

**School Counselling in Canada:
An Examination of the
School Counselling Profession in
Canadian Provinces and Territories**

Presented by

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Manitoba	Jennifer Stewart	President of Manitoba School Counsellors Association	president@msca.mb.ca	YES (2007)
New Brunswick	Tammy Strong	Learning Specialist, Guidance & School Mental Health	tammy.strong@gnb.ca	YES
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Prince Edward Island	Bethany Toombs	President of the Prince Edward Island Counselling Association (PEICA)	peicapresident@gmail.com	YES
Quebec	Rena Klisouris	President of the Quebec Counselling Association (QCA)	https://www.quebeccounselling.ca/contact	UNKNOWN
Saskatchewan	N/A	N/A	N/A	Yes (2008)
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<p style="text-align: center;">Province/Territory School Counselling Scope of Practice</p>	<p style="text-align: center;">Regional Professional Support Network</p>	<p style="text-align: center;">Regulations for School Counsellors</p>
<p><u>British Columbia</u> There is no special framework for school counselling in British Columbia. The sixty public school districts handle things in various ways. The role description of the school counsellor is contained in the British Columbia Ministry of Education document entitled, “Special Education Services: A Manual of Policies, Procedures and Guidelines” (2016). A provincial set of standards is outlined on pages 26-28 of this document: http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf.</p> <p>Many of the responsibilities are similar to what Comprehensive Guidance programs include. British Columbia (BC) school counsellors are allowed to practice counselling in schools through their certification as teachers by the Government of BC's Ministry of Education. “School counsellors provide a continuum of preventative, developmental, remedial, and intervention services and programs and facilitate referral to community resources. The school counsellor's role includes counselling, school-based consultation, co-ordination and education. The school counsellor does not discipline, but rather helps in the development of effective behavioural change. The relative emphasis given to the services described below varies between elementary and secondary schools and reflects the needs of each school, the school district and community.”(Special Education Services: A Manual of Policies, Procedures and Guidelines, 2016).</p>	<p>BC School Counsellors Association: https://www.bcschoolcounsellor.com/ this website has a newsletter and the BC Counsellor which is a quarterly magazine.</p> <p>BCSCA President Dave Mackenzie vernondavemack@gmail.com</p> <p>The BC Association of Clinical Counsellors (BCACC) was founded in 1988 and is the professional association that represents Registered Clinical Counsellors (RCC) in our province. What does this mean for members of the public? It means that if you receive counselling services from an RCC, you can have confidence in their experience and qualifications – that they have met the highest standards of their profession. Today, we represent over 3,800 Registered Clinical Counsellors across BC. https://bc-counsellors.org/about-us/about-bcacc/ -</p> <p>Legal & Ethical guidelines: https://www.bcschoolcounsellor.com/legal-ethical-guidelines</p>	<p>Educational requirements The BC Ministry of Education’s <i>Special Education Services: A Manual of Policies, Procedures and Guidelines (2016)</i>, states that school counsellors should have a professional teaching certificate and a master’s degree recognized by the Ministry in counselling psychology or a related discipline with a focus on counselling. The minimal recommended standards of the BCACC and those recommended in the <i>Special Education Services: A Manual of Policies, Procedures and Guidelines (2016)</i> are similar, and revolve around possession of a master’s degree in counselling or a related discipline. More specifically, BCACC requires specific specialized counselling-based coursework (e.g., diversity, group, family counselling/counselling ethics) and a specified number of direct or videotaped supervised practicum hours.</p> <p>Currently, counselling in BC is an unregulated profession, despite a decade-long effort initiated by the British Columbia Association of Clinical Counsellors (BCACC) to have counselling included in the <i>Health Professions Act</i>. Similarly, other than licensure by the Ministry of Education, school counsellors are not regulated, although the British Columbia Teachers Federation (BCTF) supports a Provincial Specialist Association (PSA) of teacher-counsellors, the British Columbia School Counsellors' Association (BCSCA). Because there are no legislated qualifications for counsellors in general or school counsellors specifically, enforcement of these standards is voluntary. The Federation of Associations for Counselling Therapists in BC is the unified provincial voice of its member associations as they pursue regulation and the development of the College of Counselling Therapists to serve the needs of British Columbians. https://www.factbc.org/</p>

