

## GUIDANCE AND COMPREHENSIVE COUNSELLING

### Background

Guidance and counselling includes a variety of group-oriented activities designed to enhance students' attitudes and values and refers to an individualized, small group or class process that assists students with specific personal/social issues and difficulties, and educational or career issues. Counselling services may be supportive, developmental, preventative or crisis-oriented.

The Division recognizes the value of guidance and counselling services being made available to all students as an integral part of school programs and services.

### Procedures

1. The Division will provide guidance and counselling services for all students in order to support and facilitate achievement of the following:
  - 1.1 Students demonstrate care, respect and consideration for themselves and others in fulfillment of the Gospel message respecting human dignity;
  - 1.2 Students participate positively and actively in learning activities developing their talents to the fullest degree, and
  - 1.3 Students acquire knowledge, skills and attitudes needed to help them lead productive, satisfying lives.
2. The principal and designated counsellor shall become familiar with Alberta Education documents and requirements dealing with guidance and counselling services; in particular, the Comprehensive School Guidance and Counselling Programs and Services document and Policy 1.6.3: Guidance and Counselling.
3. An approach that places emphasis on a comprehensive, developmental guidance program, in addition to individual crisis situations, will be promoted. The four (4) components of a school's Comprehensive Counselling and Guidance Program should include:
  - 3.1 Developmental Guidance and Counselling – preventative, proactive approach.
  - 3.2 School/Community Support – activities that establish, maintain, and enhance the existing program.
  - 3.3 Individual Student Planning – career planning as well as individual assessment and advisement.
  - 3.4 Responsive Services – meeting the immediate concerns of the students.
4. Teachers are obligated to make themselves aware of the guidance and counselling services available within the school community and to follow established procedures related to accessing these services for children.

5. Referrals are to be made to service providers outside of the school for cases that are deemed to be beyond the individual counsellor's scope of competence or where counselling services are not available.
6. The Division will maintain liaison with local service agencies through the office of the Director of Student Services and the site based counsellor.
7. The principal shall ensure that a team approach is used and that guidance and counselling services are an integral part of the school program. Team members are principal, counsellor, teachers and others as required. The roles of team members are as follows.
  - 7.1 Principal
    - 7.1.1 Sets up the school guidance and counselling team;
    - 7.1.2 Provides for a needs assessment;
    - 7.1.3 Establishes with the counsellor, a Comprehensive Guidance and Counselling Plan;
    - 7.1.4 Provides for and facilitates the delivery of services; and
    - 7.1.5 Assists in evaluating the outcomes.
  - 7.2 Counsellor
    - 7.2.1 Certificated teachers in the role of counsellor should have relevant training and experience;
    - 7.2.2 Schools which have Family School Liaison Workers (FSLW) acting as counsellors shall employ individuals that meet Division FSLW requirements (See 8.6) and adhere to the Job Profile for a FSLW in our Division;
    - 7.2.3 The counsellor, in collaboration with the designated school counselling team, shall conduct an annual need assessment and use identified needs as a basis for the development of an annual school Comprehensive Counselling Plan (CCP) and shall provide such plan to the Assistant Superintendent or designate by September 30<sup>th</sup>;
    - 7.2.4 Provides group guidance or small group or individual counselling;
    - 7.2.5 Provides preventive, developmentally appropriate programming at all grade levels through the use of in-school programming and/or community resources;
    - 7.2.6 Consults with parents, school staff, central office directors and community groups;
    - 7.2.7 Coordinates or provides group and individual testing where appropriate, in cooperation with classroom teachers, special needs teachers and outside contracted services;
    - 7.2.8 Acts as a resource personnel to teachers implementing guidance related curricula, such as social skills programs and behaviour modification techniques;

- 7.2.9 In consultation with the principal, refers to other community agencies or other professionals as appropriate;
  - 7.2.10 Collects and distributes current information in educational, career, personal and social areas;
  - 7.2.11 Maintains communications about guidance and counselling programs and initiatives through periodic articles in the school's newsletters to parents; and
  - 7.2.12 Liaises with other schools and institutions to provide educational continuity for students.
- 7.3 Teachers
- 7.3.1 Consult with parents and the counsellor;
  - 7.3.2 Participate in student-oriented activities;
  - 7.3.3 Teach and support guidance related curricula presented in an individual classroom, small group or school wide basis, identifies and participates in preliminary assessments of students referred to special programs or who present special problems; and
  - 7.3.4 Write up individualized program plans (IPPs) for special needs students utilizing input from parents, special needs teachers and counsellors.
- 7.4 Each principal shall define and implement individual guidelines and procedures based on their needs assessment in accordance with the guidelines specified herein, and shall submit these documents to the Student Services Coordinator.
- 7.5 All individuals providing guidance and counselling services shall respect the confidentiality of information received in accordance with professional ethics, Division policy and procedures, and the law.
- 7.6 All employees with Family School Liaison Worker (FSLW) designation shall meet requirements related to the following:
- 7.6.1 Code of Ethics
    - 7.6.1.1 The FSLW is required to follow the professional code of ethics, as outlined by the professional regulatory body of which he or she is a member
    - 7.6.1.2 FSLWs are required to submit at the time of hire, proof of their registration in the professional regulatory body to the Assistant Superintendent or designate for inclusion in their personnel file
  - 7.6.2 Qualifications:
    - 7.6.2.1 FSLW's must have, at minimum, a diploma in Social Work or in an equivalent field of academic study but a Bachelor degree in Social Work or Psychology is preferred. This credential must be submitted upon hire to the Assistant Superintendent for inclusion in their personnel file

7.6.2.2 Family School Liaison Workers are required to have the following training

- Applied Suicide Intervention Skills Training (ASIST)

7.6.2.3 Family School Liaison Workers are encouraged to have the following training

- Level 1 and 2 Violence, Threat and Risk Assessment (VTRA)
- Mental Health First Aid

Reference: Section 39, 45, 60, 61, 113 School Act  
Guidance and Counselling Policy 1.6.3  
Comprehensive School Guidance and Counselling Programs and Services (1997)  
Freedom of Information and Protection of Privacy Act