



WETASKIWIN REGIONAL PUBLIC SCHOOLS



Family School Liaison Program Handbook



Wetaskiwin Regional
Public Schools

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GLOSSARY

For more information regarding the Wetaskiwin Regional Public Schools Handbook please contact:

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THE FAMILY/SCHOOL LIAISON WORKER (FSLW) PROGRAM HANDBOOK

SECTION 1 FSLW HANDBOOK

Vision

Wetaskiwin Regional Public Schools is a learning community that is caring, collaborative, committed to celebrating diversity, respected for its focus on excellence, where students eagerly embrace and believe that learning has the power to inspire them to discover, develop, and act upon their potential, thereby enriching their lives and their community.

Core Values

Courage	Respect
Creativity	Responsibility
Empathy	Service
Ethics	Spirituality
Honesty	Teamwork
Integrity	Trust

Mission

We inspire, sustain and celebrate learning, are open to all students, and focus on service through research-based instruction so that student and youth discover, develop and act upon their potential.

Philosophy

Within the schools, the Family/School Liaison Program is concerned with the growing number of social, behavioral and emotional problems shown by the students, many of whom are dealing with issues such as separation/divorce, family violence, child abuse, social interaction, and alcohol/drug-related problems.

Obviously, these issues have significant impact on the student's ability to learn in the classroom. Currently there are limited resources available in the community to address these issues. By providing early intervention and support to the student and their families, it is hoped that the Family/School Liaison Program may help students develop skills so that they have visible differences in the application of their coping skills and ability to deal with the stressors they encounter.

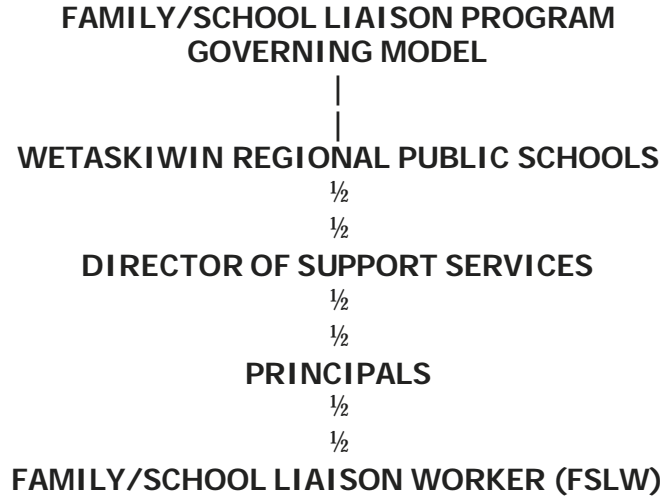
To assist student who are experiencing difficulties at school or at home, by acting as a resource to, and a liaison between families, the school system, and the community.

Program Goals

1. To address the growing numbers of social, behavioral, and emotional problems shown by students within the schools.
2. To provide intervention and support to student and their families at the earliest possible point.
3. To coordinate effective use of community resources with student, their families and schools.

SECTION 2
ADMINISTRATION

Administration Map



Personnel Practices and Procedures

Procedures Access - FSLW's will be familiar with, and have access to the procedures of the FSLP program. The Handbook is a working document, meaning that change in the context may warrant revision of the practices and procedures.

Personnel Practices

Probationary Period

The initial period of employment shall be for three months, which will be considered to be a probationary period. Upon satisfactory completion of the probationary period, an offer of employment on a regular basis will be made by the Superintendent, or designate, based on the evaluation and recommendation of the Supervisor and on such other basis as the Superintendent considers relevant.

Written Role Descriptions - The FSLW Supervisor will ensure that all personnel have a written position description, which shall include, but need not be limited to the following:

- a) Position Title
- b) Qualifications
- c) Position duties and responsibilities
- d) Reporting procedures
- e) Salary grid.

Position Description Review - The FSLW Supervisor will review and affirm or modify each position description as needed. (See Appendix A for Written Position Description and Caseload Standards)

Ethics

FSLW's will follow the Social Work Code of Ethics as well as the Family/School Liaison Code of Ethics. (Appendix E).

Complaints – Refer to Administrative Procedure 151, Forms 151-1, 151-2, 151-3 on WRPS Website: <http://www.wrps.ab.ca>

Supervision

Orientation Procedure

The FSLW Supervisor to the philosophy, programs, policies, procedures, lines of accountability, authority and function of the FSL program, and the relevant job description will formally orient the FSLW. This orientation will be a minimum of two days with the FSLW Supervisor or job shadowing another FSLW as the FSLW Supervisor sees fit.

Scheduled Supervision

- Ongoing consultation over individual files (goals, tasks, interventions and tracking changes)
- Consultation regarding emergent issues
- Consultation regarding appropriate referrals to community agencies and tracking the referral for the child and/or family
- De-briefing
- Support
- Discussion of Healthy Interactions or Mediation
- Consultation regarding clinical interventions, both group and individual

Team Meetings

The FSL Program will have regularly scheduled team meetings during the school calendar year. Additional meetings can occur at the request of the workers or the FSLW Supervisor. Attendance at Team Meetings is an expectation/requirement of the FSLW position.

