

MILLET SCHOOL
COMPREHENSIVE COUNSELLING PLAN
2008–2009



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Introduction

This document is intended as a plan for delivering a comprehensive school guidance and counselling program at Millet School.

This Comprehensive Counselling Plan (C.C.P.) is a blueprint for how guidance and counselling programs and services are to be delivered at **Millet School**. As an integral and planned component of our school, it complements and supports our mission, goals and objectives. It has been planned to provide a full range of developmental guidance instruction with counselling, consultation and coordination of activities and services.

Millet School Comprehensive Counselling Advisory Committee

In order to ensure representation from the total school community, an advisory committee has been established to provide input for planning, implementation and evaluation of the C.C.P. This committee meets approximately 2 times a year to review current programs and services and to make suggestions to guide future planning.

2008 – 2009 Advisory Committee Members

Principal: Mr. Kevin Gibson

Vice Principal: Mrs. Susan Coleman

Guidance Counsellor: Mrs. Cindy Mandseth

Family School Liaison Worker: Mrs. Jo-Anne Walker

Teacher Assistant: Mrs. Audrey Kugyelka

Parent: Mrs. Lori Lorenson

Goals and Guiding Principles

The provision of a comprehensive guidance and counselling program is viewed as a collaborative, multi-disciplinary task involving all members of the school staff. It is not the sole responsibility of the school counsellor. Parents/guardians are seen as their children's first teachers, and teachers are viewed as their students' first counsellors. For a guidance and counselling program to be truly comprehensive, a close, collaborative partnership must exist among the school, home and community.

Guiding Principle

To provide an environment where students feel safe and cared for.

Goal of the Comprehensive Guidance and Counselling Program

- To provide an environment of support where students can realize their maximum potential and develop a desire for lifelong learning.
- To have students demonstrate attitudes and behaviors that allow all students to learn in a safe and caring environment.

The following supporting strategies cover the three domains (educational, personal/social and career) of the Guidance and Counselling program and will guide us in helping to attain our goals.

The following strategies will be used:

- Help students develop organization and study skills to enable them to have a positive attitude toward life-long learning.
- Help students develop positive and appropriate social skills through the use of our EBS social skills program.
- Encourage students to be socially responsible.
- Promote attitudes of respect and acceptance of self and others that will allow for the development of positive relationships with peers and adults.
- Ensure support and guidance for students.
- Ensure support and resources for teachers so that learning can take place in a safe and caring environment.

A Comprehensive Program:

- Is for all students,
- Focuses on the domains of educational, personal/social and career growth and development,
- Responds to crisis situations and provides timely interventions for students with serious problems,
- Is a joint responsibility of the school, involving the entire staff,
- Is coordinated by a school counsellor who also provides direct and indirect services to students, staff and parents and,
- Is specifically designed to meet student needs that have been identified by members of the school community.

Comprehensive Guidance & Counselling Roles

While being a professional educator, the counsellor also has roles and functions distinct from those of the school's administration and classroom teachers. It is often expected that the counsellor be involved in a wide range of activities that go beyond the implementation of guidance programs. Some of the roles that might be utilized are listed below:

- **Consultant** - as a resource for students, parents and teachers
- **Developmental guidance teacher** - to deliver proactive and developmental programs for students, parents and school staff members
- **Counsellor** - to respond to specific crisis situations
- **Advocate** - as a listener and advocate for students, parents and teachers
- **Problem-solver** - offering mediation and conflict resolution programs and services
- **Coordinator** - of programs and services within the school community
- **Collaborator** - involved with communities and activities in the school community.

The Guidance Counsellor also follows the WRPS document “School Guidance Counsellors: Roles, Responsibilities and Background Training”. A portion of that document can be found below. (The full document can be accessed through Central office, School Admin, or the Guidance Counsellor.)

Roles of the School Guidance Counsellor:

1. Providing leadership to all staff by involving them in the development and evaluation of the school Comprehensive Counselling Plan (CCP).
2. Ensuring the delivery of personal counselling services to student individuals and groups.
3. Adhering to the guidelines for ethical conduct as set out in relevant documents: *Guidelines for Ethical Behavior* of the Guidance Council of the Alberta Teachers' Association.
4. Taking leadership in coordinating school counselling services with FSLs, FNMI Resource Workers and Career Counsellors.
5. Proactively identifying and referring students and families to community agencies and other professionals.
6. Ensuring crisis intervention and follow-up support/referrals in the areas of suicide, abuse and bereavement.
7. Acting as a resource person to teachers.
8. Supporting Teaching Assistants in managing students with behavior difficulties.
9. Providing liaison and transition planning with/to feeder schools, post-secondary institutions in educational, career and personal/social areas.
10. Providing liaison with Support Service Personnel (Central Office) so as to access additional consultation support and resources for the school community including staff, students and parents.
11. Maintaining counselling records, including student's name, date of intervention, and issue addressed.

