FAMILY SCHOOL LIAISON PROGRAM SPONSORS

The Livingstone Range School Division No. 68 Family School Liaison Program is supported by an inter-agency partnership with our community partners including, however not limited to:

Child & Family Services Regions 1 (Lethbridge) and 3 (Calgary),

SW Regional Collaborative Service Delivery,

Bow River Regional Collaborative Service Delivery
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Program overview

The Family School Liaison Program was developed in response to the identified needs of children and families in the communities of the Livingstone Range School Division No. 68. There are community, regional and provincial agencies operating within its boundaries that share the mandate to work with children and families. This program is a voluntary service provided to students and families within the school setting. Family School Liaison Counsellors (FSL) are the link that connects school, home and when necessary, outside agencies. They are the conduit at the school through which services are coordinated for children, families and school personnel. The FSL works alongside and cooperates with these agencies.

The school setting is a natural, non-threatening environment to offer the support to children and families who may benefit from early intervention. A child who may be struggling at home and in the community may display his or her struggles at school. Early identification of difficulties enables successful, timely intervention with families. The Family School Liaison Counsellor provides services to all students within the school setting they serve. The Counsellor works in a pro-active capacity; guiding students in maximizing their potential is an overall program goal.

A focus for the Family School Liaison Program in Livingstone Range School Division No. 68 is to ensure that program delivery and content is consistent within the jurisdiction and aligned with programs regionally. Communication is ongoing through the South West Regional Collaborative Service Delivery, Bow River Regional Collaborative Service Delivery, and regional Family School Liaison Interagency Advisory Committee meetings. Information is exchanged regularly and all partners work toward the seamless integration of services for students and families.

PROGRAM MISSION

The Family School Liaison Counselling Program is student and family focused and community conscious. The program works with families and students, kindergarten to grade 12, in need of assistance in order that the children may achieve academic, personal and social success.

DESIRED OUTCOMES

1. Child/student and family maintain effective working relationships with the school.
2. Students and families will be empowered to access resources from the school and community.
3. Members of the school community will have greater knowledge, skills and strategies in identifying and dealing with behavioural, social and emotional issues.
4. Coordinated service is provided to children and families through a timely, collaborative process.
**PROGRAM SERVICES**

The Family School Liaison Program creates a valuable link between home, school and other agencies as required. The program provides services directly to the child and family at the school or a mutually agreed upon community site. These services are free and available to any family with students attending Livingstone Range School Division #68.

Program services can be divided into five categories:

1. **Counselling:**
   - The primary role of the Family School Liaison Counsellor is to provide individual or small group counselling sessions with children.
   - a. Assessment of needs through consultation with school staff, parents, students and related community services.
   - b. Involvement of the child and/or family in a counselling intervention aimed at alleviating the problems/concerns.
   - c. Evaluation of services.

2. **Prevention/Educational Programming:**
   - a. Supporting safe and caring school initiatives.
   - b. Facilitating presentations/workshops on identified areas of need for students/families/school personnel or within the community.

3. **Community Networking:**
   - a. Referral of the child/family to appropriate community agencies when required.
   - b. Involvement as a team member with doctors, Alberta Addictions & Health Services, Child & Youth Services, Solicitor General personnel and other appropriate agencies to assist in improving the situation of the student/family, providing wrap around services.
   - c. Establishment of a liaison with community agencies and to provide a link between school personnel and appropriate community agencies’ personnel.
   - d. Identification of existing community resources to meet the needs of children and family.

4. **Behaviour Support Mentoring:**
   - a. Involvement with appropriate school personnel to assist students to overcome difficulties and develop to their full potential.
   - b. Consult with school personnel to provide knowledge, skills & strategies to support students with behavioural and emotional difficulties.

5. **Crisis Intervention:**
   - a. Involvement with school Threat Assessment and Divisional Post Crisis Response Team
THE ROLE OF THE FAMILY SCHOOL LIAISON COUNSELLOR

This program is intended to primarily provide short term counselling intervention, not therapy. Where more intensive services are required, the Family School Liaison Counsellor will make a referral to the appropriate community resource.

- Counsel/support students individually and or in groups
- Enhance family situations through support, education and referral
- Partners with school based resource teams and community based professional teams to meet students/family’s needs
- Consult in writing and monitoring of individual program plans
- Facilitate/provide school wide prevention programs e.g. Bully proofing
- Facilitate/provide classroom presentations, e.g. Relationship building, self-esteem, problem solving, etc.
- Liaise with community agencies such as Family and Community Support Services, Child and Youth Services, Alberta Health Services (Mental Health and Addictions), medical personnel, etc.
- Participate in special community projects
- Consult services with FNMI staff and outside agencies when applicable
- Participate on the school based Threat Assessment Team and divisional Post Crisis Response Teamwork in partnership with school personnel in meeting student needs

Qualifications

Family School Liaison Counsellors are expected to have at least one of the following qualifications:
- Masters of Social Work
- Masters of Counselling
- Registered Psychologist (Masters Level)
- Registered Social Worker (Masters Level)

Essential Training

Family School Liaison Counsellors are expected to have additional training in the following areas:
- Threat Assessment I & II
- Suicide Intervention (Assist/LFM)
- Post Crisis Response Training
- PrePare Training
- Awareness and Understanding of Cultural Competencies for First Nations schools

Time Management

Family School Liaison Counsellors must organize and co-ordinate their services as an integral component of the whole school program to meet student needs and should be designed to:

- foster support from both within and outside the school community
- support students through collaboration with the Learning Support team in the school
- include curriculum activities, small group and/or individual counselling, referrals and consultation
To provide a continuum of preventative, remedial and intervention services, it is essential that FSL counsellors organize their time to effectively deliver such services. Scheduling and priorities should result in enhancing student learning.

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

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

Since FSL 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 FSL 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.

REFERRAL PROCESS

Referrals will originate from students, parents, teachers, principals, representatives from other community agencies.

The following are considered necessary in a referral:

1. **Eligibility for services:**
   a. The child must be enrolled in school.
   b. The child and/or family must be willing to receive counselling or other related services (with written consent for students under the age of 16).
   c. Students 16 years of age and older may access counselling services without parent/guardian permission.
2. **Process for referral:**
   a. A parent, teacher or principal that is concerned about a child / student may complete a referral form. All information written on the referral form will be made available to the parents / legal guardians.
   b. When the teacher has been the referral agent, the teacher will make initial contact with the parents / guardians and the FSL counsellor will follow up with an intake session regarding the referred, and then contact the family / student.
   c. Upon the referral of a client / family, the FSL will make contact with family to continue the intake process.
   d. Contact parent / legal guardian for permission. Students 16 years of age and older may access counselling services without parent / guardian permission.
   e. Students 16 years and older may access counselling services by directly contacting the FSL.

**REASONS FOR REFERRAL**

- Any social, emotional or behavioural concern that may be affecting a student's ability to be successful in school.

**CASE CLOSURE PROCESS**

The child, youth and family will exit the Family School Liaison Program when:

1. **Criteria:**
   a. The Family School Liaison Counsellor recommends case closure with the family, student and involved professionals. OR
   b. The student / family decline continuation of services. OR
   c. The student / family are referred to another agency. Continuing Family School Liaison Counsellor involvement will be determined in consultation with the family and receiving agency.

2. **Closure Protocol:**
   a. Following a final contact with student and family, a summary of case closure will be placed in each Family School Liaison Counsellor client file. All files close at the end of each school year.
   b. Guardians and students may complete a satisfaction survey at this time.

**CONFIDENTIALITY**

Information related to children / students, youth and their families shall be treated as confidential information and shall not be published, released or disclosed to unauthorized persons or agencies without a signed parental consent. Family School Liaison Counsellors in Livingstone Range School Division No. 68 are bound by each individual professional association.

by virtue of their responsibilities have an identified need to know and only for the purpose of supporting
the student.

