



WETASKIWIN REGIONAL PUBLIC SCHOOLS



Wetaskiwin Regional Public Schools

Counsellors's Handbook



Wetaskiwin Regional
Public Schools

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COUNSELLOR'S HANDBOOK

The Counsellor's Handbook has been developed with Wetaskiwin Regional Public Schools' (WRPS) vision and core values in mind. Here is what we are striving to achieve with our schools and students. In all cases, we ask ourselves, "So how does this make it better for our kids?"

Vision

Wetaskiwin Regional Public Schools is a learning community that is caring, collaborative, committed to celebrating diversity, respected for its focus on excellence, where students eagerly embrace and believe that learning has the power to inspire them to discover, develop, and act upon their potential, thereby enriching their lives and their community.

Core Values

Courage	Respect
Creativity	Responsibility
Empathy	Service
Ethics	Spirituality
Honesty	Teamwork
Integrity	Trust

Mission

We inspire, sustain and celebrate learning, are open to all students, and focus on service through research-based instruction so that children and youth discover, develop and act upon their potential.

Goals

1. To achieve high levels of student and staff performance through programs and services that meet identified needs.
2. To ensure our schools are places where all students are treated with unconditional respect and in turn are expected to respect themselves, their peers, their teachers, and all members of their community.
3. To promote learning that values each and every individual, by instilling positive values and building understanding and respect for diversity.
4. To provide facilities, transportation services, and technologies that optimize student and staff success.
5. To develop and maintain partnerships which are cooperative, collaborative and effective.

Priorities

- Enhance student and staff wellness, through positive relationships and a healthy environment.
- Ensure that First Nation students succeed at school and their parents are actively involved.

Motto

Inspiring students to become the best they can be.

COUNSELLING POLICY

Alberta Education Policy

Alberta Education provides schools with the following policy:

<http://www.education.gov.ab.ca/educationguide/pol-plan/polregs/163.asp>

WRPS provides direction through Administrative Procedure. Refer to AP 250 on the WRPS Website

THE COUNSELLOR

Role Description

School Guidance Counsellors
Roles, Responsibilities and Background Training

The School Counsellor is a Certificated Teacher member of the School Team, preferably with a degree in Counselling or the equivalent. The Counsellor is responsible to the school principal for the following activities and services:

1. Providing leadership to all staff by involving them in the development and evaluation of the school Comprehensive Counselling Plan (CCP) that ensures the provision of services to all students in the areas of individual, group, developmental, career, personal and crisis/ responsive counselling;

Working on behalf of students and their families, to support staff in developing school programs that facilitate the educational process and offer the opportunity for success for each student.

2. Ensuring the delivery of personal counselling services to student individuals and groups:
 - Counsellors who hold a degree in Counselling (or equivalent) provide direct supportive counselling services
 - Counsellors who do not hold a degree in Counselling (or equivalent) coordinate appropriate referrals for direct counselling support or therapy services in those areas outside of their training and expertise
 - It is important to note that whether School Counsellors have extensive training or not, they must not engage in providing clinical therapy ¹
3. Adhering to the guidelines for ethical conduct as set out in relevant documents: *Guidelines for Ethical Behavior* of the Guidance Council of the Alberta Teachers' Association.
4. Taking leadership in coordinating school counselling services with FSLs, FNMI Resource Workers and Career Counsellors.

5. Proactively identifying and referring students and families to community agencies and other professionals.
6. Ensuring crisis intervention and follow-up support/referrals in the areas of suicide, abuse and bereavement.
7. Acting as a resource person to teachers.
8. Supporting Teaching Assistants in managing students with behavior difficulties.
9. Providing liaison and transition planning with/to feeder schools, post-secondary institutions in educational, career and personal/social areas.
10. Providing liaison with Support Service Personnel (Central Office) so as to access additional consultation support and resources for the school community including staff, students and parents
11. Maintaining counselling records, including student's name, date of intervention, and issue addressed.

1. Supportive Counselling is a basic level of intervention that involves such activities as problem solving, building self esteem, teaching basic coping strategies/ self advocacy and addressing developmental concerns. Therapy is a more intensive intervention that may involve activities such as resolving trauma, treating mental illness and requires clinical training.

Background Experience/Skills

Through jurisdictional, community, ATA and CARC sponsored activities, Counsellors are expected to meet the following minimum training standards:

1. Certificated Suicide Intervention Program with refresher training every 2 years
2. Certificated Non-violent Crisis Intervention (CPI) training with refresher training every 2 years
3. Introductory level supportive counselling training such as "Solution Focused Counselling"
4. Threat/Risk Assessment Training
5. At a Secondary School Level, a credited program of study in Career Development

Personal Attributes

- Demonstrates a positive, enthusiastic approach to work
 - Demonstrates skills in trust building and sets a tone of openness
 - Is an advocate for students

 - Is professional in all communications and is committed to the confidentiality of student information
 - Is flexible and can readily prioritize emerging needs
 - Works collaboratively with administration, teachers and parents
-

Code of Ethics

Counsellors are required to adhere to the Code of Ethics of their profession, as described in the Alberta Education 1995 document called *Building a Comprehensive School Guidance & Counselling Program*, (Appendix C Guidelines for Ethical Behavior and Alberta Teacher's Association Code of Professional Conduct pages C.1 – C.11)

In particular, Section A provides general guidelines and Section B describes the Counsellor- Counselee Relationship. Section C outlines Measurement and Evaluation while Section D guides Research and Publication.

A hard copy of this section of the document can be found in the WRPS Counsellors Handbook Binder but an electronic link is not available.

Resolving Ethical Dilemmas: CCA Model

On occasion, a Counsellor will encounter an Ethical Dilemma. In such instances, Counsellors will follow the *Principles and Process for Ethical Decision Making* guidelines produced by the Canadian Counselling Association:

http://www.ccacc.ca/CCA_Code.pdf (pages, 5 – 7).