Mandatory Notification of Supervisor

The FSLW is responsible for contacting the FSLW Supervisor regarding mandatory notifications. A mandatory notification including an explanation will occur when:

- a) A student is referred to Central Alberta Child and Family Services Region #4;
- b) A student is assessed for homicidal or suicidal thoughts and/or gestures;
- c) A student dies;
- d) A crisis involving a student occurs at the school.

Training Requirements

The FSL Program is staffed by qualified personnel and conditions of employment are conducive to staff recruitment, staff retention and effective staff performance.

Suicide Prevention Training - Suicide Prevention Training will be required of all front-line staff members. Staff will be required to take such training within six months of commencement, as well as a refresher course as required and a copy of the training certificate will remain in the personnel file.

Threat Assessment Training – all front-line staff will require Threat Assessment Training. Staff will be required to take this training on an ongoing basis as it becomes available.

Personnel Records

System of Personnel Records

FSLW Supervisor provides training, supervision, and evaluation of its employees. It maintains a system of personnel records that contain:

- a) Reference checks dated (around the time of commencement) or a signed and dated declaration of reference checks having been conducted;
- b) Agreed upon terms of employment;
- c) Names of persons to contact in case of emergency;
- d) Verification of child welfare record checks or a signed and dated (around the date of commencement) declaration of child welfare record checks having been conducted on all staff having direct contact with students, to be reviewed every three years;
- e) Verification of criminal record checks or a signed and dated (around the time of commencement) declaration of criminal record checks having been conducted, also to be reviewed every three years;
- f) A declaration of confidentiality (See Appendix B)

Securing Personnel Files - The FSLW Supervisor will ensure that all personnel records of the FSL Program are secured against loss, destruction or unauthorized access.

SECTION 3

PROGRAMS AND SERVICES

Client Definition

Student Criteria - Criteria for receiving FSLW services is as follows:

Students attending a school within the Student Health Initiative Partnership (SHIP) of Wetaskiwin Regional Public Schools, Sacred Heart School (St. Thomas Aquinas) and Peace Hill Academy who have been referred due to social/emotional/behavioral concerns.

The FSLW's will provide services, and make services available to all persons who fit the criteria of its defined student population without discrimination. In the event that family members' relationship to the FSLW creates complications, the FSLW Supervisor may assist and intervene.

Services Offered

The FSL Program offers services to student and families in Region #4 County of Wetaskiwin and City of Wetaskiwin

- a) Early intervention works with student, families and groups;
- b) Liaison works with families, schools, and relevant agencies.
- c) Assessment/referral to preventative education programs;
- d) Supportive counseling;
- e) Developing/ implementing psycho-educational programs, mostly preventative in nature, for use with individuals and groups. Areas include: low self-esteem, grieving/loss, family issues, communication skills, problem solving, coping mechanisms, peer relations, bullying, anger management, organizational skills, and many more.

Intake Procedures

All referrals for service to the FSL Program will be received by the FLSW or the FSLW Supervisor and will be dealt with through the intake process outlined by the program. Referrals are accepted from teachers, parents, staff, students themselves, agencies involved with the student/family, the key contact person at the school or any other concerned parties. The School Counselor or Key Contact coordinates referrals.

Intake procedures include:

- a) Determination of having met relevant program criteria;
- b) Determination of the need for services;
- c) Discussion with the student and/or his/her parent/guardian, of the need for services; the suitability of the Program to provide the needed services, and all conditions associated with the Program's provision of services;
- d) The FSLW will take all student self-referrals. A consent form is required.

- e) A student is allowed to see a FSLW once during any school calendar without parental consent.
- f) If a student wishes to receive ongoing services, parental/guardian consent is required.
- g) If a parent/guardian refuses to sign the consent form, services cannot be provided to the student. The student will be informed of alternative services to the FSLW Program.
- h) The FSLW, FSLW Supervisor or Key Contact will receive all referrals from agencies or schools, referral forms are available from the Key Contact /School Counselor.

Informed Consent for Services: - The FSLW will not provide service, treatment, behavior management or training to a student who is under 16 years of age without his/her guardian's prior written consent. If prior written consent cannot be obtained, verbal consent will be obtained and documented and it is to be followed by a written consent. However, this policy does not apply in situations where a student requests information or referral by telephone or in person. The FSLW may provide one interview with a child if the child, the school representative, or the FSLW perceives a situation as urgent. Subsequent services will require parental consent. A child over the age of 16 does not require parental consent to receive services, but if living with the parent, consent is desirable and encouraged.

(See Appendix C, Consent / Referral Form)

When obtaining a student's consent to receive services, the consent sought must be given voluntarily, without coercion, or undue influence, and only after the student has been fully informed of:

- a) Service, program, procedure, intervention, training, or other action proposed for the student's care; and,
- b) His/her right to withhold, give or revoke such consent,
- c) And limits of confidentiality (listed above).

