



DISTRICT EDUCATION COUNCIL
Superintendent's Monitoring Report

Policy Name	School Culture		
Policy Number	ASD-W-ER 2.2	Number of Reports per Year	1
Policy	<p><i>Anglophone West School District fosters an inclusive school culture that promotes a passion for learning among students and staff.</i></p> <p><i>The priorities for school culture established by the District Education Council include: Partnerships, Celebrating Success, and Student Voice.</i></p>		
Date of Report	May 19, 2022		
Date of Previous Report (s) This School Year	N/A		
Date of Future Report (s) This School Year	N/A		
Report Filed by:	David McTimoney, Superintendent		
Report Supported by:	<p>Catherine Blaney, Director of Education Support Services</p> <p>Dianne Kay, Director of Curriculum and Instruction</p> <p>Suzanne Larsen, WEC Guidance Coordinator</p> <p>Kristi Nielsen, FEC Guidance Coordinator</p>		

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	Cheryl Lavigne, OEC Guidance Coordinator Susan Young, Data and Accountability Supervisor Linda Dempsey-Nicholson, Community Schools Coordinator

Interpretation:

- **This policy calls for the Superintendent to provide for a positive learning and working environment that is inclusive and supportive of both staff and students, promoting a passion for learning.**
- **The District Education Council sees partnerships, celebrating success, and student voice as critical priorities for culture.**
- **With students being active participants in their learning environments, learning will be improved through opportunities within the community and corresponding partnerships, celebrating achievements and success in learning along the way.**

Justification:

- **Culture is defined as “the unwritten rules, practices and shared beliefs that people learn as they try to fit into a particular group.” (Edgar Schein, Organizational Culture and Leadership 5th Ed., 2017).**
- **Climate is defined as “a window into a school’s culture and a learned response that the culture teaches new members.” (Gruenert & Whitaker, School Culture Rewired, 2015).**
- **A positive culture and climate will promote students’ and staffs’ ability to learn. (Kelm, McIntosh and Cooley, 2014; Nocera et al, 2014).**
- **Anglophone West School District’s Core Values (Pursuit of Excellence; Trust, Openness and Transparency; Collaborative Relationships; Support and Recognition; Shared Leadership; and Engagement) define the culture we are establishing within our organization.**
- **Department of Education and Early Childhood Development define inclusive education as the pairing of philosophy and pedagogical practices that allows each student to feel respected, confident, and safe so they can participate with peers in the common learning environment and learn and develop to their full potential. (EECD Policy 322)**

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Compliance:

- **In the 2020-2021 school year, all schools in Anglophone West School District combined the Positive Learning and Working Environment Plan (PLWEP) with the School Improvement Plan (SIP) into one “School Plan” to demonstrate the interconnectivity between environment and learning.**
- **Also in 2020-2021, the District PLWEP and the District Improvement Plan (DIP) were combined to be one “District Plan” to demonstrate the interconnectivity between environment and learning. (Education Act 48(2)(c)).**
- **In response to the Global Pandemic, 2020-2021 and 2021-2022 are years where the District followed a one-year District plan. This year, the District will renew work to re-establish the pattern of building and following a three-year plan for September 2022 to June 2025.**
- **The District monitors School Plans to support schools with implementation of strategies.**
- **The District will actively promote the Exit survey, the Wellness survey, and the Mental Fitness and Resilience Inventory (MFRI). Results are used to develop goals and strategies in the District Plan. Data is also valuable at the school level.**
- **The District will develop processes and procedures to establish community partnerships.**
- **The District actively promotes our core values, which include support and recognition.**
- **All Education Support Services Team (ESST) members in schools will be accessible to students and families throughout pandemic and beyond, including when students are learning from home.**
- **The District responds, either informally or formally, if there are concerns raised about the climate in the school.**
- **The District Education Council facilitates a “Student Voice” committee that meets regularly throughout the year. The superintendent has shared feedback with high school administration.**
- **The District celebrates many staff, student, and school achievements on social media.**

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Evidence:

[ASD-W District Plan 2021-2022](#)

Note -The NB Wellness Survey has followed a 3-year cycle. In 2020-2021 there was no survey administration. The 2021-2022 NB Wellness Student Survey has been replaced by a new joint survey with EECD and NB Health Council. Beginning in 2021-2022, this new survey will be administered annually. Changes to the survey and questions will establish a new baseline. Starting in 2022-2023, results of the new joint survey will be reported on an annual basis.