The Family School Liaison Counsellor will:

1. Protect the confidentiality of professionally acquired information and the disclosure of such
information will occur only when properly authorized (e.g. parental consent) or when obligated
legally or professionally to do so. For example conditions that supersede the parameters of
confidentiality are:

   a. If the parent gives the Family School Liaison Counsellor prior written permission to have
      information released.
   b. If there is a possibility of harming oneself or others.
   c. If abuse / neglect of a student is disclosed.
   d. If the Family School Liaison Counsellor is subpoenaed by court to release a file.

Guardians and students need to be informed of these limitations as part of informed
consent to participate in the FSL program.

**CODE OF ETHICS**

The purpose of an Ethical Code of conduct is to provide a guide for professional behaviour and the
maintenance of a high professional standard of practice. In recognition that professional judgments and
situational circumstances guide ethical conduct, the Family School Liaison Counsellor will follow the code
of ethics outlined by each individual Professional organization to which they belong.

At all times, the Family School Liaison Counsellor will:

- Act in the best interest of the student and family.
- Follow the guidelines of confidentiality.
- Establish trust relationships with the students and families.
- Recognize their own competence and make appropriate referrals where necessary.
- Inform students/parents of the general overview of the service (e.g. goals, techniques and
timeframe) upon initial contact.

Declaration of the Family School Liaison Counsellor:

- I will regard the wellbeing of the persons I serve as my primary professional obligation.
- I will fulfill my obligations and responsibilities with integrity.
- I will be competent in the performance of the services and functions I undertake on the behalf of
  the persons I serve.
- I will act in a conscientious, diligent manner.
- I will respect the intrinsic worth of persons I serve in my professional relationships with them.
I will protect the confidentiality of all professionally acquired information. I will disclose such information only when properly authorized or when obligated legally or professionally to do so.

I will ensure that outside interests do not jeopardize my professional judgment, independence or competence.

I will work for the creation and maintenance of workplace conditions and policies consistent with the standard set by my Profession Code of Ethics.

FILE MANAGEMENT

Necessary documents must be kept on file in an orderly manner: The following list of documents are mandatory forms to be used by all LRSD FSLCs and are included in the appendix:

- FSL Parental Permission For Involvement
- FSL Authorization for Release of Personal Information
- FSL Closing Summary
- Other appropriate and necessary Livingstone Range School Division No. 68 Forms

The following list of documents are necessary documents to be used by all LRSD FSLCs, however, each FSLC may choose the format of these forms. Samples of these forms are included in the appendix:

- FSL Referral Forms
- FSL Intake Assessment Forms
- FSL Case Consultation Form
- Relevant Student Work

COUNSELLING RECORDS

Family School Liaison Counsellors are required to maintain records of their counseling practice throughout the year.

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.

Counselling records are governed by rules of confidentiality.

Counselling records are managed and secured by the FSL counsellor.

Record Keeping

FSL counsellors are required to:

- make their own entries and record information in a timely manner
- be brief, but ensure information is sufficient to support continuity of the counselling service to support student success (i.e. goals and outcomes)
Maintenance of Records

FSL counselling records are maintained in accordance with the School Act, School Board Policies, Freedom of Information and Protection of Privacy Act (FOIPP) and the professional organizations for which each FSL counsellors belongs.

FSL counsellors have a responsibility to be aware of current laws, legislation and policies relevant to record keeping. FSL 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, name(s) of all present
  - counselling information sufficient to keep track of counselling issues and progress (themes)
  - correspondence

- Additional information as pertinent to the counselling relationship; e.g. 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

FSL counsellors will not leave files unattended (i.e. on their desks, computer screen, in computer files or in any area or medium where they can be read by others). Files will be locked in a secure filing cabinet.

See Appendix 6

Access to Records

Students have a right to access their counselling records. Parents/guardians have a right to access their child’s counselling records if the child is under 16 years of age.

FSL 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 or a person authorized to do so by the School Act and School Act Regulations.

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.
PROGRAM EVALUATION

Surveys developed for program evaluation will be distributed biannually or upon closure of a file to parents and students who have accessed services from the Family School Liaison Program. At the end of the school year, surveys will also be completed by school personnel. The tabulated results of all surveys will become part of the Family School Liaison Annual report which may be shared in the Livingstone Range School Division No. 68 Annual report and in Annual Reports to Funding Partners.

*Copies of past surveys used with parents, students and school personnel are found in Appendix 3. Survey Forms*

*Collaborative Service Delivery partners may require program evaluations (format is underdetermined at this time)*

ANNUAL REPORTING

Each FSL counsellor is responsible for submitting an annual report by the first week in July every year. (Appendix 2)

The document should contain the following:

1. Title Page
2. Program Overview (standard)
3. Program Mission
4. Program Outcomes
5. Profile of Services provided (Provide details and number of students served):
   - Prevention and Education Programs:
   - Intervention Supportive Counselling (student, parent, staff)
   - Crisis Intervention (Threat Assessments, CISM, other)
   - Committee Involvement
   - Comprehensive Behaviour Assessments / Coordination

Please provide a brief overview for each with accompanying data.

6. Professional Development
   - Professional development activities for the year with a brief overview of the rational and benefits.

7. Program Evaluation
   - An overview of the survey process with a summary of survey results.

Annual reports need to be submitted to the Director, Learning Support Services and the Principal of the school in digital form by the first week of July.
FAMILY SCHOOL LIAISON COUNSELLOR SUPERVISION

The supervision process is designed to:

- Ensure accountability to the FSL Program
- Evaluate programs and personnel
- Support professional development
- Provide advocacy for FSL counsellors and the families they work with
- Reduce compassion fatigue
- Provide clinical support

The role of supervision is divided into “Administrative” and “Clinical”. The Associate Superintendent, Learning Services and Director of Learning Support, is responsible for the overall supervision of the program and staff. The rationale for having an off-site primary supervisor is seen to be a neutral role for advocacy purposes in the best interest of all parties.

The Clinical Supervisor is responsible for all matters related to case work and the counselling profession.

The FNMI Clinical Consultant is responsible for consultation regarding all complex First Nations students. FSL counsellors are responsible for contacting the FNMI Clinical Consultant when supporting First Nations students and families.

Principals play a role in order to fulfill all the necessary supervision expectations.

The Family School Liaison Counsellor Supervision Matrix, (Appendix 7) outlines the various responsibilities for individuals involved within the process.

Supervision of the Family School Liaison Program consists of five components:

1. FSL Staff Meetings
   a. All FSL Counsellors attend and the meeting is chaired by the Director
   b. Administrative, procedural and structural issues are discussed

2. Monthly Case Consultation Meetings:
   a. FSL Counsellors, FN Clinical Consultant, Clinical Supervisor, Community Mental Health Counsellors and Child and Family Services Social Workers attend
   b. Strategic planning sessions to support FSL counsellors with difficult cases

3. Supervisory Visits
   a. 2 times per year the Clinical Supervisor visits each counsellor to discuss:
      i. FSL Annual Report
      ii. Professional Growth Plan
      iii. Issues and Concerns

4. FSL Retreat
   a. Each spring a day and a half is set aside to review the Counselling Handbook and the goals and objectives of the program and to establish priorities for the upcoming year.

5. Peer Review (optional)
   a. Provide support to FSLC in a specific focus area
   b. Schedule, process and agenda to be followed as outlined (Appendix 8)
FAMILY SCHOOL LIAISON COUNSELLOR EVALUATION

The evaluation process is activated following a probationary contract which is typically one year or when a FSL counsellor's competency is in question.

