

Policy and Regulation 4.03.04 - Guidance and Counselling Services
Policy Approved 2010.05.26

The Board of Trustees supports the position that all students in all schools should have access to educational guidance and counselling services as an integral component of their regular school services and programs.

REGULATION

1. All staff members share responsibility for the educational, career, personal and social development of students. The implementation of guidance and counselling services is not the sole responsibility of the counsellor, but requires the participation of other school staff members.

2. Educational guidance and counselling services are provided in the following areas:

a. Educational Services

- i. assessment of educational progress in relation to academic ability,
- ii. Facilitating transitions from one school, grade, or program to another,
- iii. Assisting in program planning and course selection,
- iv. Provision of post-secondary information.

b. Personal/Social Services

- i.. provision of services which may help students develop positive attitudes toward themselves and cope more effectively with behaviors and situations which may be detrimental to their school progress and personal relationships.

c. Career Services

- i. exploration of interests and aptitudes,
- ii. Provision of information about the world of work,
- iii. Assistance in relating the students' educational and career plans to their abilities, achievements, interests, aptitudes and goals.

d. Consultative Services

- i. consultation with parents, teachers and administrators.

3. Role of the School Guidance Counsellor

The school guidance counsellor is a member of the school team and is responsible to the school principal for the provision of the following services:

- a. Coordination of guidance and counselling services within the school;
- b. Group guidance and individual counselling of an educational, career and personal/social nature;
- c. Acting as a resource person to teachers;
- d. Group and individual testing of interest, aptitudes, abilities and achievement;
- e. Consulting with parents, administrators, teachers and community agencies;
- f. Liaison with feeder schools and post-secondary institutions in education, career, and personal social area;
- g. Sharing professional expertise with staff, parents and community;

h. Involvement and participation in research and follow-up activities related to the school program.

4. The following additional services are available as required through the school guidance counsellors:

- a. Specialized cognitive, achievement, personality, and aptitude testing;
- b. Diagnosis of learning disorders; and
- c. Recommendations for placement in programs for students with special needs.

In cases where the school counsellor does not have the necessary specialized training, a referral will be made by the counsellor to appropriately trained District personnel. Where out-of-District testing is deemed necessary, referral will be made to the Deputy Superintendent.

5. Where the services of other community agencies are required for the benefit of the students, such referral will be made by the counsellor, in consultation with the principal.

6. **It is expected that that the main or primary counsellor in each school will be a District employee who is also a certificated teacher.** In schools with more than one counsellor, the guidance and counselling program shall be coordinated, under the general oversight of the principal, by a counsellor who is also a certificated teacher.

7. In schools with more than one counsellor, and where specialized counselling needs exist, the services of counsellors who are not certificated teachers may be engaged. It is expected, however, that a majority of the counsellors in each school will be District employees who are also certificated teachers.