



DISTRICT ELEMENTARY COUNSELLOR

The primary responsibility of the District Elementary Counsellor is to provide support services to children. The role is comprised of four major areas: counselling, consultation, coordination and education. Personal counselling focuses on individual self-exploration and social counselling focuses on the individual's social relationships. District Elementary Counsellors work with teachers, principals, parents, community agency personnel and other social, emotional and career development of children. The District Elementary Counsellor coordinates the provision of some services to students, parents and teachers to help meet the learning, personal and social needs of students. As an educator, the District Elementary Counsellor contributes to the goals of the counselling program through informational, organizational and curricular means.

Counselling in Schools

The aim of a school counselling program is to support the intellectual development, human and social development and career development of each student so that he or she can become a responsible, productive citizen.

In schools, counselling services are provided primarily by school counsellors and, as specified by local and/or inter-ministerial protocol agreements, by other mental health professionals (e.g. youth and family counsellors, behavioural therapists). School counselling services should be coordinated with services provided in the community by other ministries (such as mental health services) and community agencies.

School Counselling Services

Purpose

School counselling services are school or district based, non-categorical resource services designed to support students, their families and educators. These services are intended to facilitate the educational, personal, social, emotional and career development of students in school and in the community.

Description of services

The focus of school counselling is upon enhancing the students development, assisting with the development of an enabling school culture, and empowering students toward positive change.

School counsellors provide a continuum of preventative, developmental, remedial and intervention services and programs and facilitate referral to community resources. The school counsellor's role includes counselling, school-based consultation, co-ordination and education. The school counselor does not discipline, but rather helps in the development of effective behavioural change. The relative

emphasis given to the services described below varies between elementary and secondary schools and reflects the needs of each school, the school district and community.

Counselling

School counselling functions include individual, group and class work to provide both an intervention and a prevention service. The counsellor:

- promotes personal and social development appropriate to developmental stages;
- counsels students, their families and the community to foster growth in the student's self esteem, individual responsibility and in skills such as decision-making and social skills;
- ameliorates factors which may precipitate problems for students
- enhances students' educational achievement through goal setting, assisting with the development of SLPs, IEPs and activities such as promotion of effective work and study habits;
- provides appropriate interventions to assist students with school-related problems and issues; and
- facilitate the goals of career education by assisting students and their families to explore and clarify the student's career options, through developmental activities that stress decision-making, personal planning and career awareness.

School and district-based consultation and planning

School counsellors consult and plan collaboratively with students, other educators, the school based team, parents, community agency personnel and other professionals in planning goals and effective strategies to promote the educational, social, emotional and career development of students. Consultation may focus on students' individual needs or on school, district or community programs or services. School counsellors are active participants in the planning process (see Section C7: Planning), assisting with the development of IEPs and SLPs.

Co-ordination

As a member of the school based team, school counsellors assist in the access to and co-ordination of school, district and other community services for students as specified by local and/or inter-ministerial protocol agreements. Co-ordination may include information gathering, case management, referral, and liaison among home, school and community. School counsellors frequently assist students with transitions between school throughout the K-12 system and with post-secondary plans.

Education

School counsellors may provide direct instruction to students in areas such as peer-helping, conflict resolution, social skills and life skills. As well, school counsellors provide support to other educators in implementing Career and Personal Planning and promoting healthy school environments and comprehensive health services to students. Their educational role may include staff and curriculum development.

Access to School Counselling Services

School districts and school establish referral procedures for education, students and their families and community personnel to access the services to school counsellors.

The school-based team is usually involved in accessing school counselling services, particularly at the elementary school level.

Personnel

School counsellors should meet the following qualifications:

- a professional teaching certificate;
- a Master's degree recognized by the College of Teachers in counselling psychology or a related discipline with a focus in counselling.

Counselling Services Provided by Community Agencies and Other Ministries

A number of agencies and ministries (e.g. mental health centres, social services, substance abuse counselling centres) offer counselling and mental health related services. In some cases, these services are offered outside the school (e.g., mental health centres); in other cases, personnel are deployed to provide mental health/counselling services in schools (e.g. youth and family counsellors, behaviour therapists, substance abuse counsellors). In either case, school districts should establish agreements with the respective agencies regarding service delivery. It is essential that these services be co-ordinated with those provided in schools through integrated case management (see Section G29: Integrated Case Management).

When services are provided in the community, school districts and the service agency or ministries should establish agreements to clarify:

- referral procedures;
- procedures for co-ordinated case management;
- protocols for sharing information that is consistent with the *Freedom of Information and Protection of Privacy Act*; and
- procedures for prioritizing areas of services and dealing with emergencies.

When services are to be provided in schools, school districts and the respective agency should establish a local agreement prior to starting the service. The agreement should specify:

- the role description for the service;
- the target for the service;
- the process for referring students;
- the administrative officer responsible for supervising or managing the service in the school;
- procedures for sharing information, and parameters for access to confidential information;
- the desired qualifications of personnel and ethical standards of practice;

- access to facilities and resources needed for service;
- the process for evaluating service; and
- the duration of the agreement.

January 24, 1994

S.D. NO. 2 (CRANBROOK)

POSITION: DISTRICT ELEMENTARY COUNSELLOR

SCOPE AND PURPOSE:

The primary purpose of the District Elementary Counsellor is to provide services to school students in four major areas:

1. counselling,
2. consultation,
3. coordination,
4. education.

These areas interrelate and are not viewed as separate and distinct so it is vital that a balanced counselling service address all four areas.

Counselling as stated here may occur:

1. on an individual basis,
2. in a small group to meet common, specific needs,
3. in a classroom setting to address specific topics.

DUTIES AND RESPONSIBILITIES:

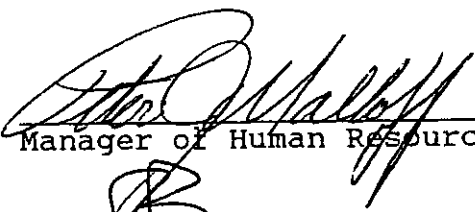
1. To assist the students in taking responsibility for personal decision making.
2. To assist in maximizing the student's emotional, behavioural and educational achievement opportunities.
3. To support the skills and attitudes presented in Learning for Living curriculum.
4. To work with teachers, administrators, parents, community agency personnel and other professionals to enhance the social and emotional development of children.
5. To coordinate the provision of counselling services to students, parents and teachers.

6. To contribute to the goals of the counselling program through informational, organizational and curricular means.
7. To perform other job related duties as assigned by the Director of Instruction: Student Services.

QUALIFICATIONS

1. Masters Degree in Counselling Psychology or related field.
2. Must possess a professional teaching certificate.
3. Must be eligible for membership in the CDTA.
4. Must be eligible for membership in the B.C. College of Teachers.
5. Teaching experience preferably at the elementary level.
6. Training in elementary counselling techniques an asset.

Board Representative



Manager of Human Resources & Operations

CDTA Representative



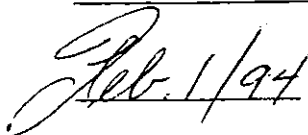
President, CDTA

District Supervisor

Director of Instruction: Student Services

Employee

Date


Feb. 1/94