1. Ethics - refers to the counsellor’s ability to integrate into the school setting acting in a professional manner. The following actions are representative, but not exhaustive.
   - Maintains confidentiality of client records
   - Informs client of limits to confidentiality
   - Informs client of authorized access to his/her records
   - Operates within areas of expertise – refers when applicable
   - Considers various treatment alternatives – utilizes most appropriate strategy based on client need and demonstrated efficacy.
   - Informs client of treatment alternatives.
   - Is aware of legal issues affecting clients.
   - Consults with colleagues on ethical issues.
   - Obtains proper clearance from client, parent, guardian, or agency before commencing intervention.
   - Demonstrates respect for the individual.

2. Professional Conduct - refers to the counsellor’s ability to integrate into the school setting and behave in a manner befitting a professional counsellor.
   - Personal Conduct
     - self-monitors own performance
     - uses resources to enhance own performance
     - develops appropriate support for self
     - solicits feedback from supervisor – this is ongoing – this is certainly an area of strength
     - identifies strengths in own performance
     - identifies areas for further improvements
     - incorporated feedback to produce change in own behaviour
   - Organizational Conduct
     - presents case conferences professionally
     - operates within organizational guidelines
     - uses referral services adequately
     - works effectively with colleagues
   - Case Management
     - compiles professional case files
     - demonstrates effective case management (e.g., scheduling, case load, etc.)
     - manages time effectively

3. Basic Counselling Skills - are those discreet aspects of counsellor behaviour that form the basic repertoire of a counsellor. These skills divided into three main categories.
   - Structuring Skills – used to provide an organized and meaningful focus to a counselling session.
     - setting and sharing objectives
     - structuring the physical setting
     - over viewing procedures
     - giving information
     - using effective transitions
     - summarizing
Soliciting Skills – used to encourage client involvement and commitment.
- use of open questions
- use of probes and prompts
- non-questioning information gathering
- confronting
- encouraging client responsibility

Reacting Skills – ways in which counsellor responds to client verbal and non-verbal behaviour.
- descriptive/corrective feedback
- paraphrasing verbal content
- reflecting meaning
- reflecting effect
- clarifying
- perception checking
- incorporating client responses
- counsellor self-disclosure
- nonverbal reacting

4. Counselling Processes / Procedures - refers to general considerations that are important in establishing a context that promotes client change and the use of relatively standard sequence of skills which are suitable for broad application.

- establishing/maintaining counselling relationship including collection of historical information
- exploration of domains of problem situation (cognitive, affective, and behavioural)
- exploration of parameters of problem situation (motivation, skill level, anxiety)
- identifying barriers to change
- identifying client enabling factors
- assigning homework
- closure

5. Counselling Interventions / Purposefulness - intentional use of skills designed to promote client change and refers to the counsellor’s ability to plan an appropriate intervention and to carry out that plan.

- demonstrates knowledge of a range of strategies relevant to clients’ issues
- tests various hypotheses systematically before designing intervention
- sets clear goals before each session
- monitors and evaluates relevant indices of client progress
- modifies strategies in a planned and logical manner, based on relevant client data
APPENDIX 1

CASE MANAGEMENT LRSD FORMS (Essential)
The following forms must be used by Family School Liaison Counsellors as common Livingstone Range essential forms.

- FSL PARENTAL PERMISSION FOR INVOLVEMENT FORM
- FSL AUTHORIZATION FOR RELEASE OF PERSONAL INFORMATION FORM
- FLS CLOSING SUMMARY FORM
FAMILY SCHOOL LIAISON COUNSELLING PROGRAM

PARENTAL PERMISSION FOR INVOLVEMENT

I/We, _______________________________________________, authorize our child(ren):

_________________________________________  __________________________________________

_________________________________________  __________________________________________

to receive support services/counselling through the Livingstone Range School Division No. 68 Family School Liaison Counsellor for the current school year or until this permission is rescinded in writing.

Livingstone Range School Division No. 68 provides a team of counselling professionals. As part of your child(ren)’s counselling service, we conduct anonymous case consultations among members of the professional team. Everything you say is confidential within the counselling team with the following exceptions:

1. If you give prior written permission to have it released.

2. If there is a possibility of your child harming him/herself or others, we are ethically bound to act in order to ensure safety.

3. If the abuse of a child is disclosed, by law this must be reported.

4. If we are subpoenaed by court to release the file.

5. Supervision of Family School Liaison Counsellors.

Livingstone Range School Division No. 68 participates in the Chinook and Calgary Health Regions Student Health Service Plans, an integrated service delivery partnership. At the end of the school year, numerical data is collected and submitted to the Provincial Government as part of their reporting requirement.

_________________________________________  Date

Parent/Legal Guardian’s Signature  Date

_________________________________________  Date

Parent/Legal Guardian’s Signature  Date
I/We ______________________________________________________________

Print name of parent(s) or legal guardian(s)

and with the signed permission of the (client) _______________________________

give permission to _________________________________, Family School Liaison
Counsellor for Livingstone Range School Division No. 68, to give and receive information about my/our
child(ren):

__________________________________________________________________________

__________________________________________________________________________

and our family to the following people/agencies:

__________________________________________________________________________

__________________________________________________________________________

I/We understand that ONLY information that is necessary for providing counselling services to my
child(ren) will be exchanged. It is understood that this consent will remain in effect until the end of the
current school year, June 30, 20___, or until cancelled with the Family School Liaison Counsellor.

_________________________________________ Date

Parent/Guardian Signature

_________________________________________ Date

Parent/Guardian Signature

In accordance with the Children First Act, SA 2013, c C-12.5, <http://canlii.ca/t/528f6>
FAMILY SCHOOL LIAISON COUNSELLING PROGRAM

CLOSING SUMMARY

Name: _____________________________________________________________________

From: ___________________________________ To: ___________________________________
  (month / year)                          (month / year)

Clients Goals Met:       Yes_____                  No_____

If no, please indicate the barriers, issues, behaviours interfering with the goals/objectives:
___________________________________________________________________________
__________________________________________________________________________

Client moved:__________    No further contact requested:_________

End of current school year: _________  Referred elsewhere: Yes_____     No_____

If yes, please list the agency/support system resources:
__________________________________________________________________________

Other:
__________________________________________________________________________

Contact Summary and Recommendation(s):

Signed: ___________________________________ Date: _________________________
(Family School Liaison Counsellor)
APPENDIX 2

CASE MANAGEMENT SCHOOL FORMS (Samples)
The following forms are necessary forms for use in schools. The format of these forms may differ from school to school. This appendix includes some samples which may be adapted for each individual’s use.

- FSL REFERRAL FORM
- FSL INTAKE ASSESSMENT FORM
- FSL CASE CONSULTATION FORM
- DEVELOPMENTAL AUDIT FORMAT
# FAMILY SCHOOL LIAISON COUNSELLING PROGRAM
## REFERRAL FORM

### PERSONAL INFORMATION

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Referral Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth:</td>
<td>Age:</td>
</tr>
<tr>
<td>School:</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>Home Room Teacher:</td>
</tr>
<tr>
<td>Mother:</td>
<td></td>
</tr>
<tr>
<td>Father:</td>
<td></td>
</tr>
<tr>
<td>Legal Guardian:</td>
<td>Teacher/Principal</td>
</tr>
<tr>
<td>Agency:</td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td>Parents informed:</td>
</tr>
<tr>
<td>Street Address:</td>
<td></td>
</tr>
<tr>
<td>Telephone – Residence</td>
<td>Business</td>
</tr>
</tbody>
</table>

