

The Division recognizes the importance of the total well-being of the student and in cooperation with community agencies will provide services that focus on physical, social and mental health, as well as on the selection and maintenance of the student's educational program.

The Division will make counselling and guidance services available to all students as an integral part of school programs and services.

1. The Division will endeavour to employ professionally trained school counsellors who have had successful teaching experience. Schools which do not have capacity to employ a school counsellor will ensure that alternate guidance and counselling services are available to students, and these shall remain under the direction of the School Principal with support from Division Student Support staff (Director of Student Services and Coordinator of School Counselling).
2. Staffing and Monitoring of Counselling and Student Support Positions
 - 2.1. The Director of Student Services will provide Division oversight of all site-based counselling assignments.
 - 2.2. The Coordinator of School Counselling will coordinate a professional learning community to support the professional development and collaboration of staff assigned to these roles.
 - 2.3. The Coordinator of School Counselling will support Division personnel, and or partner services staff who have varying degrees of counselling and individual student support responsibilities and who work with students in Division schools.
 - 2.4. The Director of Student Services and the Coordinator of School Counselling shall monitor site-based counselling and individual support assignments.
 - 2.4.1. The Coordinator of School Counselling will cooperatively, and confidentially review client concerns with assigned staff.
 - 2.4.2. The Coordinator of School Counselling will help to develop skill sets of these assigned staff.
 - 2.4.3. With oversight from the Director of Student Services, the Coordinator of School Counselling will clarify the parameters of services they can and should provide.
 - 2.5. Site-based staff who will have student support responsibilities will be hired by the School Principal with consultation and support from the Director of Student Services.
 - 2.6. All personnel who provide direct individualized support services to students in schools, whether employed fully or in part by the Division, or employed by another service/agency, will communicate regularly with the School Principal, School Counsellor or the assigned school-based Student Services Lead Teacher, and accept oversight and monitoring from the Director of Student Services and Coordinator of School Counselling.
 - 2.6.1. Communication shall include information regarding who their clients are, a general description of the types of support provided, and a general description of the support goals.
 - 2.7. A variety of roles exist to provide support along a counselling continuum in schools. Schools make use of roles that align with the needs of students and according to the availability of resources.

- 2.7.1. School Counsellors are certificated teachers with successful teaching experience and a Graduate Diploma in School Counselling or a Master's Degree with a major in School Guidance and Counselling or Educational Psychology, from an accredited University.
 - 2.7.2. Guidance Teachers (Instructor) are certificated teachers with successful teaching experience and training on guidance and counselling strategies.
 - 2.7.3. Teacher Advisors are certificated teachers who provide general academic guidance to a designated group of students. Typically, these teachers develop trusting relationships with their group of students and can serve as a link to other student supports as needed.
 - 2.7.4. Non-Certificated, Professional Staff provide personal and/or family services to students in Division schools:
 - 2.7.4.1. Professional positions include: School Social Worker, School Community Liaison Worker, and Psychologist.
 - 2.7.4.2. The specific roles and responsibilities will be defined according to their educational qualifications and designation.
 - 2.7.4.3. The individuals assigned to these roles must hold at least a B. A. or B.Sc. degree in an appropriate discipline which involves child development and individual and group counselling courses.
 - 2.7.4.4. These assignments will not be given a title that includes the word Counsellor or in any way infers qualifications as a School Counsellor.
 - 2.7.4.5. Staff in these positions are supervised by their School Principal or designate and or the Director of Student Services or Coordinator of School Counselling.
 - 2.7.5. Para-professional, non-professional and liaison staff provide support to individuals and small groups as part of school counselling programs:
 - 2.7.5.1. These positions include: Success Coaches, Community Youth Worker, Career Technologist and First Nations, Métis and Inuit Liaisons.
 - 2.7.5.2. The specific roles and responsibilities will be defined according to their educational qualifications, training and designations.
 - 2.7.5.3. These assignments will not be given a title that includes the word Counsellor or in any way infers qualifications as a School Counsellor nor will they refer to their responsibilities as counselling.
 - 2.7.5.4. Staff in these positions are supervised by the School Principal or designate and or the Director of Student Services or Coordinator of School Counselling.
3. A Response-to-Intervention (RTI) approach is practiced by the Division. As such, school education plans should provide details of a continuum of supports and services that address mental health. This would include:
 - 3.1. Universal (large group preventative),
 - 3.2. Targeted (small group),
 - 3.3. Intensive (one-on-one).
 4. The Division and its schools should reference the Key Conditions for Supporting Mental Health in Schools: A planning and implementation tool as found in the Alberta Education document, [Working Together to Support Mental Health in Alberta Schools](#).

5. Records that are created as a result of the counselling and guidance services must be created consistent with the Freedom of Information and Protection of Privacy (FOIP) Act. Refer to [FOIP: Guide to Providing Counselling Services in School Jurisdictions](#) and [Informed Consent and Records Management](#) published by the Alberta Teachers Association Guidance Council for Alberta school counsellor's use.

Reference

Education Act

[FOIP Act: Guide to Providing Counselling Services in School Jurisdictions](#)
[Informed Consent and Records Management for Alberta School Counsellors](#)
[Working Together to Support Mental Health in Schools](#)