Students (Grades 4-5 & Grades 6-12)

OurSchool Survey

Relevance - Students find classroom instruction relevant to their everyday lives.				
	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	8.0	8.0	6.1	6.1
2013-14	8.1	8.0	6.3	6.1
2014-15	8.3	8.0	6.3	6.1
2015-16	8.4	8.0	6.3	6.1
2016-17	8.3	8.0	6.4	6.1
2017-18	8.3	8.0	6.3	6.1
2018-19	8.2	8.1	6.4	6.4
2019-20	8.1	8.1	6.2	6.4
2020-21	NA	NA	NA	NA

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Interested and Motivated - Students are interested and motivated in their learning

	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	72.0%	74.0%	38.0%	33.0%
2013-14	77.0%	74.0%	41.0%	33.0%
2014-15	87.0%	74.0%	40.0%	33.0%
2015-16	89.0%	74.0%	42.0%	33.0%
2016-17	89.0%	74.0%	42.0%	33.0%
2017-18	87.0%	74.0%	43.0%	33.0%
2018-19	86.0%	87.0%	40.0%	43.0%
2019-20	85.0%	87.0%	38.0%	43.0%
2020-21	NA	NA	34.0%	43.0%

Value School Outcomes - Students believe that education will benefit them personally and economically and will have a strong bearing on their future.

	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	96.0%	96.0%	73.0%	76.0%
2013-14	95.0%	96.0%	73.0%	76.0%
2014-15	96.0%	96.0%	70.0%	76.0%
2015-16	96.0%	96.0%	71.0%	76.0%
2016-17	96.0%	96.0%	73.0%	76.0%
2017-18	95.0%	96.0%	71.0%	76.0%
2018-19	96.0%	96.0%	71.0%	74.0%
2019-20	95.0%	96.0%	68.0%	74.0%
2020-21	NA	NA	65.0%	74.0%

Sense of Belonging - Students feel accepted and valued by their peers and by others at their school.

	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	86.0%	86.0%	66.0%	72.0%
2013-14	86.0%	86.0%	63.0%	72.0%
2014-15	85.0%	86.0%	62.0%	72.0%
2015-16	85.0%	86.0%	63.0%	72.0%
2016-17	84.0%	86.0%	62.0%	72.0%

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2017-18	82.0%	86.0%	60.0%	72.0%
2018-19	79.0%	81.0%	60.0%	67.0%
2019-20	76.0%	81.0%	58.0%	67.0%
2020-21	74.0%	81.0%	55.0%	67.0%

NA – In 2020-2021, changes to the survey resulted in the question being removed from the survey.

Mean Score on Happiness Index – (NB EECD)							
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Secondary	7.0	7.0	6.3	6.2	6.2	5.9	NA

NA – EECD Custom Question was not asked in 2020-2021.

Exit Survey

		2016	2017	2018	2019	*2020	2021
I feel safe at my school.	ASD-W	87.4%	86.2%	83.8%	85.0%		84.0%
	Province	87.3%	89.3%	85.1%	85.6%		85.4%
I enjoyed my school experience.	ASD-W	71.2%	70.0%	67.1%	68.5%		68.5%
	Province	67.4%	73.7%	71.3%	72.0%		69.1%
If I had a problem, there was an adult I could talk to.	ASD-W	79.6%	77.5%	77.2%	78.1%		80.0%
	Province	80.9%	80.4%	80.0%	78.5%		81.5%
My school experience encouraged me to want to learn.	ASD-W	64.6%	66.9%	65.4%	64.6%		63.0%
	Province	69.9%	69.3%	68.1%	68.6%		65.7%
The variety of courses available met my needs.	ASD-W	75.2%	76.7%	71.4%	74.1%		75.8%
	Province	74.9%	75.9%	74.4%	74.8%		75.9%

*As a result of school closures in March 2020 (due to Covid 19), there was no Exit Survey.

