
REVIEW OF GUIDANCE AND COUNSELLING PROGRAMS AND SERVICES IN SECONDARY SCHOOLS

Elk Island Catholic Separate Regional Division No. 41



"Making Decisions, Setting Goals and Achieving Success" (Student)

"...in a milieu of care" (Parent)

June 2006

A COMPREHENSIVE APPROACH
TO
GUIDANCE AND COUNSELLING

Review of the Guidance and Counselling Programs and Services in Secondary Schools
Report on Implementation and Impact

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OVERVIEW

The Review of the guidance and counselling programs and services in secondary schools was conducted upon the request of the Assistant Superintendent with the Elk Island Catholic Schools. Over the past nine years this school jurisdiction has moved from a therapeutic, position-focused model that delivered services to specific students, to a comprehensive model that delivers programs and services to *all* students in a school. Over the past twelve years Alberta Education has advocated this comprehensive approach in a milieu of collaboration within the school and with the community.

The Review addressed four terms of reference:

1. The implementation of the comprehensive approach to guidance and counselling in the secondary schools of Elk Island Catholic Schools according to guidelines identified in *Building a Comprehensive School Guidance Program* (Alberta Education 1995) and identified in *Guidelines for Practice: A Program Development and Validation Checklist* (Alberta Education, 1997). Three of the four schools also offer guidance and counselling services to junior high students.
2. The impact of the four main components of the comprehensive approach on students, staff, parents and the community:
 - developmental guidance instruction;
 - responsive services;
 - individual school planning; and
 - school/community support.
3. Comprehensive guidance and counselling programs and services as they relate to the creation of a safe and caring environment for all secondary school students and staff members.
4. The match between student needs and services provided in each secondary school.

The procedures included examining documents related to guidance and counselling programs and services in each secondary school and a visitation to each school to interview and conduct focus groups with the counsellor(s), administrator, and a sample of teachers, students and parents.

The findings addressed the four terms of reference. Generally, the secondary schools have **implemented** or are working toward the 16 *Guidelines for Practice* as advocated by Alberta Education. Each school has allocated counsellor time to provide leadership and focus to the programs and services. The **impact** of the comprehensive program on students, teachers and parents is described in relation to the four components, i.e., developmental guidance instruction, responsive services, individual student planning and school/community support. All schools but one have generally approximated the recommended percentage of time spent in the four components of a comprehensive program. The impact of guidance and counselling programs and services on the creation of a safe and caring school environment is very evident due to the T.E.A.M. approach used in all schools. Some factors that school staff identified to create a safe and caring environment were: qualified counsellors, supportive administration, caring and accessible teachers open to student needs, availability of a Critical Response Team and student activities related to community needs. The availability of a Counselling Program Plan (CPP) in each school identified student needs and programs and services to meet those needs. Finally,

special commendation is made to the Assistant Superintendent for his exemplary leadership over the past decade in implementing the comprehensive approach in the secondary schools of Elk Island Catholic Schools. A number of commendations (51) and recommendations (43) are made. With action taken on the recommendations, the guidance and counselling programs and services will maintain its exemplary status in Alberta.

BACKGROUND AND PROCEDURES

BACKGROUND

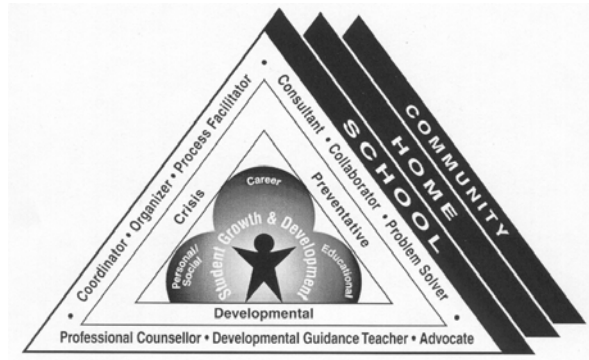
It is important that the reader be familiar with the approach to guidance and counselling programs and services advocated by Alberta Learning to fully understand the expectations for schools and the procedures used to gather information for this report. Change is inevitable and impacts both teachers and students in a school milieu. A comprehensive way of organizing programs and services in order to best facilitate the growth and development of all students is needed. A brief explanation of this new comprehensive approach follows and can be read in more detail in Millar (1998) *Guidance and Counselling*, Vol. 14(1), Autumn, 10-14.

The comprehensive school guidance and counselling program helps students answer questions, such as: "Who am I? Who can I become as a person? How can I improve my achievement? How can I best contribute to society?" The program has a major role in helping all students develop adequate and realistic concepts of themselves, awareness of educational and career opportunities, and understanding of themselves and the opportunities in order to make informed decisions.

Our schools, both provincial and nation-wide are changing and the changes continue to accelerate. The changing labour market, extended life expectancy, the expectation of lifelong learning, divorce, single-parent families, blended families, suicide, substance abuse, bullying, sexual experimentation and peer pressure are not abstract issues. They are very real and have substantial impact on the personal, social, career and educational development of students. Clearly, these changes have presented all educators, including school counsellors, with challenging issues to address and opportunities to find imaginative solutions.

As illustrated in Figure 1 to follow, the comprehensive school guidance and counselling program in Alberta schools is centered on facilitating each student's growth and development (educational, personal/social and career). Delivery of the comprehensive program is a collaborative, multi-disciplinary task that involves all members of the school staff, not only the school counsellor. Just as parents are their children's first teachers, classroom teachers are their student's first counsellors. A truly comprehensive school guidance and counselling program is based on a close, collaborative partnership among classroom teachers, counsellors, parents and members of the community.

Figure 1: Model of a Comprehensive School Guidance and Counselling Program



During the 1990s, the delivery of school guidance and counselling services began to move from a therapeutic, position-focused model that delivered services to specific populations, to a comprehensive model in the 21st century that delivers programs and services to all students in a school. This shift involves the reformation of guidance and counselling programs.

What has been achieved so far is the result of collaboration in the counselling field. The spirit of cooperation has moved counselling from mere add-on status toward one of being an integral component in the instructional process. The ultimate aim of guidance and counselling is to facilitate the growth and development of all students. In fact, developmental research points to the important connections between positive personal attributes (confidence, acquisition of study/research skills) and achievement in students. Also, longitudinal research has identified the importance of the development of creative potential in students and their later creative achievement as adults.

Guidance and counselling are not longer ancillary, crisis-oriented services that mix school management tasks with student development tasks. Instead, they are part of a comprehensive developmental program that focuses on the educational, personal, social and career growth and development of all students. Many Alberta schools have already re-engineered their guidance and counselling programs. They are using imagination and ingenuity to address the needs of students, for today and in the future.

The *Guide to Education* (September 2001) indicated that school boards are expected to implement, monitor and evaluate a comprehensive guidance and counselling program as described in *Comprehensive School Guidance and Counselling Programs and Services: Guidelines for Practice – A Program Development and Validation Checklist* (1997). Several documents produced by Alberta Learning contain background information, procedures and guidelines to implement a comprehensive guidance and counselling program and services. These are listed in the Resources section, page 50.

In the latest report on education in Alberta entitled *Every Child Learns, Every Child Succeeds* (2003) reference is made to expanding students' access to counselling (recommendation #18). It stated that the members of the Commission on Education in Alberta

feel strongly that students should have access to both career/educational and personal counselling. It has not been acted upon yet.¹

TERMS OF REFERENCE

The Assistant Superintendent in Elk Island Catholic Schools requested that a review of secondary school guidance and counselling programs and services be conducted. The Terms of Reference to follow were developed by Dr. Chris Diachuk and Dr. Garnet Millar and approved by the principals and counsellors in each secondary school in Elk Island Catholic Schools.

1. The review will address the implementation of the comprehensive approach to guidance and counselling in the secondary schools of Elk Island Catholic Schools according to guidelines described in *Building a Comprehensive School Guidance Program* (Alberta Education 1995) and identified in *Guidelines for Practice: A Program Development and Validation Checklist* (Alberta Education 1997). Three of the four schools also offer guidance and counselling services to junior high students.
2. The review will focus on the impact of the four main components of the comprehensive approach on students, staff, parents and the community:
 - developmental guidance instruction;
 - responsive services;
 - individual school planning; and
 - school/community support.
3. The review will focus on comprehensive guidance and counselling programs and services as they relate to the creation of a safe and caring environment for all secondary school students and staff members.
4. The review will address the match between student needs and services provided in each secondary school.

PROCEDURES

A meeting was held on May 4, 2006 with principals and counsellors from the four participating secondary schools. A visitation schedule was developed at the meeting and is located in Appendix A. The reviewer spent one day at each secondary school. The reviewer interviewed school principals, counsellors and a sample of the teachers, students and parents at each school.

The following forms were used to guide the Review:

- Interview Schedule – Appendix B
- Impact Questions – Appendix C
- General Questions – Appendix D
- Teacher Questions – Appendix E
- Student Survey – Appendix F

¹ Alberta's Commission on Learning. *Every child learns, every child succeeds: report and recommendations*, October 2003.

- Parent Survey – Appendix G
- Questions for the Assistant Superintendent – Appendix H.

The Fact Sheet that follows shows the staff employed to provide the leadership for guidance and counselling programs and services in the District secondary schools. It also shows the counsellor/student ratios.

Fact Sheet: Schools, Principals and Counsellors

Schools and Enrolment		Principals	Counsellors	Counsellor/ Student Ratio
Archbishop Jordan Catholic High School Sherwood Park, Grades 10-12	876	Lorne Monaghan	Bev Miskiw-Chetek (FTE = .7) Brian Archibald (FTE = .6)	1:674
John Paul II High School Fort Saskatchewan, Grades 9 -12	285	Don Marceau	Phyllis Kornder (FTE = .31)	1:950
Our Lady of Mount Pleasant Camrose, Grades 7-12	230	Pat Olafson	Marcia Knox (FTE = .3)	1.767
St. Mary's School Vegreville, Grades 7-12	327	Ed Mayville	Marlene Mock (FTE = .44)	1:743
Totals (4 schools)	1718		5 individuals = FTE 2.35	1:731

FINDINGS

The findings address the four terms of reference and are organized by each secondary school in the following order: Archbishop Jordan Catholic High School, John Paul II High School, Our Lady of Mount Pleasant School and St. Mary's School.

Term of Reference #1

The review will address the implementation of the comprehensive approach to guidance and counselling in the secondary schools of Elk Island Catholic Schools according to guidelines described in *Building a Comprehensive School Guidance Program* (Alberta Education 1995) and identified in the *Guidelines for Practice* document (Alberta Education 1997). Three of the four schools also offer guidance and counselling services to junior high students.

This term of reference will be addressed by discussing the leadership offered by District office personnel and by the responses from administrators and counsellors to the *Interview Schedule* by each secondary school.

The information on leadership of the comprehensive guidance and counselling programs and services was obtained from an interview conducted with the Assistant Superintendent.

LEADERSHIP

The Assistant Superintendent has a Masters degree in Counselling Psychology and a Doctor of Philosophy in Special Education from the University of Alberta. He has been a registered psychologist for 20 years. He has taught in the School Counselling Program (Master of Education) at the University of Alberta as an Adjunct Professor since 1989. He has worked in schools as a teacher, counsellor, behaviour specialist, and assistant superintendent with Edmonton Catholic Schools and Elk Island Catholic Schools. In addition, he has been involved with Alberta Education in the development of the manual entitled *From Position To Program: Building A Comprehensive School Guidance And Counselling Program* (1995) and has conducted workshops for counsellors and principals to help implement the comprehensive approach in Alberta. Recently, he reviewed the guidance and counselling program in Red Deer Public Schools.

