <li>● Meet with the Student Support Team once a week to discuss at risk students.</li> <li>● Lunch Bunch - I can have a safe body.</li> </ul>
<p><b>Tier 1 Supports</b></p> <ul style="list-style-type: none"> <li>● Develop a positive school climate and culture through Monthly Values Program <ul style="list-style-type: none"> <li>○ Perseverance – Bulletin boards, Newsletter, PLC class sessions</li> </ul> </li> <li>● Incorporate PEWS curriculum into teaching opportunities (PLC’s)</li> <li>● STAR Program – Positive Message Relay Race</li> </ul>
<p><b>Activities:</b>  <b>Remembrance Day Ceremony</b>  <b>Metis Week Celebrations</b>  <b>Bullying Awareness and Prevention week</b></p>

### 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

<p><b>Tier 2 Supports</b></p> <ul style="list-style-type: none"> <li>● Support at-risk students</li> <li>● Breakfast Program/Daily Regulation</li> <li>● Meet with the Student Support Team once a week to discuss at risk students.</li> <li>● Lunch Bunch Programming</li> </ul>
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<b>Tier 1 Supports</b>
<ul style="list-style-type: none"> <li>● Develop a positive school climate and culture through Monthly Values Program <ul style="list-style-type: none"> <li>○ Community – Bulletin boards, Newsletter, PLC class sessions</li> </ul> </li> <li>● Incorporate PEWS curriculum into teaching opportunities (PLC's)</li> <li>● STAR Program</li> <li>● Support implementation of universal language and strategies</li> </ul>
<b>Activities:</b> Christmas Concert 10 Days of Giving School Council Christmas Store Generations United – Christmas Cookies Whole School PJ and Movie Day

### 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

<b>Tier 2 Supports</b>
<ul style="list-style-type: none"> <li>● Support at-risk students</li> <li>● Breakfast Program/Daily Regulation</li> <li>● Meet with the Student Support Team once a week to discuss at risk students.</li> <li>● Lunch Bunch Programming</li> </ul>
<b>Tier 1 Supports</b>
<ul style="list-style-type: none"> <li>● Develop a positive school climate and culture through Monthly Values Program <ul style="list-style-type: none"> <li>○ Upstander – Bulletin boards, Newsletter, PLC class sessions</li> </ul> </li> <li>● Incorporate PEWS curriculum into teaching opportunities (PLC's)</li> <li>● STAR Program</li> </ul>
<b>Activities:</b> Skating and Curling Activities Read in Week/Family Literacy Week RCMP/ICE presentation National Ribbon Skirt Day

### 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





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<b>Tier 2 Supports</b>
<ul style="list-style-type: none"> <li>• Support at-risk students</li> <li>• Breakfast Program/Daily Regulation</li> <li>• Meet with the Student Support Team once a week to discuss at risk students.</li> <li>• Lunch Bunch Programming</li> </ul>
<b>Tier 1 Supports</b>
<ul style="list-style-type: none"> <li>• Develop a positive school climate and culture through Monthly Values Program <ul style="list-style-type: none"> <li>◦ Empathy/Kindness – Bulletin boards, Newsletter, PLC class sessions</li> </ul> </li> <li>• Incorporate PEWS curriculum into teaching opportunities (PLC's)</li> <li>• STAR Program</li> </ul>
<b>Activities:</b> Jump Rope for Heart Kindness Week Black History Month 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

<b>Tier 2 Supports</b>
<ul style="list-style-type: none"> <li>• Support at-risk students</li> <li>• Breakfast Program/Daily Regulation</li> <li>• Meet with the Student Support Team once a week to discuss at risk students.</li> <li>• Lunch Bunch Programming</li> </ul>
<b>Tier 1 Supports</b>
<ul style="list-style-type: none"> <li>• Develop a positive school climate and culture through Monthly Values Program <ul style="list-style-type: none"> <li>◦ Respect – Bulletin boards, Newsletter, PLC class sessions</li> </ul> </li> <li>• Incorporate PEWS curriculum into teaching opportunities (PLC's)</li> <li>• STAR Program</li> </ul>
<b>Activities:</b> Winter Play Day/Inuit Games Alberta Musical Theatre International Women's Day Substitute Teacher Appreciation Week

### 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:



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teamwork and collaborative problem solving, resisting negative social pressure, leadership, offering support) CASEL

<b>Tier 2 Supports</b>
<ul style="list-style-type: none"> <li>● Support at-risk students</li> <li>● Breakfast Program/Daily Regulation</li> <li>● Meet with the Student Support Team once a week to discuss at risk students.</li> <li>● Lunch Bunch Programming</li> </ul>
<b>Tier 1 Supports</b>
<ul style="list-style-type: none"> <li>● Develop a positive school climate and culture through Monthly Values Program <ul style="list-style-type: none"> <li>○ Responsibility – Bulletin boards, Newsletter, PLC class sessions</li> </ul> </li> <li>● Incorporate PEWS curriculum into teaching opportunities (PLC's)</li> <li>● STAR Program</li> </ul>
<b>Activities:</b> Generations United – Paska Making Budding Authors Sturgeon Night of Music Play Day Military Child Appreciation Day

### 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

<b>Tier 2 Supports</b>
<ul style="list-style-type: none"> <li>● Support at-risk students</li> <li>● Breakfast Program/Daily Regulation</li> <li>● Meet with the Student Support Team once a week to discuss at risk students.</li> <li>● Lunch Bunch Programming</li> </ul>
<b>Tier 1 Supports</b>
<ul style="list-style-type: none"> <li>● Develop a positive school climate and culture through Monthly Values Program <ul style="list-style-type: none"> <li>○ Courage – Bulletin boards, Newsletter, PLC class sessions</li> </ul> </li> <li>● Incorporate PEWS curriculum into teaching opportunities (PLC's)</li> <li>● STAR Program</li> </ul>
<b>Activities:</b> Education Week Mental Health Week Town Wide Clean Up Track and Field



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Red Dress Day/Moose Hide Campaign

### 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

- Support at-risk students
- Breakfast Program/Daily Regulation
- Meet with the Student Support Team once a week to discuss at risk students.
- Lunch Bunch Programming

#### Tier 1 Supports

- Develop a positive school climate and culture through Monthly Values Program
  - Diversity- Bulletin boards, Newsletter, PLC class sessions
- Incorporate PEWS curriculum into teaching opportunities (PLC's)
- STAR Program

#### Activities:

PRIDE week  
Mini Legends Play Day  
Bike Rodeo  
Volunteer Tea  
Red and White Family Picnic  
Grade 4 Farewell/Kinder Grad  
National Indigenous Peoples Day