

ADMINISTRATIVE PROCEDURE

Personnel and Employee Relations

Communication and Collaboration Between
School Support Workers and Administration

PER #27

Revised: August 2025

Background

The Board's Division Foundational Statements Policy emphasizes the value of each person in God's eyes and the importance of respect in all relationships. This administrative procedure is designed to uphold the safe and caring nature of our schools through effective communication and collaboration among school support workers and administration to serve students effectively.

Definitions

Career Advisors: Also referred to as Career Counsellors. Their primary roles include academic, career, and post-secondary advice.

Family School Liaison Workers (FSLWs): Trained through formal university-level education, coursework, and field experience. Their primary roles are personal counselling, prevention with at-risk youth, and referring students to intensive community support providers.

Connections Workers: Trained with specialized mental health qualifications. Their primary roles include in-school suspensions, truancy reduction, prevention with at-risk youth, and limited personal counselling as their time and qualifications permit.

Procedures

1. Supervision:
 - 1.1. Career Advisors report to their principals.
 - 1.2. FSLWs and Connections Workers report to their school principals and the Coordinator of Mental Health Services. (Refer to Appendix A for detailed supervisory areas.)
2. Responsibilities of the Coordinator of Mental Health
 - 2.1. The Coordinator of Mental Health Services serves as the clinical supervisor for FSLWs and Connections Workers.
 - 2.2. The Coordinator provides support for truancy and school refusal, working with district personnel, school staff, students, and families to address attendance issues and create proactive solutions.
 - 2.3. The Coordinator supports schools with student mental health issues as required, providing guidance and assistance to ensure appropriate interventions and resources are in place.

3. Communication

3.1. Regular Meetings:

Schools must convene regular meetings involving Administration, FSLWs, and Connections Workers to discuss student issues and ensure a coordinated approach to student support.

3.2. Parent Consent:

Parent consent forms for FSLW and Connections program referrals must specify that FSLWs and Connections Workers can share relevant information with Administration and School Counsellors as appropriate.

3.3. Professional Development:

The Division will design and provide professional development opportunities to enhance communication and collaboration between Administration, FSLWs, and Connections Workers.

APPENDIX A – Supervision of Duties for FSLW and Connection Workers

School Principal	Shared Between Principal and Coordinator of Mental Health Services	Coordinator of Mental Health Services
Setting work schedule (days, hours, meeting times etc.).	Program approval for programs such as <i>Friends for Life</i> , <i>Rainbows</i> , or <i>Truancy Reduction</i> , etc.	Program Implementation such as <i>Friends for Life</i> , <i>Rainbows</i> , or <i>Truancy Reduction</i> .
Approving absences and leaves.	Employee supervision and evaluation.	Supporting clinical works such as case consultations, observation of sessions, and leading sessions.
Approving off-site, and or after-hours activities.	Recruiting and hiring personnel.	Providing consultation on difficult cases such as suicide, reports to Child and Family Services.
	Supporting with respect to time management and scheduling.	File reviews: establish standards, monitor standards, review documentation processes and procedures.
		Ensure adherence to program procedures such as documentation and obtaining consent.
		Ethics and professional practice standards.

Student Disclosure Response Template

A Guide for Staff, Family School Liaison Workers, and Connection Workers

This is the suggested sequence of events; however, it is important to discern how best to proceed on a case-by-case basis while considering our responsibilities to care for all parties involved.