Monthly meetings are held for counselling and special education staff. Regular meetings are also held for school counsellors and student health providers (twice per year). Counsellors are also supported to attend the ATA Guidance Council held annually in Banff, Alberta.

Funding for counsellors is centrally allocated by the Assistant Superintendent based on the number of students in a school. The annual funding enables the principal to hire counselling staff and purchase some resources. See Table 1 for specifics related to allocations for secondary counsellors for this year and next year.

Table 1: School Counsellor Allocations for Secondary Schools: 2005/2006 and 2006/2007

School	# of Students		Funding Allocation		FTE	
	2005/2006	2006/2007	2005/2006	2006/2007	2005/2006	2006/2007
Archbishop Jordan	873	877	\$ 101,268	133,857	1.28	1.61
John Paul II	294	282	34,104	40,111	.43	.48
OLMP	206	230	18,161	28,365	.25	.34
St. Mary's	310	325	31,728	43,707	.40	.53
	1,683	1,714	\$185,261	\$246,040	2.36	2.96

ORGANIZATION

Counsellors are expected to have a Master's degree in School Counselling or be actively working towards it. Those not qualified with a Master's degree are designated as Developmental Guidance Teachers.

Meetings are held once per month at Central Office and individual, informal one-on-one meetings are held when deemed necessary.

A report on school guidance and counselling activities is made to the School Board at regular meetings. The activities of counsellors are highlighted and promising practices are shared.

SUPERVISION/EVALUATION

The principal is responsible to supervise counsellors. The Principal also evaluates new counsellors using the "School Counsellor Performance Appraisal Form". After this appraisal the principal uses the Professional Growth Plan to evaluate effectiveness.

Counsellors are expected to complete the "Comprehensive School Counsellor Caseload" three times per year and submit it to the Assistant Superintendent and school principal.

The Assistant Superintendent does not visit counsellors and principals in their schools on a regular basis to monitor programs and services.

RELEVANT DISTRICT STATISTICS

There are a few district statistics that relate to the effectiveness of the comprehensive guidance and counselling programs that are noteworthy. There are:

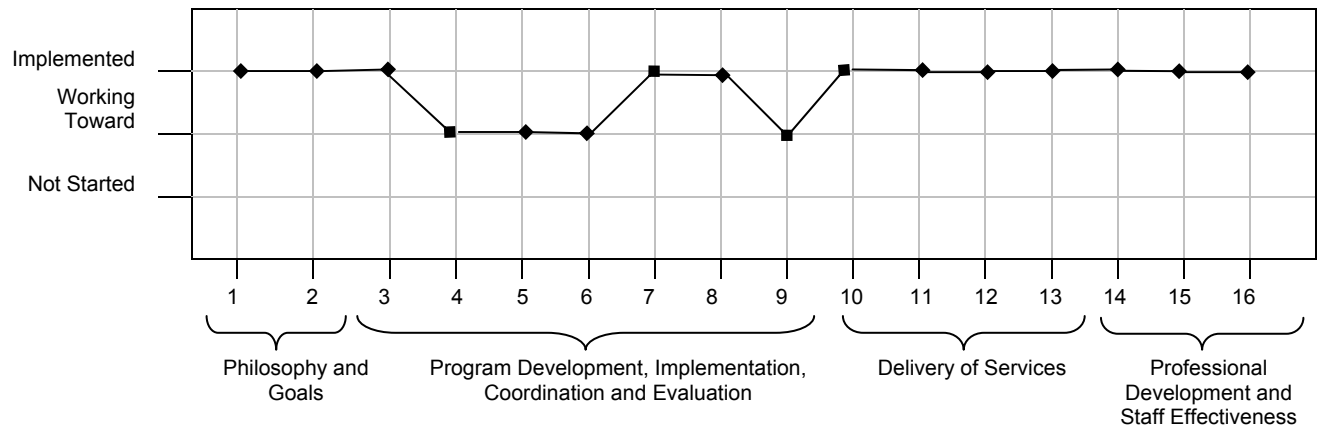
- Only 2 expulsions have occurred in a 10-year period.
- No student suicides have occurred in the last 10 years.
- The high school completion rate for students was the highest in the province in 2001/2002. The completion rates within 3 and 5 years of entering Grade 10 were 76% and 87% respectively. Two major factors contributed to this high completion rate according to a recent study conducted with staff, counsellors, student service facilitators and parents. The two factors were:
 1. Organization
 - a. Student Centre
 - b. Division's Inclusive Education Program
 - c. Comprehensive Guidance and Counselling Program
 - d. Chaplaincy Program.
 2. Leadership
 - a. Staff recruitment and mentoring
 - b. An inclusive approach to student discipline
 - c. Student leadership opportunities
 - d. A positive school and division climate.

A detailed report of these factors is available from the office of the Assistant Superintendent entitled "*Elk Island Catholic Schools High School Completion Rates: An Ecological Trend Analysis*".

RESPONSES TO THE INTERVIEW SCHEDULE

The *Interview Schedule* (Appendix B) was used by the Reviewer to obtain information from the principal and counsellor(s) regarding the degree of implementation of the 16 guidelines that reflect comprehensive guidance and counselling programs and services in schools. It provided a framework to make observations on the status of the comprehensiveness of guidance and counselling in each of the four secondary schools in Elk Island Catholic Schools. Relative strengths are noted in an observation comment at the bottom of each school profile.

Figure 2: Status of the Implementation of *Guidelines for Practice* at Archbishop Jordan Catholic High School (Gr. 10-12)



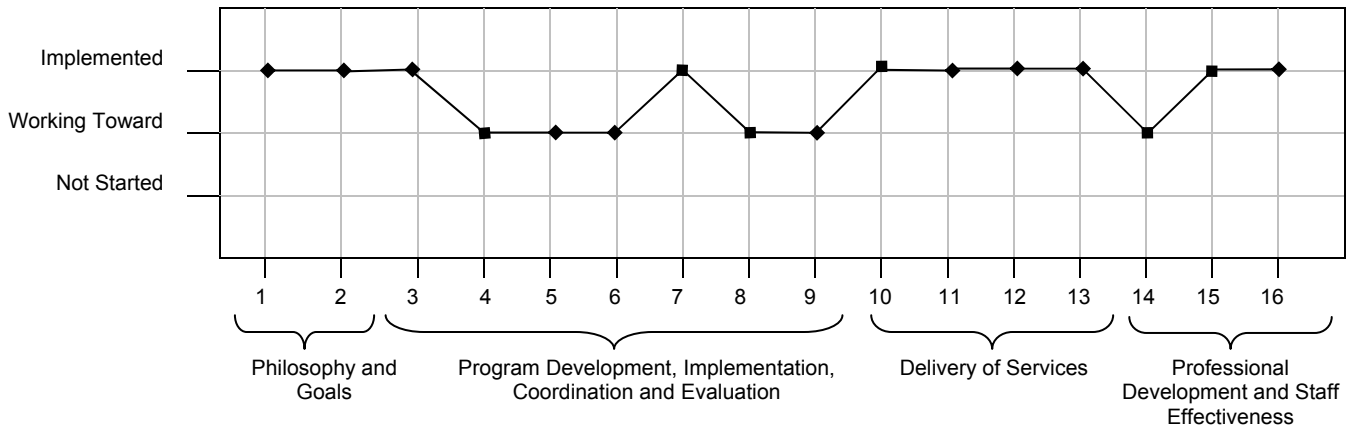
Key to Guidelines

I. Philosophy and Goals	II. Program Delivery, Implementation, Coordination and Evaluation	III. Delivery of Services	IV. Professional Development and Staff Effectiveness
1. Written Philosophy 2. Counselling Program Plan	3 School Team 4. Based on Student Needs 5. Student/Counsellor Ratio 6. Allocated Time and Resources 7. Careers 8. Communication 9. Formal Program Evaluation	10. Individual Counselling Services 11. Consultation and Coordination of Services 12. Student Assessment 13. Referrals	14. Staff Evaluation 15. Professional Development 16. Counsellor Qualifications

OBSERVATIONS

Figure 2 above illustrates the relative status of implementation of the sixteen guidelines for comprehensive guidance and counselling as advocated by Alberta Education (1997). It indicates that all guidelines have been "implemented" with the exception of four guidelines related to the category of Program Development, Implementation, Coordination and Evaluation. Staff at Archbishop Jordan Catholic High School are "working toward" implementing these guidelines.

Figure 3: Status of the Implementation of *Guidelines for Practice* at John Paul II High School (Gr. 9-12)



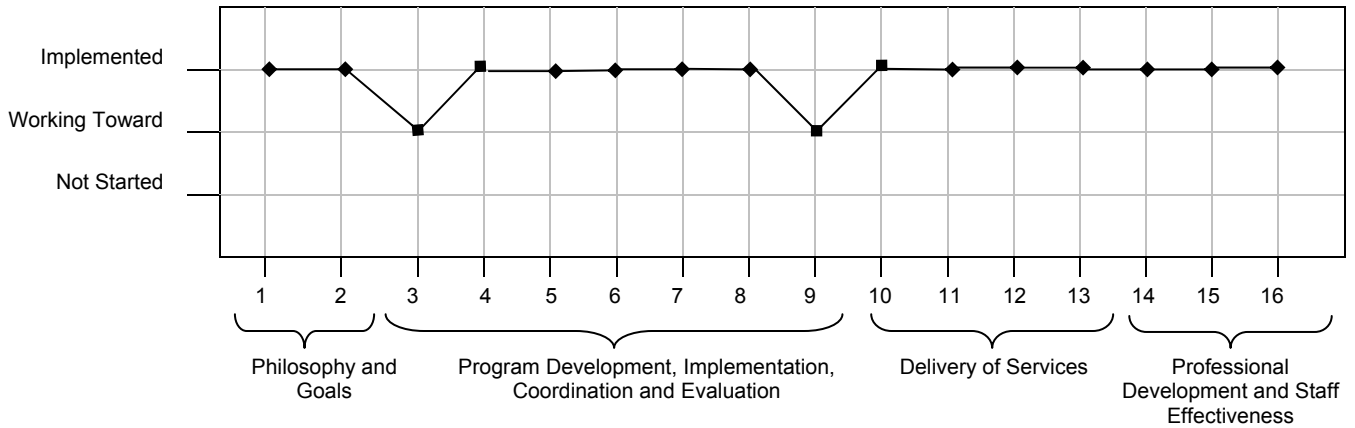
Key to Guidelines

I. Philosophy and Goals	II. Program Delivery, Implementation, Coordination and Evaluation	III. Delivery of Services	IV. Professional Development and Staff Effectiveness
1. Written Philosophy 2. Counselling Program Plan	3 School Team 4. Based on Student Needs 5. Student/Counsellor Ratio 6. Allocated Time and Resources 7. Careers 8. Communication 9. Formal Program Evaluation	10. Individual Counselling Services 11. Consultation and Coordination of Services 12. Student Assessment 13. Referrals	14. Staff Evaluation 15. Professional Development 16. Counsellor Qualifications

OBSERVATIONS

Figure 3 above illustrates the relative status of implementation of the sixteen guidelines for comprehensive guidance and counselling as advocated by Alberta Education (1997). It indicates that all the guidelines have been "implemented" with the exception of six guidelines related to the categories of Program Development, Implementation, Coordination and Evaluation, and Professional Development and Staff Effectiveness. Staff at John Paul II High School are "working toward" implementing these guidelines.

