

École Rudolph Hennig School

Comprehensive Counselling Program Plan

2009/10

Hennig Heart

École Rudolph Hennig is more than a school community, it is a family! What is central to a family is its heart. We are a caring community where students receive an education that goes far beyond the curriculum. When walking our halls you will often see students from a variety of grades working together or gathering in classrooms and hallways. Look closer, and you will see that more than just your child's teachers know your child's name. École Rudolph Hennig is small but mighty and we look after our own! We endeavor to make sure that no one is lost or alone. With that in mind there are a variety of activities, programs and initiatives for students. As in any family, there can be disagreements and misunderstandings but also as in any family these issues are resolved and we strive to learn from these uncomfortable moments to become a tighter and stronger family. Welcome home!

Our Mission

We are a learning community that celebrates diversity, nurtures personal growth and inspires scholastic success.

Our Motto

"A World of Opportunities"

CCP Introduction

A Comprehensive School Guidance and Counselling Program (CCP) is an integral part of the school curriculum and involves all stakeholders, including the students, staff, parents and community agencies. It includes four essential services: **counselling**, **consulting**, **coordinating** and **appraising**.

Through these services the school counsellor acts as a student advocate to assist students in developing the knowledge, interests, ideals, habits and powers to shape themselves into productive, successful people. The CCP may include peer facilitator programs, guidance curriculum, individual planning, system support, social actions and accountability. It takes 3 to 5 years to fully develop and implement.

Counsellors assist in developing appropriate curricular and environmental conditions; developmentally correct educational procedures and programs and a system of evaluation for school counselling programs, services and personnel. Counsellors arrange places, policies, programs, process and people to create an environment that provides opportunity for every person to reach their potential.

There are three complementary delivery components in an effective CCP: professional school **counselling services**, the **teacher** as student **advocate** and **interagency collaboration**. All stakeholders need to be involved in planning, delivering and assessing the CCP. A successful CCP is viewed as a shared responsibility of the entire school community.

Effective Guidance and Counselling Programs are:

1. Independent education programs: comprehensive, purposeful, sequential and guided by outcomes.
2. Integral to the primary mission of schools. They support, facilitate and encourage classroom instruction and student achievement.
3. Established with developmental theory and research in mind.
4. Designed to serve all students in an unbiased way.

Desired Results/Expectations

1. To create a safer, more positive environment
2. To expose more students to the counselling program
3. To create a culture of character at École Rudolph Hennig
4. To be more proactive versus reactive to situations.

Components of École Rudolph Hennig's Program

Developmental Guidance Instruction

Developmental Guidance Instruction is a preventative process that provides all students with the relevant information and skills to enable them to progress in their educational, personal/social and career development. Led by the counselor, teachers, educational assistants, and administrators led by the counsellor are involved in ongoing efforts to teach students life skills.

This component is delivered collaboratively through a variety of classes and programs within the school including:

- Health
- Social Studies
- Language Arts
- Physical Education
- Art
- Music
- Career and Technology Studies
- Character Education
- Givin' Back
- Learning Strategies
- DARE
- ERI (Division I)
- Variety of clubs and teams within the school

Individual Planning

Individual student planning ensures that a student's abilities, skills, achievements and interests are assessed in some manner by a staff member. The student is advised through the three domains on the formulation of goals. Plans are then made to make transitions from school to school, school to work or school to additional education and training. All staff members work together with the students and their families to assess, advise and plan effectively for each student.

Responsive Services

Responsive Services are activities designed to meet the immediate needs and concerns of students. These may include:

- Personal counselling (individual and group)
- Consultation with parents, staff, outside agencies
- Crisis counselling
- Coordination and referral

School Community Support

Through School/Community support services the counsellor manages activities that establish, maintain and enhance the guidance and counselling program at École Rudolph Hennig. These activities may include:

- Coordinating the CPP team
- Organizing and participating in PD activities
- Fostering staff and community relations
- Consultation
- Visiting and/or communicating with community agencies

Evaluation Framework

At the end of the 2009/10 school year, parents, teachers and students will complete a survey which evaluates the effectiveness of the counselling program and provides opportunities to reset priorities for the following school year.

Description of Comprehensive Programs and Services Offered At the School

Philosophy: The counselling program at Rudolph Hennig uses a strengths based approach. Individuals are encouraged to be proactive in their interactions with others. They are also encouraged to discover their own solutions where possible, to their own problems. Teachers are assisted in developing individual programs for students to address academic, emotional or behavioural needs. Parents are encouraged to be involved in their child's learning and are assisted in how to handle school issues. Where appropriate, referrals are made outside of the school to community agencies.

The school counselling program is not intended to provide individual therapy for issues that are outside the scope of the school setting. Generally, when a student sees the counsellor, they work on the immediate issue and discover a solution. If problems become too large or require more intensive therapy, they are referred outside of the school for help.

The Program: Our program is working towards being proactive and reaching out to a broader base of the population of our school. Group counselling and classroom work will be a future focus in order to expose more of the

students to the goals that we have for achieving the culture and character that we are striving for. Individual counselling will of course remain a focus and is a necessity for the students in our building. Empowering teachers to deliver programs to each and every student will require more facilitation time which will need to be monitored in order to ensure that everyone's needs are met.

The program focuses on **3 domains** as set forth by Alberta Education. These are: **educational, personal/social, and career growth**. These domains are designed to target the entire population of the school.

