



Elementary Counsellor

Who is an Elementary Counsellor?

The focus of the Elementary Counsellor is to enhance student development, create an enabling school culture, and empower students toward positive change. The Elementary Counsellor provides a continuum of preventative, developmental remedial, and intervention services and programs and facilitate referral to community resources. The counsellor/Student Services Facilitator's role includes counselling, school-based consultation, coordination and education. The zone counsellor/support teacher does not discipline, but rather helps in the development of effective behavioural change.

The Elementary Counsellor Teacher should hold the following qualifications:

- a professional teaching certificate;
- a Master's degree (or equivalent) recognized by the College of Teachers in counselling psychology or a related discipline with a focus in counselling.

Services may include: (in no specific order):

- Responding to critical incidents at school or in the community
- Responding to student safety issues in schools
- Coordinating services for students requiring intensive behaviour support and students with serious mental illness.
- Developing IEPs with school and community care teams.
- Providing Functional Assessments
- Collaborating to create behavioural support plans
- Collaborating to ease transitions
- Attending School-Based Team
- Organizing and chairing Community Care Teams
- Providing communication internally and to agencies
- Support/planning regarding social responsibility performance standards
- Conducting behavioural observations
- Teaching CAPP related subjects
- Holding parenting groups
- Maintaining case files
- Conducting Parent/Family counselling
- Supporting teachers and principals
- Monitoring students' progress
- Providing Student advocacy: placement, programming and services.
- Screening for Child and Youth Care Services and follow up consultation
- Providing Non-crisis Individual student counselling
- Providing updates regarding outside agencies and best practice
- Providing classroom presentations: personal safety and violence prevention programs
- Locating and/or supplying resources for teachers and others
- Providing in-service and support regarding: "Responding to Child Abuse and Neglect" for teachers
- Conducting home visits
- Creating Peer Counselling / mediation programs

Priority of Service:

Priorities are set based on the counsellor's entire caseload.

- Any school crisis takes priority in service delivery.
- Counsellors communicate priorities with school principals.

- Counsellors communicate with school principals regarding which students they have spent time with (daily, weekly or monthly).
- Working with parents
- Communicate with the medical community (with release of information)
- A member of school-based team
- May assume case management

Priority One	Priority Two	Priority Three
<ul style="list-style-type: none"> · Critical incidents at school or in the community: · Family, individual student or school staff crisis. · Student safety issues in schools: Crisis response and prevention. · Case coordinator for students requiring intensive behaviour support and students with serious mental illness. · Developing IEPs with school and community care teams. · Functional Assessments · Behavioural support plans · Transition work for at-risk students changing schools · Member of School-Based Team · Organizing and chairing Community Care Teams · Verbal or written communication with community and provincial specialists: Doctors, Paediatricians, psychiatrists, Psychologists, Child and Youth Mental Health therapists, Social Workers, community counsellors, OT/PT, C&YC Counsellors, Ledger House, Maples 	<ul style="list-style-type: none"> · Support/planning re: social responsibility performance standards · Behavioural observations · Gathering information and maintaining case files · Coordinating community agency/services – referring out · Parent/Family counselling · Support for teachers and principals: consultation, counselling and planning · Monitoring students' progress: Behavioural plans, IEP goals and evaluation · Working with Zone Education Assistants: consulting, programming and planning · Student advocacy: placement, programming and services. · Screening for Child and Youth Care Services and follow up consultation 	<ul style="list-style-type: none"> · Non-crisis Individual student counselling · Professional updating regarding other agencies and best practice · Classroom presentations: personal safety and violence prevention programs · Locate and/or supply resources for teachers and others · In-service and support regarding: "Responding to Child Abuse and Neglect" for teachers · Transition planning for K and grade seven students requiring student support services in schools · Home visits · Teaching CAPP related subjects · Parenting Groups · Peer Counselling / mediation programs

Can be a priority 2 or 3 depending on the circumstances and need

Can provide student support regarding:

- Peer relations, social skills, anger management, self-esteem, bullying, violence, school adjustment, decision making, family concerns, death, depression, self-abuse, separation/loss, suicide, drugs and alcohol, sexual abuse, school phobia, stress management, emotional abuse, racism, harassment, teacher/student motivation, self-defeating behaviours, social responsibility, communication skills, assertiveness, problem solving, conflict resolution.

Criteria/guidelines for making referrals:

- Pre-referral consultation is recommended but not always possible.
- Referral can be made by the School-Based Team, school staff, parent or through student self-referral.
- Referrals from community agencies will be directed to the School-Based Team for consideration.
- All student contact must, at some point, make use of the District Counselling Referral Form.