### REASON FOR REFERRAL

- Abusing Others
- Academic Concerns
- Alcohol/ Substance Abuse
- Anger/Acting Out
- Attention Problems/Concentration
- Bullying
- Decision Making
- Divorce/ Separation
- Eating Disorders
- Emotional/ Physical Abuse
- Family Concerns
- Fears/ Anxiety
- Friendship/ Relationship
- Low Self Esteem
- Loneliness/ Tired
- Loss/ Grief
- Memory
- Nervous/ Irritable
- Nightmares
- Obsessions
- Physical Ailments
- Sad
- Self- Control
- Social Skills
- Stress
- Suicidal Behaviours
- Truancy
- Victim
- Work Habits
- Other Reasons: (Please explain below)

**Other Reasons / Concerns:**

**Other Agency Involvement:**

---

<table>
<thead>
<tr>
<th>Referring Individual – Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referring Individual – Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
IDENTIFYING INFORMATION

Name: _________________________________ Date of Birth: ____________________________

Grade: _______________________________ Teacher: _________________________________

Parent/Guardian(s): _______________________ Address: _____________________________

Phone Numbers: _________________________________________________________________

PRESENTING ISSUES

Student Point of View: _____________________________________________________________

Parent Point of View: _____________________________________________________________

School Point of View: _____________________________________________________________

FAMILY

Genogram
<table>
<thead>
<tr>
<th>Deaths/Divorce/Family/Traumatic Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent Changes</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Drugs/Alcohol/Violence</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Strengths</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Parenting beliefs/experiences</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Family Relationships</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Parental description of child</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Behaviour at home</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
</tbody>
</table>

**SCHOOL**

<table>
<thead>
<tr>
<th>Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Behaviour</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Relationship with Peers</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
</tbody>
</table>
STUDENT

Medical History (pregnancy, developmental milestones, hospitalizations, current health)

Hobbies / Interests

Personal Strengths / Resiliencies

Involvement - Home, School, Community
Friends
_______________________________________________________________________________
_______________________________________________________________________________

RISK FACTORS
Past / present suicidal behaviour
Other (self-harm; risk-taking; drugs / alcohol; exposure/history of aggression and violence)
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

SUPPORTS / OTHER AGENCIES INVOLVED
Child & Family Services
_______________________________________________________________________________
Mental Health
_______________________________________________________________________________
Speech/ OT/ Physio
_______________________________________________________________________________
Police/Probation
_______________________________________________________________________________
AADAC
_______________________________________________________________________________
Religious or Cultural Groups
_______________________________________________________________________________

ADDITIONAL INFORMATION
Date: ___________________________________

Client Information:

Gender _____ Age _____

Referral Reasons:

Presenting Behaviors/Affect:

Family Situation:

Interventions Attempted:

Question(s):

Recommendations:
## Developmental Audit Format

**Student:**
IDENTIFYING INFORMATION

**Data Sources:**
PERSONS CONTACTED, RECORDS, DIAGNOSTIC REPORTS, ETC.

**Presenting Problem:**
PURPOSE OF AUDIT

**Connections:**
ECOLOGICAL SCAN
Family:
Peers:
School:
Community:

**Key Developmental Events:**
LIFE SPAN SCAN

**Private Logic:**
COPING PATTERNS

**Strengths and Interests:**
INVENTORY OF ASSETS

**Goals for Growth:**
DEVELOPING STRENGTHS AND SUPPORTS
APPENDIX 3

Family School Liaison File Management Summary

Counselling records are maintained in accordance with the School Act, School Board Policies, Freedom of Information and Protection of Privacy Act (FOIPP) and the professional organizations for which each FSL counsellors belongs.

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

The FSLC is the custodian, guardian and manager of the counselling record. The school division as employer owns the counselling records.

<table>
<thead>
<tr>
<th>Type of File</th>
<th>Definition</th>
<th>Retention</th>
<th>Storage</th>
<th>Disposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselling Notes</td>
<td>Notes recorded and used for the purpose of counselling</td>
<td>These must be retained for at least ten years after its use</td>
<td>Counselling notes are maintained in a separate, secure file in the school counsellor’s office at the school where the student attends</td>
<td>Shredded by FSLC who created the file</td>
</tr>
<tr>
<td>Transitory Notes</td>
<td>Transitory notes are records of temporary usefulness that are not an integral part of a student’s file and are not used to determine student programming</td>
<td>Transitory notes are not retained</td>
<td>Transitory notes are not stored</td>
<td>Shredded by FSLC shortly after the events to which they relate occur</td>
</tr>
<tr>
<td>Summary from transitory notes</td>
<td>Summarized version using themes from transitory notes</td>
<td>Transitory notes are not retained</td>
<td>Summaries are maintained in a separate, secure file in the school counsellor’s office at the school where the student attends</td>
<td>Shredded by FSLC who created the file</td>
</tr>
<tr>
<td>Assessment information</td>
<td>Assessment information conducted to assist in programming for students (i.e. type and date of assessment)</td>
<td>Recorded in the student cumulative files</td>
<td>Cumulative files are stored in the school as a permanent record</td>
<td>Shredded by the divisional FIOPP officer 7 years following graduation</td>
</tr>
<tr>
<td>Level B or C Assessment reports</td>
<td>Assessment reports conducted to assist in student programming</td>
<td>Retained as a part of the students permanent counselling record and are retained throughout the students attendance in school</td>
<td>Assessment reports are maintained in a separate, secure file in the school counsellor’s office at the school where the student attends</td>
<td>Shredded by the divisional FIOPP officer 7 years following graduation</td>
</tr>
<tr>
<td>Assessment reports</td>
<td>Assessment reports conducted to assist in counselling</td>
<td>Retained as a part of the students counselling record and retained for at least 10 years after its use</td>
<td>Assessment reports are maintained in a separate, secure file in the school counsellor’s office at the school where the student attends</td>
<td>Shredded by FSLC who created the file</td>
</tr>
<tr>
<td>Duplicate Copies of Notes</td>
<td>Photocopies of originals</td>
<td>Do not retain</td>
<td>Do not store</td>
<td>Shredded by FSLC</td>
</tr>
<tr>
<td>Inactive files</td>
<td>Counselling files no longer in use</td>
<td>These must be retained for at least 10 years after its use</td>
<td>Inactive counselling notes are maintained in a separate, secure file in the school counsellor’s office at the school where the student attends</td>
<td>Shredded by FSLC who created the file</td>
</tr>
</tbody>
</table>
Supervision and Evaluation
The following forms are used for program supervision and evaluation.

- FSL Supervision Matrix
- FSL Evaluation Form
- FSL Program Annual Report Template
- FSL Program Surveys
  - All program surveys can be administered on paper or on-line
  - To participate in the on-line survey, please contact the Director, Learning Support Services
    - Parent Survey
    - Staff Survey
    - Student Survey
- FSL Peer Review Process
## FAMILY SCHOOL LIAISON COUNSELLOR SUPERVISION MATRIX