Figure 4: Status of the Implementation of Guidelines for Practice at Our Lady of Mount Pleasant School (Gr. 7-12)



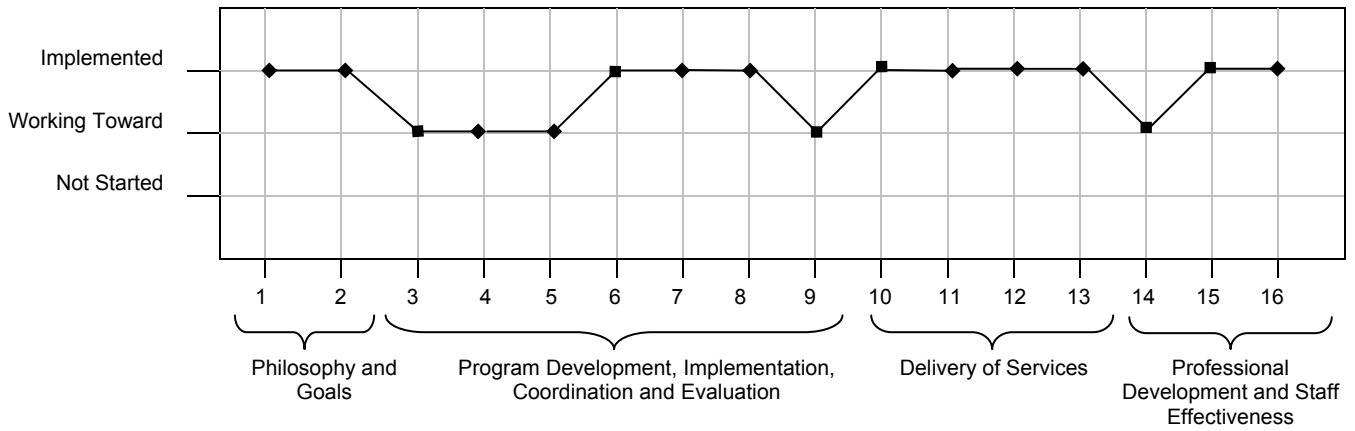
Key to Guidelines

I. Philosophy and Goals	II. Program Delivery, Implementation, Coordination and Evaluation	III. Delivery of Services	IV. Professional Development and Staff Effectiveness
1. Written Philosophy 2. Counselling Program Plan	3 School Team 4. Based on Student Needs 5. Student/Counsellor Ratio 6. Allocated Time and Resources 7. Careers 8. Communication 9. Formal Program Evaluation	10. Individual Counselling Services 11. Consultation and Coordination of Services 12. Student Assessment 13. Referrals	14. Staff Evaluation 15. Professional Development 16. Counsellor Qualifications

OBSERVATIONS

Figure 4 above illustrates the relative status of implementation of the sixteen guidelines for comprehensive guidance and counselling as advocated by Alberta Education (1997). It indicates that all of the guidelines have been "implemented" with the exception of two guidelines related to the category of Program Development, Implementation, Coordination and Evaluation. Staff at Our Lady of Mount Pleasant School are "working toward" implementing those two guidelines.

Figure 5: Status of the Implementation of Guidelines for Practice at St. Mary's High School (Gr. 7-12)



Key to Guidelines

I. Philosophy and Goals	II. Program Delivery, Implementation, Coordination and Evaluation	III. Delivery of Services	IV. Professional Development and Staff Effectiveness
1. Written Philosophy 2. Counselling Program Plan	3. School Team 4. Based on Student Needs 5. Student/Counsellor Ratio 6. Allocated Time and Resources 7. Careers 8. Communication 9. Formal Program Evaluation	10. Individual Counselling Services 11. Consultation and Coordination of Services 12. Student Assessment 13. Referrals	14. Staff Evaluation 15. Professional Development 16. Counsellor Qualifications

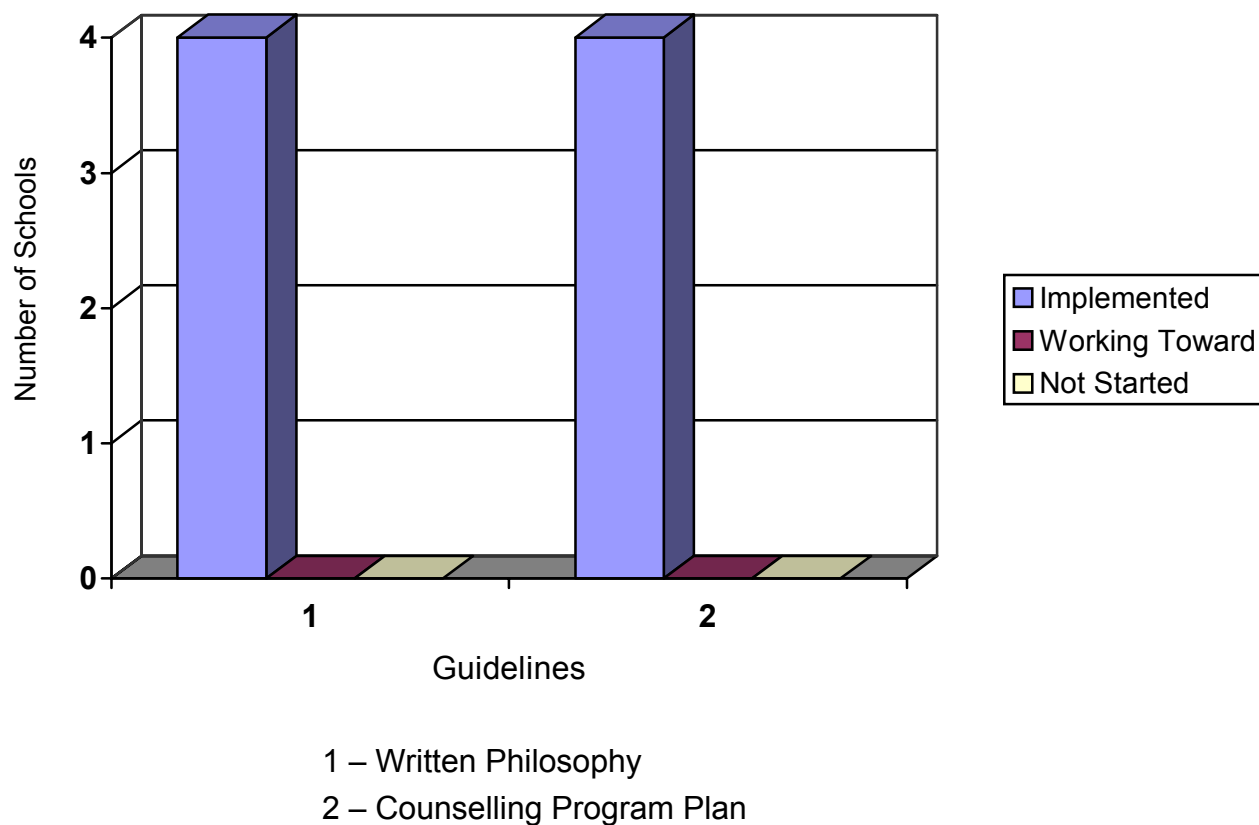
OBSERVATIONS

Figure 5 above illustrates the relative status of implementation of the sixteen guidelines for comprehensive guidance and counselling as advocated by Alberta Education (1997). It indicates that all guidelines have been "implemented" with the exception of five guidelines related to the categories of Program Development, Implementation, Coordination and Evaluation, and Professional Development and Staff Effectiveness. Staff at St. Mary's School are "working toward" implementing these guidelines.

Composite school profiles are also illustrated in Figures 6 to 9. The profiles indicate where professional development may be conducted to fully implement the comprehensive approach to guidance and counselling.

Composite of School Profiles:
Implementation of Guidelines in Four Categories Across All School (N = 4)

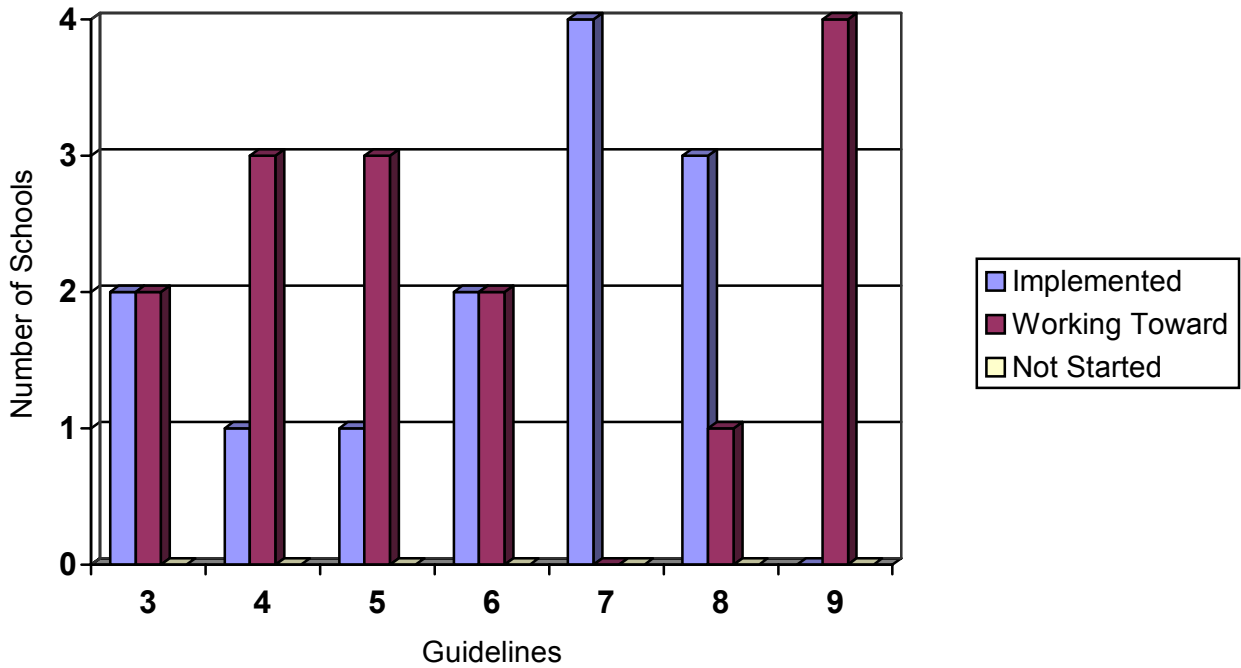
Figure 6: Status of Implementation of the *Guidelines for Practice* for the Category of Philosophy and Goals for All Schools (N= 4)



Observation:

Figure 6 above illustrates that both guidelines in this category have been implemented in all schools.