The Ethical Decision Making Process articulated by the *Canadian Counselling Association (Canadian Counselling Association (CCA) code of Ethics)* is reproduced below with permission:

The CCA Process of Ethical Decision – Making

This brief overview of a process of ethical decision-making is provided here so that counselors will have a sequence of steps to follow when making ethical decisions and resolving ethical dilemmas.

Step One – What are the key ethical issues in this situation?

This first step consists of the counselors clearly identifying the ethical issues and/or behaviors, which are of concern in the particular situation.

Step Two – What ethical guidelines are relevant to this situation?

The second important step consists of referring to the CCA Code of Ethics to see if the situation is dealt with under one or more of the articles in the Code. If there are appropriate articles (for example, on confidentiality or informed consent), following it may be sufficient to address the ethical issue. If the ethical problem is more complex, however, the following further steps will be needed.

Step Three – What ethical principles are of major importance in this situation?

The third step consists of examining the ethical principles that are important in the situation including those that may be in conflict. This would include a review of the six ethical principles as stated in this Code of Ethics.

Step Four – What are the most important principles, and what are the risks and benefits if these principles are acted upon?

The fourth step consists of choosing the most important principles and relevant ethical articles and beginning to implement some possible action by:

-
-
- (a) generating alternatives and examine the risks and benefits of each,
 - (b) securing additional information, including possible discussion with the client
 - (c) consulting with knowledgeable colleagues, with provincial or CCA ethics committees, or with other appropriate sources, and
 - (d) examining the probable outcomes of various courses of action.

Step Five – Will I feel the same about the situation if I think about it a little longer?

Until this point, this decision-making process has concentrated on fairly cognitive, rational steps, so at the fifth step counselors should acknowledge and include in their decision making process the feelings and intuitions evoked by the ethical challenge. In so doing, they could use such techniques as:

- (a) Quest – a solitary walk in the woods or park where your emotions evoked by the ethical challenge are brought into full awareness.
- (b) Incubation – “sleep on it”.
- (c) Time projection – projecting the ethical situation into the future and thinking about the various probable scenarios.

Step Six – What plan of action will be most helpful in this situation?

The sixth step consists of taking some action. Counsellors should follow a concrete action plan, evaluate the plan, and be prepared to correct any negative consequences that might occur from the action taken.

Linkage to ATA Guidance Specialist Council

School Counsellors are encouraged to become members of the ATA Guidance Specialist Council. Through this organization they can access Professional Development, periodic newsletters and networking opportunities.

Fees are \$35.00 annually and there is a 2-day conference held in Banff in the third week of November every year. Contact can be made through:

<http://www.guidancecouncil.ca>

More locally, members of the Central Alberta Region are working toward developing a Zone Council. The contact person is Yvonne Marr at Sacred Heart School, Wetaskiwin, 352 – 5533.

Guidance Counsellor Skills Inventory (hard copy provided in Counsellor binder)

Counsellors may wish to undertake a self-evaluation process in order to set goals for further professional development.

INFORMATION SHARING AND RECORDS MANAGEMENT

FOIP

Counsellors are referred to the Alberta Government document: *Freedom of Information and Protection of Privacy: Guidelines to Providing Counselling Services in School Jurisdictions*

http://www3.gov.ab.ca/foip/other_resources/publications_videos/pdf/counselguide.pdf

Child Welfare Related Issues

The law states that any person who has reasonable and probable grounds to believe and believes that a child is in need of protective services shall forthwith report the matter to a Child Protection Authority (Government of Alberta, 1999, *Responding to Child Abuse: A Handbook*).

The Government of Alberta has published a guide to cross ministry information sharing. This document, *Information Sharing Overview for Children and Youth in Alberta*, is intended to assist professionals from Education, Health and Children's Authorities in appropriately sharing information.

http://www.child.gov.ab.ca/acyi/pdf/Rev_ACYIRed_Green_page_1and_2_June_30-03.pdf

Young Offenders Records

WRPS has guidelines specific to the management of Young Offenders records. Refer to Administrative Procedure 321 on the WRPS website.

In addition, the Government of Alberta provides strict guidelines through the *Information Sharing Protocol Young Persons with Status under the Youth Criminal Justice Act*. (A copy of this document is provided in the Counsellor's Handbook Binder but an electronic link is not available).

Counselling Records Management

Content

For any typical counselling session, the following information should be recorded in the form of a Counselling Record: (Appendix A is an example)

- Name of student
- Date of session
- Issue addressed
- Action taken

A year-end summary should be completed that summarizes the students who were seen by the counsellor, the number of sessions each was seen and any critical information (eg. Child Welfare report was made on particular date) (Appendix B is an example)

Counsellors shall keep a log documenting information used to make a *decision to disclose confidential information*.

- Decision to make a report to Child Welfare Authority
- Decision to breach confidentiality due to Suicidal Ideation
- Decision to breach confidentiality due to threat to significantly harm other
- Decision to involve support of Human Sexuality Counsellor/Nurse.

The record should contain enough information to justify why a decision has been made. (Appendix C).

In all cases where a student believes herself to be pregnant, the counsellor should encourage but not force the student to inform her parent(s)/guardian(s). The counsellor should always document his/her attempts at gaining the student's permission to inform the parent/guardian (under "Action Taken") whether the information is shared in the end or not.

Retention

Informal notes are considered "transitory" and should be destroyed once the information has been entered into a counselling record or summary.

The *decision to disclose confidential information* log shall be destroyed at the end of the subsequent school year such that all records of disclosure are retained for next full year minimally.

Storage

Counsellor records should be stored in a locked cabinet in a locked room. Under no circumstances are counselling records to be stored in a location outside of the school.

Electronic Records

Electronic records should be stored in a secure area of the local network or on the hard drive of the Counsellor's personal computer such that only the Counsellor has access to that record.

Personal information should never be left "on screen" when the computer is unattended;

A Counsellor must ensure that all records of any electronic communications are disposed of in timely manner, within the month.

