

School District No. 78 (Fraser-Cascade)
School District No. 78 (Fraser-Cascade)

**Comprehensive School Counselling Programs
Guidelines**

*School Counsellors
Make a World of Difference*



Fraser Cascade School District #78: Comprehensive School Counselling Guidelines

I. Purpose:

The purpose of this document is to assist schools in establishing and implementing comprehensive, relevant, and effective school counselling programs based upon research and current school counselling practices. The guidelines are further intended to be used in the evaluation and assessment of school counselling programs as administrators, counsellors, and school communities work collaboratively to improve their programs through yearly program planning and goal setting.

II. Role of the School Counsellor:

School counsellors will apply their professional training to support and enhance student success. Through comprehensive school counselling programs that are developmental, preventive, remedial, and responsive, school counsellors will address students' academic, personal, social, and career development needs. This document serves as a guide for the implementation of comprehensive school counselling programs in Fraser Cascade School District #78.

III. Duties and Responsibilities:

A. Development and Planning:

1. Develops yearly plans for implementing a comprehensive school counselling program that balances program management (20%) with individual and group counselling, planning, preventive, and responsive services (80%). These services target students' academic, personal, social, health, safety, and career development needs.
2. Reviews and adjusts yearly plans through consultation with staff, parents, and students.
3. Reviews school counselling plan with the school principal for approval.

B. Program Delivery:

1. **Counselling Curriculum:**
 - Works with other educators to implement relevant, integrated programs that address students' academic, social, emotional, and career development needs through integrated, whole-group instruction.

- Implements developmentally appropriate, prevention-oriented group activities to meet student needs and school goals.

2. Individual Student Planning:

- Assists all students individually or in small groups with developing their academic and career development goals and plans.
- Accurately and appropriately interprets and utilizes student data to support student planning and academic success.
- Collaborates with parents or guardians, service providers, community resource agencies, and other educators to assist students with academic achievement and career planning.

3. Preventive and Responsive Services:

- Accurately and appropriately uses assessment information to support individual and group counselling services and program interventions.
- Consults and collaborates effectively with parents/guardians, teachers, community service agencies, and principals regarding students with identified concerns and needs.
- Provides, through facilitation and/or program delivery, individual and/or group counselling and support services to students with identified concerns and needs.
- Provides support and counselling for individual students and/or small groups on a self-referral basis.
- Implements effective referral and follow-up processes.

C. System Support:

1. Provides to staff, parent councils, and students appropriate information regarding the comprehensive school counselling program.
2. Assists teachers, parents/guardians and other stakeholders in interpreting and understanding student academic, social, and emotional performance.
3. Participates in and facilitates professional development activities to improve knowledge and skills for self and for staff.
4. Uses available technological resources to enhance the school counselling program.
5. Adheres to policies, procedures and ethical standards.

D. Accountability:

1. Tracks and assesses student academic performance, attendance, and behavior and uses this information to facilitate, implement, assist with, and monitor appropriate at-risk interventions.
2. Yearly reviews of levels of program implementation and levels of satisfaction, and shares these results with educational partners and the school principal.

IV. Sample Program Components for a Comprehensive Guidance and Counselling Program:

A. Elementary/Middle School

1. Curriculum:

- Integrated curriculum studies and peer/group counselling that address relevant issues such as communication, social skills, conflict resolution, assertiveness training, health and safety awareness, problem solving, study skills training, racism, harassment, drug awareness, leisure skill development, goal setting, metacognitive training, and learning styles awareness.
- Co-facilitating and/or cooperative teaching of the above sessions with classroom teachers and other service providers.
- Facilitating and supporting appropriate programs for parents and teachers.

2. Individual Student Planning and Responsive Services:

- Interpersonal relationship counselling, and intervention.
- Individual and group organization and homework support.
- Goal setting, job shadowing, and career and academic planning.
- Self-esteem, anger management, conflict resolution, and problem solving.
- Decision making, puberty awareness, and peer pressure.
- Grief and loss, and depression and anxiety counselling.
- Liaison with other service providers and support agencies.
- Behavioral intervention and programming support and monitoring.
- At-risk student intervention and monitoring.
- Aboriginal student achievement monitoring and support.

-
- Parental liaison.
- Care Team/School-Based Team facilitation and support.
- Student leadership and peer support programming.
- Coordination of referral services.
- Transition planning.

B. Secondary School

1. Curriculum:

- Integrated curriculum studies and peer/group counselling to address drug and alcohol awareness training and intervention, peer mediation, conflict resolution, cultural awareness and racism, health and safety, multiple intelligences, assessment as learning, peer helpers, career development, study skills, homework hotline support, personal organizational development, post secondary awareness and course selections, grad transitions program support, interest and ability inventorying, physical activity logs, and scholarship awareness and applications.
- Co-facilitating and/or cooperative teaching of the above sessions with classroom teachers and other service providers.
- Facilitating and supporting appropriate programs for parents and teachers.