Consent Summary

- A child under the age of 16 must receive parental consent before obtaining Agency services, except in emergency situations
- A child over the age of 16 does not need parental consent for program services
- A child over the age of 12 must personally consent to services of the program, without coercion or undue influence.
- A child is entitled to one informal consultation before parental consent is required.

Student Records Management

Opening of the File - A file is opened on each student who receives services from the FSLW program. The file is opened if the FSLW has had direct contact more than once with the student or has an appropriate consent from the parent/guardian.

Contents of Student File- The FSLW Program file contains the biographical and other descriptive student information needed for the provision of services. The student's file may contain, but is not limited to:

- a) Student Referral and Consent form
- b) Student Session Notes
- c) Student Intake form
- d) Eco-map/Genogram
- e) Any drawings or other documents involving the student
- f) Incident Reports.

(See Appendices C, Consent/Referral Form and F, Intake Form, Student Session Notes, Consultation/Casual Contact Sheet, Case Conference Sheet, Goal Sheet and Unusual Occurrence or Incident Report)

Student files will be retained for a minimum period of seven (7) years following the last meeting with the student, in accordance with Alberta Association of Family School Liaison Workers.

All current and closed files will be enclosed in a locked cabinet kept in the office of the FSLW in each school.

Caution to FSLW's – Lawyers do not automatically have the right to access student information. FSLW's must consult with Supervisor before sharing student information with third parties.

Confidentiality of Student Information

FSLW's are required to complete a Declaration of Confidentiality (see Appendix B)

All student records and information is stored in such a way as to prevent loss or destruction of records, and for controlling access to information about students. Student files are made available or disclosed to only those persons authorized by the FSL Program to access them. Authorized personnel include the FSLWS and the FSLW Supervisor.

There are three limitations to confidentiality that will be discussed with the student for informed consent purposes. These are:

- a) *Federal Law* – In the instance of a court subpoena or if the student wants to FOIP their file, the FSLW is required to consult with the Supervisor and FOIP Coordinator to discuss compliance.
- b) *Mental Health Act* – Disclosure must occur to prevent the student from harm to themselves or to others. The disclosure is in the best interest of the student. Disclosure must occur if there is intent to, or if the student has committed a violent crime.

c) *Child Welfare Act* – In the event of suspicion of a child protection issue arises, the FSLW is legally obligated to report to Child and Family Services. Based on protocol parental contact is made by Child & Family Services but not be the FSLW's or other school staff.

Sharing of student Information: For any student information to be released to an authorized agency or personnel, a CONSENT TO SHARE CONFIDENTIAL EDUCATIONAL/HEALTH INFORMATION WITH A THIRD PARTY FORM must be signed by the student if he/she is over 16, or by the student's parent or guardian if under the age of 16.

Refer to Administrative Procedure 320, Form 320-3 on WRPS Website:

<http://www.wrps.ab.ca>

Student Right to Review FSLW File - Students have the right to view their files. The process of viewing one's file includes review of the file by the FSLW Supervisor and involvement of the FOIP officer. Information generated by the FSLW may include documents and materials written by the parent, FSLW or the student. Access does not include School Jurisdiction documents, psychological reports, school records, and other documents, which were written by persons other than the FSLW. The student will be informed of the right to access his/her file.

FOIP – The FSL Program is not a legal entity and therefore cannot be FOIPed. The Employer of the FSLW is the agency that can be FOIPed. Refer to WRPS Administrative Procedures: http://www3.gov.ab.ca/foip/other_resources/publications/videos/pdf/consentguide.pdf.

Audio and/or Video Recording - The use of audio and/or visual recording methods for diagnostic, therapeutic or training purposes occurs only with full knowledge of the purposes by the student and guardian, and with their written approval. The written approval will specifically describe the intended use of the recordings. (See Appendix D, Audio/Video -Tape Recording Consent)

Service Planning

Cultural Considerations - The FSLW will ensure that services provided to all students are consistent with, respectful of and take into consideration the child/family's culture, language, religion and spirituality. The FSLW will inform all Aboriginal students of their right of access to a First Nations Métis Inuit Resource Worker (FNMI), if available. In all instances involving Aboriginal students, where the family and student agree, an FNMI Worker will be involved in the development, implementation and review of the service plan in order to ensure that the service plan is consistent with, and supports the needs of the student.

Assessment of Student's Needs - Upon admission to the FSL Program, the Worker will complete an assessment of the student's needs. The FSLW, along with the student, will develop a service plan that entails specific goals. The worker is responsible for periodic evaluation of the goals to ensure the student is progressing.

(See Appendix F, Goal Sheet)

Student Involvement in Planning - The student and his/her guardian, and others relevant to the program service plan, are given the opportunity to be fully involved in the development and regular review of the student's service plan.

Service Plan Development - The FSL Program offers two levels of service to its students: Casual contact (less than three visits) and Long-term contact (more than two visits).