<table>
<thead>
<tr>
<th>CLINICAL Supervisor</th>
<th>FNMI CLINICAL CONSULTANT</th>
<th>COLLABORATIVE</th>
<th>PRINCIPAL (SCHOOL ADMIN TEAM)</th>
<th>DIRECTOR</th>
<th>ASSOCIATE SUPERINTENDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liaise/conflict resolution w/ External Partners</td>
<td>Advocacy</td>
<td>Coordination P.D.</td>
<td>IPGP (as desired)</td>
<td>Conflict Resolution W/Admin</td>
<td>Contracts</td>
</tr>
<tr>
<td>Consultation</td>
<td>Liaise w/External Partners</td>
<td>Professional Development (Clinical Supervisor and Peers)</td>
<td>Programming</td>
<td>Advocate for Priorities</td>
<td>Hiring Issues Concerns Complaints</td>
</tr>
<tr>
<td>Chairs and Coordinates Case Consultation</td>
<td>FNMI Consultation</td>
<td>FSL Team Staff Wellness</td>
<td>Conflict Resolution W/School Staff</td>
<td>Annual Reports</td>
<td>Summative Evaluation</td>
</tr>
<tr>
<td>Regional Advisory Committee</td>
<td>FNMI Case Management</td>
<td>Retreats (Clinical Supervisor and Peers)</td>
<td>Schedules</td>
<td>Budgets</td>
<td>Salary Negotiations</td>
</tr>
<tr>
<td>Threat Assessment Stage 2</td>
<td>Threat Assessment FNMI Students Stage 2</td>
<td>Case Consult (Clinical Supervisor and Peers)</td>
<td>Hours of Work</td>
<td>Absence Reports</td>
<td>Threat Assessment Stage 2</td>
</tr>
<tr>
<td>Post Crisis Response Team (bi-annual meetings)</td>
<td>Post Crisis Response Team (bi-annual meetings)</td>
<td>Handbook (Peers and Associate Superintendent)</td>
<td>Flexible Schedule</td>
<td>Chair Staff Meetings</td>
<td>Chair Post Crisis Response Team (bi-annual meetings)</td>
</tr>
<tr>
<td>Coordinate Group PD (with Director)</td>
<td>Coordinate Group PD (with Director)</td>
<td>Practicum Students (Admin &amp; Clinical Supervisor)</td>
<td>Absence Sheets</td>
<td>Coordinate Group PD (with Clinical Supervisor)</td>
<td></td>
</tr>
<tr>
<td>New Counselor Supports (Mentors &amp; Summative Evaluations)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IPGP/Supervision</td>
<td>Client Case Awareness LS Team</td>
<td>Concerns Complaints</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jurisdictional Safety Team</td>
<td></td>
<td>Role</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>File Review (on request)</td>
<td></td>
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</tbody>
</table>
I Prerequisite Skills and Attitudes

<table>
<thead>
<tr>
<th>Ethics</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Ethics refers to the counsellor’s ability to behave in a manner befitting a professional counsellor. The following actions are representative, but not exhaustive.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Maintains confidentiality of client records</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Informs client of limits to confidentiality</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Informs client of authorized access to his/her records</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Operates within areas of expertise-refers when applicable</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. Considers various treatment alternatives-utilizes most appropriate strategy based on client need and demonstrated efficacy</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. Informs client of treatment alternatives</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. Is aware of legal issues affecting clients</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. Consults with colleagues on ethical issues</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. Obtains proper clearance from client, parent, guardian, or agency before commencing intervention</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10. Demonstrates respect for the individual</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11. Other _____________________________________________ (please specify)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
II Core Skill Categories

**Professional Conduct**

Professional Conduct refers to the counsellor’s ability to integrate into the agency setting and behave in a manner befitting a professional counsellor.

### A. Personal Conduct

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Self-monitors own performance</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Uses resources to enhance own performance</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Develops appropriate support for self</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Solicits feedback from supervisor</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Identifies strengths in own performance</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Identifies areas for further improvement</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Incorporates feedback to produce change in own behavior</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
</tbody>
</table>

### B. Organizational Conduct

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</thead>
<tbody>
<tr>
<td>8. Presents case conferences adequately</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Operates within organizational guidelines</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Uses referral services adequately</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Works effectively with colleagues</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### C. Case Management

<p>| | | | | | |</p>
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</thead>
<tbody>
<tr>
<td>12. Compiles adequate case notes</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. Demonstrates effective case management (e.g., scheduling, case load, etc.)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. Manages time effectively</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
**Generic Counselling Skills**

Generic Counselling Skills are those discrete aspects of counsellor behavior that form the basic repertoire of a counsellor. We see these skills divided into three main categories.

### A. Structuring skills – used to provide an organized and meaningful focus to a counseling session.

1. Setting and sharing objectives
   - Score: [0, 1, 2, 3, 4]

2. Structuring the physical setting
   - Score: [0, 1, 2, 3, 4]

3. Overviewing procedures
   - Score: [0, 1, 2, 3, 4]

4. Giving information
   - Score: [0, 1, 2, 3, 4]

5. Using effective transitions
   - Score: [0, 1, 2, 3, 4]

6. Summarizing
   - Score: [0, 1, 2, 3, 4]

7. Other ____________________________
   - Score: [0, 1, 2, 3, 4]
   - (please specify)

8. Other ____________________________
   - Score: [0, 1, 2, 3, 4]
   - (please specify)

### B. Soliciting Skills – used to encourage client involvement and commitment

1. Use of open questions
   - Score: [0, 1, 2, 3, 4]

2. Use of probes and prompts
   - Score: [0, 1, 2, 3, 4]

3. Non-questioning information gathering
   - Score: [0, 1, 2, 3, 4]

4. Encouraging client responsibility
   - Score: [0, 1, 2, 3, 4]

5. Other ____________________________
   - Score: [0, 1, 2, 3, 4]
   - (please specify)

6. Other ____________________________
   - Score: [1, 2, 3, 4, 5]
   - (please specify)
### C. Reacting skills – ways in which counsellor responds to client verbal and non-verbal behavior

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Descriptive/corrective feedback</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Paraphrasing verbal content</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>Reflecting meaning</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>Reflecting effect</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Clarifying</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>Perception checking</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Incorporating client responses</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>Counsellor self-disclosure</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>Nonverbal reacting</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>Other (please specify)</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>11.</td>
<td>Other (please specify)</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
### Counselling Processes

**Counselling processes** refer to general considerations that are important in establishing a context that promotes client change.

<table>
<thead>
<tr>
<th>Step</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establishing/maintaining counselling relationship</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Exploration of domains of problem situation (cognitive, affective, and behavioral)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Exploration of parameters of problem situation (motivation, skill level, anxiety)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Identifying barriers to change</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Identifying client enabling factors</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Other (please specify)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### Counselling Procedures

**Counselling procedures** are relatively standard sequences of skills which are suitable for broad application.

<table>
<thead>
<tr>
<th>Step</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collecting historical information</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Administering and interpreting psychological tests</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Provides Recommendations</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Termination</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Other (please specify)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
### Counselling Interventions

**Counselling interventions** are carefully orchestrated combinations of skills designed to promote client change. The first part of this section deals with the student’s general use of counselling interventions and the second part refers to the use of specific counselling strategies.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Demonstrates knowledge of a range of strategies relevant to clients’ issues</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Selects appropriate strategies based on defensible rationales</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Monitors and evaluates client progress</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Modifies strategies in a planned and logical manner, based on relevant client data</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. Other _________________________________________ (please specify)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

### Purposefulness

**Purposefulness** refers to the counsellor’s ability to plan an appropriate intervention and to carry out that plan.

<p>| | | | | |</p>
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<tr>
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</thead>
<tbody>
<tr>
<td>1. Tests various hypotheses systematically before designing intervention</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Session goals are clear</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Describes relationship between session objectives and skills used in session</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Describes relationship between session objectives and long term goals</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. Describes the way in which evaluation criteria relate to counselling objectives</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. Demonstrates appropriate flexibility/consistency within intervention plan</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. Other _________________________________________ (please specify)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
III General Comments:
FAMILY SCHOOL LIAISON PROGRAM

SCHOOL NAME
Town, Alberta

This program is sponsored &/or supported by:
Livingstone Range School Division #68

Report prepared by:

Your Name
Family School Liaison Counsellor

Date__________________
Family School Liaison Program

Program Overview

The Family School Liaison Counselling Program was developed in response to the identified need of children and families “at risk” in the communities within the Livingstone Range School Division #68. This intended to exist in a collaborative and complimentary way with community and government agencies that operate within the region. The Family School Liaison Counselling Program is administered by Livingstone Range School Division #68.