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School Wellness Data

		I feel close to people at my school.	I feel I am part of my school.	I am happy to be at my school.	I feel the teachers at my school treat me fairly.	I feel safe at school.	I feel my learning needs are met at my school.
2010-11 K-5	ASDW	78%	84%	82%	85%	88%	N/A
	Prov	77%	83%	79%	85%	87%	N/A
2012-13 6-12	ASDW	76%	74%	68%	75%	79%	76%
	Prov	78%	76%	73%	77%	81%	79%
2013-14 K-5	ASDW	89%	86%	88%	90%	92%	N/A
	Prov	90%	88%	88%	90%	93%	N/A
2015-16 6-12	ASDW	79%	75%	69%	80%	83%	78%
	Prov	81%	80%	75%	83%	86%	81%
2016-17 K-5	ASDW	48%	58%	62%	70%	69%	N/A
	Prov	51%	60%	60%	67%	70%	N/A
2018-19 6-12	ASDW	79%	74%	65%	81%	82%	N/A
	Prov	80%	78%	71%	83%	84%	N/A
2019-20 K-5	ASDW	School closures of March 2020 (due to Covid 19) impacted our participation rate. No district or provincial values were published for the 2019-2020 school year.					
	Prov						

The NB Student Wellness Survey is conducted with students in Grades 4 -5 and Grades 6-12 every three years. Starting 2016-2017, it is the expectation in ASD-W that all schools with Grades 4-12 participate during their specified years.

CARR (Competence, Autonomy, Relatedness, Relevance) Student Survey: Relatedness for Grades 4-5 & Grades 6-12

Grades 4-5	2019-2020		2020-2021	
	Anglophone West School District (Approx. 3100)	All Anglophone Districts (Approx. 9300)	Anglophone West School District (Approx. 3100)	All Anglophone Districts (Approx. 9200)
Relatedness – False/True	True	True	True	True
My teachers like me and care about me.	89.1%	89.9%	88.6%	88.9%
I like to be with my teachers.	85.3%	85.7%	84.5%	84.5%
Relatedness - Disagree/Neither Agree nor Disagree/Agree	Agree	Agree	Agree	Agree
I feel accepted for who I am.	79.6%	79.6%	75.7%	74.8%
I make friends easily at school.	67.6%	68.7%	65.4%	63.5%
There is at least one adult at school I can go to for help.	85.6%	85.7%	86.5%	85.6%

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Grades 6-12	2019-2020		2020-2021	
	Anglophone West School District (Approx. 9800)	All Anglophone Districts (Approx. 29000)	Anglophone West School District (Approx. 8700)	All Anglophone Districts (Approx. 28000)
Relatedness – False/True	True	True	True	True
My teachers like me and care about me.	65.1%	66.0%	68.2%	68.0%
I like to be with my teachers.	71.2%	71.7%	69.1%	69.9%
Relatedness - Disagree/Neither Agree nor Disagree/Agree	Agree	Agree	Agree	Agree
I feel accepted for who I am.	57.8%	58.3%	53.7%	53.8%
I make friends easily at school.	69.8%	70.4%	71.5%	71.1%
There is at least one adult at school I can go to for help.	61.5%	61.9%	62.2%	60.8%

Survey Participation Rates (% of Students)

OurSchool	2015-16	2016-17	2017-18	2018-19	2019-2020	2020-2021
Elementary	96.0%	88.6%	91.1%	87.7%	88.1%	91.8%
Secondary	84.6%	82.9%	79.6%	76.4%	77.4%	68.9%

Exit Survey –	2013	2014	2015	2016	2017	2018	2019	2020	2021
Random Sample of Grade 12 Students									
# Students	747	314	260	641	754	1099	873	**	895
Random Sample of Grade 12 at the time and approximately 45% of the Grade 12 Enrolment	901	887	835	834	846	*1864	*1815		*1885
	83%	36%	67%	77%	89%	59%	48%		47%

There was a move to a census approach to Exit Survey in 2018, whereby high schools could administer to all Grade 12 Students.