Components of Service Plan - The student service plan as outlined in the Student Assessment Format, Case Plan Worksheet, and Eco-map will include:

- a) a statement of the problem or other basis of need for the FSLW Program;
- b) the services to be provided, including:
 - the goals to be achieved;
 - the tasks / activities / strategies for providing the services and meeting the goals;
 - indicator/measures to determine when goals are met; and,
 - Appropriate referrals made in the community.

Case Conference – Case Conferences are part of FSLW practices to ensure the child's basic needs are being met. FSLW will uphold FOIP regulations while conducting or being part of the case conference. A summary of the case conference will be recorded. Concerned parties with relevant information will be invited to the case conference.

Family Contact Standard Minimums

The FSLW will have regular contact with the parents of the student receiving individual services. The minimum contact the worker and a family may have will vary with the level of service the student is receiving:

- a) Students receiving weekly individual services require documented parental contact once a month
- b) Students receiving bi-weekly individual services require documented parental contact once every second month
- c) Students receiving any other individual services require documented parental contact once every three months.

Protocol – Home/Family Visits

The FSLW is to have family visits if the situation warrants the need of one. In such circumstances the FSLW is to inform the school Principal of the home visit, the purpose of the visit and time lines of the visits. Upon return from the home visit, the FSLW is to inform the supervisor of his/her return from the home visit.

Risk Assessment is necessary before the visit. If the situation appears to be risky or unknown the following the choices need to be considered:

1. Meet with the parent/caregiver in a public place
2. Meet parent at the school
3. Have another FSLW accompany him/her.

The safety of the FSLW is paramount.

Group Work

The FSL Program offers a range of groups to effectively deal with a variety of social skills and emotions. Areas include: low self-esteem, grieving/loss, communication skills, problem solving, coping mechanisms, peer relations, bullying, anger management, organizational skills, and many more. At any time during the group, the FSLW may contact the parents and provide services should student require individual follow up for specific skill building.

The FSLW will ensure that the students are provided with a safe environment to share their experiences during the group sessions. They will ensure that no student is physically or verbally abused.

Various small and large group activity based learning opportunities are used to teach the concepts. The rationale is that the students internalize the concepts by hands on learning better than psycho-educational lessons. The activities of the group will be related to the goals of the group.

The FSLW will create a group file for each group. This file will include all of the consent forms of the students involved in the group as well as brief session notes that describe who attended and what topics were discussed each time the group met.

Group Nomination

The group members can be nominated by:

- Teachers
- Friends
- Themselves
- The FSLW
- The Key Contact Person
- Family members
- School Counselor

Group Rules

- Participation in the groups must be voluntary. That is, students have the right to choose to not be a part of the group.
- FSLW's reserve the right to ask students to leave the group and to set the requirements (if any) that would allow a student to return to the group.
- Allowing food and drink during groups will be left to the discretion of the FSLW's and not the students.
- Parental consent is required for groups where individuals have been selected from within a classroom.
- A parent information letter and/or consent form outlining the group must be sent.
- Parent meetings will occur at the discretion of the FSLW.

Advocacy and Limits of Advocacy

Advocating for the Student - Student and families are informed of and are provided free access to the services of the FSL Program. Within the FSL Program, the FSLW will advocate for a child and/or family, to provide the most effective services for the needs addressed for that child/family. This may include, by mutual consent, discussions with school principals, teachers, guidance counselors, special education personnel, mental health and social services personnel and others where appropriate to improve the situation of the child/family.

The FSLW's will not, however, write letters of support, reference, or any other letters of a personal nature on behalf of a student, parent/guardian or family.

Suicide Prevention / Intervention

Suicidal Students - For all students who present as suicidal or who attempt suicide while in the care of the FSL program the FSLW will, in collaboration with the School Counselor;

- a) Notify School Administrator or designate immediately;
- b) Notify the FSLW Supervisor;
- c) Perform risk assessment and provide appropriate intervention to ensure the safety and security of the student.
- d) Consult with the guardian as soon as possible;
- e) Provide culturally appropriate services for Aboriginal students (when the student agrees) during the period of crisis.
- f) Provide safety plan including all relevant parties.

Student Educational Excursions

(Refer to Administrative Procedure 260)

Involvement in Groups - From time to time, the FSLW will involve student in Community Group Activities involving skill training, and structured supervised activities.

Activity Plans - A plan will be developed for each community group activity that the child will be participating in and that plan will include:

- a) the purpose of the activity;
- b) precautions for safety in doing the activity; and,
- c) the teaching methodology to train student in safety and technical skills.

Recording Activities - The FSLW will log specialized activities, including:

- a) staff members and student involved; and
- b) itinerary of activities.

Consent and Criteria - Refer to Administrative Procedure 260 – Form 260-1 Field Trip Checklist on WRPS Website: <http://www.wrps.ab.ca>

Supervision Ratio - The FSLW will ensure that the number of responsible adults for any Community Group Activity will not fall below one responsible adult for four students.

