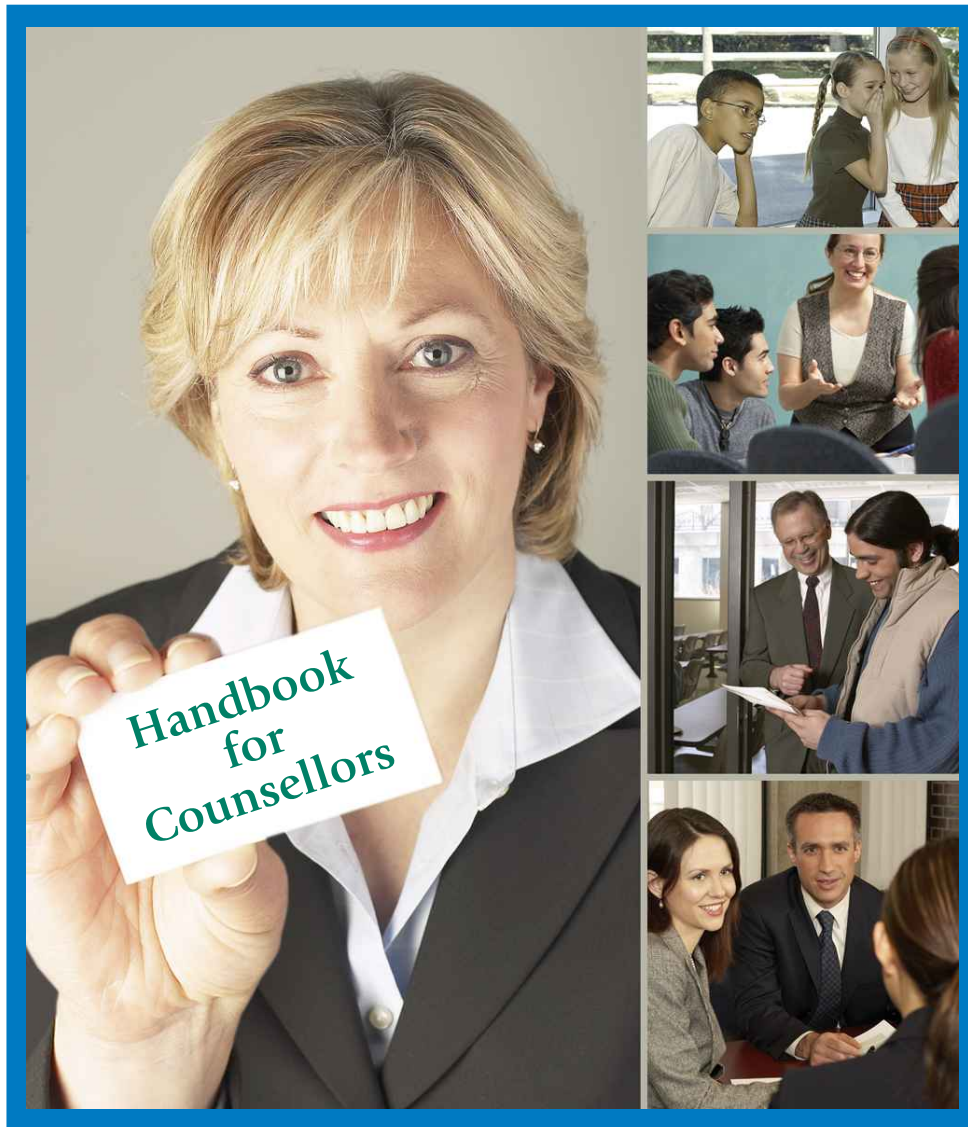




Department of Education
Student Services

School Counselling Services

Standards and Guidelines



School Counselling Services

Standards and Guidelines

Handbook for School Counsellors

June, 2005

Prince Edward Island Department of Education, Student Services Division,
in consultation with the
Prince Edward Island Counselling Association
and
Counsellor Records Work Group

This handbook can be accessed on the Department of Education's website at:
www.gov.pe.ca/photos/original/ed_couns_svcs.pdf

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“School Counselling Services are an integral and essential component of the educational process for all students as they progress through the educational system. The need for these services is dictated by the complexity of the human growth process, the demands on youth and the ever changing nature of society.