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<p><u>Alberta</u> Since 1981, Alberta Education has articulated its recognition of the need for school-based counselling services and made a commitment to ensuring that all schools make provisions for offering counselling as part of their on-site programs. Policy 1.6.3: Guidance and Counselling in the most recently updated K-12 Policy Regulations (Alberta Education, 2003) states “School boards should make guidance and counselling services available to all students from Early Childhood Services (ECS) through grade 12 as an integral part of school programs and services”.</p> <p>In this policy statement, school counsellors are identified as qualified teachers who have acquired professional counselling training to enable them to expand their skills in identifying and responding to student needs across 3 key domains:</p> <p>(a) educational, (b) personal/social, and (c) career development. According to Policy 1.6.3 (Alberta Education, 2003),</p> <p>School Counselling “includes a variety of group oriented activities designed to enhance students’ attitudes and values and refers to an individualized, small-group, or class process that assists with specific personal/social issues and difficulties, and educational or career issues. Counselling services may be developmental, preventative, or crisis-oriented” (p.2). The policy further explains the pivotal role of counsellors in:</p> <ul style="list-style-type: none"> • Developing individualized educational plans for students based on their teaching experiences • Assisting with curriculum development • Coordinating community services for school students, and • Acting as a liaison between parents, students, and teachers. 	<p>The Alberta Teachers’ Association (ATA) has a Council for School Counsellors (CSC) first established in 1961 under the title of the Guidance Council. This council comprised of ATA staff fulfilling the roles of council president, secretary, treasurer, newsletter editor, regional presidents, and staff advisor, all advocating for the profession of counselling within the school system. For more information: CSC</p> <p>ATA Council of School Counsellors (CSC) President Erin Luong Phone (bus): 403-923-8696 Erin.luong21@gmail.com</p> <p>ATA Council of School Counsellors Website: https://www.ataschoolcounsellors.com/ this association has a journal called the Canadian School Counselling Review (CSCR), and is a peer-reviewed journal.</p> <p>The Guidelines for Informed Consent and Records Management (2014) was also created by the CSC offering practice guidelines for all ATA staff.</p> <p>There is also the Alberta School Counsellor – latest magazine Spring 2019 https://issuu.com/delcomminc/docs/absc_spr2019_web_1</p>	<p>Although there is an upcoming college for counselling therapy in Alberta, as of now, school counselors will not be regulated by the Association of Counselling Therapy of Alberta (ACTA). School counselors are regulated by their professional body, the Alberta Teachers’ Association. For more information on ACTA: https://www.acta-alberta.ca/</p> <p>The ministry of Education hires school counsellors. There is also number of other professionals working in school mental health. Family School Liaison Workers (FSLWs) funded by the government (health and education partnership), and their qualifications span from diploma to masters. There are also programs funded by the health ministry that place mental health therapists, wellness workers etc. in schools. There are also psychologists and counselors and any other number of professionals hired directly by school districts.</p> <p>In addition to requiring a teaching degree and experience for school counselling, many school districts will also require additional coursework and some graduate degrees for school counselling all varying from one part of the province to the other.</p> <p>Counsellors may be employees of the school board or they may be hired under contract to work for the school board and provide counselling services in one or more schools. All of these practitioners work under a Code of Ethics published by their respected College.</p> <p>In Alberta, One or more of the following groups may provide counselling services:</p> <ul style="list-style-type: none"> *Teachers – certificated teachers who are members of the Alberta Teachers’ Association (ATA). *Social Workers – members of the Alberta College of Social Workers. * Psychologists – regulated members of the College of Alberta Psychologists. <p>These professionals may work alone or as a part of a multidisciplinary team within the school.</p> <p>FOIP (2007). Guide to Providing Counselling Services in School Jurisdictions. Government of Alberta. http://www.servicealberta.gov.ab.ca/foip/documents/SchoolCounsel1.pdf</p>

