

STUDENT GUIDANCE AND COUNSELLING SUPPORT

Background

The High Prairie School Division (HPSD) will provide guidance and counselling supports and services for all students and children from Early Childhood Services (ECS) through Grade 12 to promote and facilitate achievement of the following:

- Students acquire knowledge, skills, and attitudes needed to help them lead productive, satisfying lives.
- Students demonstrate respect, care, and consideration for themselves and others.
- Students participate positively and actively in learning activities developing their talents to the fullest degree.

Guiding Principles:

Student guidance and counselling supports and services address educational and social/emotional needs through both universal and targeted supports in a variety of environments in and outside school settings. Students and children are supported by teams including, but not limited to, parents, teachers, support staff, school administrators, divisional coaches, divisional student service providers, and local agencies.

Definitions:

Learning Team - A team that consults and shares information relevant to the individual student's education and plans programming and services as required. The team may include teacher(s), Learning Support Teacher, parents/guardians, students (where appropriate), and/or other school and jurisdictional staff aware of student needs such as Wellness Coaches, Career Coaches, Indigenous Education Coaches, divisional student service providers, and others as required.

Divisional Student Service Providers - Professionals working for High Prairie School Division in areas such as occupational therapy, speech pathology, psychology, and/or counselling services.

Counselling Support - Wellness coaches provide counselling support to students through promotion of a culture of overall health and well-being. Students are assisted in achieving health and wellness related goals. Counselling services may be developmental, preventative or crisis-oriented.

Guidance - Consists of personal management (academic achievement, attendance, behaviour) career awareness, building, preparation and transitions. These aspects are supported as developmentally appropriate by the Learning Team, including Career Coaches, who also counsel students in aspects of career development including access to dual credit, scholarships, awards, and postsecondary education.

Procedures

1. Staff members will become familiar with Alberta Education requirements and documents dealing with guidance and counselling services, members of the learning team, and universal supports necessary to support mental health and wellness.
2. Guidance and counselling services may be developmental, preventative, or crisis-oriented, and consist of educational guidance and/or social-emotional counselling. Approaches that focus on information and health will be promoted with the intention of providing services to the maximum number of students, teachers, parents, and administrators.
3. School staff will maintain liaison with local agencies and community members to optimize opportunity for advice, specialized programming/events, and the establishing of support groups and connections for both educational guidance and social-emotional support.
4. Referrals may be made to members of the Learning Team in cases that are deemed beyond an individual's scope of practice, or when services are not available.
5. Guidance and counselling services shall be an integral part of the school program with an emphasis on a team approach. The roles of school-based team members and their roles follow.

5.1. Principal

- 5.1.1. Overall supervision of the school-based program.
- 5.1.2. Assists in developing and communicating a continuum of supports and services for guidance and counselling.
- 5.1.3. Supervises and supports school-based members of the learning team including but not limited to teachers, support staff, Learning Support Teacher, Wellness Coach, and Career Coach.
- 5.1.4. Ensures ongoing communication between all members of the Learning Team including divisional and jurisdictional staff, outside organizations, and guardians to support students.

5.2. Teachers shall:

- 5.2.1. develop and integrate educational and career development programs as specified in the program of studies of the courses for which they are responsible;
- 5.2.2. refer students and facilitate access to Wellness and Career Coaches; and
- 5.2.3. participate in activities that promote wellness and career development.

5.3. Wellness Coaches - Under the supervision and direction of the Assistant Superintendent of Learning Services or designate, shall:

- 5.3.1. engage students and staff in activities to promote positive mental and physical wellness;
- 5.3.2. collaborate with the learning team to provide a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging;
- 5.3.3. collaborate with the learning team to identify and address student needs and respond using a continuum of supports and services that consider universal supports, targeted strategies and/or interventions, and/or individualized supports;
- 5.3.4. provide individual and group support sessions;
- 5.3.5. in consultation with the principal, refer to other members of the learning team and/or community agencies as appropriate; and
- 5.3.6. respect confidentiality of information received and maintain accurate records in accordance with professional ethics and relevant legislation.

5.4. Career Coaches - Under the direction of the Career Coach Lead, shall:

- 5.4.1. counsel students on available present programming, including dual credit opportunities, grades, attendance, behaviour, and high school credits;
- 5.4.2. counsel students on available post-secondary programming and career opportunities;
- 5.4.3. create opportunities for students to explore their interests and values as they pertain to career planning;
- 5.4.4. work collaboratively with educational counsellors from area Bands and Settlements;
- 5.4.5. present workshops for students and parents;
- 5.4.6. respect confidentiality of information received, and maintain accurate records in accordance with professional ethics and relevant legislation; and
- 5.4.7. work in collaboration with school administration and the Learning Team.

References

Alberta Education, Considerations for Program Delivery and School Operations
Alberta Education, Implementing a Continuum of Supports and Services