2. Individual Student Planning and Responsive Services:

- Decision making, problem solving, and anger management.
- Harassment and bullying.
- Cultural awareness and racism.
- Loss and grief, and depression and anxiety counselling and referral.
- Skills for living, study skills, and time management.
- Sexuality and relationships.
- Self assessment and metacognition.
- Program planning, career planning and scholarship applications.
- Case Management for behavioral and at-risk students.
- In conjunction with First Nation Support Workers, aboriginal student academic support, monitoring, and intervention.
- Parental education and support.
- Referrals.

V. School Counsellor Training:

School counsellors will hold a current teaching certificate and:

- preferably will have completed a masters program in school counselling, or
- at minimum be enrolled in a masters program for school counselling with a targeted completion date.

Child care counsellors will have graduated from a recognized university with a degree in behavioral sciences (counselling/psychology) or a certificate or diploma from a recognized college.

VI. Program Standards:

A. Development and Planning:

1. The counselling program is an integral part of student learning through integrated, comprehensive curriculum offerings (such as the Fraser-Cascade SD #78 Drug and Alcohol Curriculum and other curricular learning outcomes as in section IV, A1 and B1 above) that are scope and sequenced throughout all grade levels.
2. The counselling program supports staff professional development (as it relates to the counselling program's goals and purposes) through facilitation, needs assessment, and planning.
3. The career education program is a comprehensive, visible program that positively impacts student goal setting and academic achievement.
4. Prevention-oriented group activities are targeted and collaboratively developed to address identified learning needs through school-based needs assessments that are interpreted and shared with the school community.

B. Individual Student Planning and Responsive Services:

1. Student capacity to function in and support a healthy school climate is nurtured through group and individual activities such as leadership, peer support, peer mentoring, and extra-curricular and service club membership.
2. Individual and group counselling programs are needs-based and pro-active.

3. The counselling program is rapport-based and well informed through an *ear-to-the-ground* approach that respects students, their confidentiality and security needs, and yet shares information on a need-to-know basis.
4. The counselling program monitors all at-risk and behavioral students, their programs and their progress, and provides support, counselling, and training opportunities that ensure maximum student success.
5. Student social, intellectual, and emotional development is positively impacted through sustained, comprehensive individual and group counselling programs as evidenced by student academic, social, and emotional performance.
6. Student self-awareness is noticeably enhanced through group and individual counselling sessions that effectively utilize rubrics and other *assessment-as-learning* tools and personal/social inventories;
7. The counselling program has developed and maintains accessible referral and self-referral programs and processes that are well understood and effectively utilized.

C. System Support and Accountability:

1. School counselling programs are informed by site-based results that are interpreted and shared with students, parents, staff, and principals.
2. School counselling programs are developed through collaboration with students, administration, parents, and staff.
3. School counselling programs are informed by current practices in the school counselling field.
4. The counselling department proactively advocates for and demonstrates appropriate rapport and teaching/learning methodologies that are current, informed by child-development literature, restorative, and focused on capacity building.
5. The counselling program provides parental liaison, support, and education such that parental skill and involvement is noticeably enhanced and sustained through effective, persistent interaction and support.
6. Comprehensive student records are maintained with accuracy, and information is shared as required for programming and counselling purposes.

7. A sustained school culture of mutual respect is maintained in part because the counselling program effectively advocates for the dignity and respect for all persons including students, and is clearly recognized by staff, students, parents, and administration for effectively fulfilling this necessary advocacy role.
8. Student interaction with the school counselling program is positive and noticeably beneficial for all students as reported by the counselling staff, students, parents, school staff, and principal/vice principals.

References

- American School Counselor Association. 2006. *State comprehensive school counseling programs*. Retrieved February 14, 2007, from <http://www.schoolcounselor.org/content.asp?contentid=280>.
- BCSCA. 2006. *roll of the school counsellor*. Retrieved November 12, 2007, from <http://www.bcschoolcounsellor.com/role.htm>.
- BCACC. (2007). Insights. *The clinical counsellors' magazine & News*. Vol.19.
- BC Ministry of Education. (2006). Counselling in schools. In *Special education services: A manual of policies, procedures and guidelines*, pp. 26-30.
- Danielson, Charlotte. (2007). Framework for specialist positions. In *Enhancing professional practice: A framework for teaching* (2nd ed., pp. 109-167). Alexandria, VA: ASCD.