The aims of school counselling services, which are based on a developmental hierarchy, are to provide students with:

- ▶ opportunities to develop knowledge and an appreciation of themselves and others;
- ▶ opportunities to develop relationship skills, ethical standards and a sense of responsibility;
- ▶ opportunities to acquire skills and attitudes necessary to develop educational goals which are suited to their needs, interests and abilities;
- ▶ information which would enable them to make decisions about life and career opportunities.

Administrators and teachers contribute to the implementation of these aims, both informally and through curriculum, as well as by identifying and referring students who have particular needs. Specific counselling functions require the intervention of qualified school counsellors and consultant staff.”

Minister’s Directive No. MD 2003-03

Standards and Guidelines for School Counsellors —

- School counselling services provide supports and resources to students, to their families and to educators.
- The primary goal of school counselling services is to enhance and promote student learning.
- The core functions of the school counsellor consist of counselling; consultation, planning and coordination; prevention and education.
- Specific counselling functions require the intervention of qualified school counsellors and consultant staff.
- School counsellors have a professional responsibility to maintain high standards of professional competence and ethical behaviour.
- School counsellors effectively organize their time to provide counselling services.
- School counsellors maintain records in sufficient detail to track the sequence and nature of the services rendered.
- The school counsellor is the custodian, guardian and manager of the counselling record.
- Written consent from parents and/or student, as appropriate, is required before information from the counselling record can be shared.
- School counsellors' records must be maintained, stored and/or destroyed in accordance with current school board policy.

Preamble



Counsellors or guidance personnel?

Mental health workers or career educators?

Group specialists or individual therapist?

Just what is a school counsellor?



Flexibility is a key ingredient in providing an effective and efficient school counselling service.

Prince Edward Island School Counselling Services

Counselling in schools across Prince Edward Island has a rich and diverse history, and the role of the school counsellor continues to evolve and change to meet the demands of the current population. Over the decades, the role has changed from providing primarily academic support to a more comprehensive array of services, which range from academic and cognitive assessment to counselling students and their families. The changes have largely come about to reflect philosophical shifts in education and in society generally. For example, risk factors including poverty rates, working parents, blended families, transient families and an increase in divorce rates have increased demands for social/emotional support at a time when programs and service delivery traditionally provided by agencies and departments outside of the school system have changed.

Today's students face increased challenges often with decreased support. Students live in a very dynamic world that presents constant change and increased demands for them to be self reliant in a world that is as expansive and exciting as it is overwhelming and uncertain. Student feelings of anxiety and depression are intensified by peer pressure; bullying; unstable family environments; drug, alcohol and tobacco use; and increased teen suicide rates, all of which create barriers to learning. As well, the developmental diversity which exists within the student population and the changes in service delivery provided by outside agencies means that school counsellors and other support staff within the education system are faced with unique challenges. Flexibility seems to be a key ingredient in providing an effective and efficient school counselling service. More and more students vary in their capacity to cope with the academic, social and emotional demands and require support within the school system to help them make successful transitions through life. School counselling services are key to providing that support.

Purpose/General Objectives of School Counselling Services

- *School counselling services provide supports and resources to students, to their families and to educators.*
- *The primary goal of school counselling services is to enhance and promote student learning.*
- *The core functions of the school counsellor consist of counselling; consultation, planning and coordination; prevention and education.*



School counsellors provide a continuum of services.



All educational services rely on a team approach.

The primary goal of school counselling services is to enhance and promote student learning. School counselling services are designed to provide supports and resources to students at all grade levels, to their families, and to educators. These services are intended to facilitate the educational, personal, social, emotional and career development of students in schools and in the community. (MD 2003-03 School Counsellors, page 3)

School counsellors provide a continuum of preventative, developmental, remedial, and intervention services and facilitate referral to community resources. The school counsellor's role includes counselling; school-based consultation, planning and coordination; education and assisting in the development of effective behavioural change.

The following descriptions outline the core services that school counsellors are well qualified to provide within the school setting. These descriptions are intended to be used as guidelines for counsellors, administrators and school staff in determining the specific role that a counsellor will perform in a particular school.

All educational services rely on a team approach.



School counsellors provide individual and group-counselling services that are relevant to the needs, interests and developmental level of students.