Appendix A: Counselling Record

Name of Student: _____

Date of Session: Issue Addressed: Action Taken:

Date of Session: Issue Addressed: Action Taken:

Date of Session: Issue Addressed: Action Taken:

Date of Session: Issue Addressed: Action Taken:

RESPONDING TO SUICIDAL

IDEATION

About 80% of people who commit suicide have given warning signals. Students who are disclosing suicidal ideation in one-way or another must be supported.

Assessing the Risk

- School Counsellors and FSLs need to be trained and current in the area of Suicide Risk assessment. Seek support and consultation whenever in doubt. (Director of Support Services; Supervisor of FSL Team, Mental Health, Crisis Line)
- The level of risk increases in relation to the lethality of the plan, the availability of the means and the more definite the time frame.
- Remember to keep in mind the fluidity of suicidal – homicidal ideation and include this line of inquiry in your assessment.

Getting Help

- Always contact the family to express your concerns.
- Inform the family of where they can quickly get supportive services for the student.
- If developmentally appropriate, give the student emergency contact numbers for out of school times.
- Establish a follow up plan and make sure that it is clear who in the school will be doing the follow up.

Information Sharing

- Parents must be informed
- School administrator must be informed
- CFSA (Child Welfare) must be informed if there is concern that an at-risk student's family will not or cannot follow up with the support plan or supportive services.
- Information may be shared with Mental Health office through the course of setting up a support plan.

In the event that there is the need to avert or minimize imminent danger to the health or safety of others, information can be shared among cross-ministerial professionals. *Information Sharing Overview for Children and Youth in Alberta*, is intended to assist professionals from Education, Health and Children's Authorities in appropriately sharing information.

http://www.child.gov.ab.ca/acyi/pdf/Rev_ACYIRed_Green_page_1and_2_June_30-03.pdf

Documentation

Always document a suicide risk assessment incident.

Emergency Phone Numbers (Appendix D)

Suicide Assessment Model (Dr. Chris Diachuck) (Appendix E) is a helpful guide in reminding the Counsellor of key areas of concern in interviewing a suicidal youth.

Gay/Lesbian students who are suicidal may have unique issues and Counsellors need to be well versed in interviewing them. The ATA provides an excellent resource to help Counsellors to ask the right questions in working with these youth.

<http://www.teachers.ab.ca/Issues+In+Education/Diversity+and+Human+Rights/Sexual+Orientation/Publications/bringing+youth+voices.htm>

Calgary Health Region and the Centre for Suicide Prevention have developed a new youth suicide prevention website designed for people who work with youth. The site is located at www.suicideinfo.ca/youthatrisk/.

EMERGENCY PHONE NUMBERS

Support Numbers for students who may be in crisis or may be suicidal:

ALL KIDS

These numbers are all 24 hrs./day & 7 days /week

Kid's Help Line (will respond to suicidal kids)	1- 800-668-6868
Crisis Line (will respond to suicidal kids)	1- 877-303-2642
Child Abuse Hot Line	1- 800-387-5437
Native Youth Crisis Hot Line	1- 877-209-1266
Parent's Help Phone	1- 888-603-9100

HOBBEMA KIDS

Hobbema Wellness Centre:

- Counseling Services (Mon. – Friday only) 585-2219
- Suicide Intervention Team (Mon. – Friday only) 585-3856

Youth Crisis Centre Suicide Intervention Team

- Mon. – Friday 8:00 – 4:30 585-4445
- Emergency After Hours number 361-7788

Patsy English (Substance Abuse Treatment Intake) 585-2219

DRAYTON VALLEY AREA KIDS

- Crisis Line 1- 800-638-0715
- Distress Line 1- 800-232-7288
- Youth Emergency Shelter (Edmonton) 780-468-7070

Note: Kids can also call these numbers for themselves to access support

Appendix E

**Suicide Assessment Model
Dr. Chris Diachuk, Elk Island Catholic**

S	Support System	If child doesn't really have one, risk is higher
A	Attempts	If child has made previous attempts, risk is higher
D	Depression	If child has history of depression, risk is higher
C	Changes	If child's behavior, peer group, attitude has recently noticeably changed, risk is higher
H	Hostility	If child's presentation is hostile, risk is higher
I	Impulsivity	If child's behavior is impulsive, risk is higher
L	Loss	If child has suffered recent significant losses, risk is higher
D	Drugs	If child is involved with drug/substance abuse, risk is higher
R	Reaction to Evaluator	How does the child react to you? Hopeless? Hostile? Relieved?
E	Events	What were the events leading up to this incident? Do they increase the risk of self-harm?
N	No Hope	If student has lost all hope of life improving, risk is higher
P	Plan	If child has a detailed, realistic plan, risk is higher
L	Lack of appreciation of the reality of death	If child cannot actually grasp the reality and/or finality of death, risk is higher.
A	Ability to cope	If child has little ability to cope with problems, disappointment and loss, risk is higher
N	Native	Children of Aboriginal decent are statistically at higher risk

RESPONDING TO CHILD

NEGLECT/ABUSE CONCERNS

It is mandatory for all school personnel to report every case where there are reasonable and probable grounds to believe that a child has been, or there is a substantial risk that he or she will be abused or neglected by a parent /guardian and the child is in need of protective services. (Govt. of Alberta, Responding to Child Abuse Handbook September 2005).

The Role of School Personnel is found on page 22-29 of the Responding to Child Abuse: A Handbook published by the Government of Alberta. In addition, the Children's Services Ministry provides an excellent site for teachers

http://www.justice.gov.ab.ca/awareness/downloads/responding_to_child_abuse_handbook_2006.pdf

In all cases where a Child Welfare Report needs to be completed, the report must be made by the person who has first hand knowledge of the abuse/neglect. Counsellors may be requested to support and advise their colleagues in making a Child Welfare Report but cannot make the report on their behalf.

Administrators need to be informed when a Child Welfare Report has been made.

Parents are not to be informed when a Child Welfare Report has been made.