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<p><u>Saskatchewan</u> In 2008 the Saskatchewan School Counsellors Association developed a comprehensive school counselling handbook. However there is no longer a copy of this document available on the internet.</p> <p>In a survey of 14/27 school divisions in April 2019</p> <p>Saskatchewan School Counsellors Scope of Practice included the following:</p> <p>Personal/social/emotional development of all students 100%</p> <p>Collaboration with families/teachers/administrators/community for student success and make referrals when appropriate 100%</p> <p>Offering Professional Development for school staff 85.71%</p> <p>Advocacy for students at Inclusion & Intervention Plan (IIP) meetings and other student-focused meetings 85.71%</p> <p>School needs assessment and program evaluation - data analysis to identify student issues, needs and challenges 50%</p> <p>Career development of all students 42.86%</p> <p>Individual student academic planning and goal setting 42.86%</p> <p>Academic development of all students 28. %57</p> <p>In additional comments divisions also talked about school counsellors being involved in VTRA assessments; behavioral and cognitive assessments; collaborating on all levels of the RTI model; and part of critical incident team.</p>	<p>There is currently no school counselling association in Saskatchewan. This association disbanded.</p> <p>Saskatchewan Career and Work Education Association offers support to Career counsellors, guidance counsellors and school counsellors primarily working in high schools or post-secondary. http://www.scwea.com/ SCWEA President Kerrie Binetruy binetruy.kerrie@prairiesouth.ca</p> <p>School counsellors with a social work degree could register with the Saskatchewan Association of Social Workers https://www.sasw.ca/</p> <p>School Counsellors from Saskatchewan who meets at least one of the following criteria is eligible for admission to full membership with the Psychology Association of Saskatchewan:</p> <p>(a) registration with the Saskatchewan College of Psychologists; (b) holds a Master's or Doctoral degree based on a course of studies in any area of psychology; and/or (c) holds a Baccalaureate degree with significant psychological content or equivalent, and has been involved in the provision of psychological services on a fulltime basis. http://psychsask.ca/</p>	<p>The Federation of Associations of Counselling Therapists in Saskatchewan are pursuing regulation and the development of the Saskatchewan College of Counselling Therapists http://www.fact-sk.org/</p> <p>In a survey of 14/27 school divisions in April 2019 14.29 % required professional association of their school counsellors</p> <p>78.57% required Bachelor's degree in Psychology, Social Work or related field</p> <p>14.29% required a Master's degree in Counselling, Psychology, Social Work, Educational Psychology or related field</p> <p>7.14% required at high school, bachelor of education degree and Masters or related education in career and guidance counselling. In elementary a Masters in Social Work or Counselling or Psychology</p> <p>From the survey, the 14 divisions had 158.7 positions however the titles varied from the following: school counsellor; elementary school counsellor – in high school – guidance counsellor and social worker; counsellor; child & youth counsellor (note: this school division stated that all counsellors were hired by the school division); advocacy and behavior support consultant; counselling consultant; student counsellors/career counsellors. And one division shared they contract out school counselling positions.</p> <p>Note: This year the Ministry of Health has piloted new Mental Health Capacity Building Positions in 5 school divisions. These Mental Health Promoters and Mental Health Coordinators are not counsellors but work at the universal level building mental health capacity in students, staff and communities. Note: these positions are in schools and hired by school divisions. If successful this program will be increased after the pilot is complete in 2021.</p>

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<p><u>Manitoba</u> Comprehensive Guidance. “Comprehensive and developmental guidance and counselling programming includes two distinct yet interrelated components: programmatic areas (activities with student contact) and structural areas (activities without student contact). Within these two areas, the scope of counsellor activities includes Programmatic Area • Counselling: therapeutic, healing processes that address development needs • Prevention: responsive processes that combine instruction and counselling to avert, minimize, or address potential areas of risk • Guidance Education: information giving and instruction to increase awareness, skill, and knowledge Structural Area • Coordination: planning, consulting, referring, revising, and advocating to address school needs.” Details can be found at: http://www.edu.gov.mb.ca/k12/docs/support/mb_sourcebook/full_document.pdf.</p> <p>Manitoba school counsellors are allowed to practice counselling in schools through their certification as teachers by the Department of Education and Literacy. A valid Manitoba certificate must be held in order to be employed as professional school personnel in Manitoba. Professional school personnel include the classroom teacher, clinician, vocational teacher, school counsellor, special education teacher and special education coordinator, level 1 and level 2 administrators.</p>	<p>Manitoba School Counsellors’ Association: http://www.msca.mb.ca/ the Manitoba School Counsellor magazine is produced by the Manitoba School Counsellors’ Association. The link to the most recent magazine is https://issuu.com/delcomminc/docs/mbschoolcounsellor_2019_spr_web</p> <p>MSCA President Jennifer Stewart president@msca.mb.ca</p>	<p>Educational requirements To be eligible for a School Counsellor Certificate, a candidate must have thirty (30) credit hours of university course work at the post-baccalaureate level, or above, as specified in the guideline and will have accumulated a minimum of two (2) years successful teaching experience while holding a valid Manitoba Permanent Professional teaching certificate</p> <p>Sources Government of Manitoba – Education and Literacy – Professional Certification. http://www.edu.gov.mb.ca/k12/profcert/index.html</p> <p>The Federation of Associations of Counselling Therapists in Manitoba: http://www.fact-manitoba.org/</p>