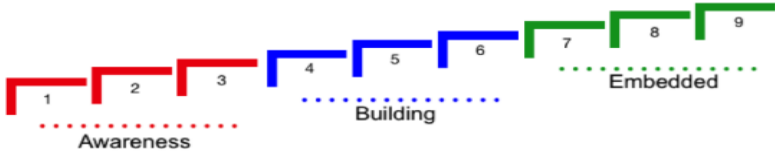
Based on Sept. 30 enrolment. **As a result of school closures in March 2020 (due to Covid 19), there was no Exit Survey.

Wellness	2012-13	2013-14	2015-16	2016-17	2018-19	2019-20	2020-21
	Grades 6-12	Grades 4-5	Grades 6-12	Grades 4-5	Grades 6-12	Grades 4-5	
	72%	51 %	61%	92%	70%	*37%	NA

* Covid 19 impacted our student participation rate. Only students from 22 schools in grades 4 & 5 completed the survey prior to schools closing in March 2020.

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Mental Fitness and Resiliency Inventory (MFRI) – The Well-Being Index (WBI) provides an indication of the organization’s overall well-being. Higher outcomes on the WBI have been associated with enhanced staff well-being, and high levels of goal attainment or evidence of productivity.



Awareness indicates evidence of initial promotion and use of mental fitness and resiliency practices.

Building indicates evidence of expanding use of mental fitness and resiliency practices.

Embedded indicates evidence of integrated use of mental fitness and resiliency practices.

Wellbeing Index (WBI)

District Staff (144)	School Staff (69 Schools)
May 2021	January 2022
4	5

ASD-W Policy 407-1 Community Use of Schools
 EECD Policy 315 School/Community Partnerships and Sponsorships
 EECD Policy 322 Inclusive Education

Community Use of Schools

Policy ASD-W-407-1

	2017-2018	2018-2019
Reciprocal Agreements	80	79
Memorandum of Understanding		
Community Use of Schools Partnerships (formal)	47	49
Partnerships (informal)	113*	130*

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#s of contracts vary greatly from year to year as they are dependent on specific partners and programs. Some partnerships are ongoing and some partnerships are for a specific period of time.

*These numbers may not include all Informal Partnerships at the school level, for example, partnerships that include volunteers in programs, donations of products like art supplies, food for breakfast and lunch programs, clothing for students, etc.

The Pandemic Years

Policy ASD-W-407-1

	2019-2020	2020-2021	2021-2022
Reciprocal Agreements Memorandum of Understanding ¹	87	45	75 ²
Community Use of Schools Partnerships (formal) ³	46	-	-

Partnerships (informal) ⁴	28	-	-
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¹ From March 2020 through June 2021, although Reciprocal Agreements and Memoranda of Understanding were signed, due to Public Health pandemic orders and Department of Education and Early Childhood directives, they frequently were not operational. For the most part, childcare services were operational, and some cafeteria services were operational from time to time.

² Pandemic orders continued through the start of the 2021-2022 school year. Some agreements were signed but user groups experienced varied opportunities for activity (restrictions).

³ This category represents ongoing (formal) partnerships of which during the Spring of 2020 were not operational and for the most part, remain nonoperational through 2022. (events exempted from rental fees due to ongoing school support offered)

⁴ Informal partnerships ceased in the Spring of 2020 due to pandemic orders. Those partnerships have not resumed through 2022 except for some 3rd party use of school playgrounds. community organizations/groups offering volunteers for a program, teach a program.)

Note: Each year some new agreements are added, and some previous agreements are removed. It is very difficult to calculate the informal partnerships as reporting here is only based on information provided to me from schools or if a supporter contacts me directly. Thus, it is an inaccurate reflection of the many information partnerships across the district.