To make a report, call the Intake Worker:

Child Protection Agencies

Child Welfare (CFSA) Wetaskiwin	361 - 4555
Child Welfare (CFSA) Drayton Valley (AF; BMC; WF)	621 – 4021
Samson Band (Kasohkowew)	585 – 3300
Ermineskin Band	361 – 4555
Louie Bull & Montana Bands (AKO)	585 - 2125

The Intake Worker will be expecting the reporter to provide the information summarized in Appendix F, following.

Counsellors can access further details from an excellent Alberta Children's Services document called *Teachers Help: When a Child Discloses*

<http://www.child.gov.ab.ca/whatwedo/familyviolence/preventionmonth/pdf/teacher%20help.pdf>

Appendix F Child Welfare Reporting Protocol

Child's name:

Child's age:

Child's address:

Name & Address of alleged perpetrator:

When, where alleged incident or disclosure took place:

Description of indicators:

Additional concerns:

RESPONDING TO THREAT

MAKING & WORRISOME

BEHAVIOR

In all cases that a student makes threats of significant harm to others, the school administrator will contact the Director of Support Services to begin the process of assembling a Team to carry out a Threat Assessment.

Frequently the School Counsellor becomes aware of high risk, Threat Making behaviour through his or her special role in the school. In all cases, the Counsellor is duty bound to report this information to the school Administrator for follow up action.

In the Threat Assessment protocol, the role of the Counsellor may be to undertake information gathering through interviews with staff, students and/or family members. This information, as well as all other information gathered by the Team, will be evaluated so as to assess the level of threat posed by the student, under what circumstances. There will also often be a role for the Counsellor to play in delivering supportive and follow up services to at risk students at the conclusion of a Threat Assessment.

For more information refer to Administrative Procedure 170 on the WRPS Website.

(Counsellor Handbook binders contain a copy of Kevin Cameron's *Assessing Violence Potential: Protocol for Dealing with High-Risk Student Behaviours, Fifth Edition, 2004*. An electronic link is not available).

In the event that there is the need to avert or minimize imminent danger to the health or safety of others, information can be shared among cross-ministerial professionals. *Information Sharing Overview for Children and Youth in Alberta* is intended to assist professionals from Education, Health and Children's Authorities in appropriately sharing information.

http://www.child.gov.ab.ca/acyi/pdf/Rev_ACYIRed_Green_page_1and_2_June_30-03.pdf

RESPONDING TO SEXUALITY

ISSUES

Generally speaking, student information regarding sexual and reproductive health (SRH) is confidential and is protected by the student-counsellor relationship of trust. This duty of confidentiality that a Counsellor owes to a student is also covered by the *Alberta Teachers Association Code of Conduct*. In other words, parents /guardians do not have an automatic right to their children's information regarding SRH.

Exceptions might be;

- Compelling circumstances affecting anyone's health or safety exists and written notice of the disclosure is given to the student;
- If the disclosure is likely to promote public health and safety;
- In response to court order or subpoena or warrant;
- The disclosure will avert or minimize an imminent danger to the health or safety of any person.

Before releasing or sharing information regarding a student's SRH, always consult with the WRPS FIOPPA contact (Sherri Polei) 352 - 6018
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Under Alberta Law, there is no set age that allows a minor to consent to medical treatment. The health care professional that sees the child must decide if he/she is a "mature minor". If so, the child can consent to the medical treatment without the parents' knowledge or consent.

Public Health Outreach nurses from the Health Authority (Wetaskiwin area 780-361-4362) and (Drayton Valley area 780-621-4989) can come to the school to do:

- Confidential one-on-one pregnancy testing, counselling, referrals and support.
- Confidential one-on-one student support regarding high risk sexual behaviour which could lead to sexually transmitted infection.

What they cannot do any longer is transport students to clinics or medical facilities. The students have to find a way to get there on their own.

To clarify our own role, we should continue to link our students to these Public Health Outreach professionals in all cases where students have these sexual

health related issues and concerns. But we cannot intervene beyond this point. For example, we cannot offer:

- Direct pregnancy testing/counselling supports
- Help to access day after pill
- Transportation to sexual health related services.

Linda Gaetz Roberts is a highly skilled and experienced expert in the area of student SRH. She can support you with resources, consultation, lesson plans and a huge range of materials.

Planned Parenthood of Alberta provides an excellent resource called *Sexual and Reproductive Rights of Youth in Alberta: Information for Teachers and School Counsellors* which can be accessed at:

<http://www.plannedparenthoodalta.com/pdf/Teachers%20and%20Counsellors.pdf>

Other excellent Websites are:

www.teachingsexualhealth.ca

<http://www.crha-health.ab.ca>

<http://www.oursexualhealth.com>

<http://www.plannedparenthoodalta.com>

<http://www.sexualityandu.ca>

<http://ualberta.ca/healthinfo>

<http://www.afraidtoask.com>

<http://www.cwhn.ca>

<http://www.wontgetwired.com>

DEVELOPMENT OF THE COMPREHENSIVE COUNSELLING PLAN (CCP)

The School Counsellor provides the leadership in coordinating the development of the annual CCP. This is a collaborative task involving a multi-disciplinary team (eg. School Guidance & Counselling Advisory Committee) including administrators, teachers, Support Staff, FSLs, Career Practitioners, Health Champions, FNMI Resource Workers, parents and other community partners. Developing and revising/updating the CCP will involve the following tasks:

- Identifying important stakeholders;
- Conducting needs assessment;
- Establishing priorities;
- Determining resources;
- Developing an Action Plan;
- Communicating Action Plan;
- Evaluating outcomes, impact;
- Reviewing, adapting, modifying, updating CCP.

The CCP will focus on three Domains of counselling:

- Educational
- Personal/social
- Career

The CCP ensures that all students have access to Counselling services that are proactive, preventive, developmental as well as responsive and crisis oriented.

Programs and supportive services may be delivered in the regular class, in small groups and individually, depending upon the specifics of the intervention.