Figure 7: Status of Implementation of the *Guidelines for Practice* for the Category of Program Delivery, Implementation, Coordination and Evaluation for All Schools (N= 4)

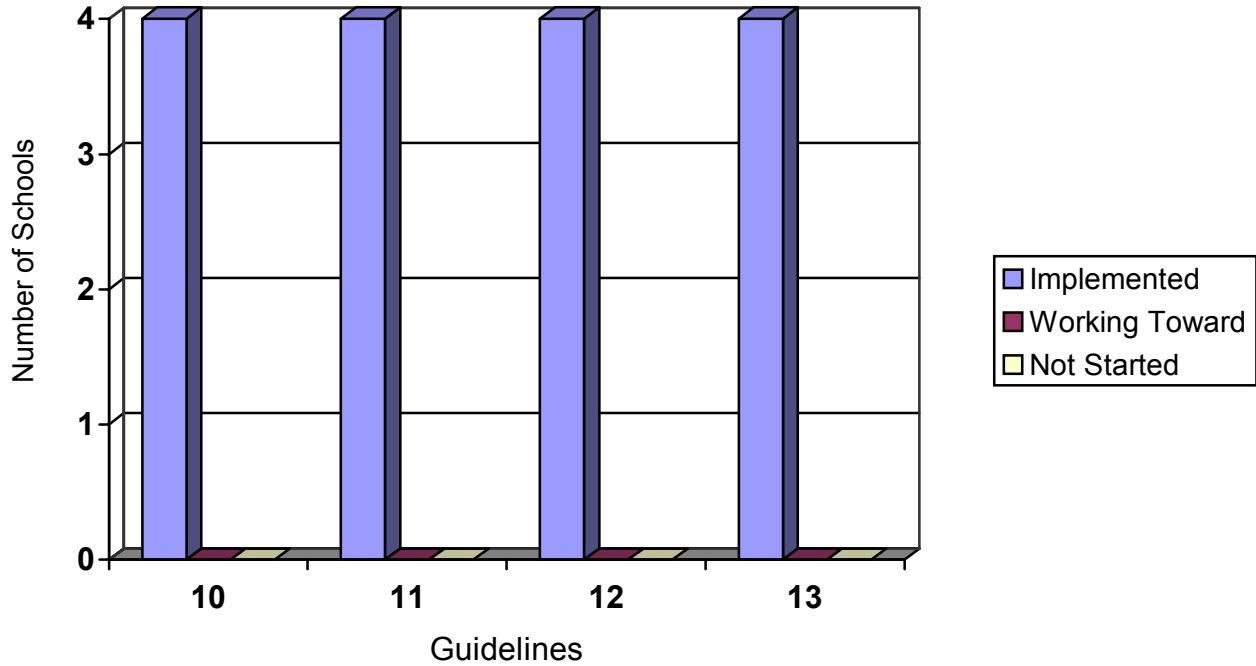


- 3 – School Team
- 4 – Based on Student Needs
- 5 – Student/Counsellor Ratio
- 6 – Allocated Time and Resources
- 7 – Careers
- 8 – Communication
- 9 – Formal Program Evaluation

Observation:

Figure 7 above illustrates that these guidelines have been implemented or are being worked toward implementation.

Figure 8: Status of Implementation of the *Guidelines for Practice* for the Category of Delivery of Services for All Schools (N= 4)

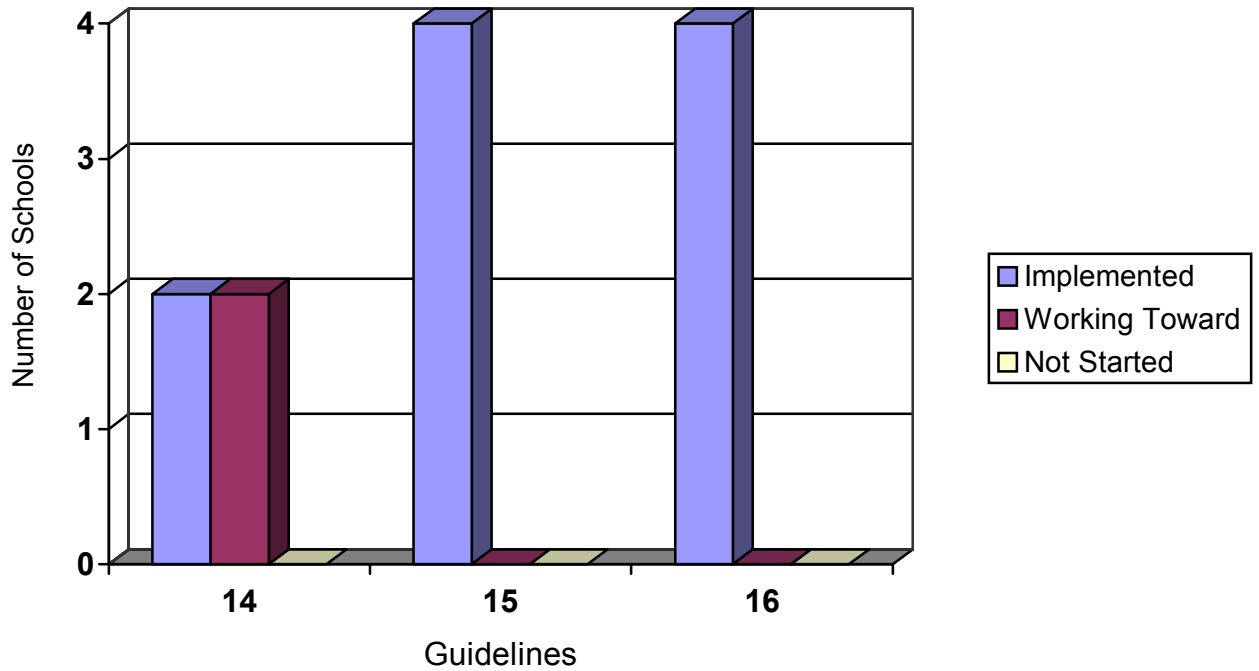


- 10 – Individual Counselling Services
- 11 – Consultation and Coordination of Services
- 12 – Student Assessment
- 13 – Referrals

Observation:

Figure 8 above illustrates that the four guidelines in this category have been implemented in all schools.

Figure 9: Status of Implementation of the *Guidelines for Practice* for the Category of Professional Development and Staff Effectiveness for All Schools (N= 4)



- 14 – Staff Evaluation
- 15 – Professional Development
- 16 – Counsellor Qualifications

Observation:

Figure 9 above illustrates that guideline #14 is an area in this category that requires more work or attention in two schools. Guidelines #15 and 16 are implemented.

Term of Reference #2

The review will focus on the impact of the four main components of the comprehensive approach on students, staff, parents and the community:

- developmental guidance instruction;
- responsive services;
- individual school planning; and
- school/community support.

SUMMARIES OF IMPACT QUESTIONS

A summary of the Impact Questions follows for each secondary school.

Archbishop Jordan Catholic High School

A. Developmental Guidance Instruction

...is a preventive proactive process. By providing students with relevant information and skills, in small groups and in classes, school staff can help students understand themselves and actively facilitate their development in all areas – educational, personal/social, career, moral-ethical and aesthetic. This preventive intervention involves a continual investment of time by teachers, counsellors and administrators. Students need to learn life skills, such as how to identify and solve problems, make good decisions, and deal effectively with situations in their lives. Many of these issues are included in the provincial health curricula.

Comments from Administrator, Counsellors and Teachers

1. How have you been involved in the provision/delivery of Developmental Guidance instruction in your school?

Several ways of providing information are used at Archbishop Jordan Catholic High School such as:

- Presentations to CALM 20, Religion classes as requested (e.g. Open Adoption)
- Presentations to Grade 10 classes
- Participation in grade level assemblies
- Organizing awareness weeks/days e.g., Drug/Alcohol Awareness, Fetal Alcohol, National Addictions Awareness Week, Tobacco Awareness Day
- Coordinating guest speaker presentations e.g., Strathcona Sexual Assault Centre
- Organizing Grade 10 field trip e.g. "Crystal Meth Awareness" play
- Writing/compiling awareness units and career information for staff
- Serving as a resource person for teachers, students, parents, and SADD group etc.

- Presentations to "feeder" schools regarding programs at Archbishop Jordan Catholic High School and liaison with post-secondary institutions (approximately 30 days per year, or about a quarter of the time of the academic advisor)
- Presentations to every English class regarding high school graduation requirements and scholarship awareness.

2. Please describe your school's priorities and new directions this year in this area. (educational, personal/social, career)

Some new directions for this year include the following:

- Ongoing development of lessons/units for classroom use
- Students Against Drunk Driving (SADD) group
- Awareness of the dangerous drug "Crystal Meth" and its effect in/on our community
- Awareness brochure for Student Services and Comprehensive Guidance and Counselling Program (CPP brochure is on School website)
- Getting to know students better
- Promoting community service projects such as students serving dinner at the Mustard Seed Church
- Meeting the needs of all students through the Student Centre.

3. Please indicate approximate percentage of time spent in Developmental Guidance instruction.

Approximately 20% of the Comprehensive Guidance and Counselling Program time is an average spent by the counsellors in this area.

B. Responsive Services

...are activities that meet students' immediate needs and concerns. These activities include:

- consultation (with parents, teachers, other educators and community agencies regarding strategies to help students)
- personal counselling (in small groups or individually, regarding relationships, personal concerns or normal developmental tasks)
- crisis counselling (for students and their families in emergency situations – usually a short-term or temporary service)
- referral/coordination (usually in crisis situations).

Comments from Counsellors, Teachers and Administrator

1. The provision of Responsive Services is a major time commitment for all school staff members. Please describe how your school provides the following interventions to meet students' immediate, sometimes crisis-oriented needs and address parent-teacher concerns:

Consultation

The counsellors meet with parents, teachers and administration on an ongoing basis. Also, regular meetings are held with the staff from the Student Centre, school Chaplain and professionals from the community. Teachers consult with parents via interviews and phone calls.

Personal Counselling

One-on-one counselling or small-group counselling is provided to students who require help with personal, family and social problems. Common issues addressed are: bereavement, relationship issues/conflict, depression, eating disorders, anxiety, abuse/neglect, family violence, pregnancy, stress, suicide thoughts, self-esteem issues, alcohol/drug use, and parental alcohol/drug use. Staff members refer students to the counsellor. Staff members including the special needs facilitator and Chaplain informally can provide "front-line" counselling to students. Student Centre staff members are often approached by students with personal issues.

Crisis Counselling

The counsellors and the Chaplain are the contacts for the School's Critical Response Team (CRT). Short-term crisis counselling is provided by the counsellors and other staff members, and referrals are made to appropriate community agencies. The personal counsellor will act as a support person if the student, parent or agency would like it.

Referrals

Referrals are made to appropriate community agencies for various issues/problems, such as: AADAC, Sexual Assault Centre, RCMP, Terra, doctors, Children's Services, Mental Health, Family and Community Services, and the Health Unit.

2. a) Please indicate the approximate percentage of time spent on Responsive Services.

One counsellor spends approximately 70-80% and the other counsellor spends about 10% of his time in this area.

b) Approximately what percentage of students have been involved in Responsive Services?

The estimate for this area would be 2 – 5% in serious crisis situations and up to 25% for other responsive services.

3. Have crises in your school decreased as a result of the comprehensive approach?

Perhaps, but it seems, according to the counsellors and administrators, that students are dealing with so many more issues in these times, that it is difficult to say clearly. There is an incredible increase in students dealing with parent alcohol/drug use, as well as step-parent/ student conflict. As a result of the comprehensive approach, there is a greater awareness of issues and a more open approach to discussing those issues – and hopefully resolving them. The "team" (counsellors, teachers, chaplain, RCMP) can work more effectively on behalf of the students.

C. Individual Student Planning

...involves three main activities:

- individual assessment (abilities, interests, skills and achievements)
- individual advisement (using personal/social, educational, career and labour market information to plan personal, education and occupational goals)
- planning (to make transitions from school to school, school to work, or school to additional education and training).