The school setting is a natural, non-threatening place to identify children and families who may benefit from early intervention, education and support. Struggles in various areas of a child’s life can surface at school. Early identification promotes successful intervention that facilitates improved relationships within both the family and school environments. The Family School Liaison Counsellor acts as an advocate and resource person to provide counselling, liaising between students, families, the school system and/or other community agencies, in order to provide integrated services in the best interests of the students and their families. Students may access this program to enhance their resiliency and to encourage environmental and personal change. The Counsellor advocates for identification and prevention of problems involving students, parents and/or the school, in an effort to intervene at the earliest possible time.

Program Mission

The Family School Liaison Counselling Program is child, family and community focussed. The FSLC program works with families and students and key staff members with the intention that children achieve academic, personal and social success. The FSLC Program provides confidential services directly to the child and family at the school or a mutually agreed upon site.

Intended Program Outcomes

- Students and families will maintain effective working relationships with the school.
- Students and families empowered to access resources from school and community.
- Members of school community increase knowledge, skills and strategies in identifying and understanding behavioural, social and emotional issues.
- Co-ordinated service is provided to students and families through a timely, collaborative process.

Profile of Services for Year_________

1. Prevention and Educational Programs:

Prevention programs and counselling services are provided for support, to compliment and or enhance individual and collective skill levels while clients work toward effective ways of resolving difficulties they may be experiencing.

Program Details:

Statistical Information:
2. Intervention and Supportive Counselling:

The primary role of the Family School Liaison Counsellor is to provide individual or small group sessions for students and parents aimed at identifying and addressing concerns or problems they may be having. The Family School Liaison Counselling program is intended to primarily provide short-term individual counselling or intervention, not therapy. Where more intensive services are required, the Family School Liaison Counsellors make referrals to appropriate community resources.

Program Details:

Statistical Information:

3. Crisis Intervention:

The Family School Liaison Counsellor responds as a member of the Divisional Post Crisis Response Team and School Based Threat Assessment Team. Within daily school routines, the FSLC responds as needed to emergent difficulties with the general student population.

Crisis Response may include:

- Suicide assessments
- Critical Incidents
- Post Crisis Response

Program Details:

Statistical Information:

4. Community Networking – referral and liaison:

The Family School Liaison Counsellor works with existing community resources and agencies in order to support individuals and families experiencing difficulties or needing information and resources. Interagency meetings assist with these community connections.

Program Details:

Statistical Information:
SUMMARY

RECOMMENDATIONS

Year_____
Appendices

Response results tabulated from

Teacher, Parent and Student Survey
# Parent Survey

<table>
<thead>
<tr>
<th>Date:</th>
<th>COUNSELOR:</th>
<th>SCHOOL:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>AGREE</th>
<th>DISAGREE</th>
<th>DON'T KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The FSLC Program was helpful to me. <em>(Check one and explain)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Counseling helped my child. <em>(Check one and explain)</em></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Counseling services were easy to access. <em>(Check one and explain)</em></td>
<td></td>
<td></td>
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<tr>
<td>4. My child felt comfortable with the counselor <em>(Check one and explain)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I felt comfortable with the counselor. <em>(Check one and explain)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Overall, how satisfied are you with the counseling services your child received at school? <em>(Check one and explain)</em></td>
<td>Very Satisfied</td>
<td>Mostly Satisfied</td>
<td>Mildly Satisfied</td>
</tr>
</tbody>
</table>

**Additional comments:**
# Staff Survey

*Thank you for taking the time to complete this survey. Please Check **NOT SURE** if the statement is not applicable to students you work with.*

<table>
<thead>
<tr>
<th>COUNSELOR: ____________________</th>
<th>SCHOOL: ____________________</th>
<th>Date: ________________</th>
<th>Are you a: Teacher ☐ Support Staff ☐</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>NOT SURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Counseling provided to students/families by the FSLC is a beneficial service in our school. <em>(Check one and explain)</em></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. I have utilized the FSLC Program for a student(s). <em>(Check one and explain)</em></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Has this been beneficial? <em>(Check one and explain)</em></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. There are enough counseling services in my school. <em>(Check one and explain)</em></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. The FSL Counselor had adequate time for consultation with staff. <em>(Check one and explain)</em></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Additional comments:**
**Student Survey**

| COUNSELOR: ___________________ | SCHOOL: ___________________ |
| Date: ___________________ |
| □ I work with the counselor one on one. | □ I work with the counselor in a small group. | □ I work with the counselor in the classroom. |

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>NOT SURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I know I can talk to the counselor about my problems/concerns. (Check one and explain).</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. Counseling has helped me. (Check one and explain)</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3. I felt comfortable with the counselor. (Check one and explain)</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4. Together the counselor and I worked on how to solve problems/concerns. (Check one and explain)</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</table>

*Do you have any additional comments?*
FAMILY SCHOOL LIAISON COUNSELLOR PEER REVIEW PROCESS

The peer supervision process is intended to address family school liaison counselors (FSLC) requests for additional professional development, collaboration and consultation with their peers in an organized and systematic manner. The supervision program will provide support to Family School Liaison counsellors in specific focus areas each year as determined at the FSLC Retreat and will enhance and support their ongoing professional growth.

The Intended Outcomes

- Enhance case planning skills
- Enhance file management skills
- Provide mentorship and support to colleagues
- Reduce compassion fatigue

Overview of Peer Supervision Process

Utilizing the following schedule, all FSLC’s will rotate through the lead role of this process. When assuming the lead role, it is this person’s responsibility to travel to the receiving FSLC’s school, or community. Each contact should follow the set agenda to manage time and tasks effectively. Each counselor will take the lead role for one day during the year (visiting 2 colleagues) and will receive consultative support two times during the year.

A general follow up and review will be completed by the FSLC clinical Supervisor during the last 2 months of the school year to assess success of program, as well as, potential changes or needs.

<table>
<thead>
<tr>
<th>MONTH</th>
<th>LEAD ROLE</th>
<th>DATE</th>
<th>FSLEC RECEIVING PEER CONSULT ~</th>
<th>FSLEC RECEIVING PEER CONSULT ~</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td></td>
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<tr>
<td>October</td>
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<td>March</td>
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<tr>
<td>April</td>
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</tr>
<tr>
<td>May &amp; June</td>
<td>Clinical Supervisor</td>
<td></td>
<td>Assess model with all FSLC’s</td>
<td>Success, changes, needs?</td>
</tr>
</tbody>
</table>
FAMILY SCHOOL LIAISON COUNSELLOR PEER REVIEW PROCESS
(Continued…)

PEER CONSULT AGENDA

1. Check in.

2. Proceed through 4+ actual FSL files checking for:
   a. Consistent and complete documentation (referral, consent, release, intake, etc.)
   b. Case/goal plan (use of form)
   c. Assessment tools used
   d. Case notes
   e. Ongoing documented review/evaluation
   f. Support/ direction

3. Sharing of resources.

4. Sharing of any Professional Development.
ADMINISTRATIVE PROCEDURES & POLICIES

- LRSD #250 – GUIDANCE AND COUNSELLING
- LRSD #320 – STUDENT RECORDS

ADMINISTRATIVE PROCEDURE 250

GUIDANCE AND COUNSELLING

Background

The Division believes that all students (K - 12) will be empowered to develop to their full potential through the provision of comprehensive guidance and counselling services, which is usually provided through Guidance Counsellors (7-12) and Family School Liaison Counsellors (K-12).

Procedures

1. Guidance and counselling programs will address the needs of the schools and students in accordance with the policies and regulations established by Alberta Learning and the school division.

2. Guidance and counselling services may be developmental, preventative, or crisis oriented, and includes:
   a. individual processes, which assist students with specific personal, social, educational or career issues.
   b. group processes, which assist students with personal, social, educational or career issues.

