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## **ROLE OF THE FAMILY SCHOOL LIAISON COUNSELLOR**

### **Background**

The role of the Family School Liaison Counsellor (FSLC) is multi-faceted and includes working with students and their families, school administration, the Inclusive Learning Team and community agencies. In order to fulfill this role effectively, and ensure students and families make the maximum gains, a FSLC must demonstrate competency and knowledge in the following areas; child and youth counselling, child development, mental health, community supports, needs assessments, Violent Threat Risk Assessments (VTRA), Suicide Risk Assessments (SRA's), ethical considerations in counselling, legislative and legal considerations when working with children, case planning and collaborative planning and case management.

### **Procedures**

The FSLC is supervised by the Director of Inclusive Education and reports to their designated school administrator for leave of absence and medical days.

1. The FSLC is responsible to:
  - 1.1. Provide direct support to students and families who have been referred to their care;
  - 1.2. Collaborate closely with parent/guardians and when appropriate with teachers and school staff;
  - 1.3. Build and maintain relationships of trust with school staff, families and community professionals;
  - 1.4. Collaborate with students and their supports to assess needs;
  - 1.5. Collaborate with students and families and develop and plan attainable goals;
  - 1.6. Provide supportive counselling and implements skill-based interventions such as the development of problem-solving techniques, social skills, communication skills, self-awareness, grief and loss awareness and the recognition of strengths;
  - 1.7. Provide crisis intervention and management;
  - 1.8. Link students and families with other supports and agencies when appropriate;
  - 1.9. Build the capacity of school and division staff by providing targeted professional development;
  - 1.10. Promote and support school improvement that aligns with the Division's priorities.
  - 1.11. Promote professional and ethical conduct;
  - 1.12. Maintain confidentiality and privacy within the confines agreed with the student, their family and in line with legislation and law;
  - 1.13. Advocate for children and youth;
  - 1.14. Conduct when required Violent Threat Risk Assessments (VTRA) and Suicide Risk Assessments (SRA's)

2. Collaborative Consultative services and Case Management includes:
  - 2.1. Actively participate and contribute expertise to the school-based team; and
  - 2.2. Comply with division monthly reporting.
3. Case Planning, Needs Assessment, Goal Development, Evaluation, and Reporting:

The purpose of Case Planning, Needs Assessment, Goal Development, and Evaluation is to support student success and to inform parents of the student's progress which includes:

  - 3.1. Development of a Case Plan which will serve as a framework for the work done with students.
  - 3.2. A comprehensive needs assessment, which will gather data when appropriate from the student, staff and parents.
  - 3.3. Collaborative goal development with the student and when appropriate the teacher, school-based team and parent (s)/guardian(s). Whenever possible the goals and the strategies to meet the goals will be shared with the student's school-based team and/or parent(s)/guardian(s).
  - 3.4. Continual evaluation around progress on goals in collaboration with clinical supervisor.
  - 3.5. Maintaining accurate records for reporting (Monthly Reporting Form, Stats form, Case Plans).

Reference: Guide to Providing Counselling Services in School Jurisdictions  
Freedom of Information and Protection of Privacy  
Personal Information Protection Act

Approved: June 5, 2020  
Amended: