

GUIDANCE AND COUNSELLING SERVICES

Background

Guidance and counselling services are available to students as an integral part of a continuum of supports and services. Counsellors work collaboratively with students, parents/guardians, and the school learning team to support the educational, personal, social, and career needs of students.

Definitions

Guidance is a process that is both individual and group-oriented. It includes self-awareness, identification and development of positive relations supportive of goal achievement, educational and career planning, making decisions, setting goals and problem solving. In schools in this province, these topics are also dealt with in Health and Career and Life Management curricula.

Counselling assists individuals with personal, social, educational or career goals. Counselling activities may involve the expertise of a School Counsellor or Family School Liaison Counsellor with specialized skills to address concerns that impact student learning. For longer term or more in-depth counselling, students may be referred to outside agencies.

The Assistant Superintendent, Learning Services and principals are responsible for the administration of this administrative procedure.

Procedures

1. Guidance and counselling services provided by schools are to address identified needs through the following service areas.
 - 1.1 Educational/Career services may include:
 - 1.1.1 Assisting student program planning and course selection.
 - 1.1.2 Providing post-secondary information.
 - 1.1.3 Monitoring individual educational progress and academic ability.
 - 1.1.4 Providing support to students with special learning, behaviour, social/emotional need
 - 1.1.5 Providing information about the world of work.
 - 1.1.6 Helping students to assess their interests.
 - 1.1.7 Assisting in relating the student's educational and career plans to abilities, achievements, interests, values, attitudes and goals.
 - 1.1.8 Developing job search skills and strength-based resume development.
 - 1.1.9 Providing students with information regarding scholarships, bursaries and financial supports for post-secondary education.

- 1.1.10 Providing supports with transitions from school to school, school to work, or school to additional education and training
- 1.1.11 Bridging staff, student and community relations that contribute to the larger societal context
- 1.2 Personal/Social Emotional services may include:
 - 1.2.1 Providing students with services which help develop solution focused problem-solving skills.
 - 1.2.2 Assisting students to develop coping, advocacy, and resiliency skills for managing in a variety of life situations.
 - 1.2.3 Implementing approaches, strategies and supports that contribute to a safe, caring and welcoming environment for all students.
 - 1.2.4 Referring students to appropriate personal/social service agencies.
 - 1.2.5 Providing students with professional counselling services.
- 2. A continuum of supports is provided in guidance and counselling services:
 - 2.1 Preventive Services (Universal supports) consists of proactive activities that help all students plan, monitor and manage their own learning to help ensure success in their personal and career development.
 - 2.2 Developmental Guidance (Universal supports) Instruction consists of structured developmental experiences presented systematically through classroom and group activities.
 - 2.3 Responsive Services (Targeted and Individualized supports) consists of activities to meet the immediate needs and concerns of students via counselling, consultation, referral or information.
 - 2.4 School-Community Services include contributing to the larger societal context and developing school-community partnerships.

Both the preventive and developmental approaches attempt to prepare individuals for a variety of life situations by sharing information and discussing issues. Responsive services are intended to help students cope effectively with a situation or a series of difficulties.

3. Responsibility for Guidance and Counselling

Successful provision of guidance and counselling services is based on a team approach; the individual student and all those providing support should be involved in the process. Roles of those commonly involved in a student's support network are outlined below.

3.1 Teachers

Teachers work with individual students on a daily basis. This relationship makes them key members of the guidance and counselling team. Teachers are sensitive to the developmental needs of children or young adults and can accommodate them by:

- 3.1.1 Listening and responding to student concerns and identified needs.
- 3.1.2 Encouraging advocacy and communication skills.
- 3.1.3 Adapting teaching methods/instruction to different learning styles and needs.

- 3.1.4 Consulting with parents and the school-based counselling team as well as other related professionals or natural supporters to reach a mutual understanding of individual student behaviour and needs.
- 3.1.5 Referring students to counselling services as required.
- 3.2 The Administrative Team

The administrative team is responsible for organizing and coordinating school guidance and counselling services.

 - 3.2.1 With the school-based counselling team, the administrative team will establish long and short-term goals for school programs and individual students.
 - 3.2.2 The team will also assist in monitoring and evaluating services provided by the counselling team.
 - 3.2.3 Recognizing the diverse contextual needs of each school, specification of roles and responsibilities within the guidelines of this Administrative Procedure will be facilitated by the administration team in collaboration with the school counsellor.
 - 3.2.4 Principals will allocate resources to satisfy Guidance and Counseling program standards through the Student Profile Allocations / Inclusive Learning (SPA) and consultative staffing process each year
- 3.3 School Counsellors

School Counsellors are members of the school-based counselling team and primarily responsible for providing educational and career guidance and counselling and contributing to a safe, caring and welcoming environment through the provision of universal and targeted approaches and supports that are personal and social in nature.

 - 3.3.1 School Counsellors can be consulted for support, information, prevention and early intervention services.
 - 3.3.2 In grades 10 to 12 schools, School Counsellors also serve as resource persons or consultants to staff, parents and the community.
 - 3.3.3 School Counsellors provide educational and career guidance and counseling.
 - 3.3.4 School Counselors contribute and provide leadership to the school team in ensuring the provision of universal and targeted approaches and supports to support the social-emotional well-being of students.
- 3.4 Family School Liaison Counsellors

Family School Liaison Counsellors are members of the school-based counselling team and provide universal and targeted supports as well as confidential individual and family support of a personal/social nature through a variety of means such as counselling, referrals and coordinating service delivery.

 - 3.4.1 The Family School Liaison Counsellors can be consulted for support, information, prevention and/or early intervention.

- 3.4.2 The Family School Liaison Counsellor assumes an integral role on the school-based threat and risk assessment team in the provision of assessment and responsive services related to critical incident stress.
 - 3.4.3 The Family School Liaison Counsellor hold caseloads and provides individualized short-term therapeutic intervention for students.
 - 3.4.4 The Family School Liaison Counsellor bridges students and families requiring individualized supports to the appropriate outside agencies and supports.
- 3.5 Learning Coaches
- Learning Coaches are members of the school-based team and play an important coordinating role as part of the school team. Learning Coaches work with the school counselling team and administrators to ensure a continuum of supports and services that focus on ensuring the provision of preventative and developmental services that result in improved student outcomes.
- 3.6 Youth Development Coaches
- Youth Development Coaches are members of the school-based team and assist in the design and implementation of individual, group and school programs that focus on personal and social growth and behavioural change. These professionals assume a role as a school-based team member primarily in the provision of preventive and developmental services through such activities as mentoring, supported problem solving, and intentional development of positive relationships.
- 3.7 Parents
- Parents can assist in the guidance and counselling of their children by becoming involved in and supporting school efforts, as well as by establishing open lines of communication with their children and the school.
- Parents can also:
- 3.7.1 Serve as role models in educational and career areas
 - 3.7.2 Act as guest speakers during school career days; and
 - 3.7.3 Provide feedback on the effectiveness of the guidance and counselling services in the local school.
- 3.8 Community Partnering Agencies
- Counsellors consult with and refer clients to a variety of social agencies within the community. These agencies may be accessed when longer term or more intensive counselling services are required. Referrals or connections may be made to service clubs, recreational organizations, and other community groups who can provide direct services. These team members may serve as school resources, mentors or provide locations for work experience programs.
- 3.9 The Student
- Children begin to seek independence at a very early age. The level of independence they acquire is in direct proportion to the level of responsibility they accept. Guidance and counselling services provided in the school, home and in the community help students assume increasing responsibilities for educational, personal or social, and career outcomes. The ultimate aim of all these services is to develop in each student

a sense of purpose in life, self-advocacy and the capability to achieve individual goals.

4. Counsellor Qualifications

4.1 School personnel will meet the qualification and competency requirements for those areas of the program that require specialist training.

5. Confidentiality

5.1 Counsellors or other school personnel providing guidance and counselling services are to respect the confidentiality of information received in accordance with professional ethics and the law.

Reference: Relevant Legislation & Guidelines