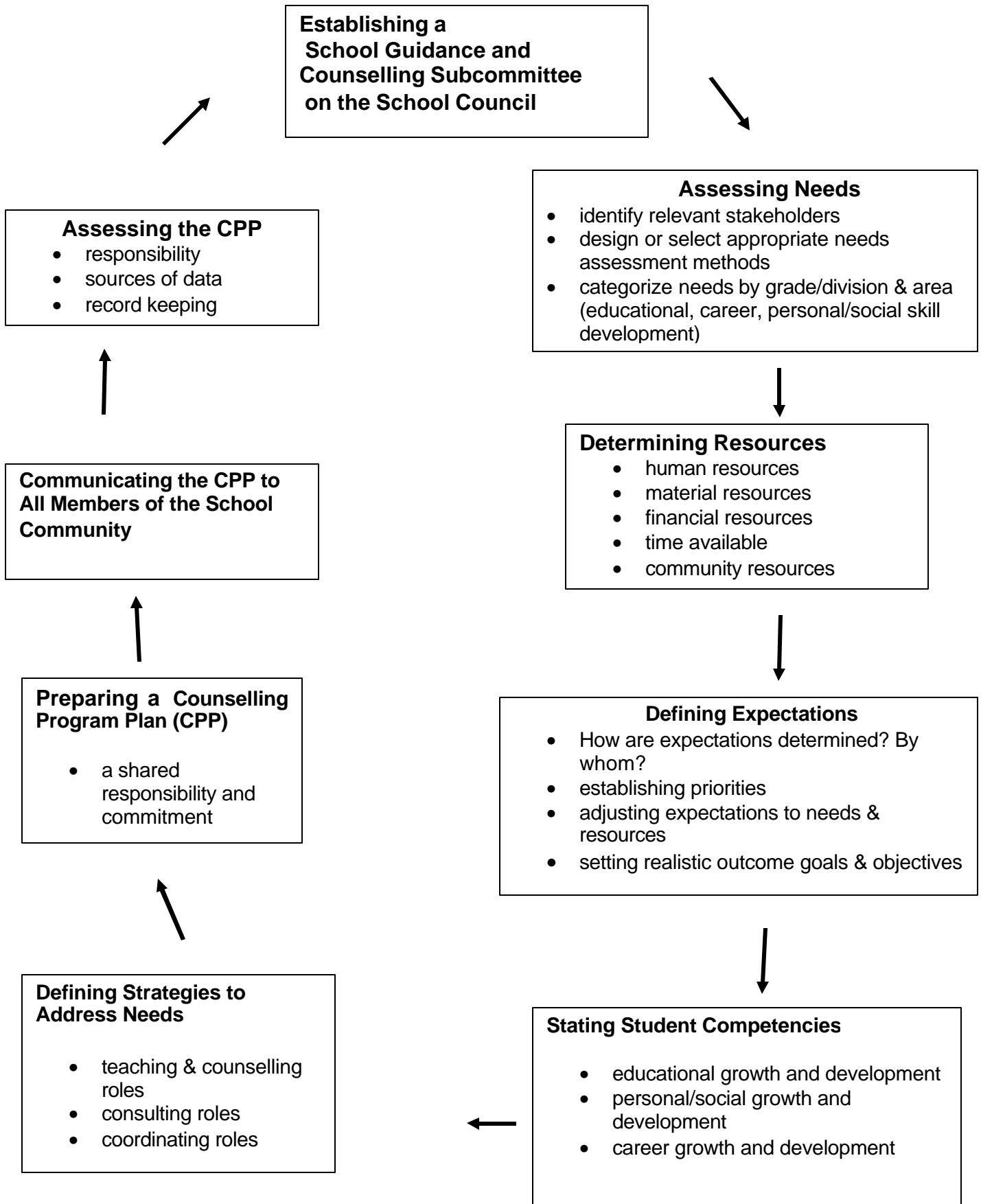
While the Counsellor coordinates this effort, the actual delivery of the CCP program activities is a shared responsibility involving all school staff members and stakeholders as appropriate.

Counsellors need to have access to the following document published by Alberta Education to support them in this task:

From Position to Program: Building Comprehensive School Guidance & Counselling Program – Planning And Resource Guide (1995)

An Alberta Education publication called *Comprehensive School Guidance and Counselling Programs and Services: Guidelines for Practice* is provided in the Counsellor's Handbook Binder but an electronic link is not available.

Developing a CCP Summary Chart



Calendar of Counselor Activities

MONTH	THEME	DATES	ACTIVITIES
AUGUST	Transition/Orientation		Review files of new students with Emotional/Behaviour concerns Update information regarding School Bullying Program
SEPT.		9 14	FASD Awareness Day Annual Terry Fox Run Developing IPPs for students with Emotional/Behaviour Disorders
OCT.	IPPs CCPs	6 - 12 6 - 12 16 20 31 31	Fire Prevention Week National Family Week World Food Day Universal Children's Day IPPs completed CCP submitted to Director of Support Services
NOV.	Careers Month	6 11 – 17 TBD	Take Our Kids to Work Day International Week of Science & Peace International Week of Children's Rights Drug Awareness Week Family Violence Prevention Month
DEC.		1	Senior High Grade 12 Validation Process World AIDS Day
JAN.	Transition Planning	19 - 25	National Non-Smoking Week Review, Revise, update CCP for next year Needs Assessment for CCP if needed
FEB.	Eating Disorders Awareness Month		Update IPPs Review & update referrals for assessment/coding
MARCH	National Nutrition Month Learning Disabilities Awareness Month	11 – 16 14 - 20	Suicide Awareness Week National Farm Safety Week Accommodations/ exemptions for PATs
APRIL	Cancer Awareness		Update IPPs Begin coordinating with Central Office staff for referrals to System Programs Accommodations/ exemptions for PATs
MAY	Transition	4 – 10 10	Emergency Preparedness Week "Move for Health": International Day for Physical Activity Meet with Central Office and feeder schools for transition Assist in getting IPPs ready for next year Continue to update & revise CCP for next year update files for Special Needs (Emotional/Behaviour) students in transition year coordinate with FSLs to seek summer programs for high risk kids
JUNE	Celebration		Identify those program areas and students who met with successes to be recognized Coordinate transition for incoming students

CAREER COUNSELLING

School to Work Transition¹

How can you help?