<i>Student Disclosure – Solid arrows indicate direct line of communication, whereas dotted arrows indicate a staff member higher on the “hierarchy” to initiate contact</i>	<i>Required minimum notification by employee who is not an FSLW/Connections Worker identified in bold</i>	<i>Required minimum notification by employee who is a FSLW/Connections Worker identified in bold</i>	<i>Potential additional Reports, Supports, Referrals (in consultation with administration and/or Co-ordinator of Mental Health)</i>
Harm to self (suicidal ideation/plan) Student discloses (either verbally or written), or the employee believes that the student has significantly harmed or significantly intends to harm himself or herself. This does not include non-suicidal self-injury (NSSI). (See FSLW manual - Suicide Protocol, page 15, for more information).	Principal/Admin ↓ FSLW/Connections Worker ↓ Legal Guardian ↓ Coordinator of Mental Health	Principal/Admin ↓ (Active, imminent, or significant risk of harm) Legal Guardian: This call should be made by the FSLW/Connection Worker and aim to have the student involved in the process. For situations where the FSLW is attending to the safety of the student, principal will call the legal guardian. ↓ Coordinator of Mental Health	Hospitalization, family doctor, external counselor, Calgary Distress Centre, Connecteen, case worker, Access Mental Health etc.
Harm to self (Non-Suicidal Self-Injury) Student discloses or the employee observes injuries consistent with NSSI, which includes, but is not limited to, burns, cuts, head banging, self-inflicted bruises, etc.	Principal/Admin ↓ FSLW/Connections Worker ↓ Legal Guardian (Moderate to High) ↓ Coordinator of Mental Health (Moderate to High)	Depends on the level of risk. Low risk may not be reported to the legal guardian, but moderate to high-risk cases are generally reported to the legal guardian (see FSLW manual, page 17, for more information). Moderate to High – Coordinator of Mental Health	Mental health resources such as Calgary Distress Centre, Connecteen, Access Mental Health (AHS), e-MH platform
Harm by adult in the home When a student discloses, or the employee believes that an adult in the student’s life has harmed or will harm the student, the employee must notify the principal. It is the responsibility of the person who has recognized issues of concern or received reports regarding the child to notify Children and Family Services or the Police/RCMP. Notification must come from the person who received the information firsthand and not from a third party. This call is to be made with the presence of Admin or FSLW/Connections Worker.	Step 1: Staff Members ↓ Principal/Admin → FSLW ↓ Step 2: Consult with Director of Student Services and/or Coordinator of Mental Health. The Associate Superintendent will also be involved. ↓ Step 3: Children and Family Services and/or RCMP (with admin or FSLW/Connections support) ↓ If FSLWs and/or Connections Workers receive a disclosure or they have concerns for the child’s safety, they will notify the principal before contacting the Director of Student Services or Coordinator of Mental Health.	Step 1: Principal/Admin ↓ Step 2: Coordinator of Mental Health and/or Director of Student Services. The Associate Superintendent will also be involved. ↓ Step 3: Children and Family Services and/or RCMP	Police Services for issues criminal in nature (e.g., sexual assault, physical assault). External family support agencies such as McMan Family Services or Calgary Catholic Family Service.

Student Disclosure Response Template

A Guide for Staff, Family School Liaison Workers, and Connection Workers

This is the suggested sequence of events; however, it is important to discern how best to proceed on a case-by-case basis while considering our responsibilities to care for all parties involved.

Harm by adult outside of the family When a student discloses, or the employee believes that an adult, outside the family, has harmed or will harm the student, the employee is to notify the principal. In consultation with the principal, either the employee or the administrator will contact the legal guardian to inform them of the alleged harm. If there is concern for the safety of the child in doing so, this will be discussed with administration and consultation with CEC staff will guide next steps. It will also be the responsibility of the person who has recognized issues of concern or received reports regarding the child to notify Children and Family Services or the Police/RCMP. Notification must come from the person who received the information firsthand and not from a third party. This call is to be made in the presence of Admin or FSLW/Connections Worker.	Step 1. Staff Members ↓ Principal/Admin → FSLW ↓ Step 2. Consult with the Director of Student Services and/or Coordinator of Mental Health. Associate Superintendent will also be involved. ↓ Step 3. Legal Guardians notified ↓ Step 4. Children and Family Services and/or Police/RCMP call is made with Admin or FSLW. ↓ If FSLWs and/or Connections Workers receive a disclosure or they have concerns for the child's safety, they will notify the principal before contacting the Director of Student Services or Coordinator of Mental Health.	Step 1: Principal/Admin ↓ Step 2: Coordinator of Mental Health and/or Director of Student Services. The Associate Superintendent will also be involved. ↓ Step: 3 Children and Family Services and/or Police/RCMP	Police Services for issues criminal in nature (e.g., sexual assault, physical assault). External family support agencies such as McMan Family Services or Calgary Catholic Family Service.
Threat to student or school safety There is a verbal or written threat (passive or substantive) that impedes the safety of a student(s) or the school community. (Please see Safety Risk Assessment procedure - STU#18.)	Principal/Admin ↓ Associate Superintendent/Director of Communications ↓ Director of Student Services/Coordinator of Mental Health	Principal/Admin ↓ Associate Superintendent ↓ Director of Student Services/Coordinator of Mental Health ↓ Legal Guardians	Crisis Intervention Team Police Services
Sexual assault outside of the family If a student discloses, or the employee believes that a sexual assault or an incident of sexual harassment has occurred, they will notify the principal, who will work in consultation with the Associate Superintendent, Director of Student Services, and the Coordinator of Mental Health. Next steps will involve notifying legal guardians and Police/RCMP. Measures at the school may need to be taken to ensure student-based investigation in some cases, which will be led in consultation with the Associate Superintendent. Families may wish to consult with their healthcare provider to seek further guidance.	Principal/Admin ↓ Associate Superintendent ↓ Director of Student Services/Coordinator of Mental Health → FSLW ↓ Parents/Guardians ↓ Police/RCMP	Coordinator of Mental Health/Principal/Admin ↓ Associate Superintendent ↓ Director of Student Services ↓ Legal Guardians and/or CFS (if concerned for student's safety) ↓ RCMP	External support organization (e.g., Luna Advocacy Centre, CCASA, AHS, external counseling services). Children and Family Services and RCMP (for sexual assault allegations).
Pregnancy The student reports that they are a mother or father of a preborn child because of a confirmed pregnancy.	Principal/Admin ↓ FSLW ↓ Parents Guardians	Principal/Admin ↓ Legal Guardians	Calgary Catholic Family Services External support organization