**CURRENT SCHOOL
GUIDANCE & COUNSELLING
PROGRAM**

COMPONENT	PERSONS RESPONSIBLE	% OF STUDENTS RECEIVING SERVICE
DEVELOPMENTAL GUIDANCE INSTRUCTION	Administrators All homeroom teachers Guidance Counsellor	100%
SCHOOL COMMUNITY SUPPORT	Administrators Family School Liaison Worker Guidance Counsellor Learning Support Teacher	100%
RESPONSIVE SERVICES	Family School Liaison Worker Homeroom teachers Administrators Guidance Counsellor	25%
INDIVIDUAL STUDENT PLANNING	Homeroom Teachers Learning Support Teacher Guidance Counsellor	100%

CURRENT SCHOOL GUIDANCE & COUNSELLING TEAM

Principal
Vice-Principal
Guidance Counsellor
Family School Liaison Worker
All Homeroom Teachers
Learning Support Teacher

*In order to best meet the needs of those students receiving or needing support, the Learning Support Teacher/Vice Principal, Family School Liaison Worker and Guidance Counsellor meet once each week at lunch time. These meetings allow the team to collaborate, discuss and plan what services (in and outside our school) will best meet the needs of the individual students and their families.

Utilization of Counsellor Time

Counselling time for the 2008-2009 school year will be 0.2 FTE (approximately two 30-minute periods per day). Students can access the counsellor through their classroom teachers or on their own. Parents can access the counsellor by calling the school or emailing the counsellor directly.

Five basic categories have been used to describe how counselling time is currently being utilized at Millet School.

Developmental Guidance Instruction (directed to all students at specified grade levels through classroom and group activities)

School Community Support (consists of management activities that establish, maintain and enhance the total guidance program i.e. consultation with teacher and other school and district personnel)

Individual Student Planning (may involve such services as individual advisement and placement considerations)

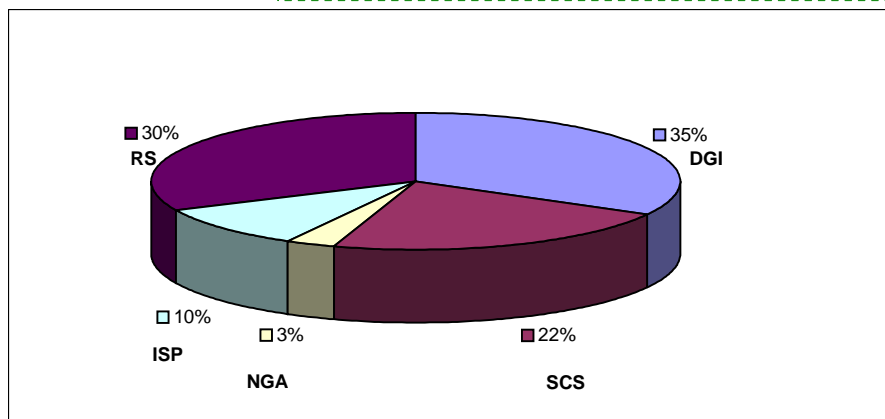
Responsive Services (supports that meet the immediate needs and concerns of students via counselling, consultation, referral or information).

Non-Guidance Activities (supervision)

The accompanying chart shows the utilization of counsellor time at Millet School, taking into account that the guidance and counselling program will adapt to meet the needs of the school at any particular time.

Utilization of Counsellor Time

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DGI - Developmental Guidance Instruction

ISP - Individual Student Planning

RS - Responsive Services

SCS - School Community Support

NGA - Non-Guidance Activities

Assessing Needs

In December of 2007, the Counselling Program Committee did an extensive needs assessment survey. This involved parents and staff members. Surveys were returned by 21 out of approximately 133 families (16%) and 16 out of 27 staff members (59%) – teachers and TAs only. The Guidance Counsellor and Family School Liaison Worker did not participate in the survey.