Extracurricular Activities

(Refer to Administrative Procedure 261)

Written Approval to Participate - The FSLW will obtain written approval from the guardian of the student except those eighteen (18) years of age or older and those sixteen or seventeen (16-17) who are living independently. They will also be provided with a written summary of relevant details pertaining to the activity in which the student(s) participate(s) explaining the “challenging recreational activity” before the Program involves a student in a challenging recreational activity.

NOTE: When challenging recreational activities are provided by a third party, such as a school or camp, and the student participate in such activities, the FSL Program will ensure that the above policy applies or the student will not attend.

Safety Skills - In preparation for a challenging recreational activity, the Program will ensure that student are taught the following safety skills:

- a) Specialized safety guidelines for the activity, season and weather;
- b) Rescue and emergency procedures; and,
- c) Search and emergency evacuation procedures.

Supervision Ratios - During a challenging recreational activity, the FSL Program will ensure that the supervision ratio will not fall below one responsible adult for every four participating student.

Transportation of Students in Private Vehicles - Refer to WRPS Administrative Procedure 557, Forms 557-1 and 557-2 on WRPS Website: <http://www.wrps.ab.ca>

Reporting Incidents - Any circumstance where a student is involved in a serious accident, emergency, or dangerous situation will be promptly reported to the appropriate authorities and to the legal guardian of the student. An Incident Report is required to be filled out within 2 hours of the incident.

Administration of Medications - Refer to WRPS Administrative Procedure 315, Forms 315-1 and 315-2 on WRPS Website: <http://www.wrps.ab.ca>

Terminating Services

The exit criteria is as follows:

- Participating in the service program is voluntary, thus students may opt out at any time.
- Under normal circumstances, the student/family will exit the program when the FSLW, with the family/student, agrees that the service should be terminated.
- In the event of a dispute, the parent will follow the established Appeals Procedure.

Transferring a File – After consultation with the FSLW Supervisor a FSLW may transfer a student file to another FSLW when the student is relocating to another FSLW's school or the FSLW is leaving the employment of the FSL program. A new consent will be signed allowing the new worker to provide/continue the services to the student/s.

Referrals to Other Agencies – The FSL program will not provide duplicate services that meet other agencies mandates. The FSLW Program will refer students/families to appropriate agencies. The FSLW will provide the students/families with a range of referral options.

Program Evaluation

The FSL program holds itself accountable for the services it provides and regularly evaluates its performance. The process of evaluation may include satisfaction surveying with all interested parties, for instance, families, student, FSLW supervisor, school personnel and the FSLW themselves.

Student Complaints

(Refer to WRPS Administrative Procedure 151)

Assumptions:

- Perceptions may be accurate or inaccurate, and complaints may be founded or unfounded.
- Complaints should be viewed as opportunities to improve situations.

APPENDIX A

Written Position Description

Caseload Standards

POSITION DESCRIPTION

For

FAMILY SCHOOL LIAISON WORKER

(Updated February 2007)

Position Overview:

The FSLW position is under the direction of the FSLW Supervisor. Placement will be in each school within Wetaskiwin Regional Public Schools and alternate Schools in the area. The FSLW will connect with students/families from K-12 that are experiencing emotional or behavioral problems affecting successful learning. Emphasis will be on providing "Crisis Intervention" services. The FSLW will receive referrals, assess needs, and develop individual counseling service plans for student/families. The FSLW will plan, facilitate or assist in providing counseling support. The FSLW will work collaboratively with school personnel, community agencies, and other professionals to advocate and/or remove barriers, and create more successful learning.

The purpose of the FSLW position is to provide direct services to students/families that are exhibiting emotional and/or behavioral problems and build a support system for the individual, families and/or groups.

Duties and Responsibilities:

Crisis Management

- Consultation with school personnel, community agencies and other professionals to assess appropriate support plans.
- Assess student/families level of crisis.
- Connect students/families with community service providers when appropriate
- Report to FSLW Supervisor.

Counseling Support Interventions

- Assess referrals in collaboration with relevant school personnel and team members.
- Develop and facilitate individual counseling support plans.
- Provide support services to individuals, families, and groups through consultation with school personnel, community agencies, and other professionals in the community.
- Presenting issues: Crisis Intervention, Risk Assessments, Suicide Ideation, Loss and grief (separation, re-marriage, and death) relationship intervention and skill building, aggressive behavior, social skill building, bullying, problem solving/

conflict resolution, character education, loneliness/isolation, low self esteem, impulse control, parenting skills/family support, and adequate supports.

- Provide advocacy for students/parents.
- Provide information on Community resources for the purpose of consultation, collaboration and referral.
- Documentation as directed by FSLW supervisor and within the guidelines of the Freedom Information and Privacy Act and other governing body or associations. All documentation will be kept confidential.
- Identify gaps in service(s) and possible solutions.
- Collaborate on case conferences, Risk Assessment and learning teams within the school.