Suicide Protocol

Suicide risk: student is present:

1. Ensure the student is safe and supervised.
2. Initiate an interview with the student utilizing the Suicide Prevention, Risk Assessment and Management (SPRAM), the Columbia-Suicide Severity Rating Scale (C-SSRS), and CTR suicide protocol checklist.
3. Complete CTR Safety Plan document.
4. Inform the School Principal, who will contact Associate Superintendent.
5. Contact the Coordinator of Mental Health to consult.
6. Contact the student's guardian(s) and request that student be taken to hospital emergency room.
7. for further assessment. The student is to be supervised until guardian(s) arrive.
8. Inform the student's guardian(s) that you would like to follow up with them regarding the
9. outcome of the hospital assessment (obtain a signed release of information if required).
10. Monitor and follow up. Follow up with guardian(s) and coordinate with external services to ensure the student is safe and supported at school.

Suicide risk: student is not present, or identity is unknown:

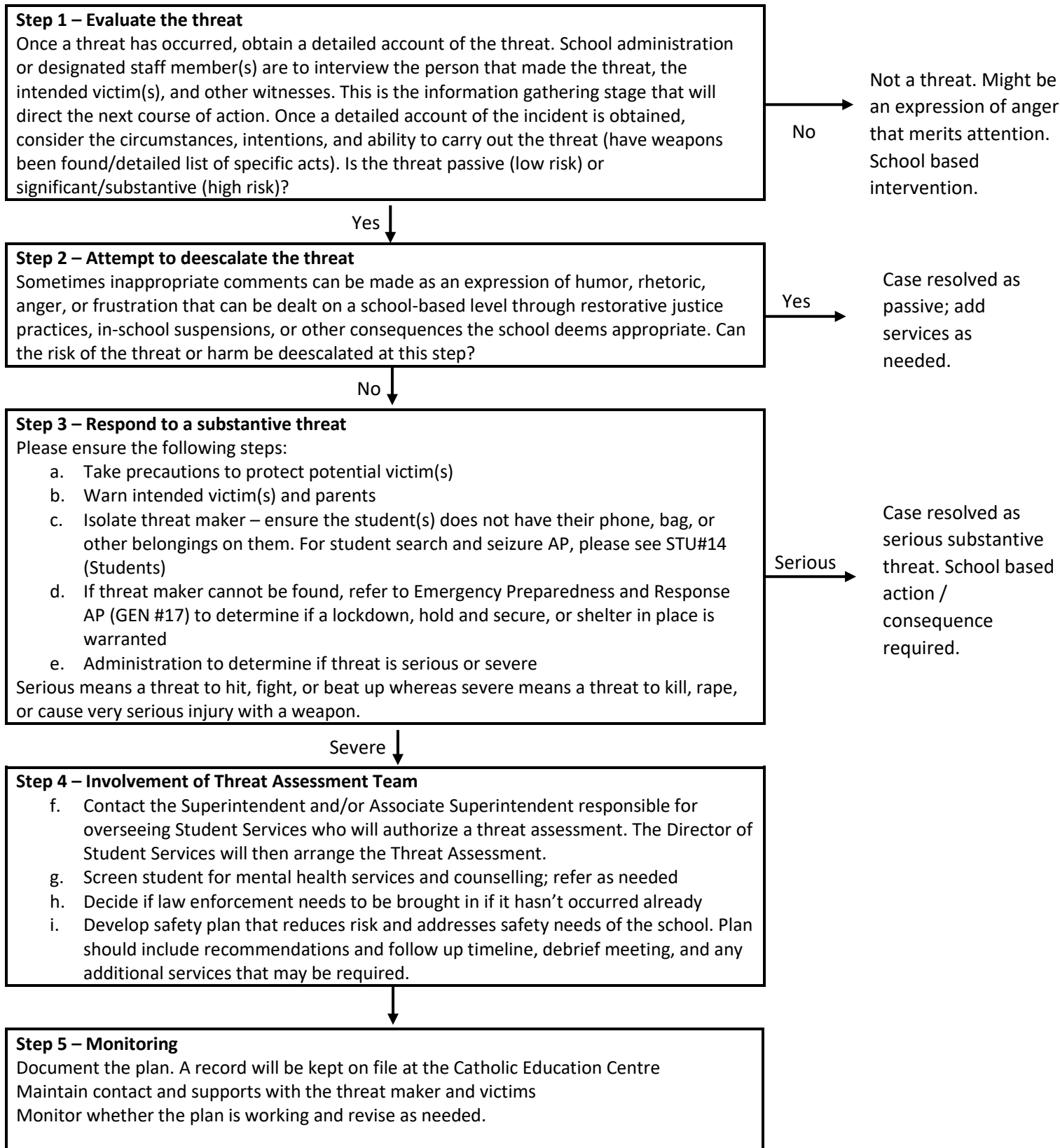
1. Enlist support from school administration to identify and/or locate the student. Notify Associate Superintendent, Coordinator of Mental Health and/or Director of Student Services.
2. Contact the student's guardian(s).
3. If the student is located, follow steps 1-7.
4. If you are unable to locate the student, discuss with school administration and guardian(s) whether it is appropriate to call 911.