High school students today are still disheartened by their prospects and lack confidence in their ability to make good choices for the futures. There are several ways schools today can help make this transition for students easier.

During today's session, we will explore five of the main elements that you as educators can assist your students with during this important phase of their lives.

1. **The Benefits of Developing Career Awareness**
2. **Building Career Awareness in the Class**
3. **Connecting School/Students to the World of Work**
4. **Creating Partnerships between School and the Community**
5. **Resources that School/Students can Access**

The Benefits of Developing Career Awareness

I have found it extremely overwhelming for some students to narrow down choices regarding their career paths. It is hard for them to decide "what to be" when they don't have a complete picture of "what there is to be".

The world of work is constantly changing and our students have to be informed of how these changes are going to affect their "world of work".

One of the great ways to help students understand where the "world of work" is headed is by providing information on **Labour Market Trends** and **Career Trends**. What work will be "hot" and what work will "not".

To provide this information we have to look at several factors:

1. **Globalization:** Canadian industries now compete in a global marketplace and have responded by restructuring, trimming their work forces and using more technology.
2. **The growth in non-standard work:** Increasingly, Canadian companies maintain a smaller core of full-time employees that they augment with part-time, contract and temporary workers.

¹ Materials from this section developed by Wendy Fessler, Career Practitioner, WRPS

3. **The impact of technology:** Advances in information technology have altered almost every workplace. Computers and robotics have taken over the tasks once assigned to low-skilled workers. The jobs that remain are for the multi-skilled workers with good education and training. On the positive side, many new jobs have been created because of these advances and have to be explored.
4. **The Changing Demographics:** The work force is dominated by baby boomers – an aging population of workers entered the work force in great numbers during the 1960s and 1970s. Most of these workers will be retiring within the next 5 to 10 years. The result is a shortage of workers within the skilled trades (apprentices) and numerous job openings becoming available.
5. **Economic Impacts:** Although our economy is strong today, our economy is driven by supply and demand. Our “baby boomer” generation will become a very powerful consumer group and we have to think ahead of the demands that will follow.

Alberta Human Resources and Employment provides many resources available for students to access to track the above information.

Alberta Careers Beyond 2004
Making Sense of Labour Market Information
Radical Change in the World of Work

Building Career Awareness in the Classroom

Teachers have many opportunities to build career awareness in the class. They can put a “*career slant*” on subject matter. For example, math topics such as vectors and translations may appeal more to students when they are shown how important these elements are in paid occupations, ranging from fashion design to architectural technology. Teaching with a “*career slant*” helps students think “outside the box” of everyday careers and make pertinent connections between careers and course material.

An addition strategy that can be used within the classroom is Career Planning activities. Career planning is a process that all students must complete to successfully make their transition into the world of work.

The Career Planning Process:

Evaluating Self – A person’s self-awareness is crucial when he or she makes career decisions. These can include:

- Activities to determine interests
- Activities to determine aptitudes and abilities
- Activities to determine personality traits
- Activities to determine values
- Activities to determine work attitudes
- Activities to teach assertiveness
- Activities to teach conflict resolution
- Activities to teach risk taking

Generating Options - It is from the self-awareness activities that a student can start to discover what occupations will match their skills, interests, values, etc. The student is encouraged to generate numerous options that will fit with their profiles.

Researching Options – The student should be encouraged to research many occupations and gather as much information about these occupations as possible. Questions students should be answering include: what high schools courses are required, what post-secondary schools offer the programs, how technology, economy and demographic trends will affect this occupation and where can a person gain employment within this occupation.

Decision Making – Students who have made responsible and informed decisions about their lives and careers have a better chance of being more satisfied with their lives than those who have not. Students need to develop good decision-making skills so they can use their self-knowledge and occupational knowledge to make good choices for their future.

Action Planning – Getting to their goals requires ACTION. Help students think about all the steps involved to get there. Make a plan of action that is very realistic, specific and set up in small management goals. Let them know the importance of enlisting the help of a support network to help them reach their goals.

Connecting School/Students to the World of Work

Rapid changes in the economy and the resulting changes in the Labour market have created a conflict between what schools are teaching (learner needs) and the skills employers require in entry-level positions (employer needs). School must provide activities that are of greater relevance to the workplace to help their students acquire career-building skills. There are several positive and meaning ways that schools can help students “connect” how relevant their in-school learning is to the skills needed in work environments.

Ways to make this Connection include:

- **Involving Parents**

Encourage parents to have family discussions regarding career planning but some as simple as pointing out various occupations seen along the way during a family trip.

Inviting parents into the school to participate in career programs, become mentors for students by speaking at career fairs and other career-related activities, and hosting training workshops for parents on Internet website, student finance, and career exploration activities.

Provide parents with information about the changing world of work. Career awareness activities such as counseling and workshops especially tailored to parents (even parents with students at various academic levels), Labour market trends and future job requirements may give them confidence in discussing employment issues with their children.

Encourage parents to establish informal networks with co-workers, other parents and acquaintances that may assist their student in finding interesting job shadow placements and part-time jobs.

- **Occupational Role Playing**

ORP is an excellent way of introducing a wide range of occupations to students. Have senior high students write and act or skits of employers and employees, for classroom presentations tailored to various grade levels. Have the actors ask the audience to identify each occupation, how much money they think that person makes, level of education that occupation requires, etc.

- **Career-A-Week Programs**

Each week, the school can highlight a career that is found in the community. Have the students find interesting facts about these occupations and organize the information on a display/bulletin board.

- **Simulated Work Environments**

Provide students with the chance to expand skills they will require in the real world. SWE can include student-operated stores, data entry jobs, project management tasks, and fund-raising committees.

- **Informational Interviewing**

This is a chance for a student to ask someone employed within an occupation about their specific duties, likes, dislikes, work environment, etc. without having to take a lot of the employees time.