School counsellors are active participants in the planning process.

Counselling

School counselling functions may include individual, group and class work to provide both an intervention and prevention service. The intention of the counselling service is:

- to respond to emotional, social, intellectual, academic and career needs in a developmentally appropriate manner
- to provide an environment which is conducive to self-exploration in order to develop an awareness of personal uniqueness which is of primary concern in the counselling process
- to promote personal and social development appropriate to developmental stages
- to help students, through their families and the community, grow in areas such as self-esteem and individual responsibility, and in skills such as decision making and social relationships
- to support a student's academic progress through a variety of interventions which may include individual assessments, goal setting, assisting with the development of Individual Education Plans (IEP), study habits and organizational skills.

Consultation, Planning and Coordination

School counsellors consult and plan collaboratively with students, other educators, the school based student services team, parents, other community agencies and outside professionals in planning goals and effective strategies to promote the emotional, intellectual, social, academic and career development of students. Consultation may focus on students' individual needs or on school, district or community programs or services. School counsellors are active participants in the planning process.

Several schools currently have the support of Multi-Agency Support Teams (MAST). As a member of these, or the school-based Student Services Team, the school counsellor assists in the access to and coordination of school, district and other community services for students as specified by local protocol agreements. Coordination may include information gathering, case management, referral, and liaison between home, school and the community. School counsellors frequently assist students with transitions between schools throughout the public system and with post-secondary plans.

Prevention

School counsellors spend much of their time developing and implementing plans and programs which could be categorized as preventative services.

Prevention services may be described as follows:

The **Primary** prevention level focuses on preventing a problem from occurring. The emphasis is on enhancing positive school climate. One example may be a school program to facilitate a safe school environment.

The **Secondary** level of prevention focuses on early indicators of problems. The goal is to shorten the duration or lessen the impact of a problem.

The **Tertiary** level focuses on minimizing the immediate consequences of an existing severe problem. The emphasis is on regaining control over a situation so remediation and prevention strategies can be developed, implemented and assessed.

The whole area of prevention and preventative planning responds to a range of complexity or severity. This requires specialized skill sets which may include:



“It is easier to build strong children than to repair broken men.”

Frederick Douglas

- effective communication skills
- conflict resolution
- data collection
- collaboration
- mediation
- helping others to solve their own problems and make informed decisions
- specialized knowledge and skills for a consultation process.



It is important that staff understand and support the purposes and objectives of school counselling services.

Education

School counsellors may provide direct instruction to students in areas such as peer helping, conflict resolution, social skills, and life skills. As well, school counsellors provide support to other educators in implementing career and personal planning, promoting positive school climates and enhancing the emotional/social well-being of students.

An ongoing issue in the field of school counselling is a general lack of understanding about what school counsellors do that impacts student outcomes. School counsellors need to be involved in public relations to educate their school staff and the school community on the kinds of services they can provide and to promote the benefits of their services. Many counsellors post information about their counselling services on the school web site and make presentations to classes throughout the year.

Their educational role may also include:

- disseminating information to parents and other professionals
- monitoring and assessment of the services they provide
- acting as a resource for professional and curriculum development



School/community public relations, information sharing and ongoing professional development help develop support from the system for school counselling services.

- speaking publicly at school and/or to community groups
- participating in professional development

School Counsellor Qualifications

- *Specific counselling functions require the intervention of qualified school counsellors and consultant staff.*
- *School counsellors have a professional responsibility to maintain high standards of professional competence and ethical behaviour.*

Personnel delivering school counselling services must have the necessary qualifications and must adhere to the Canadian Counselling Associations's *Code of Ethics and Standards of Practice for Counsellors*, while keeping in mind relevant legislation and policies.

It is essential that School Counsellors meet the following qualifications:



School counsellors must be qualified for the services they deliver.

- a professional teaching certificate*
- a Master's degree in counselling, counselling psychology or a related discipline with a focus on counselling
- graduate course in five of the following areas:
 - ▶ communication and relationship skills
 - ▶ group counselling
 - ▶ career development
 - ▶ research and evaluation consultation methods
 - ▶ learning and human development
 - ▶ psychological education
 - ▶ counselling interventions and strategies
 - ▶ multi-cultural counselling
 - ▶ counselling in specialized settings
 - ▶ counselling ethics
 - ▶ psychoeducational assessment

- be eligible for Canadian Counsellor Certification (CCC), Canadian Counselling Association

Such credentials limit the potential to engage in practices that may do harm. School counsellors should determine their strengths and limit their counselling services to those which are within their professional competence.