Each student must plan, monitor and manage his or her own learning, and personal and career development.

Comments from Counsellors and Administrator

1. In what ways are you involved in the:

Assessment of Students

The counsellors consult with the student services facilitator regarding students who may require a psychoeducational assessment. Counsellors use checklists to assess social and behavioural issues. Career interests are often used to assess student aptitude in various occupational areas. The Career Cruising website (www.careercruising.com) has selected a number of career assessment tools for student use. Teachers use a variety of evaluations to help students understand their skills, abilities, and interests.

Planning of Individual Program Plans

The counsellors consult with the Student Services facilitator to contribute to the development of IPPs for students with special needs.

Planning of Career Pathways

The academic advisor (counsellor) discusses careers, course requirement and developing career pathways with students in special presentations in CALM 20 and English classes. Also, job shadowing opportunities are available for students who want this type of experience. The special needs facilitator integrates career pathways into IPPs. Teachers suggest courses for students to take for the next year.

Assisting Student To Make Transitions (school to school, school to work, or school to additional education and training)

The Academic Advisor (counsellor) expends a great deal of effort in this area. The personal counsellor meets with junior high school counsellors to identify "at risk" Grade 9 students in order to support them with their transition to high school. Also some Grade 12 students are helped with anxiety and uncertainty of the future – after high school. The Academic Advisor conducts many personal interviews with students and parents. The Registered Apprenticeship Program (RAP) and Work Experience Program help transition students to the workplace.

2. What are your school's priorities this year in this area?

The School would like to maintain, and even improve, graduation rates. Currently it is the top school jurisdiction in Alberta regarding graduation rates. In addition, the counselling department would like to track students after high school to determine their post-secondary status and/or work placement in the community for up to five years after graduation.

3. Name other team members who work with you in Individual Student Planning.

The team is composed of the following positions: career counsellor, personal counsellor, student services facilitator, teachers, educational assistants and grade level administrators. Teachers are especially caring and work with students who have unique aptitudes.

4. Please indicate approximate percentage of time spent in Individual Student Planning.

One counsellor spends at least 65% of his time in this area, while the other spends less than 5%.

5. What evidence can students provide?

Students have reported a greater understanding of the required courses for graduation and available scholarships. In addition, students are more knowledgeable about community services.

Students are required to create a career portfolio for their CALM 20 class. It documents in part, their strengths, achievements, and career possibilities/aspirations.

Students can document their success in Individual Student Planning by the number of goals achieved in the IPPs.

D. School/Community Support

...involves management activities that establish, maintain and enhance the comprehensive school guidance and counselling program. These activities include:

- needs assessment
- professional development (participated in school inservice training, professional meetings and post-graduate course work, and doing professional research)
- staff and community relations (orienting staff and community members to the comprehensive school guidance program via newsletters, local media and school-community presentations)
- consultation with teachers (regularly providing information, supporting the staff and receiving feedback about student needs)
- advisory councils work (serving on curriculum committees or community committees/ advisory boards)
- community outreach (periodic visits to local businesses/industries/social services to find out about resources)
- programs management and operations
- research and development (may include analyzing program evaluation data, doing

-
- | |
|---|
| <ul style="list-style-type: none">• follow-up studies and updating resources)• liaison with employers. |
|---|

Comments from Counsellors, Administrator and Teachers

- | |
|--|
| <ol style="list-style-type: none">1. This component involves management activities that establish, maintain and enhance the Counselling Program Plan (CPP). This is an indirect but critical service for students. How are you involved in the following activities: |
|--|

Needs Assessment

Archbishop Jordan Catholic High School conducted a formal needs assessment with students, staff, parents, and community when they were initiating the comprehensive guidance and counselling programs and services. A teacher currently enrolled in her Masters of Counselling program at the University of Alberta conducted a recent needs assessment survey.

Professional Development

The counsellors participated in the following professional development activities this year:

- ATA Guidance Council membership
- Conference on Collaborative Community Approach to Sexual Assault
- Eating disorder workshop (FCSS)
- Open House at Strathcona Sexual Assault Centre
- "Wasted Angels" – Crystal Meth (community presentation and student field-trip)
- Real Game workshop
- Triumph Over Tragedy – Shane Ralston Memorial Presentation, Rev. Dale Lang
- Concordia College Counsellor Brunch
- Critical Response Team School Contact
- Attendance at the ELAA Post-Secondary Conference
- Attendance at 4-5 counsellor update sessions with post-secondary institutions.

Staff and Community Relations

The following activities were undertaken by the counsellors:

- Informal meetings with staff
- Orienting staff regarding counselling issues
- Presenting CPP to School Council
- Attending community Open Houses – networking
- Networking with Edmonton High School counsellors.

Consultation with Teachers

The following activities occurred this year:

- Memos to staff regarding development of units/lessons, special areas of interest to them
- CPP document
- Student Services/counselling brochure

-
- Formal and informal meetings with staff regarding student issues including gifted students.

Consultation With Community Agencies (social services, mental health, police, family and community social services).

This occurs on an ongoing basis with AADAC, RCMP and liaison officer, Mental Health, Children's Services, FCSS, Capital Health, Sexual Assault Centre, and Next Step.

The counsellors have contacted community resource people to provide information and brochures, and act as guest speakers for students. They also have participated in Open Houses in the community.

2. How have these activities contributed to or enhanced the climate (safe and caring aspect) of your school?

The development of a school and district Critical Response Team has ensured that the school is well prepared for a major crisis such as the suicide/death of a student or staff member. Staff is in place to carry out the many tasks that would need to be completed – as well as a checklist of the necessary steps.

Professional development activities and community networking benefit the students and staff because of the knowledge/resources brought to the school to share with them.

The number of graduates of Archbishop Jordan Catholic High School who have returned to the school as teachers (six in total) enhances the history of the school and provides a "safety net" and greater understanding of the school. Also, former students have returned to coach teams.

The comprehensive approach to guidance and counselling, including student services, benefits students and staff as everyone works together based on areas of strength and therefore fewer students "fall through the cracks". The more students know that their needs are being met, the less the chance of negative behaviours.

3. Please indicate the approximate percentage of time spent on School/Community Support.

Approximately 15% of time is spent on School/Community Support.

4. What has been the impact on students of school/community support?

Students can obtain community support more readily because the school is working with community agencies.

5. In what ways is the Counselling Program Plan (CPP) useful to you and the school?

The CPP is useful to Archbishop Jordan Catholic High School in a number of ways:

- Provides a preventative, proactive approach to facilitating the growth and development of students
- All levels of staff are involved and working together to deliver the CPP. In TEAM there is no "I".
- With the entire team working together, all students benefit from a comprehensive plan.

-
- Provides a more broad view of guidance and counselling
 - Significant measures are taken via the CPP to access all students through proactive and leadership methods.
 - The inclusion of the Student Centre at the school and the implementation of the CPP are integral and related to the high graduate rate.
-

SUMMARY OF IMPACT QUESTIONS

John Paul II High School (N = 3)

A. Developmental Guidance Instruction

...is a preventive proactive process. By providing students with relevant information and skills, in small groups and in classes, school staff can help students understand themselves and actively facilitate their development in all areas – educational, personal/social, career, moral-ethical and esthetic. This preventive intervention involves a continual investment of time by teachers, counsellors and administrators. Students need to learn life skills, such as how to identify and solve problems, make good decisions, and deal effectively with situations in their lives. Many of these issues are included in the provincial health curricula.

1. How have you been involved in the provision/delivery of Developmental Guidance instruction in your school?

- Teaching CALM 20 classes at Grade 10 level
- Guest presentations to Grade 9 health classes on suicide awareness and high school program planning.

2. Please describe your school's priorities and new directions this year in this area.

New priorities and directions for the school are as follows:

- Coordinating DARE program at Grade 10 level
- Students Against Drunk Driving (SADD) program, PARTY program (experiencing trauma)
- Inviting guest speakers on suicide (Yellow Ribbon Program)
- Initiating a leadership program – Spirit Leaders

3. Please indicate approximate percentage of time spent in Developmental Guidance instruction.

Approximately 5% of time is spent in developmental guidance instruction.

B. Responsive Services

...are activities that meet students' immediate needs and concerns. These activities include:

- consultation (with parents, teachers, other educators and community agencies regarding strategies to help students)
- personal counselling (in small groups or individually, regarding relationships, personal concerns or normal developmental tasks)
- crisis counselling (for students and their families in emergency situations – usually a short-term or temporary service)
- referral/coordination (usually in crisis situations).

1. The provision of Responsive Services is a major time commitment for all school staff members. Please describe how your school provides the following interventions to meet students' immediate, sometimes crisis-oriented needs and address parent-teacher concerns:

Consultation

John Paul II High School operates as a team to provide consultation. The following are members of the team: administrators, special needs facilitator, consulting psychologists, teachers, mental health workers and Family School Liaison Workers.

Teachers consult with parents daily by phone and provide monthly progress reports.

Personal Counselling

The following issues are addressed:

- Grief and loss
- Family – separation/divorce
- Drug/substance abuse
- Legal – break and entry, assault
- Sexual assault
- Pregnancy - support

Crisis Counselling

The two main issues for crisis counselling are grief/loss and drug abuse. A Critical Response Team is available if necessary.

Referrals

Referrals are made to agencies in the community, especially for services and long-term counselling.

2. a) Please indicate the approximate percentage of time spent on Responsive Services.

Approximately 35% of the counsellor's time is spent in Responsive Services

b) Approximately what percentage of students have been involved in Responsive Services?

Approximately 10%.

3. Have crises in your school decreased as a result of the Comprehensive approach?

Much happens outside of our control. We are able to de-escalate a crisis with our support net involving all staff members. The Critical Response Team is available to deal with crises.

C. Individual Student Planning

...involves three main activities:

- individual assessment (abilities, interests, skills and achievements)
- individual advisement (using personal/social, educational, career and labour market information to plan personal, education and occupational goals)
- planning (to make transitions from school to school, school to work, or school to additional education and training).

Each student must plan, monitor and manage his or her own learning, and personal and career development.

1. In what ways are you involved in the:

Assessment of Students

The special needs facilitator and Vice-Principal deal with formal psychoeducational assessments for students. The website *Career Cruising* has interest and aptitude inventories for students to use to explore career areas.

Planning of Individual Program Plans and Career Pathways

The Special Needs Facilitator develops IPPs with teachers for the students who require them. The counsellors work with every student to discuss course requirements and post-secondary aspirations.

Assisting Student To Make Transitions (school to school, school to work, or school to additional education and training)

This is an area that staff would like to explore. Tracking students after high school is problematic but may be worth pursuing.

2. What are your school's priorities this year in this area?

No priorities were established this year.

3. Name other team members who work with you in Individual Student Planning.

- Administrators
- Special Needs Facilitator
- Teachers
- Glenrose Hospital Specialists
- Other professionals
- Educational Assistants

4. Please indicate approximate percentage of time spent in Individual Student Planning.

Approximately 45% of time is spent on Individual Student Planning.

D. School/Community Support

...involves management activities that establish, maintain and enhance the comprehensive school guidance and counselling program. These activities include:

- needs assessment
- professional development (participated in school inservice training, professional meetings and post-graduate course work, and doing professional research)
- staff and community relations (orienting staff and community members to the comprehensive school guidance program via newsletters, local media and school-community presentations)
- consultation with teachers (regularly providing information, supporting the staff and receiving feedback about student needs)
- advisory councils work (serving on curriculum committees or community committees/advisory boards)
- community outreach (periodic visits to local businesses/industries/social services to find out about resources)
- programs management and operations
- research and development (may include analyzing program evaluation data, doing follow-up studies and updating resources)
- liaison with employers.