Community Relations/Coordination

- Establish positive working relationships with student/parent, school personnel, community organizations, other service providers, and professionals in the community.
- Collaborate with service providers, students and families in a team approach.
- Attend inter-agency meetings.
- Participate in contributing to school environment when appropriate and as time permits.

Administration

- Maintain required records and reports as requested by the FSLW Supervisor.
- Attend and participate in team meetings.
- Act as a mentor to the new team members.
- Consultation with the FSLW Supervisor.
- Reporting and consultation with appropriate school personnel.
- Contribute to the positive direction of the Family School Liaison Program.
- Represent the program in the community by participating in parent meetings, school councils, and interagency collaborations.

QUALIFICATIONS

- Diploma of Social Work, or Bachelor of Social Work, (or equivalent), with several years of experience working with students and families.
- Vehicle and valid driver's license.
- Knowledge and experience with Aboriginal culture an asset.

CASELOAD STANDARDS

1. 8:00 – 9:00 meetings/phone calls/supervision
2. 9:00 – 9:30 direct contact with students
3. 9:45 – 10:15 direct contact with students
4. 10:30 – 11:00 direct contact with students
5. 11:15 – 11:45 direct contact with students
6. 12:00 – 12:30 direct contact with students
7. 12:30 – 1:00 Lunch Break or 7th slot
8. 1:00 – 1:30 Lunch Break or 8th slot
9. 1:45 – 2:15 direct contact with students
10. 2:30 – 3:00 direct contact with students
11. 3:15 – 3:45 meetings/phone calls/supervision
12. 4:00 – 4:30 paper work

8 slots direct activities with student, individual or group.
4 slots indirect activities.

APPENDIX B

Declaration of Confidentiality

FAMILY/SCHOOL LIAISON PROGRAM

DECLARATION OF CONFIDENTIALITY

I hereby declare that my position as a staff member of the Family/School Liaison program is of a confidential nature.

I agree that any knowledge gained as a result of my position or my presence with the Family/School Liaison Program is, and will remain confidential.

I will ensure that the information I provide to others is information they are entitled to. The student's verbal permission is required before sharing information verbally with agencies/groups/schools involved with the family's well being. Consent to Share Confidential Educational/Health Information Form is to be signed by students before any written information is shared with any agencies/groups/schools.

I will not discuss specific facts and/or personal data concerning the students I service with members of the media, private citizens or their students. I understand that I cannot promise complete confidentiality to any student to whom I provide service, as I may need to share information if a student's safety is a concern.

I have read the above "Declaration of Confidentiality" and agree to abide by these directives.

Family/School Liaison Staff

Date

Witness

Date

APPENDIX C

Consent/Referral Form

Family School Liaison Worker Consent Form

Student Name : _____ **Sex:** _____ **DOB:** _____

Student ID#: _____ **School:** _____

Grade: _____

The Personal Information Collected is under the authority of Student Health Initiative Partnership and will be used to determine appropriate services to be provided. The privacy provisions of the Freedom of Information and Protection of Privacy Act protect the information gathered.

PRESENTING ISSUES

EMOTIONAL OR BEHAVIORAL: _____

SCHOOL BASED: _____

HEALTH OR HOME: _____

NAME OF PARENT / GUARDIAN: _____ **DATE:** _____

(PLEASE PRINT)

SIGNATURE OF PARENT / GUARDIAN:

ADDRESS:

APPENDIX D

Audio/Video Tape Recording Consent

AUDIO/VIDEO TAPE RECORDING CONSENT

FAMILY SCHOOL LIAISON PROGRAM

I, _____ agree to allow Family School Liaison personnel, involved with myself _____, or my child _____ to view behind the one-way mirror, and/or to record our sessions on audio/videotape. I understand that the purpose of this is to assist the Family School Liaison Program personnel in providing treatment services to myself or my child, or to provide training.

I have the right to have any or all recordings of my child or myself erased upon my written request to the Family School Liaison Program personnel.

Yes ___ No ___ With the following exceptions _____

Signature of Student: _____

Signature of Guardian: _____

Date: _____

APPENDIX E

Code of Ethics

CODE OF ETHICS

As a member of the Region #4 Family School Liaison Workers I commit myself to fulfill to the best of my ability the following obligations:

1. I will regard the well being of the persons I serve as my primary professional obligation.
2. I will fulfill my obligations and responsibilities with integrity.
3. I will be competent in the performance of the services and functions I undertake on behalf of the persons I serve.
4. I will act in a conscientious, diligent and efficient manner.
5. I will respect the intrinsic worth of persons I serve in my professional relationships with them.
6. 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.
7. I will ensure that outside interests do not jeopardize my professional judgment, independence or competence.
8. I will work for the creation and maintenance of workplace conditions and policies consistent with the standard of practice set by this Code.
9. I will act to promote excellence in the social work profession.
10. I will act to effect social change for the overall benefit of humanity.

