

## **ADMINISTRATIVE PROCEDURE NO. 240**

### **GUIDANCE AND COUNSELLING SERVICES**

#### **Background**

The Division will provide guidance and counseling services for all students in order to support and facilitate the achievement of the following:

1. Students demonstrate respect, care and consideration for themselves and others in fulfillment of the Gospel message respecting human dignity,
2. Students participate positively and actively in learning activities developing their talents to the fullest degree, and
3. Students acquire knowledge, skills and attitudes needed to help them lead productive, satisfying lives.

#### **Procedures**

1. The principal and staff members will become familiar with Alberta Education documents and requirements dealing with guidance and counseling services.
2. An approach that focuses on a comprehensive, developmental guidance program, rather than individual crisis situations, will be promoted. The four components of a school's comprehensive counseling and guidance program should include:
  - i) Developmental Guidance and Counseling – preventative, proactive approach,
  - ii) School/Community Support – activities that establish, maintain and enhance the existing program,
  - iii) Individual Student Planning – career planning as well as individual assessment and advisement, and
  - iv) Responsive Services – meeting the immediate concerns of the student(s).
3. Referrals may be made to service providers outside of the school, for cases that are deemed beyond the individual counselors scope of competence, or where counseling services are not available.
4. The principal shall ensure that a team approach is used and that guidance and counseling services are an integral part of the school program. Team members are principal, counselor, teachers, and others, as required. The roles of the team members are as follows:
  - a. The Principal:
    - i. Meets weekly or biweekly with Counsellors and Family School Counsellors;
    - ii. Provides for a needs assessment;

- iii. Establishes with the counselor, a school guidance and counseling program plan;
- iv. Provides for and facilitates the delivery of service; and
- v. Assists in evaluating outcomes.

b. The Counselor:

- i. Provides universal supports for the entire school community, group guidance and small-group and/or individual counseling;
  - ii. Consults with parents, school staff, central office, and community groups;
  - iii. Acts as a resource personnel to teachers implementing guidance and special education related curricula,
  - iv. Works with students who will benefit from direct contact with the counselor such as students with severe emotional and behavioural needs, traumatic stress, and other special concerns;
  - v. In consultation with the principal, refers to other community agencies or other professionals as appropriate;
  - vi. Collects and distributes current information in educational, career, personal and social areas;
  - vii. Maintains communications about guidance and counseling programs and initiatives through periodic articles in the school's newsletters to parents;
  - viii. Liaises with other schools and institutions, to provide educational continuity for students; and
  - ix. Accepts responsibility for projects and administrative duties related to student services as assigned by the principal.
  - x. Will refer to the RDCRS Counsellor Handbook for more specific Division information when required.
  - xi. Works collaboratively with our Family School Counsellors.
5. Each school 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 Associate Superintendent of Inclusive Learning.
6. All school counselors shall work as a team and share resources, information and be on call to assist at other schools in the event of a crisis or other event.
7. All individuals providing guidance and counseling services shall respect the confidentiality of information received in accordance with professional ethics, Division policy, Alberta Education policies and regulations, FOIPP, and the law.
8. Records created as a result of the guidance, counseling and career programs will be consistent with current and relevant legislation, policies, and regulations.