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<p>Ontario The Mission of the Guidance Teacher-Counsellor (OSCA) is to support and promote students' well-being and continuous growth in three areas in order to help them develop resilience and realize their potential as individuals and as valuable members of society. These three areas are: • Personal well-being and development • Interpersonal well-being and development • Career development. This mission is realized through three different kinds of activities: • Instruction, such as curriculum delivery, assemblies, small groups, workshops, seminars, field trips and community networks • Service, such as counselling individuals and small groups, and making referrals to community service providers and school board supports • System Support, such as liaising with and/or between other subject teachers, administration, community, parents, serving on school committees, providing curriculum support for other subject areas, communication and marketing, consultation (e.g. timetabling, school structure, etc.), and working with a variety of student and staff teams to establish and maintain appropriate school culture/environment . Over the years, the Role of the Guidance Teacher-Counsellor has been changing, as the needs of students change. For this reason, the OSCA/ACOSO Board of Directors recently conducted a survey to determine the expanding Guidance Teacher-Counsellor role in both responsibilities and school/board programming. This changing role reflects shifts in technology, demographics and globalization, growing awareness and openness about mental health among children, and changing values, attitudes and behaviours between students and educators. By gathering information related to professional duties, and the preparedness of students for postsecondary studies, education, and life changes, recommendations can be made that can support meaningful professional learning for educators, development of new resources, and increased partnerships for student supports. https://www.osca.ca/images/Role_of_Counsellor.pdf http://osca.ca/docs/OSCA-English-Final-Web.pdf</p>	<p>Jennifer Boston, President Ontario School Counsellors Association P.O. Box 26032 Churchill Mississauga, ON L5L 5W7 519-800-0872 https://www.osca.ca/ E-mail: executivedirector@osca.ca</p> <p>Ontario Native Education Counselling Association 37A Reserve Road, Naughton, Ontario, P0M 2M0 Tel: (705) 692-2999 Fax (705) 692-9988 https://oneca.com/ Email - oneca@oneca.com</p> <p>Policy Development Unit Ontario Ministry of Education Mowat Block, 4th Floor 900 Bay Street Toronto, Ontario M7A 1L2 Telephone: 416-325-2547</p> <p>Ontario Association of Social Workers https://www.oasw.org/ School Social Work Committee at the Ontario Association of Social Workers https://www.oasw.org/Public/About_OASW/Committees_Advisory_Groups.aspx 410 Jarvis Street Toronto, Ontario, M4Y 2G6 Telephone: 416-923-4848 Fax: 416-923-5279</p>	<p>According to the Ontario School Counsellors Association (OSCA), the road to becoming a guidance counsellor is as follows.</p> <ol style="list-style-type: none"> 1. Graduate from university with a three or four year degree. In order to teach at the secondary school level you will need to have a focus on two academic areas so that you have two teachable subjects. 2. In order to be a school counsellor, you need to have your teacher qualifications. Graduate from any of the University Faculties of Education and become a certified teacher. 3. Apply to teaching positions, including supply teaching and/or volunteering. 4. Enroll in the Additional Qualification Course - Guidance and Career Education Part One, available through any one of the many acceptable institutions, listed by the Ontario College of Teachers. OSCA is also an accredited provider, offering many advantages to completing your work through OSCA. With your qualifications in Part One, your principal may add guidance periods and/ or responsibilities to your school timetable. Parts Two and the Specialist Additional Qualification courses, further enhance your understanding of Guidance and Career Education and may qualify you to become a secondary school department lead. <p>OSCA is the professional association supporting guidance counsellors and guidance education across Ontario. https://www.osca.ca/about-us/osca/how-to-become-a-guidance-counsellor.html</p> <p>The College of Registered Psychotherapists of Ontario (CRPO) came into being in 2015. Guidance Counsellors in Ontario are not required to be registered with this regulatory body. CRPO is established under the Psychotherapy Act, 2007, and the Regulated Health Professions Act, 1991.</p>