School counsellors ought always to be engaged in professional development.

It is essential for school counsellors to engage in continuing education and personal care. School counsellors need the opportunity to engage in professional development activities by reading, attending workshops, taking courses, consulting with other professionals and being members of professional organizations such as the Canadian Counselling Association (CCA) and the Prince Edward Island Counselling Association (PEICA).

- * *Non-instructional licenses may apply in special circumstances.*

Time Management

- *School counsellors effectively organize their time to provide counselling services.*



It is important for school counsellors to consider that scheduling and priorities should result in enhancing student learning.

School counsellors must organize and co-ordinate their services as an integral component of the whole school program. Ideally, school counselling services should be designed to foster support from both within and outside the school community to meet the developmental needs of students. Counsellors establish services to address student needs which are achievable through a variety of means, including curriculum activities, small group and/or individual counselling, referrals and consultation.

To provide a continuum of preventative, remedial and intervention services, it is essential school counsellors organize their time to effectively deliver such services. Scheduling and priorities should result in enhancing student learning. As an example, it has been suggested that 15 to 20 per cent of your school population determines the number of students who may be in need of individual counselling or direct intervention of some kind. Thus, in a school population of 500, the school counsellor can estimate that about 75 to 100 students may need some direct service with some aspect of their growth and development. Time to deliver this type of intervention needs to be factored into the school counsellor's overall schedule.

The schedules of school counsellors are influenced by a number of factors:

- priorities established by the particular needs of the school
- addressing unexpected student needs such as a crisis
- developmental needs of all students
- need for consultation with teachers, other professionals and parents/guardians
- administrative responsibilities

Since school counsellors generally have more flexibility than classroom teachers in scheduling their time, it is important for them to coordinate their schedules with other school personnel so that their services and activities complement one another. This allows the counsellor to accomplish a number of valuable results:

- to establish times for individual counselling
- to arrange for small group counselling
- to consult and/or deliver with classroom teachers parts of the curriculum
- to gain the support and cooperation of fellow educators

The overall objective is for school counsellors to analyze their time to ensure they are utilizing it effectively to meet the identified goals and objectives of the counselling services of each particular school.

Counsellor Records

- *School counsellors maintain records in sufficient detail to track the sequence and nature of the services rendered.*
- *The school counsellor is the custodian, guardian and manager of the counselling record.*
- *Written consent from parents and/or student, as appropriate, is required before information from the counselling record can be shared.*
- *School counsellors' records must be maintained, stored and/or destroyed in accordance with current school board policy.*



“The question then becomes one of how to strike a balance between the need to create a record of services provided, while minimizing the potential harm to clients that the record could have.”

*p.92 Counselling Ethics
Casebook 2000*

Counselling records exist for some students. School counsellors are required to maintain records to track the sequence and nature of the services provided within a counselling relationship. The purpose of these records is to enhance the counselling process and is not intended to be a means of “gathering evidence” to diagnose or to further a legal case. It is the responsibility of the counsellor to inform students, and parents, as appropriate, that counselling records are kept and of the purpose of such records. Information collected for such records is maintained and controlled in a responsible and efficient manner that is governed by strict rules of confidentiality.

Record Keeping

Counsellors need to:

- record information in an objective, factual manner
- identify clearly personal impressions, observations and hypotheses as their view
- describe behaviour, avoiding the use of undefined and/or unnecessary adjectives
- make and initial their own entries and record information in a timely manner
- note and initial any subsequent alterations or additions, leaving the original entry legible and

intact, and never erase, delete, or whiteout, etc.

- be brief, but ensure information is sufficient to support continuity of the counselling service

Maintenance of Records

Counselling records are maintained in accordance with the *School Act*, School Board Policies and Regulations, *Canadian Counselling Association Code of Ethics and Standards of Practice for Counsellors*, and *Freedom of Information and Protection of Privacy Act*. Counsellors have a responsibility to be aware of current laws, legislation and policies relevant to record keeping.

