

Programs that Promote Positive Social Climate and Healthy Relationships

in Wetaskiwin Schools

EFFECTIVE BEHAVIORAL SUPPORT (EBS) A research based, systems approach to enhancing the capacity of schools to adopt and sustain the use of effective practices for all students. EBS is a team-based process for systemic problem solving and planning; it is not a model or curriculum. The ultimate goal of EBS is to increase the school's capacity to address effectively and efficiently the behavioral support needs of all students and staff.

HUB The purpose of this initiative is to build community capacity by providing mental health promotion, prevention and education thereby building a foundation for mental health and resiliency.

ROOTS AND SEEDS OF EMPATHY An evidence-based classroom program that has shown dramatic effect in reducing levels of aggression among schoolchildren by raising social/emotional competence and increasing empathy. The cognitive aspect of empathy is perspective taking and the affective aspect is emotion. ROE educates both the mind and the heart.

CIRCLE PROJECT The purpose is to increase awareness and actions related to the priority areas of healthy eating, active living, and positive social environments by engaging students and their families in culturally based learning activities. Second, the Project will lay a foundation for building positive working relationships by linking the school district to the broader community, with an emphasis on the First Nation and Métis Communities. This twofold approach will better enable our communities to invest in relationships and create life-long empowerment for all stakeholders.

CHALLENGE DAY The mission is to provide youth and their communities with experiential programs that demonstrate the possibility of love and connection through the celebration of diversity, truth, and full expression. Teaches students about social responsibility, social injustice and social empowerment models

40 DEVELOPMENTAL ASSETS The Developmental Assets are 40 common sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible adults.

CHARACTER EDUCATION AND/OR VIRTUES PROGRAMMING Character education programs facilitate learning responsible behavior and values and help schools reduce behavior problems, increase instructional time, and build a positive school-wide culture of character. Students learn about the meaning of and how to live by Virtues.

CIRCLE OF COURAGE An evidence based model for explaining how we should treat others, why people behave as they do, and how to educate students in a manner that helps them to become more emotionally "whole".

UNESCO The UNESCO International Commission on Education for the Twenty-first Century advocated the strengthening of four main pillars of learning: • learning to know; • learning to do; • learning to be; and • learning to live together

UNESCO activities enable young people to become more aware of vital world issues and their solutions ranging from conflicts, xenophobia, poverty, drug abuse, environmental deterioration, human rights abuses, HIV/AIDS, or cultural diversity.

SECOND STEP PROGRAMMING A research based, respectful, peaceful classroom program to help students develop strong bonds to school, solve problems without anger, and treat others with compassion. These social skills support academics and form the foundation for happy, healthy kids who succeed.

SAFE & CARING PROGRAMMING This Alberta Education initiative supports schools that are safe, caring, orderly, positive, productive, respectful and free from the fear of physical and emotional harm. The six characteristics of a safe and caring school are:

- ◇ a respectful and caring school culture
- ◇ safety and security
- ◇ a focus on teaching and learning
- ◇ positive relationships among students and staff
- ◇ social and behavioral expectations
- ◇ community involvement

GUIDANCE AND COUNSELLING SERVICES



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Under provincial policy, a comprehensive school guidance and counselling plan is an integral part of a school's total education program: (Alberta Education, Building a Comprehensive School Guidance & Counselling

In WRPS, we recognize that student success requires more than just achievement in the classroom. In order for students to flourish in their lives and achieve their goals, they need strong social skills, healthy relationships and strategies for dealing with life's problems and challenges. Schools are helping students with these tasks through their Guidance and Counselling Services.

Q: What are the services provided through Guidance and Counselling?

A: In keeping with guidelines and directives from Alberta Education, all students have access to Guidance & Counselling services in the three core areas of:

1. *Positive School Climate/ Healthy Relationships*

- ensuring that the school is a safe and caring environment

2. *Career Planning and Development*

- preparing students for their adult lives, equipped with the skills they will need

3. *Responsive, Confidential Personal Counselling*

- helping students tackle the challenges and concerns in their own lives

Q: How are all of these services planned, organized and coordinated?

A: Under the leadership of a (teacher) Guidance Counsellor, schools develop a **Comprehensive Counselling Plan (CCP)** that provides programming throughout the year to support all of the students in the school in the three core areas. The Guidance Counsellor leads a CCP collaborative planning committee, with representation from administrators, teachers, parents, community and sometimes students to develop the yearly plan.

Q: Who provides Guidance & Counselling services?

A: As expected by Alberta Education, providing Guidance & Counselling services is a team effort, involving many members of the school community.

1. Positive school climate programming is developed as a team effort, involving staff and community, through the leadership of the Guidance Counselor.
2. Career planning and developmental guidance is provided by health teachers, classroom teachers, Career Counsellors, school Health Champions, and community partners, in accordance with the CCP.
3. Confidential personal counselling is provided by Guidance Counsellors with appropriate training (master's degree equivalent) and/or Family School Liaison Workers (post-secondary education in social work or counselling). Students have the right to expect that their private information will not be shared unless there is a serious concern for their own or someone else's safety.

Q: How can I find out more about my school's Guidance & Counselling services?

A: Being informed of the services available to your child is well worth it.

1. **Check** your school website for current activities.
2. **Watch** for Counsellor updates in school newsletters.
3. **Phone** your school and ask to speak to the Guidance Counsellor.
4. **Check** the school's Three Year Education Plan which will include a copy of the CCP
5. **Ask** your Guidance Counsellor how you can get involved as a team member on the CCP planning committee.