1. This component involves management activities that establish, maintain and enhance the Counselling Program Plan. This is an indirect but critical service for students. How are you involved in the following activities:

Needs Assessment

There has been no formal needs assessment done in recent years.

Professional Development

The following professional development activities were taken by the counsellor this year:

-
- ATA Guidance Council – President Elect and responsible for the organization of the conference in Banff, Alberta
 - Regional consortium workshops.

2. How have these activities contributed to or enhanced the climate (safe and caring aspect) of your school?

As a result of professional development, counsellors feel more confident in helping students with various issues.

3. Please indicate the approximate percentage of time spent on School/Community Support.

Approximately 5 - 10% of time is spent on School/Community Support.

4. In what ways is the Counselling Program Plan useful to you and the school?

It documents a team approach to helping kids. Counsellors no longer need to feel isolated – there are many team members to help facilitate the growth and development of all students.

SUMMARY OF IMPACT QUESTIONS

Our Lady of Mount Pleasant School

A. Developmental Guidance Instruction

...is a preventive proactive process. By providing students with relevant information and skills, in small groups and in classes, school staff can help students understand themselves and actively facilitate their development in all areas – educational, personal/social, career, moral-ethical and esthetic. This preventive intervention involves a continual investment of time by teachers, counsellors and administrators. Students need to learn life skills, such as how to identify and solve problems, make good decisions, and deal effectively with situations in their lives. Many of these issues are included in the provincial health curricula.

1. How have you been involved in the provision/delivery of Developmental Guidance instruction in your school?

Directly as the counsellor and indirectly as a coordinator of services

2. Please describe your school's priorities and new directions this year in this area.

The school is focusing on helping the students understand the importance of school and on enhancing studying and test taking skills. In the past year, leaders from the community have been invited to discuss the dangers of drugs and alcohol. As far as careers are concerned, there have been many handouts provided to the high school students regarding exploration of various avenues, how to apply for and get a job, and on post-secondary opportunities.

New directions that have been taken are the exploration of cross-grade connections and consideration of an option class on writing résumés and cover letters.

3. Please indicate approximate percentage of time spent in Developmental Guidance instruction.

Approximately 20% of time is spent in developmental guidance instruction.

B. Responsive Services

...are activities that meet students' immediate needs and concerns. These activities include:

- consultation (with parents, teachers, other educators and community agencies regarding strategies to help students)
- personal counselling (in small groups or individually, regarding relationships, personal concerns or normal developmental tasks)
- crisis counselling (for students and their families in emergency situations – usually a short-term or temporary service)
- referral/coordination (usually in crisis situations).

1. The provision of Responsive Services is a major time commitment for all school staff members. Please describe how your school provides the following interventions to meet students' immediate, sometimes crisis-oriented needs and address parent-teacher concerns:

Consultation

- Family School Liaison Worker meetings
- Parent meetings
- Consultation with Mental Health personnel
- Occupational Therapists, Physical Therapists
- Student Services Facilitator/Counsellor meetings
- Educational Assistant meetings
- Student Centre

Personal Counselling

Scheduled meetings with the counsellor, FSLW, Career Transitions Worker and Mental Health personnel.

An agreement was formalized between Battle River School jurisdiction and Elk Island Catholic Schools to share a Career Transitions Worker.

Crisis Counselling

On an as-needed basis, self-referral, teacher/staff referral, parent referral, etc. The counsellor provides solution focused counselling and Responsive Services.

Referrals

Two types of referrals are made:

- Student, teacher, staff or parent to Counsellor, FSLW or Student Services Facilitator

- Counsellor to Mental Health, Open Door, FSLW, Career Transition Worker, Student Services Facilitator and Occupational Therapy.

2. a) Please indicate the approximate percentage of time spent on Responsive Services.

Approximately 50%.

b) Approximately what percentage of students have been involved in Responsive Services?

Approximately 10 – 15%.

3. Have crises in your school decreased as a result of the Comprehensive approach?

Not sure, the program is only 3 years old and this is the only type of program we have used.

C. Individual Student Planning

...involves three main activities:

- individual assessment (abilities, interests, skills and achievements)
- individual advisement (using personal/social, educational, career and labour market information to plan personal, education and occupational goals)
- planning (to make transitions from school to school, school to work, or school to additional education and training).

Each student must plan, monitor and manage his or her own learning, and personal and career development.

1. In what ways are you involved in the:

Assessment of Students

- Directly and in consultation with the Special Needs Facilitator
- Individual Program Plans are developed in conjunction with other staff members.

Planning of Individual Program Plans and Career Pathways

- Directly and in consultation with the Special Needs Facilitator
- Individual Program Plans are developed in conjunction with other staff members.

Planning of Career Pathways

- Directly and in consultation with the Career Transitions Worker
- Counsellor and/or Career Transitions Worker has met with every Grade 12 student regarding career planning.

Assisting Student To Make Transitions (school to school, school to work, or school to additional education and training)

The following transitions take place at Our Lady of Mount Pleasant High School:

- Grade 6 meeting and school tour
- High school to work/college/university
- Jr. High to Sr. High
- Grade to Grade
- Open House in February – is student organized and is aimed at students, parents and the public.

2. What are your school's priorities this year in this area?

Three areas of focus for transitions are:

- Grade 7 introduction to Junior High
- Grade 9 to Grade 10
- Grade 12 to work/college

3. Name other team members who work with you in Individual Student Planning.

- Student Services Facilitator
- All teachers
- All Educational Assistants
- Principal
- Parents
- Students

4. Please indicate approximate percentage of time spent in Individual Student Planning.

Approximately 20% of time is spent on Individual Student Planning.

5. What evidence can students provide?

All have reviewed and signed their IPPs.

D. School/Community Support

...involves management activities that establish, maintain and enhance the comprehensive school guidance and counselling program. These activities include:

- needs assessment
- professional development (participated in school inservice training, professional meetings and post-graduate course work, and doing professional research)
- staff and community relations (orienting staff and community members to the comprehensive school guidance program via newsletters, local media and school-community presentations)
- consultation with teachers (regularly providing information, supporting the staff and receiving feedback about student needs)
- advisory councils work (serving on curriculum committees or community committees/advisory boards)

-
- community outreach (periodic visits to local businesses/industries/social services to find out about resources)
 - programs management and operations
 - research and development (may include analyzing program evaluation data, doing follow-up studies and updating resources)
 - liaison with employers.

1. This component involves management activities that establish, maintain and enhance the Counselling Program Plan (CPP). This is an indirect but critical service for students. How are you involved in the following activities:

Needs Assessment

Directly – made/developed questions, distributed surveys, tallied results and presented to stakeholders.

Professional Development

Masters Program in School Counselling at the University of Alberta

Staff and Community Relations

Reports at every staff meeting and articles in newsletter.

Consultation with Teachers

Regular communication

Consultation with Community Agencies

- Social services occasionally
- Mental Health Services
- Open Door
- Family School Liaison Worker

2. How have these activities contributed to or enhanced the climate (safe and caring aspect) of your school?

Good communication makes all things go more smoothly.

3. Please indicate the approximate percentage of time spent on School/Community Support.

Approximately 10% of time is spent on School/Community Support.

4. What has been the impact on students of school/community support?

There is excellent cooperation between the school and community. The DARE program is a good example.

5. In what ways is the Counselling Program Plan (CPP) useful to you and the school?

The CPP guides plans for the year and is extremely supportive of all student needs.

SUMMARY OF IMPACT QUESTIONS

St. Mary's School

A. Developmental Guidance Instruction

...is a preventive proactive process. By providing students with relevant information and skills, in small groups and in classes, school staff can help students understand themselves and actively facilitate their development in all areas – educational, personal/social, career, moral-ethical and esthetic. This preventive intervention involves a continual investment of time by teachers, counsellors and administrators. Students need to learn life skills, such as how to identify and solve problems, make good decisions, and deal effectively with situations in their lives. Many of these issues are included in the provincial health curricula.

1. How have you been involved in the provision/delivery of Developmental Guidance instruction in your school?

The CALM 20 and Careers 10 (CTS) have been taught by the Special Needs Facilitator and Counsellor respectively. The counsellor makes presentations in the CALM 20 program describing available scholarships. In addition, the counsellor assists all Grade 9 students with course planning for high school. The counsellor offers a Career Transitions module to high school students on employment preparation.

2. Please describe your school's priorities and new directions this year in this area.

This year the school's priority has been on offering the Careers 10 program to students. In addition guest speakers are invited to talk with students about many topics of interest to them. The following initiatives are new this year: S.O.S. (Step-Out-Safely), MADD, and the Stay-In-School initiative delivered by members of the Edmonton Eskimo football team.

3. Please indicate approximate percentage of time spent in Developmental Guidance Instruction.

Approximately 14% of time is spent in developmental guidance instruction.

B. Responsive Services

...are activities that meet students' immediate needs and concerns. These activities include:

- consultation (with parents, teachers, other educators and community agencies regarding strategies to help students)
- personal counselling (in small groups or individually, regarding relationships, personal concerns or normal developmental tasks)
- crisis counselling (for students and their families in emergency situations – usually a short-term or temporary service)
- referral/coordination (usually in crisis situations).

1. The provision of Responsive Services is a major time commitment for all school staff members. Please describe how your school provides the following interventions to meet students' immediate, sometimes crisis-oriented needs and address parent-teacher concerns:

Consultation

The counsellor and student services facilitator consult with one another and the in-school Family School Liaison Worker and refer students to community agencies. Student needs are determined with parental consultation. The staff meetings are opportunities to discuss student needs and how to resolve them.

Personal Counselling

Short-term counselling is handled by the counsellor, as much as her time will allow, and the Family School Liaison Worker. Some referrals are made to Cornerstone Counselling Services in the community.

Crisis Counselling

A number of issues require crisis counselling: computer bullying, family situations, and intimidation fights at school.

Referrals

Referrals are made to the following agencies in Vegreville: FSLW, Mental Health, Cornerstone Counselling, AADAC, RCMP, Chaplain, Priest, Youth Connection Worker (career planning for students with low ability).

2. a) Please indicate the approximate percentage of time spent on Responsive Services.

Approximately 35%.

b) Approximately what percentage of students have been involved in Responsive Services?

Approximately 3%.

3. Have crises in your school decreased as a result of the Comprehensive approach?

The CPP allows the entire staff to respond to the various needs of students in the school. A group approach is used to deal with the many needs of the students and may minimize crises from occurring in the school.

C. Individual Student Planning

...involves three main activities:

- individual assessment (abilities, interests, skills and achievements)
- individual advisement (using personal/social, educational, career and labour market information to plan personal, education and occupational goals)
- planning (to make transitions from school to school, school to work, or school to additional education and training).

Each student must plan, monitor and manage his or her own learning, and personal and career development.

1. In what ways are you involved in the:

Assessment of Students

The Student Services Facilitator is involved with assessment of students who may require an Individualized Program Plan. The counsellor uses interest and aptitude tests to help students with career exploration and planning.

Planning of Individual Program Plans and Career Pathways

IPPs are coordinated by the Student Services Facilitator with the assistance of the counsellor and teachers.