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<p><u>Quebec</u></p> <p>As part of its public protection mandate, to ensure that students in need of referral services receive them, the College has developed a training course on planning school-based guidance services in agreement with the directorates of educational institutions. The training is offered free of charge to School Boards with financial support from the Ministry of Education, Science, and Higher Education.</p> <p>Here are the 3 main objectives of the process:</p> <ol style="list-style-type: none"> 1. Make the services of guidance counselors accessible to all without forgetting vulnerable clientele; 2. Carry out planning guidance services, based on the needs of the clientele and the optimal use of resources in the area. 3. Train (co) referral counselors to support other schoolboard co-ordinators in the planning process of their school's guidance services. <p>https://www.orientation.qc.ca/informations-pour-le-public/acces-a-linformation</p>	<p>English counsellors are members of QCA. French counsellors are members of one of three orders - guidance counsellors, psychologists, and family counsellors. Most are members of l'Ordre des conseillers et conseillères d'orientation du Québec (OCCOQ) (guidance counsellors).</p> <p>The Quebec Counselling Association (QCA) exists to be the anglophone voice for Quebec counselling professionals. QCA is affiliated with the Canadian Counselling and Psychotherapy Association (CCPA) to offer services to counsellors and those in the helping profession at large. QCA also strives to raise awareness of mental health initiatives and provide professional development/ workshops for counsellors etc.</p> <p>Contact: Rena Klisouris, QCA President https://www.quebeccounselling.ca/contact</p> <p>There are four orders and the title, school counsellor, is protected within the order. School-guidance counsellors as she understands work at all levels in Quebec and they take their direction from individual boards rather than a provincial document or someone with a provincial designation/ specialist.</p> <p>Service des communications: Téléphone : 514 737-4717 514 737-4717 ou 1 800 363-2643 1 800 363-2643 http://www.orientation.qc.ca</p>	<p>The regulatory body for Guidance Counsellors is the Ordre des conseillers et conseillères du Québec. The title Guidance Counsellor is a protected title by the Ordre des conseillers et conseillères du Québec.</p> <p>New legislation to reserve activities for the professions in human relations and mental health and to regulate the practice of psychotherapy in Quebec was introduced in 2008 as Bill 21. This bill reserves several activities in the field of human relations and mental health to physicians, psychologists, guidance counsellors, psychoeducators, social workers, family therapists, ergotherapists, mental health nurses. The bill regulates the practice of psychotherapy in Quebec and was proclaimed on September 21, 2012. Those reserved activities can be shared among some of the professions in human relations and the mental health sector. All reserved activities must be performed within the context of the scope of practice for which the person is licensed.</p> <p>Quebec candidates must be able to pass the standard French language exam administered by the Office québécois de la langue française to perform reserved activities in any Order/College. In order to obtain a psychotherapy permit, applicants must first belong to one of the five related orders/colleges and then must follow the guidelines of their order/college to apply to the Order/College of Psychologists for a permit.</p> <p>Ordre des conseillers et conseillères d'orientation du Québec https://www.orientation.qc.ca/informations-pour-les-conseillers-d-orientation</p>

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<p><u>New Brunswick</u></p> <p>The link to the following document: “Implementing a Comprehensive and Developmental School Counselling Program” (New Brunswick Department of Education, 2002):</p> <p>https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/ImplementingAComprehensiveDevelopmentalSchoolCounsellingProgram.pdf</p>	<p>Tammy Strong Learning Specialist, Guidance & School Mental Health Education Support Services Department of Education & Early Childhood Development Place 2000 250 King Street Fredericton, New Brunswick E3B 9M9 Telephone: 506-453-2931 (telephone no longer in service)</p> <p>Tammy’s new contact information is as follows:</p> <p>Coordinator</p> <p><u>Diversity and Respect (Unit)</u></p> <p><u>Education and Early Childhood Development</u></p> <p>Contact Information</p> <p>Phone : (506) 453-2816 Fax : (506) 457-7835 Email : tammy.strong@gnb.ca</p>	<p>Application Requirements for a New Brunswick Guidance Counsellor Certificate or the New Brunswick Guidance Teacher Certificate: 3 years of teaching experience and Certificate V or equivalent training and experience recognized by the Minister.</p> <p>Certification Options: 1. New Brunswick Guidance Counsellor Candidates must complete a Masters Degree with a minimum of 10 recognized graduate level courses. 2. New Brunswick Guidance Teacher Candidates must complete 15 credits from an approved list. Or combination of both university courses listed and the following Department of Education Guidance Modules 1 credit is awarded for participation in a 6 hour Department of Education Module.</p> <p>District Guidance Modules 1 credit is awarded for participation in a 6 hour District-Lead Guidance Module; 0.5 of a credit is awarded for participation in a 3 hour District-Lead Guidance Module. Professional Development Activities as pre-approved by the Canadian Counselling and Psychotherapy Association. The Department of Education will award the equivalent number of credits as determined by the Canadian Counselling Association for Continuing Education Units (CEU).</p> <p>For additional information, please access the document, Requirements for New Brunswick Guidance Certification (Anglophone Sector):</p> <p>https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/RequirementsForNBGuidanceCertificationAnglophoneSector.pdf</p>

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<p><u>Prince Edward Island</u></p> <p>Prince Edward Island has the following document— School Counselling Services: Standards and Guidelines http://www.gov.pe.ca/photos/original/ed_couns_svcs.pdf</p> <p>Prince Edward Island was at the beginning stages of Comprehensive Guidance and Counselling Programs, having met in January, 2013, with colleagues from Nova Scotia at the school and school board levels. At the time, the PEI English Language School Board saw the value and need for a framework.</p>	<p>Bethany Toombs, President Prince Edward Island Counselling Assoc. (PEICA) peicapresident@gmail.com</p>	<p>Qualification of School Counsellors:</p> <ul style="list-style-type: none"> • a professional teaching certificate (non-instructional licenses may apply in special circumstances) • a Masters 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. <p>School counsellors ought always to be engaged in professional development—be eligible for Canadian Counsellor Certification (CCC) through the Canadian Counselling and Psychotherapy Association.</p>

