



**Policy 8.05
Category: Students**

Guidance and Counselling

BACKGROUND

In 1981, *The Report of the Task Force on School Guidance and Counselling in Alberta* was released. It recommended that Alberta Education assume a role to ensure that adequate guidance and counselling services exist in all schools. In 1984, *Guidance and Counselling Services in Alberta Schools* was developed by *Special Educational Services*, and a secondary education review resulted in the document *Secondary Education in Alberta*. The Report of the Task Force on Children at Risk, *Start Young, Start Now* was released in Summer 2000. The Children's Mental Health Provincial Working Committee also released a report, *Enhancing and Improving Mental Health Services for Selected Groups of Children and Youth* in November, 2000. All documents supported the provision of guidance and counselling services to all Alberta students. Alberta Education recognizes that each school jurisdiction is unique in its needs and its ability to respond to those needs. However, guidance and counselling services are viewed as an integral component of the school program, and are reflected in a revised manual, *From Position to Program: Building a Comprehensive School Guidance and Counselling Program*.

Guidance and counselling services assist students in developing habits and attitudes to support personal growth, educational/academic goals, and post secondary career direction.

POLICY STATEMENT

1. The CAPE Charter Board supports the provision of guidance and counselling services for all students at CAPE as one means of achieving the CAPE charter goals.

DEFINITIONS

GUIDELINES

2. The CAPE Charter Board, through the Superintendent, shall have in place guidance and counselling practices and procedures that ensure:
 - 2.1 positive and productive student growth and development.
 - 2.2 a welcoming, caring, respectful and safe learning environment.

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- 2.3 that guidance and counselling services are offered with the consent of parents/guardians, and when appropriate, with the participation of parents/guardians.
- 2.4 that counselling not involve attempting to challenge, question, or discredit the belief systems of students' parents/guardians.
- 2.5 that students shall not be counselled to take courses of action that may be inconsistent with the beliefs or wishes of parents/guardians.
- 2.6 that, if a counsellor or a staff member learns of information that suggests that a student is at risk of personal harm or abuse, or has been harmed or abused, or threatens harm to others, the counsellor or staff member inform Children's Services, so as to comply Child, Youth and Family Enhancement Act. This does not always involve informing the parents/guardians. Counsellors should disclose this policy to students at the beginning of the counselling, if appropriate.
- 2.7 confidentiality.
- 2.8 timely and effective response to student personal needs.
- 2.9 timely and effective response to student academic needs.
- 2.10 effective communication between parents/guardians, administration, staff and students.
- 2.11 appropriate and effective student placement.
- 2.12 accurate and secure record-keeping.

References:

School Act Guide to Education

Comprehensive Guidance and Counselling Programs and Services: Guidelines for Practice

From Position to Program: Building a Comprehensive School Guidance and Counselling Program: Planning and Resource Guide

CAPE charter

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