The results of this survey allowed the committee to see what needs to focus on for upcoming year(s). Through this survey and informal discussions with staff and parents the committee has decided to continue to address anti-bullying strategies, with greater emphasis on building self-confidence. Gender issues within bullying (ie “relational aggression”) will be covered. There will be more direct teaching of self-awareness and self-acceptance. The school will continue to address friendship and social skills through group counselling, the EBS program and Lunch Club. Parents indicated that career education does not need to be a high priority at this school.

It was also very clear in the results that parents and staff would like to see individual and small group counselling continue to be available for the students of Millet School.

Priorities

Educational Domain

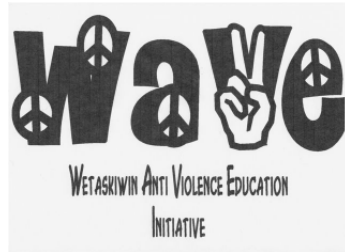
- Learning outcomes covered by classroom teachers and guidance counsellor, as set out in the Health and Life Skills Curriculum Guide

Personal/Social Domain

- Develop effective interpersonal skills (getting along with others, communication skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions: relationship choices from Health and Life skills curriculum and EBS social skills lessons)
- Character Education
- Maintain a high level of intentional transition activities for Grade 4 students to Griffiths-Scott Middle School **throughout** the year.

Career

- Learning outcomes covered by classroom teachers, as set out in the Health and Life Skills Curriculum Guide



WAVE (Wetaskiwin Anti-Violence Education)

WAVE was developed in order to deal with the wide spread issue of Bullying within the Wetaskiwin School District. It was decided that a district wide theme be developed to help Counsellors and Administrators in the various schools across the district focus on best practices and resources available in order to deal with the issue of Bullying and Violence. In this way, we can pool resources and become more organized about how the issue is handled. A list of resources is available through district office.

Millet School continues to be a great supporter of WAVE and will implement the following strategies for the 2008-2009 school year that will fit with the theme for the WAVE. Some strategies that will be included in the plan are:

- 1) Continue with the Effective Behavior Support (EBS) program, which includes social skills lessons for every student in the school and involves parents in the reinforcement of the skills taught.
- 2) Anti-bullying lessons will continue to be taught by the guidance counsellor and homeroom teachers through the EBS program. Specific skills and strategies will be taught to all students using a common language for everyone to understand.
- 3) Anti-bullying lessons that will focus on relational aggression. This is an area that is not commonly seen as bullying by students, but is becoming more and more apparent in girls at a younger age. We have been addressing this issue in hopes that it will decrease the number of cases that are being seen in junior high and high school.
- 4) Small gender based groups (run by the Counsellor) that will focus on becoming positive role models through self-esteem and anti-bullying lessons.
- 5) We will continue to find presentations or presenters that will address the concerns of bullying in school today. These presentations will be positive and reinforce what students and parents should be doing.
- 6) Classroom lessons taught in Health and Guidance programs focusing on getting along with others, communication skills and body image.

FNMI (First Nations, Métis and Inuit)

In the past years we have done the following FNMI activities at Millet School. These have been done in coordination with the WRPS FNMI resource worker (Judy Louis).

- Teaching of Aboriginal sports and games
- Participation in a Round Dance
- Teaching of native dances and their meanings
- Hand Games
- Drumming, jingle dance performances
- Students attend various activities that promote FNMI beliefs
i.e.: National Aboriginal Celebration conference

Millet School also has a variety of resources from Indian and Northern Affairs Canada that are distributed to staff and students to help facilitate further knowledge and understanding of the FNMI people.