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<p><u>Nova Scotia</u></p> <p>There is currently a framework for a Comprehensive Guidance and Counselling Program in Nova Scotia. The Program was piloted in 1996 with seven sites across the province.</p> <p>The link to the program guide (2007, revised and reprinted 2010) is as follows:</p> <p>http://studentservices.ednet.ns.ca/sites/default/files/Commp%20Guidance%20and%20Couns%20Prog.pdf</p> <p>Nova Scotia has just completed two years of committee work to analyze and rewrite the Comprehensive Guidance and Counselling Program. The new name will be “Comprehensive School Counselling” (CSC) program and practice guide. Proposed implementation date is during the 2019-2020 school year.</p> <p>The term “Guidance Counsellor” will be changed to “School Counsellor.”</p>	<p>Amanda Marchand President Nova Scotia School Counsellors Association (NSSCA) (A Professional Association of the Nova Scotia Teachers Union) Email: ammarchand@nstu.ca</p> <p>Maureen Banfield Acting Guidance Specialist Nova Scotia Department of Education and Early Childhood Development E-Mail: maureen.banfield@novascotia.ca</p> <p>In addition to a provincial School Counselling Consultant, each of the seven Regional Centres for Education in Nova Scotia, and Le Conseil scolaire acadien provincial, has a School Counselling Lead who connects with the Nova Scotia Department of Education and Early Childhood Development on matters related to School Counselling in public schools.</p>	<p>In order to design and implement CSC, the following school counsellor qualifications are currently required:</p> <ul style="list-style-type: none"> ● Valid Nova Scotia Teacher’s Certificate ● Minimum two successfully documented years of teaching experience ● Master of Education degree in the following areas (or equivalent) from an accredited university: Counselling, Educational Psychology, Counselling Psychology ● Degree must include the following graduate level courses: <ul style="list-style-type: none"> ○ individual counselling theory and practice; ○ group counselling theory and practice; ○ career theory and practice; ○ assessment or testing; ○ professional practice issues and ethics; ○ university faculty and on-site supervised school-based practicum (minimum of 350 hours; including 120 direct counselling hours). <p>The above qualifications and requirements will be updated and will take effect upon the implementation of CSC.</p> <p>School counsellors are encouraged to secure national certification through CCPA and/or obtain licensure with the NSCCT as a Registered Counselling Therapist (RCT).</p>

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<p><u>Newfoundland and Labrador</u></p> <p>The scope of practice for guidance counsellors in Newfoundland and Labrador centres on the document, “The Standards of Practice for Guidance Counsellors.” This document provides “an overarching framework of principles that describe the knowledge, skills and values that guide the professional practice of all guidance counsellors in the Newfoundland and Labrador education system” (Department of Education, 2014).</p> <p>https://www.ed.gov.nl.ca/edu/k12/student-support-services/s_and_p/Guidance_counsellor_standards.pdf</p>	<p>Kelly Brenton, President Newfoundland and Labrador Counsellors’ and Psychologists’ Association (NLCPA) (A Special Interest Council of the Newfoundland and Labrador Teachers Association) Website: www.nlcpa.nlta.ca Email: kellybrenton@nlesd.ca</p> <p>Facebook: https://www.facebook.com/pages/NL-and-Labrador-Counsellors-and-Psychologists-Association-NLCPA/124918440991819</p> <p>There is currently no specific person responsible for school counselling programs and services in Newfoundland and Labrador. A consultant position had been created to review the roles of the counsellor and the school psychologist and to create standards of practice for assessment. The position was made redundant in August 2012.</p>	<p>Newfoundland and Labrador uses the title “Guidance Counsellor.” They must possess a valid Newfoundland teaching certificate, a Masters degree in Counselling Psychology (including courses in psychological assessment). Guidance Counsellors are also expected to possess individual/group counselling and comprehensive assessment skills and training in Crisis Intervention and Co-operative Discipline techniques. Guidance Counsellors are employed by the Department of Education, Department of Health, or both.</p>

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<p><u>Northwest Territories</u> Northwest Territories framework for school counselling (2004) School Counselling Staff must become very creative in how they provide programs and services to children, youth and families. School Counselling Staff are involved in all aspects of counselling including: crisis counselling; assessment; individual counselling with children, youth, families; individual counselling with staff; family counselling; group counselling; case management; referrals; advocacy; career counselling; school and community intervention teams; resource development; resource management and referral; prevention programs; education programs; crisis response; incident debriefing; consultation; research; promotions. One of the significant challenges faced by any counselling provider in the NWT is the lack of accessible services and resources. This is also true for School Counselling Staff. https://www.ece.gov.nt.ca/sites/ece/files/resources/honouring_the_spirit_of_our_children_-_a_framework_for_school_counselling_programs.pdf</p> <p>In September 2018, mental health counsellors started in the Tlicho and Dehcho regions. These new positions are part of a four-year-rollout of child and youth mental health counsellors throughout schools in the territories. Terry Jaffray, superintendent of the Dehcho Divisional Education Council says the counsellors will be able to provide assistance for wide range of issues The plan is to hire 42 counsellors and seven clinical supervisors over the next four years. The Department of Health and Social Services estimates this will cost around \$7 million in total. The child and youth care counsellors would work year-round, and while they would prioritize students, members of the community would also be able to access their services. https://www.cbc.ca/news/canada/north/counsellors-in-nwt-schools-1.4571585).</p>	<p>The Northwest Territories Teachers Association does not have a school counselling association, nor is there a specialist council on this subject matter.</p> <p>Some districts employ counsellors, and others do not. We have received responses from several districts:</p> <table border="1" data-bbox="718 479 1438 665"> <tr> <td data-bbox="718 479 877 573">Curtis Brown</td> <td data-bbox="877 479 1125 573">curtis_brown@southslave.learnnet.nt.ca</td> <td data-bbox="1125 479 1438 573">Superintendent - South Slave Divisional Education Council</td> </tr> <tr> <td data-bbox="718 573 877 665">Shannon Aikman</td> <td data-bbox="877 573 1125 665">shannon_aikman@tlicho.net</td> <td data-bbox="1125 573 1438 665">Director of Education - Tlicho Community Services Agency</td> </tr> </table> <p>Most of the districts have smaller numbers of students and teachers than boards (or even large individual schools) in the south; communication with counsellors in NT is accordingly less efficient.</p> <p>For more information contact: Fraser Oliver, President Northwest Territories Teachers' Association P.O. Box 2340; 5018-48th Street Yellowknife, NT X1A 2P7 Tel: 867-873-8501 E-Mail: fraser.oliver@nwtta.nt.ca Website: nwtta.nt.ca</p>	Curtis Brown	curtis_brown@southslave.learnnet.nt.ca	Superintendent - South Slave Divisional Education Council	Shannon Aikman	shannon_aikman@tlicho.net	Director of Education - Tlicho Community Services Agency	<p>“Although most School Counselling staff have some formal counselling training, they constantly deal with new and challenging situations and provide immediate support with limited resources. Although they may recognize the need for a specific program or service, because of limited space in programs or the costs involved in access, they may not be able to provide the most appropriate program or service.” https://www.ece.gov.nt.ca/sites/ece/files/resources/honouring_the_spirit_of_our_children_-_a_framework_for_school_counselling_programs.pdf</p> <p>We were unable to find any further information regarding qualifications of school counsellors.</p> <p>The following is a list of schools in NWT in 2018-2019. https://www.ece.gov.nt.ca/sites/ece/files/resources/nwt_directory_of_schools_2018-2019_0.pdf</p>
Curtis Brown	curtis_brown@southslave.learnnet.nt.ca	Superintendent - South Slave Divisional Education Council						
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<p><u>Nunavut</u></p> <p>There is no information available, although the Government of Nunavut has a department of Student Support and Wellness. http://www.gov.nu.ca/education/information/student-support-and-wellness</p> <p>Reaching and Teaching All Students – A Model to Guide the Practice of Inclusive Education in Nunavut Final Report of the External Review of Inclusive Education by Barbara Hall is an excellent resource to understanding the state of school counselling in Nunavut. https://assembly.nu.ca/sites/default/files/TD%20137-4(3)%20EN%20Reaching%20and%20Teaching%20All%20Students-A%20Model%20to%20Guide%20the%20Practice%20of%20Inclusive%20Education%20in%20Nunavut.%20Final%20Report%20of%20the%20External%20Review%20of%20Inclusive%20Education.pdf</p>	<p>Nunavut Teachers Association Box 2458, Iqaluit, NT X0A 0H0 Tel: 867-979-0750 Fax: 867-979-0780 Website: http://www.ntanu.ca</p> <p>John Fanjoy NTA President NTA Office, Iqaluit jfanjoy@ntanu.ca</p>	<p>Those counselling in schools have these titles: School Community Counsellor; Student Counsellor; Socio-Cultural Counsellor; Wellness Counsellor; Mental Health Counsellor.</p> <p>“School Community Counsellor (Ilinniarvimmi Inuusiliriji) Section 89(2) of the Education Act mandates that every school have at least one Ilinniarvimmi Inuusiliriji (II), and that an II must be a member of the school team (Section 90(1)). Circles of Support identifies the role of the school team as one of planning, problem-solving, moral support and mentoring, yet Strengths, Gaps and Areas Needing Improvement reported that, “SCCs are untrained, undervalued, underutilized and disrespected” (p. 18). If that is the case how can they fulfill their role as a member of the school team? A training program for IIs should be mandatory, and ongoing staff development is essential. The most critical issue related to IIs, however, is one of role clarity. Is their main role to liaise between home and school and promote regular attendance, as the name School Community Counsellor suggests? (This was very definitely the initial intent of the SCC position when it was introduced in the 1980s.) Or is their main role to provide counselling services – as the name Ilinniarvimmi Inuusiliriji suggests? The two would necessitate a very different set of knowledge and skills and a very different level of training. Section 100 of the Education Act assigns specific duties to IIs, and also states that an II may consult with and make referrals to community agencies. This may imply that IIs are not providing clinical counselling services. However, the fact that their role is not clear was raised a number of times during the review, meaning that it needs to be better defined, particularly around clinical counselling (or not.)” pg. 133 https://assembly.nu.ca/sites/default/files/TD%20137-4(3)%20EN%20Reaching%20and%20Teaching%20All%20Students-A%20Model%20to%20Guide%20the%20Practice%20of%20Inclusive%20Education%20in%20Nunavut.%20Final%20Report%20of%20the%20External%20Review%20of%20Inclusive%20Education.pdf</p>