School counsellors maintain counselling records with no less than the following information:

- Basic information
 - ▶ name, date of birth, address, telephone number
 - ▶ name of parent/guardian and/or contact person
 - ▶ reason for referral/visit
- Record of each professional contact
 - ▶ date of contact, length, name(s) of all present
 - ▶ counselling information sufficient to keep track of counselling issues and progress
 - ▶ correspondence - written, telephone, e-mail
 - ▶ record of consultations regarding client, including telephone calls and e-mails
- Additional information as pertinent to the counselling relationship; eg. copies of:
 - ▶ assessment reports prepared by the counsellor,
 - ▶ third party information, consultation notes, case conference notes
 - ▶ consent forms
 - ▶ copy of outside referrals
 - ▶ relevant outside agency reports



Personal information is any information about an identifiable person.



The collection of personal information is limited to that which is necessary for the purposes identified.



Personal information must be protected by security safeguards appropriate to the sensitivity of the information.

Records may be written, taped, computerized or maintained in any other medium so long as their utility, confidentiality, security and preservation are assured, and they cannot be altered without being detected.

School counsellors do not leave records on their desks, computer screen, in computer files or in any area or medium where they can be read by others.

Counselling notes are maintained in a separate, secure file in the school counsellor's office at the school where the student attends. Information acquired by school counsellors that is used for the purpose of program planning for the student is placed in the student record, separate from the counselling record.

A record of any assessments completed should be placed in the student's cumulative file. Assessment reports should be placed in a file, separate from the cumulative file, in a secure location within the school, as outlined in Board Policy.

On a yearly basis, school counsellors should review all counselling records to ensure they contain only pertinent, accurate and current information.

Transitory notes are to be destroyed. If session notes are summarized, these session notes then become transitory in nature, and can be destroyed in due process, as outlined in "Storage and Disposal".

Duplicate copies of reports are to be destroyed.

Information that has been used to inform programming decisions for the student is to be placed in the student record, as outlined in Board Policy, separate from the counselling record.

Access to Records

Students have a right of access to their counselling records. Parents/guardians do not have an absolute right to know all the details of their child's counselling. Each request for access from a parent/guardian should be evaluated on a "need to know" basis. Disclosure to others of information

from these records only occurs with the written consent of the student, or parent, if deemed appropriate.

School counsellors may be required by law to release information contained in the counselling record. Otherwise, no person will have access to a counsellor's records except the school counsellor, the school counsellor's successor, or a person authorized to do so by the *PEI School Act* and *School Act Regulations*.



“Good practice means that counsellors ...stay informed about and follow information and privacy policies that are in place.”

p.98 *Counselling Ethics Casebook 2000*

In deciding who has access or to whom information should be disclosed, the school counsellor will be guided by the Canadian Counselling Association *Code of Ethics* and *Standards of Practice for Counsellors*.

Release of Confidential Information to an Outside Agency

Before information from the counselling record is released to an outside agency, written consent must be obtained from the parent/guardian or the student, as appropriate. A copy of the written consent, which outlines the information to be released, will be maintained within the counselling record.

These conditions do not apply when the school counsellor's notes are subpoenaed.

Transfer

When a school counsellor leaves the school, the counselling records are transferred to the school counsellor's successor.

When a student transfers/transitions to another school within PEI, the counselling record is transferred when:

- ▶ the counsellor at the previous school recommends counselling be continued
- ▶ the counsellor at the receiving school requests it.
- ▶ the parent and/or student, as appropriate, requests it

A counsellor who receives such a request shall forward the counselling record in a timely and secure manner.

This transfer will be conducted in consultation with the student whenever possible.

If a student transfers to a school outside of PEI, the counselling record is not transferred. Written consent of the parent/guardian or the student, as appropriate, must be obtained before information contained in the counselling record can be shared. However, the counselling record itself is not transferred.

Storage and Disposal

All personal information used to make a decision about a student must be retained for at least one year after its use.

Transitory notes need not be stored and are to be destroyed shortly after the events to which they relate occur.

Inactive files are to be stored in a manner that ensures easy access and identification for disposal.

Inactive files are to be stored for the time period stipulated by school board/district policy.