Life threatening suicide attempt at school:

1. Call 911 and follow directions.
2. The principal will contact the student's parent or guardian, and inform Associate Superintendent, Coordinator of Mental Health and/or Director of Student Services.
3. The principal will coordinate with the Associate Superintendent or Director of Student Services if crisis support or communication is required at the school.

	Indicators	Procedure
Low Risk	• Low frequency of behavior (fewer than 11 episodes). • Superficial injury (i.e. scratching). • Low lethality. • No plan and/or desire to re engage in self-injury. • Student seeks support • Identifies and employs other coping strategies.	• Evaluate the need to Inform guardian(s) - not required in all circumstances. • Provide information and resources. • Work with the student on reducing and managing stress (coping). • Monitor and refer to external services if required. • Document behavior and steps taken.
Moderate Risk	• Behavior may be more frequent or increasing in intensity. • Light tissue damage (minor cuts, punctures, bruising). • May not express a desire to stop or reduce behavior. • Students may see the behavior as a helpful coping strategy. • Other mental health issues may be present. • Past and/or present suicidal ideation or attempts.	• Inform guardian(s) • Consult with school administration and/or the Coordinator of Mental Health. • Consult with the Associate Superintendent and/or Director of Student Services. • Provide resources and information. • Work with students and parents to develop a support plan including referral for community counseling. • Coordinate with community services on strategies for supporting the student in school. • Monitor student. • Document behavior and steps taken.
High Risk	• High lifetime frequency (greater than 11 episodes of NSSI). • Level and lethality of the method is severe (near main arteries). • More significant injury (deep cuts, ingesting caustic substances, bone breaking). • May report injuring themselves more than intended. • May report engaging in a self-injury routine. • Other mental health issues may be present including alcohol and substance use. • Past and/or present suicidal ideation or attempts.	• Inform guardian(s) • Consult with school administration and/or the Coordinator of Mental Health • Consult with the Associate Superintendent and/or Director of Student Services. • Provide resources and information. • Students may require immediate medical or mental health support (hospital emergency room). • Coordinate with external services to develop a support plan for school. • Monitor student. • Document behavior and steps taken.

Safety Risk Assessment Decision Tree



Student Disclosure Response Template

A Guide for Staff, Family School Liaison Workers, and Connections Workers

Sexual violations refer to a spectrum of non-consensual sexual contact and behaviour. Sexual violations can be perpetrated by anyone – an acquaintance, a classmate, a teacher, a family member, a colleague, a friend, a dating partner, an intimate partner, or a stranger. Here are some key definitions:

Sexual assault - Any form of unwanted activity of a sexual nature, including kissing, fondling, touching, oral or anal sex, vaginal intercourse, or other forms of penetration, that is imposed by one person onto another without consent.

Sexual harassment - Refers to unwanted communications or actions that are sexual in nature, and are offensive, intimidating, or humiliating. It can take many forms, including verbal, written, or visual. Sexual harassment includes unwanted touching, offensive jokes, sexual requests, and verbal abuse. Sexual harassment is a type of sexual discrimination and falls under the Human Rights law.

Sexual exploitation - an actual or attempted abuse of someone's position of vulnerability, differential power or trust, to obtain sexual favours, including but not only by offering money or other social or economic advantages.

Stalking - A form of criminal harassment prohibited by the Criminal Code of Canada. It involves behaviours that occur on more than one occasion, and which collectively instill fear in the student or threaten the student's safety or mental health. Stalking can also include threats of harm to the student's friends and/or family. These behaviours include but are not limited to, non-consensual communications (face to face, phone, email, social media); threatening or obscene gestures; surveillance; sending unsolicited gifts; "creeping" via social media/cyber-stalking; and uttering threats.