This section of the Social Work Code of Ethics (1983) is reprinted here with permission of the Alberta Association of Registered Social Workers (AARSW) and cannot be reprinted without the permission of the author.

APPENDIX F

Intake Form

Student Session Notes

Consultation/Casual Contact Sheet

Case Conference Sheet

Goal Sheet

Unusual Occurrence/Incident Report

INTAKE FORM

Student Name: _____ **Date:** _____

Birthdate: _____ **Age:** _____

Grade: _____ **Name of Teacher:** _____

Parent/Guardian: _____ **Phone#:** _____

Mailing Address: _____

Presenting Issue: _____

Additional Information: _____

Family School Liaison Worker Signature: _____

Goals

Student: _____	Date of Intake: _____
Parent:	Contact Number:
Presenting Issue #1	
Goal #1	
Presenting Issue #2	
Goal #1	
Presenting Issue #3	
Goal #1	
Additional Information:	

GLOSSARY

ADVOCACY - To promote and safeguard student's rights and interests by interceding on his/her behalf. The process whereby an individual is appointed to act as an avenue of recourse or grievance for the student or represent his/her interest.

AFTERCARE - Services provided beyond the period of placement that offer continuity and supportive follow-up.

AGENCY - An organization whose main program is or includes social service provisions of some kind.

AGENCY SERVICE PLAN - The assessment activities and documents as well as the written plan, which identifies the goals and strategies (tasks/activities) whereby the identified needs and/or problems of the student are to be addressed.

AGENT - The person (other than a parent) authorized in law to act on a student's behalf in respect of a particular course of action or matter affecting the student.

ANNUAL REPORT - A report of organizational and financial conditions prepared by management at yearly intervals.

ASSESSMENT - An evaluation process in which professional expertise and skills are exercised to collect and analyze data in order to understand and describe the nature of the student's service needs and to determine priorities of the program planning and service development.

BEST INTERESTS - In making any decisions relative to the best interests of the student, the option chosen should enhance the student's emotional, social, personal, intellectual, spiritual, cultural, physical and medical well-being. All students deserve love and care, respect and dignity, freedom from discrimination, freedom from unnecessary restriction of liberty, developmentally appropriate autonomy and freedom of choice, privacy and confidentiality and fair and ethical conduct from all staff and resource personnel.

CASE MANAGEMENT - A process of service coordination and delivery on behalf of students which includes assessment of the full range of services needed by the student: implementation, provision of support, coordination and monitoring of services, and termination with appropriate referral when the agency's direct service is no longer needed.

CASE PLAN - The process whereby an agency demonstrates its compliance to certification standards (tier one standards). Certification is mandatory for all child welfare agencies. It is a requirement to obtain a license to operate an agency with four or more beds and for agency-run treatment foster care homes.

CHALLENGING RECREATIONAL ACTIVITIES - Activities where a student uses skills in a minimally-supervised environment or where a student is part of a group that is responsible for its own safety in an uncultivated and uninhabited environment, e.g., self-contained pack trips, mountain bike tours, back road touring, white water canoeing. (Cross country skiing on local established trail areas would not be considered a challenging recreational activity, whereas cross country skiing in an off-road wilderness area would be.)

CHILD WELFARE RECORD CHECK - Formerly referred to as CWIS checks. Checking with the Alberta Child Welfare Information system to determine if there is any record of a particular person having been involved with the child welfare system (e.g. allegations of abuse).

Client - Any person or family receiving service.

CLINICAL ASSESSMENT AND TREATMENT - Assessments or treatment (such as counseling or play therapy) provided by clinicians.

CLINICIAN - A person trained to a master's level or higher and specializing in the treatment of students, as distinct from one specializing in administration, research or academic work.

COMMUNITY - The people, groups, and institutions served by the Agency. The Agency may define its community to be: the geographic area from which it draws its students; the target population to which it offers its services; the segment of need addressed by its program of services; and/or a constituency it is required by law to serve. Those served may be defined by shared characteristics such as residence, cultural background, religion, interests or needs.

CONSENT - The legal authorization for the provision of a specific service(s).

CONSULTANT - A person who provides specialized/technical advice or services to an agency for specific purposes on a contractual or fee basis.

CORPORAL PUNISHMENT - Punishment of a physical nature such as shaking, pushing, slapping or spanking.

CRITICAL INCIDENT - Any occurrence or situation happening to the student during participation in the program which has the potential for altering or terminating the agency service plan; including, but not limited to:

- a) infectious disease;
- b) accident;
- c) A.W.O.L. (absence without leave);
- d) Offenses, charges;
- e) suicide attempts;
- f) death;
- g) pregnancy;

- h) substance abuse;
- i) medical emergencies;
- j) corporal punishment; and,
- k) degrading punishment.

DAY - Calendar day unless otherwise specified as working day.

DEGRADING PUNISHMENT - To implement a consequence for an undesirable behavior where the effect or the intent is to lower the dignity of the offending individual. **DIRECT CARE STAFF** - Staff involved in direct services to and with students, e.g., front-line childcare workers, youth workers, house parents, and home service providers. Does not include

administrative staff or clinical consultants when their responsibilities are consultative rather than providing direct service.