Disposal of inactive files is to be carried out in a manner that will ensure no portion of the information can be retrieved.



Personal information is retained only as long as necessary for the fulfillment of the purpose for which it was collected.

Conclusion



How are students different as a result of coming in contact with the school counsellor? ... are they better off because of the experience?

Concern for student development and well-being in a complex society has been the cornerstone of school counselling services since its inception. In recent years, this concern has intensified as society has become even more complex. Students must come to terms with their goals, values, abilities, aptitudes and interests so they can continue to progress socially, educationally and occupationally. The support students receive from school counsellors and other educators is perhaps expressed most succinctly in a frequently stated guidance goal: *Helping students become all they are capable of becoming.*

Adherence to the Minister's Directive for School Counsellors (MD 2003-03) and to the Standards and Guidelines outlined in this handbook will ensure that students in Prince Edward Island schools have access to appropriate services offered by qualified personnel. This will foster the development of the necessary strategies needed by students to deal more effectively with the ever changing demands of society.

"We cannot always build the future for our youth, but we can build our youth for the future."

Franklin D. Roosevelt

Appendices

Appendix A

Minister's Directive No. MD 2003-03

Appendix B

Operational Definitions

Appendix C

Survey: Role of the School Counsellor

Appendix A

Minister's Directive No. MD 2003-03 School Counsellors Supercedes CIRCULAR 89-08

Pursuant to section 8 of the *School Act* R.S.P.E.I. 1988, Cap. S-2.1, I hereby issue the following Minister's Directive concerning School Counsellors.

In this Directive School Counselling refers to:

- Processes which are designed to assist students in the development of self understanding, interpersonal skills, problem solving capabilities and coping strategies.
- Developmental programming which fosters planned interventions to stimulate and actively facilitate the development of students in all areas; that is, personal, social, emotional, career, moral-ethical, cognitive and aesthetic; and to promote the integration of the several components into the individual's life style.

Philosophy

School Counselling services are an integral and essential component of the educational process for all students as they progress through the educational system. The need for these services is dictated by the complexity of the human growth process, the demands on youth and the ever changing nature of society.

The aims of school counselling services, which are based on a developmental hierarchy, are to provide students with:

- opportunities to develop knowledge and an appreciation of themselves and others;
- opportunities to develop relationship skills, ethical standards and a sense of responsibility;
- opportunities to acquire skills and attitudes necessary to develop educational goals which are suited to their needs, interests and abilities;
- information which would enable them to make decisions about life and career opportunities.

Administrators and teachers contribute to the implementation of these aims, both informally and through curriculum, as well as by identifying and referring students who have particular needs. Specific counselling functions require the intervention of qualified school counsellors and consultant staff.

Roles and Responsibilities

1. The Department of Education has the responsibility for coordinating school counselling services. Specifically, the department shall provide the following services to School Boards:
 - Provincial coordination of school counselling programs and services;
 - Consultation with School Boards regarding the organization, development and maintenance of school counselling programs and services;
 - Consultation with School Boards and the Prince Edward Island Counselling Association in providing in-service training;
 - Consultation with School Boards and the Prince Edward Island Counselling Association regarding the preparation of program guidelines and materials;
 - Maintenance of a process to provide school counselling materials;
 - Consultation with other government departments.

2. School Boards are expected to maintain school counselling policies and/or regulations which are consistent with the Provincial School Counselling Directive. Specifically, School Boards are expected to make provision for the following:
 - School counselling services for all students enrolled in school;
 - The employment of qualified personnel for school counselling positions;
 - The establishment of a process for the referral of students which, when appropriate, includes procedures for obtaining parental permission.

3. Counsellors within the schools are responsible for providing supports and resources to students at all grade levels, to their families and to educators. These services are intended to facilitate the educational, personal, social, emotional and career development of students in school and in the community. Specifically, school counsellors are expected to provide a continuum of preventative, developmental, remedial and intervention services and facilitate referral to community resources through activities such as:
 - Provide group and individual counselling;
 - Assist with communication between school and home;
 - Assist in identifying learning needs and abilities and in developing learning/action plans;
 - Consult with teachers and with other professional agencies for specialized assistance;
 - Promote and implement programs and services which ensure that the rights of children and youth are upheld;
 - Serve as a member of the school based student services team.