3. Guidance and counselling services will be available to all students in the division in accordance with the Standards of Practice for Comprehensive School Guidance, and Counselling Program and Services as developed by Alberta Learning (January, 1997).

4. Guidance and counselling services will be staffed by professional counsellors who have sufficient time allocated to provide individual and responsive services as well as developmental instruction.

5. The Associate Superintendent (Administrative Services) is responsible for the coordination of guidance and counselling services.

6. Student assessment will be comprehensive and involve a collaborative approach involving students, parents, teachers and community resources where appropriate.

7. Guidance counsellors are members of the teaching staff(s) to which they are assigned, and are directly responsible to the school principal(s).

8. All teachers are part of the school guidance and counselling program.

9. A guidance and counselling philosophy statement, program, and evaluation will be developed in each school.
10. To best meet the needs of students, counsellors and designated school personnel will work collaboratively with community agencies.

11. The Principal will provide time, resources, and support to ensure that the objectives of the comprehensive guidance and counselling program are achieved.

12. Students, parents, staff and community members will be kept informed about the comprehensive guidance and counselling services.

13. The Principal will be the person responsible for coordinating communication when other agencies are involved in the counselling process.

14. Each school shall have a philosophy statement and a school handbook that includes the guidance and counselling program description.

15. All members of the school counselling team will follow confidentiality rules, except as required by law or when it is clearly not in the best interests of the student.

References
Guidance and Counselling Policy 1.6.3
ADMINISTRATIVE PROCEDURE 320

STUDENT RECORDS

Background

The Division recognizes that from time to time it is appropriate to collect legal and personal information on students to support the learning process. This information is stored in the form of student records (also referred to as cumulative records) that are maintained in a secure manner and treated as confidential at all times, with access rights as outlined in section 23 of the School Act. The Division also recognizes that, from time to time, it is necessary to collect personal information pertaining to students that does not become part of the official student record, but is kept in a separate confidential file where access rights are governed by the Freedom of Information and Protection of Privacy Act (FOIPP).

Definitions

Types of Student Records:

1. **Student Record (Cumulative Record)**
   This is the official record maintained for each student in the school containing all the information that is directly useful in facilitating the student’s education. It shall contain all information required in Alberta Regulation 71/99, sections 2(1) and 2(2) and may also contain information referred to in AR 71/99, section 2(6). The Principal is responsible to ensure that each student’s active cumulative record is updated annually and kept in a locked cabinet in a secure location in the school. Access and disclosure issues are outlined in sections 23, 40, 41, 43 of the School Act.

2. **Confidential Record (Non-Cumulative Record)**
   There are two categories of confidential records identified in this policy, where it has been determined that the type of information pertaining to an individual student should not form part of the official student record. Confidential records for students will be created on a needs basis, and not all students will have a confidential record.
   
   a. **Child Welfare Act and Youth Criminal Justice Act**
      
      In accordance with section 2(4)(ii) and 2(4)(iv) of AR 71/99, information relating to a report or investigation under the Child Welfare Act, or under the Youth Criminal Justice Act should each be stored in a secured confidential record in a locked cabinet that is separate from the student cumulative file and from each other. The existence of this type of confidential record shall be indicated in the official student record file. Access, storage, and destruction of a confidential file under this category is outlined in Administrative Procedure 321 and is also governed by the Freedom of Information and Protection of Privacy Act, referred to as FOIPP throughout this policy.
   
   b. **Professional/Personal Records**
      
      In accordance with section 2(4)(i) of AR 71/99, notes and observations prepared by and for the exclusive use of a teacher, teacher’s assistant, counsellor or Principal, and that are not used for program placement decisions, do not form part of the student record. Section 4(1)(iii) indicates that counselling records relating to the student that may be personal, sensitive, or embarrassing to the student shall not form part of the official student record file. All records under this subsection should be confidential and secure, with access privileges being governed by FOIP.
Procedures

1. The official record of a student, which will be referred to as the cumulative record throughout this administrative procedure, must contain all information affecting the decisions made about the education of the student, regardless of the manner in which it is maintained or stored. **The cumulative record must include the following and be updated annually:**

   a. the student’s name as registered under the Vital Statistics Act, and any other surnames by which the student is known,

   b. the student identification number assigned to the student by the Minister and any student identification number assigned to the student by the school or by the board,

   c. the name of the student’s parent(s),

   d. a copy of any separation agreement or court order referred to in section 23 of the Act,

   e. the birth date of the student,

   f. the sex of the student,

   g. the addresses and telephone numbers of the student and of the student’s parent(s),

   h. the board in which the student is a resident student,

   i. the citizenship of the student, and if the student is not a Canadian citizen, the type of visa or other legal document that legally admits the student to Canada for temporary or permanent residence, and the expiry date of that visa or other document,

   j. the names of all schools attended by the student in Alberta and the dates of enrolment, if known,

   k. an annual summary or a semester summary of the student’s achievement in the courses and programs in which the student is enrolled,

   l. the results obtained by the student on any i. diagnostic test, achievement test and diploma examination conducted by the province, and

   ii. standardized tests under any testing program administered by the board to all or a large portion of the students, or to a specific grade level of students,

   m. the results of any application under the Student Evaluation Regulation AR 169/98 for special provisions or directives,

   n. the name of any formal intellectual, behavioral or emotional assessment administered individually to a student, a summary of the results of the assessment, the date of the assessment and the name of the person who administered the assessment,

   o. any health information that the parent or the student wishes placed on the student record,

   p. an annual summary of the student’s school attendance,

   q. information about any suspension or expulsion relating to the student or the student’s rights pursuant to the School Act, which must be retained on the student record for one year following the date of the suspension or expulsion, or until June 30 of the year following the year in which the expulsion or suspension occurred, whichever occurs last, and
r. if the parent of the student is eligible to have the student taught in the French language pursuant to
section 23 of the Canadian Charter of Rights and Freedoms, a notation to indicate that and a notation
to indicate whether the parent wishes to exercise that right.

2. If an individualized program plan (IPP) has been specifically designed for a student, the plan and any
amendments to the plan must be placed in the student's cumulative file. Copies of IPPs from each
year of attendance are to be included in the cumulative record.

3. For Canadian born students, a copy of the student’s birth certificate shall be placed in the student’s
cumulative record. For students born outside Canada, a copy of the visa papers or other legal
documentation shall be placed in the student’s cumulative record.

4. The information referenced in this guideline pertains to the confidential record (noncumulative record)
section included in the definition section of the policy, and outlines information pertaining to a student
that must not be included in the cumulative record.

a. Any information contained in:

i. notes and observations prepared by and for the exclusive use of a teacher, teacher’s
assistant, counsellor or Principal that are not used in program placement decisions for a
student are to be classified as personal/professional confidential files, and become
the responsibility of the individual who collected the information.

ii. counselling records relating to the student that is or may be personal, sensitive or
embarrassing to the student should be stored as confidential records in a locked and secured
cabinet, and are the responsibility of the counsellor who collected the information.

Any information that:

i. identifies a student as a young person as defined in the Youth Criminal Justice Act and all
information relating to that student in that capacity is to be handled in accordance with the
stipulations outlined in Administrative Procedure 321: Youth Criminal Justice Act Records,
and treated as a confidential record as defined in this administrative procedure.

ii. pertains to a report or to an investigation record relating to the student under the Child
Welfare Act, shall become a confidential record as defined in this policy, with access and
disclosure matters governed by FOIP.

5. If testing instruments or results are not included in the student’s cumulative record, upon appeal to the
Superintendent, persons referred to in section 23 of the School Act, may review these instruments or
results as if they were included in the cumulative record. In accordance with AR 71/99 section 2(1)(o),
parents may request that the school place in the student cumulative record interpretive reports and/or
test results that the parent or student believe should be considered when making educational
decisions about a student.