DISASTER - Any event requiring evacuation of the facility, which renders the facility uninhabitable.

EDUCATIONAL PROGRAMS - Short-term courses requiring the participation of students for a specified number of hours that have information/skill acquisition as the primary purpose of the program, e.g., parenting skills, life skills.

EMPLOYEE - See Staff.

FILE - Includes both paper and electronic records.

GOAL - A statement of expected performance or behavior, which is specific, measurable and attainable.

GRIEVANCE - A formal complaint lodged by a student or employee.

GUARDIAN - A person who has the legal right and duty to take care of another person or that person's property because that other person (for example, a student) cannot legally take care of him/herself. The arrangement is called guardianship.

HOLISTIC - A process towards achieving an understanding and implementation of balance in one's spiritual, physical, emotional and intellectual nature.

HUMAN SERVICES - Programs to assist people in meeting their needs to be adequately housed, clothed, and fed, as well as their needs for social, developmental, educational, recreational, and religious opportunities for the maintenance and enhancement of physical, psychological, social and spiritual well-being.

INFECTIOUS DISEASE - A disease, which is capable of being communicated by transmission of germs (i.e. measles, mumps, meningitis, lice, chicken pox).

INSERVICE TRAINING - Training on the job and within the agency to prepare one for his/her position and duties.

INTAKE - The initial gathering of information about individuals for purposes of assessment in order to determine eligibility and need for services provided by the agency or other appropriate resources in the community.

ISOLATION - The removal of a student from social interaction.

LEVELS OF AUTHORITY - Refers to the decision-making powers, which have been delegated to an individual.

LIABILITY - The condition of being responsible for a possible or actual loss, penalty, evil, expense or burden whether existing, potential or contingent.

LIABILITY INSURANCE - Any form of coverage whereby the insured is protected against claims of other parties.

ORGANIZATIONAL CHART - A graphic illustration that outlines the basic division of labor, span of authority, the number of supervisory levels, the lines of formal authority, and the lines of communication.

PERSONNEL - See Staff.

POLICIES - Statements of practice derived from principles and philosophy that guide agency operation and services.

PROCEDURE - When used in context of "policy and procedure" means the method and manner by which the policy will be implemented.

PROFESSIONAL - Occupations with a service orientation whose work is systemically and continuously informed by a growing body of knowledge peculiar to the practitioner, governed by an acknowledged code of ethics, and which has a system for maintaining control over its membership. (Some groups such as "social work" and "child and youth care" tend to have less control over their membership than other groups such as "medicine" and "psychology" however; they are nevertheless, intended to be considered professionals under this definition).

PROGRAM - A planned, structured and organized set of functions and activities designed to achieve specific objectives relative to the developmental needs of the individuals served by an agency. An agency may provide more than one program.

PSYCHOLOGIST - A Registered Psychologist meeting the standards set by the Psychologists Association of Alberta.

PUBLIC AGENCY - An agency established by statute, owned and operated by the Government of Alberta.

QUALIFIED ABORIGINAL WORKER - A person of Aboriginal ancestry who, in addition to having the educational / experiential requirements identified in the program standards, is recognized by the Aboriginal community as being knowledgeable, respectful and understanding of Aboriginal traditional ways.

SERVICE PLAN - See Agency Service Plan.

SOCIAL SERVICES - Activities designed to assist individuals and families in coping with social and psychological problems, which interfere with their functioning.

SPECIALIZED RECREATIONAL ACTIVITIES - Activities where the student is involved in skill training and a structured supervised experience in a controlled environment; e.g., camping, horseback riding, canoeing, boating, archery or skiing.

STAFF - Persons employed by the agency for wages or salary, either full or part-time. Does not include contracted persons such as treatment foster parents or contracted consultants.

STAFF DEVELOPMENT - Activities conducted both in and out of the agency to improve staff's ability to perform their assigned tasks, to assume higher levels of responsibility, and to serve better the needs of students.

SUPPORTIVE COUNSELLING - Assisting persons with issues or concerns of an interpersonal nature (between themselves and others), rather than an intrapersonal nature (about themselves). Example: enhancing problem-solving capabilities, communication skill building (assertiveness, conflict resolution, establishing linkages to resource systems).

THERAPY - Activities designed to influence a change in thinking, cognition, behavior, and/or relationships.

TIME OUT - The temporary removal of a student from reinforcing events/stimuli.

TRAINING - Includes intervention techniques which increase the probability and the opportunity for the student to perform positive adaptive behavior or which promote skills development.

TREATMENT - Services offered to overcome physical, behavioral and/or emotional problems. In the context of "restrictive procedures", treatment does not include those procedures, which are used solely as disciplinary measures to correct isolated or sporadic incidents of student misbehavior.

VOLUNTEER - An unpaid person who contributes services to an agency and/or its students, and is supervised by an appointed representative of that agency.