Yearly Plan 2008 – 2009				
*This is a working document. Plans are expected to change based on the needs of students.				
Small group instruction will be planned throughout the year, as needs arise.		FSLW	Teacher	Counsellor
September Programs <ul style="list-style-type: none"> Introduction and review of “Hands Off” policy and “Special Message” to all classes Review Safety Rules 	September Services <ul style="list-style-type: none"> Minimal responsive and counselling services Provide resources and consultation to teachers Teach organizational skills (desks and lockers) Help with the EBS program Teach and review EBS Social Skills lessons Introduce goal-setting 	X X	X X X X	X X
October Programs <ul style="list-style-type: none"> Self-Awareness and Acceptance, using the “multiple intelligences” theory 	October Services <ul style="list-style-type: none"> Responsive and counselling services Provide resources and consultation to teachers, ex. Canada’s new Food Guide Help with the EBS program Teach and review EBS social skills lessons Teach grade 3 and 4 lessons: self-awareness and acceptance 	X X	X X X X	X X X
November Programs <ul style="list-style-type: none"> Self-Awareness and Acceptance, using the “multiple intelligences” theory 	November Services <ul style="list-style-type: none"> Responsive and counselling services Consultation/support for teachers re: Interviews, testing, IPPs Help with the EBS program Teach and review EBS social skills lessons Teach grade 1 and 2 lessons: self-awareness and acceptance 	X X	X X X X	X X X
December Programs <ul style="list-style-type: none"> 	December Services <ul style="list-style-type: none"> Responsive and counselling services Provide resources and consultation to teachers Help with the EBS program Review desk and locker organization Teach and review EBS social skills lessons 	X X	X X X X	X X X
January Programs <ul style="list-style-type: none"> Anti-Bullying strategies, with a focus on developing self-confidence 	January Services <ul style="list-style-type: none"> Responsive and counselling services Consultation to teachers Help with the EBS program Teach and review EBS social skills lessons Review goal setting strategies Teach grade 3 and 4 lessons: anti-bullying 	X X	X X X X	X X X

February Programs <ul style="list-style-type: none"> ▪ Anti-Bullying strategies, with a focus on developing self-confidence ▪ Random Acts of Kindness 	February Services <ul style="list-style-type: none"> • Responsive and counselling services • Provide resources and consultation to teachers • Help with the EBS program • Teach and review EBS social skills lessons • Teach grade 1 and 2 lessons: anti-bullying • Organize school-wide activity for Random Acts of Kindness Week 	X X	X X X X X	X X X X X
March Programs <ul style="list-style-type: none"> • 	March Services <ul style="list-style-type: none"> • Responsive and counselling services • Consultation/ support for teachers – re: interviews, testing, IPPs • Help with the EBS program • Teach and review EBS social skills lessons • Consultation/support for teachers re: interviews, testing, IPPs, etc. 	X X X	X X X X X	X X X X X
April Programs <ul style="list-style-type: none"> • Personal Safety 	April Services <ul style="list-style-type: none"> • Responsive and counselling services • Provide resources and consultation to teachers • Help with the EBS program • Teach and review EBS Social Skills lessons • Teach personal safety concepts - Kindergarten 	X X X	X X X X X	X X X X X
May Programs <ul style="list-style-type: none"> • Personal Safety 	May Services <ul style="list-style-type: none"> • Responsive and counselling services • Provide resources and consultation to teachers • Help with the EBS program • Teach and review EBS social skills lessons • Assist with Gr. 1 orientation • Teach personal safety concepts, grades 1-3 	X X X	X X X X X X	X X X X X X
June Programs <ul style="list-style-type: none"> • Transition to next grade • Personal Health Education • National Aboriginal Day – June 21st 	June Services <ul style="list-style-type: none"> • Coordinate orientation for Grade 4s to GSMS, possibly other grades • Teach health concepts – puberty, body image to grade 4s • Provide resources and consultation to teachers • Minimal responsive and counselling services • Organize activity for National Aboriginal Day – around June 21st • Help finish the EBS program • Review and finish EBS social skills lessons 	X X X X X X	X X X X X X X	X X X X X X X

Resources

- Counsellor's Handbook Fall 2005, Wetaskiwin Regional Public Schools
- Binder of counselling resources in the region (located in the counselling office)
- Guidance and Counselling Phone list (located in the main office and in the counselling office)
- Effective Behaviour Supports for Coaches, 2005/06, Alberta Education
- The Heart of the Matter – Character and Citizenship Education in Alberta Schools, Alberta Education, 2005
- A Volcano in My Tummy – Helping Children to Handle Anger, Eliane Whitehouse and Warwick Pudney, 1996.
- Teaching Cooperation Skills, Pat Huggins, 1990.
- Multiple Intelligences, Pat Huggins, 1997.
- The Best Self-Esteem Activities for the Elementary Grades, Terri Akin, David Cowan, Gerry Dunne, Susanna Palomares, Dianne Schilling, Sandy Schuster, 1990.
- Social Skills Lessons and Activities, Ruth Weltmann Begun, Editor, 1995.
- Website: www.teachingsexualhealth.ca
- Solving School Problems: Solution-Focused Strategies for Principals, Teachers and Counsellors, Nancy McConkey.