Planning of Career Pathways

The counsellor interviews/counsels all of the Grade 12 students and assists them with the development of a career plan. Various career experiences are used such as: websites (Career Cruising, Alberta Government Career site), job shadowing, work experience, and the Career-For-A-Day initiative.

Assisting Student To Make Transitions (school to school, school to work, or school to additional education and training)

The counsellor makes presentations to Grade 6 students in feeder schools. The Youth Connection Worker assists students from the Lifeskills Program to find meaningful employment in the community after graduation. The CALM 20 and Careers 10 courses enable students to investigate and explore career options for transition from school.

2. What are your school's priorities this year in this area?

The counsellor and staff are working together to identify the priorities for the plan this year.

3. Name other team members who work with you in Individual Student Planning.

The following team members work with the counsellor in the area of Individual Student Planning: student services facilitator, Family School Liaison Worker, administrators, Educational Assistants and all teachers.

4. Please indicate approximate percentage of time spent in Individual Student Planning.

Approximately 30% of time is spent on Individual Student Planning.

5. What evidence can students provide?

This year's graduate rate is 93%. This excellent result may be attributed, in part, to good Individual Student Planning.

D. School/Community Support

... involves management activities that establish, maintain and enhance the comprehensive school guidance and counselling program. These activities include:

- needs assessment
- professional development (participated in school inservice training, professional meetings and post-graduate course work, and doing professional research)
- staff and community relations (orienting staff and community members to the comprehensive school guidance program via newsletters, local media and school-community presentations)
- consultation with teachers (regularly providing information, supporting the staff and receiving feedback about student needs)
- advisory councils work (serving on curriculum committees or community committees/advisory boards)
- community outreach (periodic visits to local businesses/industries/social services to find out about resources)
- programs management and operations
- research and development (may include analyzing program evaluation data, doing follow-up studies and updating resources)
- liaison with employers.

1. This component involves management activities that establish, maintain and enhance the Counselling Program Plan (CPP). This is an indirect but critical service for students. How are you involved in the following activities:

Needs Assessment

A formal needs assessment was conducted this year as part of a course requirement for the Master of School Counselling degree at the University of Alberta. It was useful in determining needs for the school's Counselling Program Plan. Adjustments to the Plan will occur informally next year.

Professional Development

This counsellor is involved in the Masters of Education Program at the University of Alberta, specializing in School Counselling. It is a two-year program. She will complete it next year. Her strategies/action plan to attain her professional development goals on the Professional Growth Plan include the following:

- Attend the ASIST program (Suicide intervention program)
- ELAA Conference to update post-secondary information
- Attend Student Services meetings by the Board
- Working on the Masters in School Counselling which will involve CPP plan and therapeutic strategies
- Report to Human Resources and Development on Career Corner usage in the Student Centre
- Increase interaction with teachers in their classrooms through collaborative programs e.g., bullying intervention.

Staff and Community Relations

The counsellor works with staff to plan various community events.

Consultation with Teachers

This consultation is ongoing and occurs more formally at staff meetings. Contributions are made to the calendar of events, student agenda, announcements made on the school's in-house television screen, local newspaper, and special mailings to Grade 12 students and parents regarding scholarship information.

Consultation with Community Agencies

Informal, as needed.

2. How have these activities contributed to or enhanced the climate (safe and caring aspect) of your school?

All staff know the students in our school and try to respond to their individual needs in academic and personal areas. Staff endeavour to make the school as comfortable as possible for students. Students and visitors are greeted with a poster/sign as they enter the school, "Welcome to a Bully-Free School". The Student Centre is available to students between 8:00 a.m. and 5:00 p.m. daily.

3. Please indicate the approximate percentage of time spent on School/Community Support.

Approximately 21%.

4. What has been the impact on the students of school/community support?

Students know that the staff cares for them and that there are activities/options for them in school and in the community. Liaison between school and community is an on-going communication challenge.

5. In what ways is the Counselling Program Plan (CPP) useful to you and the school?

The CPP formalizes the Plan for the school. It increases staff awareness to the needs of students and how they can contribute to resolving them. It also makes parents more aware of the services and programs available in all areas of student development. It needs to be flexible and dynamic – always a document in progress! Staff members need to be a part of developing, implementing and evaluating the CPP annually.

For additional information related to this term of reference see summaries of General Questions answered by counsellors, as well as results of focus groups with teachers and students, and survey results completed by parents for each school. These are located in the Appendices I, J, K, and L respectively.

Table 2: Approximate Time Allocations for Counsellor Across the Four Components in Elk Island Secondary Schools

Components	Archbishop Jordan		John Paul II	Our Lady of Mount Pleas.	St. Mary's
	Counsellor A	Counsellor B			
Dev. Guidance Instruction	10%	10%	5%	20%	14%
Individual Student Planning	5%	75%	45%	20%	30%
Responsive Services	75%	5%	35%	50%	35%
School/Community Support	10%	10%	15%	10%	21%
	100%	100%	100%	100%	100%

From an examination of Table 2 with the Summary Chart below from Alberta Education, it can be said that counsellors approximate the suggested time allocations. However, it is noted that counsellors from Archbishop Jordan Catholic High School have decided administratively to specialize in certain guidance and counselling functions. One counsellor spends more time in Individual Student Planning for academic and career areas while the other counsellor allocates more time to Responsive Services or personal counselling.

Summary Chart (Alberta Education)

Components	Suggested Time Allocations for Counsellors* (%)	
	Junior High	Senior High
Dev. Guidance Instruction	15-20%	5-10%
Individual Student Planning	15-20%	30-35%
Responsive Services	40-45%	40-45%
School/Community Support	15-20%	15-20%

* to deliver a balanced program

Term Of Reference #3

The Review will focus on comprehensive guidance and counselling programs and services as they relate to the creation of a safe and caring environment for all secondary students and staff members.

This term of reference was answered by teachers, counsellors and administrators. The results will be presented by school even though there are common themes among them all.

Archbishop Jordan II Catholic High School reported the following programs/strategies/activities that relate to creating a safe and caring environment in the school:

- Personal and academic services
- Special needs services
- Police resource officer program
- Student Centre
- Chaplaincy program
- Extra curricular activities
- Leadership groups such as SADD
- Awareness presentations/bulletin boards
- Student bulletin board displays
- Student activities, e.g., Colour Dress-up Days, welcome to new students, scavenger hunt, etc.
- School newsletter
- Staff involvement in supervision/advisory roles
- Student art displays in hallways
- Activities with feeder schools, e.g., Hurricane Katrina Relief Effort

See Appendix I-1 and 2 for more details regarding the perceptions of counsellors and teachers related to creating a safe and caring environment at Archbishop Jordan Catholic High School.

At **John Paul II High School** in Fort Saskatchewan a number of programs/strategies contribute to creating a safe and caring environment, such as:

- Students as Spirit leaders
- Chaplaincy program
- Anti-bullying program
- Police resource officer
- Teachers get to know all students because of the school's relative size – there is a good connection between students and teachers
- Staff are very approachable
- Priests come into the school for assemblies and masses – students may ask them questions about many topics/issues

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- Catholic faith helps demonstrate to students that their opinion is valued and that they are cared for.
 - Celebrations, e.g., Remembrance Day, Masses.

See Appendix J- 1 and 2 for more details regarding the perceptions of the counsellor and teachers at John Paul II High School related to creating a safe and caring environment.

Our Lady of Mount Pleasant School in Camrose employs a number of programs that contribute to a safe and caring environment, such as:

- Chaplain – deals with faith formation and issues regarding social justice
- Christmas dinner for students and staff – annually, in the gym; a nice atmosphere is created by the staff and the entire school is involved.
- Retreats – every grade has at least one retreat
- Girls' Conference for junior high students is being planned for the Fall of 2006, which will include a sleepover.
- Active Student's Council
- Programs, e.g., DARE and Alberta Teens Against Collision (ATAC)
- Counselling program

See Appendix K-1 and 2 for more details regarding the perceptions of the counsellor and teachers at Our Lady of Mount Pleasant School related to creating a safe and caring environment.

St. Mary's School in Vegreville employs various programs and strategies to create a safe and caring environment for students, such as:

- Spiritual environment – regular celebration of masses and other religious activities and assemblies. Optional prayer – Monday/Friday morning in the library
- Social Awareness Projects – Food Bank, clothing drives, cancer fund raising, funding for a school in Africa.
- Special Programs – PARTY, MADD, S.O.S.
- Availability of Youth Conference
- Initiation of Peer Support program for September 2006
- Trips to Europe, B.C. (band)
- Availability of a Lifeskills program for students with special learning needs.

See Appendix L-1 for more details regarding the perceptions of the teachers at St. Mary's School related to creating a safe and caring environment.

A variety of programs and services create a safe and caring environment for students in the secondary schools of Elk Island Catholic Schools.

Term Of Reference #4

The review will address the match between student needs and services provided in each secondary school.

To answer this term of reference each Counselling Program Plan (CPP) was reviewed to determine the needs of students and services offered.

At **Archbishop Jordan Catholic High School** the priorities and directions for 2005-2006 were determined from previous needs assessments and information gathered from students, parents and school staff. The priorities and directions for each domain of guidance and counselling (educational, personal/social, and career) are clearly reported.

John Paul II High School has developed a Year Plan for 2005-2006 which clearly documents the programs and services for each month of the year. It is implied that the programs and services are based upon previous needs assessments.

Our Lady of Mount Pleasant School in Camrose reports that the goals of their Counselling Program Plan are based upon a needs assessment conducted at the school in the Fall of 2003. The CPP states that the results of the needs assessment will provide new directions for the 2005-2006 school year. Priorities and new directions are cited for each domain of guidance and counselling – educational, personal/social, and career.

At **St. Mary's School** in Vegreville, a needs assessment survey was conducted in November 2005. Priorities for programs and services were determined for junior and senior high school students in the three domains – personal/social, educational and career. Top priorities were identified in each division and a summary of priorities determined. The year 2006-2007 will see the implementation of the CPP developed by the counsellor and staff this year.

COMMENDATIONS AND RECOMMENDATIONS

1. Commendations

This section identifies strengths that need to continue in order to provide a quality program and services for all secondary students. It will be presented by school, and strengths common to all schools are reported together.

Special Commendation – District Office

The Assistant Superintendent provides exemplary leadership in promoting and implementing the comprehensive approach to guidance and counselling in District schools. Allocating a budget for guidance and counselling for each school, and providing professional development experiences for all staff exemplify this leadership. This leadership is unique in Alberta.

Continue to...

1. Provide leadership from District office in the development and implementation of a Critical Response Team in the schools.
2. Track high school completion rates over time and to find ways to maintain and increase it. It appears that the provision of a comprehensive Counselling Program Plan is one factor to increasing the high school completion rate.

.Commendations

ARCHBISHOP JORDAN CATHOLIC HIGH SCHOOL

A. Staffing and School Atmosphere

Continue to...

1. Hire teachers who are very caring individuals and are accessible to deal with various student issues and concerns.
2. Provide personal and academic career counselling to all students.
3. Provide the chaplaincy program or spiritual guidance to students.
4. Promote the exemplary T.E.A.M. (Together Everyone Achieves More) approach in the school.
5. Promote and contribute to the attitude in the school that "students come first".
6. Remain a school known for its exemplary positive attitude by teacher training institutions.

B. Planning

Continue to...

7. Provide the excellent Counselling Program Plan (CPP) and awareness brochure which outlines the team approach to delivering programs and services to students.
8. Present the CPP to the School Council.