- **Job Shadows**

This is a way to allow students to gain one-on-one experience with workers. Students get a better understanding of “what the day in the life” by exposing them to the sights and sounds of workers performing their daily tasks in a natural setting. Job Shadows are usually limited to a few hours to a full day. Take Our Kids to Work day is a good example of this initiative.

- **High School Off-Campus Programs**

- **Work Experience**

Students in senior high have a chance to experience a variety of work settings while earning credits towards their high school diploma.

- **Registered Apprenticeship Program (RAP)**

This is an opportunity for students to work in a paid environment, gain hours towards their apprenticeship requirements and earn credits (max 40) towards their high school diploma.

- **Green Certificate Program**

This program enables a student to gain recognition for the skills that they have gained through their agricultural background/setting and earn credits towards their high school diploma.

- **Health Internship**

A partnership between the health industry and Careers: Next Generation gives students in high school a chance to explore health related careers during the summer months, earn money and credits towards their high school diploma.

- **Canada Career Week**

Every year, the department of Human Resources Development Canada nationally coordinates events during this week to build career awareness. Resources and activity ideas for this event are available through the HRDC website.

- **Career Peer Programs**

This a program that will utilize a selected number students to assist other students with career planning, finding resources, post-secondary applications, student finance, and coordinate ongoing career awareness within the schools.

- **Student Awards and Recognition Programs**

This program would allow student to have formal certificates issued for career planning completed, resume workshops attended, clubs/extra-curricular activities that they participate in, and academic subjects (CTS courses, Info Pro, etc.) completed to the highest level that contribute to employability skills, etc., that they could showcase in their portfolios.

Creating Partnerships between School and the Community

Career awareness for our students involves parents, business leaders, and other members of the community. This involvement is key to helping all members of the schools – administrators, teachers and students – better understand the working world, the needs of employers and the skills that students should be developing in the classroom to help them in their future careers.

Building partnerships with the community can include:

- Hosting career fairs with speakers from the community
- Hosting a “Women-At-Work” day
- Pairing a student up with a “mentor” from the community
- Have a local employer attend a resume workshop and “evaluate” student’s resumes to assist them in the details an employer will be looking for

- Attending Chamber of Commerce/Inter-agency meetings to stay informed about the needs of the community and provide information on summer employment programs
Have regular meeting with the economic/community development advisor
- Start a “Job Office” within your school so that employers have one contact within the school they can call if they are seeking P/T help, summer help, etc.; match students to those jobs
- Attend information updates within the communities hosted by industries to network with local employers and show interest in their needs.

Resources that Schools/Students Can Access

The list would be endless if I attempted to list all resources available to students, educators and parents.

Most communities have Labour Market Information and Employment Centers that are funded either through Human Resource Development Canada (HRDC) and/or Alberta Human Resources and Employment (AHRE) that are free for the public to access. Some bigger centers even have youth specific centers that will assist them in job search efforts, employability skills, provide funding for education/short exposure courses, and provide the student with Internet access.

A few key **websites** that I most frequently visit include:

www.alis.gov.ab.ca - Alberta Career Website'

www.studentcounsellor.com (Username: *ab403wet* Password: *panda*) Career Testing

www.campusstarter.com - Canadian Youth Magazine on Career Issues

www.studentwards.com - Scholarship Information

www.scholarshipscanada.com - Scholarship Information

www.edulinx.ca - Student Loan Bureau

www.youth.gc.ca - Government of Canada Website for Youth

www.hrdc-drhc.gc.ca/JobFutures - What's Hot and will be!

www.tradesecrets.org - Alberta Apprenticeship and Industry Training Website

www.ahre.ab.ca - Alberta Human Resources & Employment

www.careerdevelopment.ab.ca - Central Alberta Career Development Association

www.youthconnections.ab.ca - AHRE Youth Specific Centres

www.hrdc-drhc.gc.ca/JobBank - HRDC Job Bank

****PowerPoint Presentations on student finance and ALIS navigation available for parent/student awareness workshops through the ALIS website.**

**PLANNING FOR...guides also available through ALIS. (Gr. 12 Student, Gr. 12 Parent, Gr. 9, Gr. 9 Parent and Gr. 6 Parent)

Pick-Up and Go Workshops

Central Alberta Career Prep has prepared the following “teacher friendly” workshops available to print off through their website at www.techprep.ab.ca. They were designed so that they could be used within the classroom middle/senior high classrooms and did not require a lot of prep time for teachers. All the handouts are included and are designed to take approximately 45 minutes to 1 hour to facilitate or they can be easily modified to fit all time requirements.

Current topics include:

- [Career Planning](#) (*Career Planner – Choosing an Occupation*)
- [Career Trends](#) (*Alberta Careers Update 2004*)
- [Alberta Employment Standards](#) (*Employment Standards Guide*)
- [Evaluating Post- Secondary Education Options](#) (*It's Time Choose*)
- [Exploring the Hidden Job Market](#) (*Advanced Techniques for Work Search*)
- [Getting the Goods Online and Off: Researching Work](#) (*Finding Out: How to Get the Information You Need to Make the Choices You Want*)
- [Interview Skills](#) (*Advanced Techniques for Work Search*)
- [Moving Out](#) (*Stretch Your Dollars*), (*Money 101*)
- [Resume Development](#) (*Advanced Techniques for Work Search*)
- [Safety 1st At Work](#) (*X-treme Safety*)
- [Transferable Skills](#) (*Workability Handbook*)
- [Work Ethics](#) (*Job Smart – Tips for Staying Employed*)
- [Portfolio Development](#) (*Career Planner – Choosing an Occupation*)

All (resources) are FREE of charge and are available through the ALIS website under The E-Careershop Catalogue.

Career Planning²

Following these 6 steps will help you identify a career path right for you.