6. Retention of Confidential Files

a. Confidential files that fall under the Child Welfare Act or the Youth Criminal Justice Act should be
shredded by the school FOIPP coordinator in accordance with the one-year access stipulation
under FOIPP legislation. It is the responsibility of the youth justice worker who is working with
the individual student to provide pertinent information to the receiving school.

b. Confidential files that are professional/personal in nature containing information that is deemed
to be no longer of use, should be shredded by the individual who created the file. At the end of
each school year, professional/personal confidential files should be reviewed and decisions
made by the individuals who created the file to determine whether the information is no longer
of use and should be shredded, or whether the information should be carried forward into the
next school year. In accordance with Section 34 of the FOIPP Act, personal information that is used by the Division to make a decision that directly affects the student must be retained for at least one year after use of the personal information.

7. Retention of Student Records (Cumulative Records):

   a. A school shall keep a cumulative record for a minimum of seven years after the student ceases to attend a school in the division, or until the records have been forwarded to another school as outlined in the student transfer guideline, #9.

   b. If a student transfers to a school outside Alberta, upon written request, a copy of the student cumulative record shall be forwarded to the new school. The original school shall keep the student record for a minimum of 7 years after the date the student could be expected to have completed grade twelve, if the student had not transferred.

   c. Cumulative records that are archived after the student completes his/her high school program will be kept at the school site in a secured location. If a student transfers outside the province, the original cumulative will be kept at the school site where the school FOIPP coordinator will look after the storage, maintenance and disposal of such records by shredding in an appropriate and timely manner.

   d. Cumulative records for students who finish school at Hutterite colony schools shall be forwarded to the FOIPP head for the LRSD who will look after the storage of these records on a permanent basis.

8. Disposal and destruction of student records:

   a. Student cumulative records prior to and including students who would have completed grade 12 in 1999, will be stored on a permanent basis at the school site, in a secure location. The exception to the above will be cumulative records of Hutterite students. Their records will be stored on a permanent basis at the central office location under the direction of the FOIPP Head for the LRSD. The 1999 benchmark year will not apply to Hutterite student records.

   b. Effective in the year 2000 and subsequent years, student records (with the exception of Hutterite records) will be shredded by the school FOIPP coordinator “seven plus one” years following expected graduation date. For example, students who should have completed grade 12 in 2000 would have their records shredded in 2008 (2000 + [7+1]); 2001 student records will be shredded in 2009; 2002 student records will be shredded in 2010, and so forth.

9. Student transfers and student records:

   a. If a student transfers to another school in Alberta outside the LRSD, upon written request from the new school, the actual cumulative record containing the Information referred to in sections 2(1) and 2(2) of the Student Record Regulation (guidelines 1 and 2 of this administrative procedure) shall be forwarded to the new school. A notational record that identifies where and when the cumulative files were sent, shall be kept at the original school. Parental consent is not required.

   b. When a student moves from one school to another within the Livingstone Range School Division, upon written request from the receiving Principal, the school receiving the student shall obtain the cumulative record from the previous school. Parental consent is not required.

   c. If a student transfers to a school outside Alberta, upon written request from the new school, a copy of the student cumulative record shall be forwarded to the new school and the actual student record kept at the original school.
10. Access to student records

a. A school shall ensure that a student, the student’s parent(s) and any other person who has access to the student under a separation agreement or an order of a court are informed of their entitlement under section 23 of the School Act to review the student's cumulative record.

b. In cases of family separation, before legal custody is established in the courts, both parents may have access to the cumulative records. After legal custody has been established, the custodial parents and parents with access rights are entitled to access the information contained in the student record file. Access rights for non-custodial parents are generally granted by the courts.

c. Under a separation agreement or order of the court, the onus is on the person claiming a right of access to provide the school with appropriate supporting documentation that is kept in the student's cumulative record.

d. Schools must ensure that contents of student records are kept in confidence and secured in a locked cabinet. The following conditions outline when and how disclosure is permitted:

i. the Freedom of Information and Protection of Privacy Act (FOIPP),

ii. a school shall disclose information contained in a student’s cumulative record and confidential record to the Alberta Department of Justice, or to its designate, when requested by that Department for the purposes of administering the Youth Criminal Justice Act.

iii. at the written request of a medical officer of health as defined in the Public Health Act, a school shall disclose a student’s name, address, date of birth, sex and school and the name, address, and telephone number of the student’s parent or guardian. The purpose of this disclosure is to allow contact with the home regarding voluntary health programs offered by the regional health authority, including immunization, hearing, vision, speech, and dental health programs, and for the purpose of communicable disease control.

iv. disclosure is also permitted for the following reasons:

- in accordance with sections 23, 40, 41 and 43 of the School Act;
- to an employee or agent of the board if the information is necessary and relevant to a matter being dealt with by the employee or agent;
- to the Minister at the request of the Minister for the purpose of carrying out any program or policy under the Minister’s administration;
- with the written consent of the parent if the student is under 16 years of age, or the student or the parent if the student is 16 years of age or older;
- when the student transfers and the records are being forwarded in accordance with guideline 9;
- when a student’s cumulative record is the basis for a research project, the FOIPP head for the LRSD may grant permission to use specific student data from the cumulative records in accordance with Sections 40 and 41 of the FOIPP Act. That information is to be released, along with what steps have been taken to ensure student confidentiality.
11. An independent student is defined as a student who is:

   a. 18 years of age or older, or
   b. 16 years of age or older

      i. who is living independently and has signed an LRSD “Independent Living Declaration”,
      ii. who is a party to an agreement under Section 7(2) of the Child Welfare Act, or
      iii. on behalf of whom a social allowance is issued under Section 9(1) of the Social Development Act.

An independent student is entitled to all the rights and powers and to receive all the benefits that the student’s parents are entitled to under the School Act. An independent student has the responsibility to indicate in writing, by completing the “Restriction of Access Rights to Information on Independent Students” form, when they no longer want their parents to have access to their student record file or to receive any personal correspondence from the school regarding the independent student.

12. Access to a student’s cumulative record shall be arranged through the principal or designate. In all cases where parental and/or student access to the cumulative file has occurred, the date, time, and place should be noted in the cumulative file and shall be initialed by the parent and/or student.

13. Parents or eligible students may request the school principal, or designate, for assistance in the interpretation of specialized tests and reports that are contained in the cumulative record. The “formal tests” that often require interpretation are typically those restricted level C tests described in The Standards For Psycho-Educational Assessment (Alberta Education, 1994). The Principal shall ensure that this interpretation is given by qualified personnel.

14. School counsellors generally focus their activities in three main areas: academic, vocational, and personal counselling. Counselling notes and records pertaining to academic and vocational objectives, as well as interest and aptitude inventory test results, should become part of the student’s cumulative record. Personal counselling notes and observations should not form part of the student’s cumulative file, but may form part of a student’s professional/personal confidential record. Because these professional/personal records are in the custody of the school, they are subject to the FOIPP Act.

15. The Board shall designate the FOIPP Head to be responsible for ensuring that the guidelines and procedures established in this policy comply with the Student Record Regulation and the Freedom of Information and Protection of Privacy Act.

References

Section 23, 40, 41, 43, School Act
Student Record Regulation 71/99
Child Welfare Act
Freedom of Information and Protection of Privacy Regulation AR 200/95
Public Health Act
Social Development Act
Youth Criminal Justice Act
Vital Statistics Act
APPENDIX 6

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY INFORMATION

- FOIP GUIDE TO PROVIDING COUNSELLING SERVICES IN SCHOOL JURISDICTIONS (OCTOBER 2003) - *NEWER VERSION MARCH 2007
  http://foip.alberta.ca/resources/publications/SchoolCounselling.cfm