In order to provide a balanced approach to the three domains, the program involves developmental guidance instruction, counselling, consultation and coordination activities and services that reflect and address the identified needs of our school community.

Developmental and Guidance Instruction: This is the process of giving students relevant information and skills in order that they become more self aware and they continue to develop in all area, not just curricular. This instruction allows students to be assertive and confident and gives them knowledge to cope with the changes that growing up brings. These skills are taught both formally in different classes such as health and informally, on the playground, in group work, through sports teams and many other venues that make up the life and spirit of the school. This is a continual process to help students to develop life skills. Although the entire staff assists in helping all students to grow educationally and personally, the counsellor is responsible for coordinating the program and providing direct services to students, staff and parents.

Individual and Small Group Counselling: This is a primary and direct service offered by school counsellors. Possible group topics include: social skills, friendship skills, anger management, anxiety management, groups for the bullies and groups for the bullied, relational aggression groups and other topics as they become necessary. Some topics will be covered in same sex groups others will be mixed gender. On occasion an entire class will receive assistance on a particular topic that they are struggling to manage.

Consultation: This is both a structured process and a relationship. The school counsellor collaborates with parents, teachers and other

professionals to identify and meet student needs, using a systematic, problem-solving approach. Consultation is directed at mediating and solving immediate problems and increasing problem-solving abilities. It is hoped that problems will be identified early and the consultation activities can focus on prevention. This can include providing psychoeducational assessments where warranted, assisting with behavioural plans, IPPs and any other areas where students and teachers require assistance.

Coordination: This occurs both within and outside of the school. Within the school, the counsellor may be responsible for coordinating school-wide testing, special needs placement, school based support teams, peer support programs etc. Outside of the school, the counsellor may serve as a liason between the school and community based agencies.

Priorities for 2009/10

Division I

Educational	Personal/Social	Career
Establishing Independence	Friendship Skills	Parent Involvement
	Assertiveness Skills	

Division II

Educational	Personal/Social	Career
Homework/Study Skills	Personal Responsibility	Focus on Importance of Education
	Relationship Building	

Division III

Educational	Personal/Social	Career
Study Skills	Personal Responsibility	Understanding Strengths and Abilities and their link to the world of work
	Relationship Building	

Timetable 2009/10

- September: Doctors Without Borders Presentation
Corn Roast
Pink Day (anti-bullying)
Red Day (support our troops)
- October: Roots of Empathy Program for grades 5 and 6
Interim Report Cards
MS Read-a-Thon
Halloween Safety Presentation
Grade 9 Career Fair
PARTY Program for Grade 9
Read In Week
Pink Day (anti-bullying)
Red Day (support our troops)
- November: Group counselling programs (8 weeks)
Remembrance Day Assembly
Grade 9 Take Our Kids To Work Day
Bully Awareness Week (Treat Me Right Week)
Operation Christmas Child
Pink Day (anti-bullying)
Red Day (support our troops)
- December: Food Bank Drive
Letters to Santa
Pink Day (anti-bullying)
Red Day (support our troops)
- January: SAFFRON presentation to junior high
Careers Under Construction Presentation
Group Counselling (8 weeks)
Grade 9 High School Prep Meetings
Resolutions (Goal setting activity)
DARE program for grade 6
Pink Day (anti-bullying)
Red Day (support our troops)

- February: Random Acts of Kindness
Heart and Stroke Month
Young Author's Conference
Pink Day (anti-bullying)
Red Day (support our troops)
- March: Rudolph Hennig Career Day
High School Registration
Human Sexuality Unit
PARTY Program for Grade 9
Open House
Pink Day (anti-bullying)
Red Day (support our troops)
- April: Science Fair
Young Scientist Conference (WISEST)
Group Counselling (8 weeks)
Pink Day (anti-bullying)
Red Day (support our troops)
- May: Volunteer Appreciation
Registrations for upcoming school year
Staff Appreciation
Pink Day (anti-bullying)
Red Day (support our troops)
- June: Awards Night
Grade 9 Farewell
Patroller Picnic
Transition Meetings
Grade One Year End Party
Pink Day (anti-bullying)
Red Day (support our troops)

*There are many ongoing activities that reoccur each month including:
Sports teams
Psychoeducational assessments
Dress Up Days
Prosocial groups

Conclusion

At École Rudolph Hennig, our comprehensive counselling program benefits all students and staff by providing necessary supports and resources which allow students to progress in all areas. It allows for increased understanding of student needs. It also provides a clearer understanding of the counsellor role within the school. The success of a comprehensive counselling program depends upon the implementation by the entire school; it is overseen by the counsellor but is implemented by all staff members. This program will allow our Hennig Heart family to continue to be stronger and more cohesive.

Resources to Support the CCP

Agency	Contact	Program	When
Family School Liason Workers	Mary Sarobey	Individual counselling	All year
City of Fort Saskatchewan Youth Coordinator	Kristi Wall Sullivan	Groups Roots of Empathy Youth Action Council	All year
RCMP		School Liason	
SAFFRON		Public Education	Scheduled presentations
Careers Under Construction	Aimee Penny	Career Exploration	January
Stepping Out Safely		Public Education	
Families First	Kim Heatherington	Roots of Empathy Creating Confident Kids	Scheduled throughout the year
RCMP		DARE program	
FNMI	Kristen Jordan	Individual/Group Counselling, activities	February -May