Qualifications of Counsellors

In order to carry out school counselling functions which are consistent with the aims established in this Directive, it is necessary that individuals who are employed as school counsellors possess knowledge and skill in this area.

It is essential that counsellors hold a PEI Teaching Certificate and have a graduate degree in counselling, or equivalent, from an accredited university that includes training in counselling theory with a supervised counselling practicum.

Additional desirable qualifications include:

- teaching experience
- graduate course in assessment

DATED this 11th day of June 2003

J. Chester Gillan
Minister of Education

Appendix B

Operational Definitions

For the purpose of this handbook,

- a) “age of majority” means a person who has reached the age of 18 years.
- b) “confidential information” means any information generated within a counselling role
- c) “destroy”, in respect to a record, means to shred, burn or otherwise physically destroy a record other than a record that is in electronic form; and to delete, write over or otherwise render the record inaccessable in the case of a record that is in electronic form.
- d) “dispose” means to destroy a record so that no portion of the record can be retrieved.
- e) “inactive file” means a counselling record where a full calendar year has elapsed since the last counselling involvement.
- f) “record” means a document in any form (paper, computer file, audio or visual recording) containing personal information about a student.
- g) “third party information” means any information which is not gained directly from the student by the school counsellor.
- h) “transitory notes” means notes that contain information which are:
 - i) no longer required for the purpose for which it was disclosed
 - ii) not required to provide evidence of decision making
 - iii) not related to ongoing issues over an extended period of time
 - iv) not related to issues which, in the counsellor’s judgement, have a likeliness of resurfacing.

Appendix C

The Role of the School Counsellor

John Schmidt (1999) summed up the importance of school counsellors defining their role within the school community:

The future of school counselling as a profession depends on the ability of counsellors to become an integral part of the school setting while maintaining their unique role and contribution to student welfare and development. To accomplish this goal, effective counsellors identify their role; select appropriate functions; plan programs and services for students, parents/guardians, and teachers; strengthen their professional development; and evaluate their effectiveness in schools. (p. 26)

Since all educators are involved in enhancing and promoting student learning, a school staff needs to be involved in the decision of what services and programs the school can provide to meet the identified needs of the school population. The services and roles may vary from school to school, depending on the size and needs of a school population and the availability of services due to staffing allocations.

The following survey may be a helpful tool to evaluate the current counselling services provided at your school. If completed by the school staff, it will provide an opportunity for the entire school staff to have a better understanding of the roles and responsibilities of the school counsellor and provide input on how the school counsellor can best meet the identified learning needs and serve the best interests of the students in the school.

Survey: School Counselling Services

Current Status		Description of Core Services	Priority for Improvement		
In Place	Not in Place		High	Med	Low
		<i>Counselling</i>			
		Provide individual counselling			
		Provide group counselling			
		<i>Consultation, Planning and Coordination</i>			
		Organize and administer school counselling services			
		Monitor and assess school counselling services			
		Consult/share information with teachers and parents regarding referrals			
		Consult with special education/resource teacher and student services team for the organization and development of Individualized Education Plans (IEPs) and participate in the placement of exceptional students in special programs			
		Organize and/or participate in case conferences			
		Work in partnership with parents, teachers, school administration, public health, social services and other outside agencies			
		Participate in the orientation/transition of students entering and/or leaving school			
		Coordinate career educational experiences			
		Coordinate student programs (eg. Exchange, peer education/helping/tutoring, post secondary days, etc)			

		Prepare letters of recommendation, transcripts of marks, and confidential information to outside agencies			
		Facilitate scholarship and bursary information			
		Provide post secondary information and services to students			
		<i>Prevention</i>			
		Conduct student assessments as required			
		Participate in Personal Safety Programs			
		Direct delivery of programs on social skills development and other relevant issues			
		Facilitate/conduct training in peer helping conflict resolution, mediation, etc.			
		<i>Education</i>			
		Provide orientation to staff on the philosophy of school counselling services			
		Act as a resource for development of specialized programming			
		Assist in/provide materials for the development of personal and career decision making skills			
		Contribute to public education on counselling related issues			
		Coordinate public relations for school counselling services			
		Engage in continued professional growth			
		Other			

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