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9. Have staff members plan and sponsor events such as Students Against Drunk Driving (SADD) and Cops for Cancer.
 10. Provide the excellent presentations to feeder schools on the programs and courses available at Archbishop Jordan Catholic High School.
 11. Collaborate with community agencies to provide the best services for some students.
 12. Think of ways to contribute and enhance the safe and caring atmosphere/climate in the school.

C. Professional Development

Continue to...

13. Participate in available professional development opportunities to keep current and develop greater expertise.

D. Resources

Continue to...

14. Fund and staff the Student Centre as it is vital to the academic well being of the students.
15. Provide the resources available to students in the Student Centre i.e., post-secondary information, career information, CALM, Alberta Distance Learning courses, study skills, and scholarship awareness.
16. Provide the excellent career resources to students in the Student Centre and via the counsellors.
17. Provide information on the availability of parent workshops in the school newsletter.

JOHN PAUL II HIGH SCHOOL

A. Staff Leadership

Continue to...

1. Exemplify leadership in guidance and counselling by assuming the position of president-elect of the ATA Guidance Council.
2. Promote the attitude that teachers in the school are "front-line counsellors".

B. Planning

Continue to...

3. Partner with the Town of Fort Saskatchewan by hosting a job fair for students.
4. Host a yearly career fair for students.

OUR LADY OF MOUNT PLEASANT SCHOOL
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A. Staffing**Continue to...**

1. Demonstrate the excellent communication among the administrator, counsellor and special needs facilitator.
2. Work with the Battle River School jurisdiction to provide additional staff (Career Transitions Worker) to assist students with innovative career exploration activities.

B. Program Planning**Continue to...**

3. Implement the comprehensive guidance and counselling program and services in a school that is small in student numbers and so early (young) in its formation.

C. School Atmosphere**Continue to...**

4. Provide the very supportive environment for students and the counsellor by the teachers and administration.
5. Host a Christmas Dinner for students and staff in the school.

D. Programs**Continue to...**

6. Provide the programs such as DARE and ATAC that contribute, in part, to a safe and caring atmosphere in the school.
7. Design an optional class to assist student with résumé writing and cover letters.
8. Provide information to parents and students on the counsellor designed website: www.clearsolutions.ab.ca/olmp.

ST. MARY'S SCHOOL

A. Programs**Continue to...**

1. Provide the high quality Counselling Program Plan initiated by the counsellor.
2. Develop innovative career programs for students such as the Career Corner in conjunction with Human Resources.
3. Host an annual Career Day event for students.
4. Involve students in social awareness projects such as the Food Bank, clothing drives, cancer fund raising, and funding a school in Africa.

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5. Involve the Youth Connection Worker with students from the Lifeskills Program to find meaningful work.

B. Planning

Continue to...

6. Involve teachers in the development of the school's Counselling Program Plan.
7. Have the counsellor provide all Grade 9 students with course planning for high school and all Grade 12 students with the development of a career plan.
8. Have the counsellor teach the Careers 10 program (Career Technology Studies).
9. Initiate a peer support team for the Fall of 2006.
10. Provide office space for the Family School Liaison Worker so that she can collaborate with the counsellor, student services facilitator, staff and administration.

C. Communication

Continue to...

11. Post homework and assignments as well as enrichment activities on the school website for parents and students to access.
12. Provide the special mailings to Grade 12 students and their parents on topics such as scholarship information.

D. Graduate Rate

Continue to...

13. Maintain and increase the excellent graduate rate at the school – 93% this year.

ALL SECONDARY SCHOOLS (These commendations and recommendations are common to all secondary schools.)

A. Staffing

Continue to...

1. Employ counsellors who are well trained and well qualified. They are student advocates, dedicated and professional.
2. Involve classroom teachers in developmental guidance instruction e.g., résumé writing and portfolio development.

B. Planning

Continue to...

3. Update and provide the high quality of Counselling Program Plan for the comprehensive program and services, and awareness brochure.
4. To use the 16 *Guidelines for Practice* by Alberta Education to monitor the status of the comprehensive guidance and counselling program and services.

C. Programs

Continue to...

5. Be an exemplary school jurisdiction in Alberta where the comprehensive approach to guidance and counselling is the traditional way of delivering programs and services to students at school.
6. Serve 100% of your students through the four components of the comprehensive guidance and counselling program and services.
7. Provide annual workshops on the Critical Response Team to ensure clear directions to school staff in the event of a suicide, family death or other traumatic events.
8. Expect that each secondary school develop and be prepared to implement a Critical Response Team in the event of a traumatic situation or student death.
9. Provide the variety of programs, strategies and activities in each secondary school that relate to the creation of a safe and caring environment for students and staff. Staff work diligently to create an environment where students can achieve academically and mature spiritually and personally.

II. Recommendations For Action

This section, consisting of two components, identifies areas that need to be addressed or **considered** for improvement over a short period of time and areas that should be **changed** immediately. This section will be presented by each secondary school and those recommendations common to all four schools.

DISTRICT OFFICE

Consider...

1. Incorporating visitations to counsellors and administrators by the Assistant Superintendent in the school setting in order to monitor the Program and address individual school issues.

ARCHBISHOP JORDAN CATHOLIC HIGH SCHOOL

A. Visibility

Consider...

1. Making the counsellor more visible in the school by visiting classes more regularly and participating in various leadership groups and/or committees.

B. Planning

Consider...

2. Re-implementing the Student Services/Counselling meetings at the school on a regular basis involving the special needs facilitator, counsellors, administrator(s), chaplain and staff from the Student Centre.
3. Hosting a Career Day event or Career Fair at the school at least every two years.

-
4. Posting the counsellor schedule/availability for students and staff.

C. Information Sharing

Consider...

5. Informing teachers regarding students who may be at risk due to various issues (separation, illness in family etc.) so that teachers can respond to students more appropriately.

D. Follow-Up Action Research

Consider...

6. Contacting the Education Liaison Association of Alberta (ELAA) and the ATA Guidance Council to pursue follow-up of the high school graduates for 5 years after high school graduation in post-secondary institutions; and an appropriate community resource to determine kinds of workplaces for students who go directly to work from high school.

JOHN PAUL II HIGH SCHOOL

A. Staffing

Consider...

1. Allocating more time to the counselling position.
2. Exploring the potential of a teacher advisory system in the school.

B. Planning

Consider...

3. Presenting the Counselling Program Plan to the School Council on a regular basis.
4. Mailing a brochure of the guidance and counselling program including student services to parents.
5. A special mailing to Grade 12 students and their parents regarding scholarships and deadlines.
6. Providing greater access to the Student Centre and library for students by extending the hours.

OUR LADY OF MOUNT PLEASANT HIGH SCHOOL

A. Staffing

Consider...

1. Allocating more time to the current counsellor position.

B. Communication

Consider...

2. Ways to inform the parents of the programs and services of the guidance and counselling program.
3. Providing all students with exchange student possibilities in other parts of Canada and in other countries.

C. Information

Consider...

4. Providing more information to students regarding alcohol, drugs, career choices, and developing positive parent relationships.

D. Planning

Consider...

5. Adding a common room for student use in the modernization plan for the school.

St. MARY'S SCHOOL

A. Staffing

Consider...

1. Allocating more time to the counselling position to better coordinate and meet the needs of students.

B. Programs

Consider...

2. A peer tutoring program involving high school students working with junior high school students.
3. Delivering some high school courses via satellite or videoconferencing in order to provide more course options for students.

C. Planning

Consider...

4. Developing an inventory of individuals in the community willing to have students job shadow them.
5. Ways to communicate more regularly with parents about school programs and career options for students.
6. Ways to involve the Family School Liaison Worker with colleagues in the Vegreville area for professional growth and development.
7. Designating a room supervised by a teacher for in-school suspensions.
8. Designating a quiet reflection area in the school.

ALL SECONDARY SCHOOLS

A. Staffing

Consider...

1. Allocating secretarial support to counsellors for non-guidance tasks such as, word processing and filing.

B. Programming

Consider...

2. Involving teachers in career exploration by having them infuse career concepts into their subject areas.

C. Planning

Consider...

3. Holding meetings, at least three times per year, with counsellors from secondary schools and the Assistant Superintendent to discuss their CPPs, priorities and new programs for the year and other issues of mutual interest.
4. Establishing an advisory committee consisting of the counsellor(s), administrator(s), School Council, and a community representative in each school to monitor the Counselling Program Plan, make revisions and evaluate it at the end of the year.
5. Providing regular reports/updates on guidance and counselling to the School Council.
6. Requiring that counsellors write a year-end report of their activities and submit it to the Assistant Superintendent for district-wide analysis and reporting to the school trustees in the following categories:
 - Developmental guidance instruction
 - Individual student planning
 - Responsive services
 - School/community support.

-
7. Developing, at the District and school levels, an action or improvement plan based upon study of the recommendations relative to each school and common to the district, and requiring that a progress report be tabled with the Board.

D. Resource Development

Consider...

8. Producing a resource to assist school administration with the evaluation of guidance and counselling programs/services and counsellor competencies.

E. Action Research

Consider...

9. Conducting a formal needs assessment (surveys) and/or informal needs assessment (focus groups with teachers and students) in order to update the CPP and make it relevant.
10. Reporting on indicators of school success on an annual basis such as attendance, graduation rate, numbers of students who receive scholarships, number of students registered in post-secondary institutions and placed directly in the world of work.

DISTRICT OFFICE

Change...

1. Develop a *Student Services Handbook* to reflect the comprehensive approach to providing guidance and counselling programs and services, and the collaborative relationships with community institutions and agencies. Topics such as budget allocations and staffing guidelines should be included.
2. Conduct a formal program evaluation regularly i.e., every 3 – 4 years.

ARCHBISHOP JORDAN CATHOLIC HIGH SCHOOL

Change...

1. Add more time to the counselling positions to reflect the number of students in the school. See Appendix M for desirable and minimum standard staffing ratios.
2. Assign the counsellors equal responsibility to deal with the personal/social and career/academic needs of the student body. Different ways could be used to assign students to the counsellors such as by grade or by surname (A-M, N-Z).
3. Relocate the office of the Student Services Facilitator and personal counsellor so that the counsellors can communicate and function as a team more easily and be more readily available to students.

JOHN PAUL II HIGH SCHOOL

Change...

1. Involve the staff in developing the Counselling Program Plan.

ALL SCHOOLS

Change...

1. Profile the counselling team at your school in newsletters, school council meetings, Meet-the-Teacher Night, etc.

RESOURCES

The following documents are available from the Learning Resources Centre and the Special Programs Branch of Alberta Learning in Edmonton.

1. Hiebert, B. (1994). *Moving to the future: Outcome-based comprehensive guidance and counselling in Alberta schools*. Edmonton, AB: Alberta Education, Special Education Branch.
2. Diachuk, C., Edwards, M., Gillis, S., Kirkland, G., Starko, T., Tomko, T., & Whelan, C. (1995). *From position to program: Building a comprehensive school guidance and counselling program: Planning and resource guide*.
3. Alberta Education. (1996). *Resources for comprehensive guidance and counselling programs: An annotated list for counsellors, teachers, administrators*. Edmonton, AB: Alberta Education, Special Education Branch.
4. Alberta Education (1997). *Comprehensive school guidance and counselling programs and services – guidelines for practice: A program development and validation checklist*. Edmonton, AB: Alberta Education, Special Education Branch.