<p style="text-align: center;">Province/Territory School Counselling Scope of Practice</p>	<p style="text-align: center;">Regional Professional Support Network</p>	<p style="text-align: center;">Regulations for School Counsellors</p>
<p><u>Yukon Territory</u></p> <p>“School Counsellor: A school counsellor is an experienced teacher and may have additional specialist qualifications in counselling. The counsellor may provide social and emotional support for students experiencing challenges as well as promoting the educational, social, emotional and career development of students. School counsellors can be involved in the planning process assisting with the development of Student Learning Plans, Behaviour Support Plans and Individual Education Plans.”</p> <p>This is found in the support services handbook 2015 (http://www.education.gov.yk.ca/pdf/schools/Parent_Handbook_2015.pdf)</p> <p>The most recent student support services handbook of policies supporting students through specific services offered http://tcs.yukonschools.ca/uploads/6/7/0/1/67017833/safe_and_caring_schools_policy_support_plan_for_2018_and_2019_final.pdf</p>	<p>Stacey Burnard Social Emotional Learning Educational Psychologist stacey.burnard@gov.yk.ca</p> <p>Yukon Student Support Service provides a School Community Consultant who works through consultation and direct service with K-12 schools throughout the Yukon in developing capacity to respond to trauma, mental health, suicide prevention, critical incidents, grief and loss. This position supports school staff through training and in-service, liaising with external service providers and through safe and caring schools projects and initiatives. https://sss.yukonschools.ca/school-community-consultant.html#who</p> <p>Brenda Jenner, School Community Consultant, 1-867-332-7015</p> <p><u>President</u> (Sue Harding) pres@yta.yk.ca Yukon Teachers Association 2064 Second Avenue Whitehorse, Yukon Y1A 1A9 Tel: 867-668-6777 Fax: 867-667-4324 Website: http://www.yta.yk.ca</p>	<p>“School Counsellor A school counsellor is an experienced teacher and may have additional specialist qualifications in counselling.” pg. 13 http://www.education.gov.yk.ca/pdf/schools/Parent_Handbook_2015.pdf</p>

<p style="text-align: center;">Province/Territory School Counselling Scope of Practice</p>	<p style="text-align: center;">Regional Professional Support Network</p>	<p style="text-align: center;">Regulations for School Counsellors</p>
<p><u>Canadian First Nations</u></p> <p>Canadian First Nations communities' schools are under the jurisdiction of the federal government. However, there are a variety of models for how their education systems are implemented from province to province and First Nation to First Nation.</p> <p>One resource is the ONECA is an organization comprised of First Nation Education Counsellors that was incorporated in 1985. The Ontario Native Education Counselling Association (ONECA) is founded upon principles that recognize that, although a variety of counselling and educational tools and programs exist in Ontario, the development of Native communities requires tools and programs designed specifically to improving Native Counselling and Education services. https://oneca.com/</p> <p>Page 5 of the following document outlines the role of Native Educational Counsellors https://oneca.com/resources/Walk%20In%20Our%20Moccasins%20Report%20by%20P.Toulouse.pdf</p>	<p>Deva Little Mustache-Gordon President of the CCPA Indigenous Circle Chapter https://www.ccpa-accp.ca/chapters/indigenous-circle/</p> <p>ONECA (see Ontario provincial information)</p> <p>Given the scope of the project to find contact information about counselling in First Nations schools, it appears that this project would entail a complete environmental scan of its own. This was not within the scope of the 2014 environmental scan.</p>	

**Thank you for attending this presentation.
The information presented will be posted on the
CCPA School Counsellors Chapter website:
<https://www.ccpa-accp.ca/chapters/school-counsellors/>**

**This is a working document. If you have comments,
input, or updated information, please send it to:**

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