1. **Dream.** What careers or jobs do you find interesting?
 - a. Make a list of at least 10 occupations.
2. **Explore Your Self.** It important to know yourself. Self-knowledge and self-assessment is vital to career exploration.
 - a. Personality traits and characteristics? define your personality type and identify career areas associated with that type
 - b. Interests ? understand how your interests contribute to occupational satisfaction
 - c. Transferable skills? Make an inventory of your skills
 - d. Values ? consider what is important to you and place in order of importance

See your career counsellor for inventories to help you define your strengths. Try *Match Maker* on Career Cruising. Or try some on-line career tests.
3. **Explore the World of Work.** Research at least 3 of your preferred occupations. Check labour market information, interview someone doing the work, job shadow, or volunteer in the field for some hands-on experience to assist you in gathering the following information:
 - a. Job responsibilities
 - b. Future employment prospects
 - c. Work locations and environment
 - d. Wages and salary
 - e. Education requirements

Jump to Career Cruising and ALIS

4. **Choose a Career.** Discuss your findings with people who know you well (family, friends, teachers, counsellors). Generate and explore other possibilities from this information. If you discover new possibilities, repeat the process in step 3. Narrow down your list to 2- 3 career goals. To see if these occupations match your self-assessment, answer the following questions:
 - a. Does the occupation complement my personal characteristics?
 - b. Does the occupation complement my skills?
 - c. Does this work interest me?
 - d. Does it reflect my values?
 - e. Is this occupation realistic?

Are you still interested in this career? If yes, proceed to step 5 otherwise spend some more time investigating careers.

² Horizon School Division Website, borrowed with permission from Mr. Josh Martens

5. **Decide What You Need to Study.** Find out what education/training you need.
 - a. Research what courses and programs deliver these learning opportunities
 - b. Note 2 or 3 possible schools and programs of study
 - c. Identify what prerequisites/ admission requirements you need in order to access the program.
 - d. Note the locations and cost of the education/training
 - e. Find out what the programs have to offer: practicum, cooperative education, etc.
 - f. Apply to the programs that interest you. (jump to ?how to apply to post-secondary.?)

Jump to [EDINFO](#) and Career Cruising.

Create a Back-up Plan.

Below are many excellent sites for more information regarding Careers ³

Scholarships

- [Student Awards](#) Enter your profile and see what scholarships you qualify for
- [Scholarships Canada](#) Database of Canadian scholarships
- [ALIS](#) Government of Alberta scholarships
- [Career Transitions](#) Scholarship directory for Southern Alberta

Loans

- [ALIS](#) Provincial Student Loan information
- [Can Learn](#) Federal Student loan information

Career & Personality Assessments

- [Career Coach](#) Register and take a free interest test
- [Interest Test](#) Answer questions to get a list of jobs that may interest you

High School Programs

- [Green Certificate](#) Get high school credits for participating in this farm/agriculture program
- [RAP program](#) Earn high school credit and earn hours towards an apprenticeship while in high school

³ Horizon School Division Website, borrowed with permission from Mr. Josh Martens

Summer Programs

- [Encounters with Canada](#) One-week program in Ottawa to gain a better understanding of Canadian Parliament and Senate
- [House of Commons Page Program](#) Work as a Page in the House of Commons. (Click on "quick links" and then "youth")
- [Katimavik](#) Discover Canada and learn new skills
- [Aviation / Space Kamp](#) Learn about aviation and space flight
- [RCMP "K" Division](#) Experience policing first hand
- [AgriVenture](#) Travel and work in 12 different countries
- [Entrepreneurship Camp](#) Learn to run your own business
- [Shad Valley](#) Summer program which combines entrepreneurship with science and technology
- [Junior Forest Ranger](#) Get paid to spend a summer learning about jobs, issues and operations in Alberta's forests and parks
- [Forum for Young Canadians](#) Spend a week on Parliament Hill

Travel Programs

Study overseas:

- [Brain Track](#) college & university education
- [Learn Overseas](#) college & university education
- [STS Student Exchange](#) high school
- [EF High School Exchange](#) high school

Work overseas:

- [Canadian International Youth Programs](#) Various programs sponsored by the Canadian Government
- [AIESEC](#) Live and work in another country
- [SWAP](#) Cover your travel and living costs and learn more about the world outside Canada

Volunteer internationally:

- [Net Corps Canada International](#) Volunteer internships in developing countries

U.S. Schools

- [Schools in the USA](#) Links to colleges & universities in the USA
-

Entrepreneurship

- [Chinook Community Futures Development Corporation](#) Entrepreneurship opportunities for students in Taber

RESOURCES

CONTACT INFORMATION

COUNSELLOR CONTACT NUMBERS

AADAC	361 - 1358
<u>Child Protection Agencies</u>	
Child Abuse Hotline	1 - 800 -387-5437
Child Welfare (CFSA) Wetaskiwin	361 - 4555
Child Welfare (CFSA) Drayton Valley	621 - 4021
Samson Band (Kasohkowew)	585 - 3300
Ermineskin Band	361 - 4555
Louie Bull & Montana Bands (AKO)	585 - 2125
Crisis Line	1 - 877-303 -2642
Distress & Suicide Line	1 - 800 -232 -7288
Family Resource Centre	352 - 4010
• (Family & Dating Violence Counselling)	
Kids Help Line	1 - 800 -668-6868
Mental Health	361 - 1245
Native Youth Crisis Hot Line	1 - 877-209 -1266
Parent's Help Phone	1 - 888 -603-9100
Probation Office:	
• Wetaskiwin	361 - 1206
• Drayton Valley	542 - 2614
RCMP: Wetaskiwin	312 - 7267
RCMP: Breton	696 - 3520
Sexual Assault Line (call collect)	780 - 423 - 4121
Sexuality Counsellors (Pregnancy/STDs/Birth Control)	
• (Linda Gaetz Roberts:)	361 - 4362
• (Kathy Warren Drayton Valley)	621 - 4991
• (Carol Mussel: Teen Pregnancy Groups)	621 - 4989
Victim Services	312 - 7287
Wellness Centre Hobbema	585 - 2219
Wetaskiwin Youth Centre	352 - 4643