- ASD-W Website promotes the work of staff and students.
- ESST Support to Students and Families during Pandemic closure Learning from Home
 - ❖ District Education Support Services staff developed the resource document: Mental Health Support: Students, Families and Staff

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- ❖ District Education Support Services staff contributed to EECD Wellness and Positive Mental Health document series: Wellness and Positive Mental Health
- ❖ A drop down was added to the ASD-W public website, *COVID19 Coronavirus Information*, which includes a section specific to: Well-Being: Students, Families and Staff <http://web1.nbed.nb.ca/sites/ASD-W/coronavirus/Pages/default.aspx>

Virtual counselling guidelines documents and support

1. *Guidance Counselling in Virtual Environments* (Department of Education and Early Childhood Development, 2020) (Appendix B)
2. *ASD-W Frequently Asked Questions: Virtual (Telephone/Microsoft Teams) Support* (Appendix C)
3. Video Counselling Webinars available (developed by Department of Education and Early Childhood Development)

Appendix A - ASD-W Mission, Vision, Core Values

Appendix B – *Guidance Counselling in Virtual Environments* (Department of Education and Early Childhood Development, 2020)

Appendix C – *ASD-W Frequently Asked Questions: Virtual (Telephone/Microsoft Teams) Support*

Compliance: I report compliance with this policy.

Superintendent’s Signature: _____

DEC Chair Signature: _____

Date: _____

Appendix A – Our Mission



Our Mission

Excited. Involved. Prepared.

Our Vision
All individuals engaged within our system are empowered to assist in building resilient, confident and contributing members of our communities.

Core Values

Pursuit of Excellence

- Act consistently with our values
- Commit to continuous learning and teaching
- Identify strengths, weaknesses and opportunities to ensure improvement
- Welcome performance feedback

Trust, Openness and Transparency

- Act in a manner that is honest, trustworthy and with integrity
- Act in a professional and respectful manner
- Communicate challenges, difficulties and expectations openly and constructively

Collaborative Relationships

- Invest in people
- Promote teaming
- Support group decision-making and problem solving
- Welcome and encourage participation

Support and Recognition

- Express concern for others
- Recognize progress
- Celebrate achievements
- Build and leverage strengths

Shared Leadership

- Structure an environment of shared decision making
- Focus on building capacity
- Share responsibility
- Address difficult situations

Engagement

- Commit to the vision
- Collaborate to move forward
- Focus on solutions
- Support a culture of creativity

Appendix B - ASD-W EST-Guidance Best Practices for Connecting with Students from Home Telephone/Microsoft Teams

Methods of Communication

ASD-W EST-Guidance (EST-G) has been providing telephone and email support for students and families. Up to this point, **interactive videoconferencing, chat, text, and social media** have not been used for connecting with students and families.

EST-G are now invited to connect with students and families using the secure platform of Microsoft Office 365 (Teams application). Microsoft Teams opens the possibility for both video and audio connections with students in Grade 4-12 who have an account. Email supports will continue to be limited to scheduling appointments and sharing resources. ASD-W maintains that chat, text, and social media not be used for connecting.

Ethics, Confidentiality, and Responsibilities

As employees of ASD-W and as qualified Guidance Counsellors/Guidance Teachers/Teachers in the Role of Guidance, you will now have permission to speak by telephone and/or through Microsoft Teams with students, parents, and legal guardians. All EST-G will continue to deliver services consistent with their regular school-based role and within their scope of practice.

The scope of practice, ethics, and standards used in telephone/ Microsoft Teams support must be consistent with those adhered to by EST-G in school-based settings. EST-G will continue to work within the same limits of confidentiality (i.e. confidentiality is void when student expresses: harm to self; harm to others; being harmed).

Refer to a Child and Youth Team or emergency services when deemed appropriate. Be reminded of the obligation to report to the Department of Social Development any concerns of abuse or neglect.

Documentation and Data Tracking Forms

EST-G are to contribute to two different tracking tools: ESST Tracking Tool and EST-Guidance Tracking Tool. Each of the tracking tools have different audiences; one being the ESS Team and the other Guidance only. As part of the ESS Team, EST-G update their contacts on the ESST Tracking Tool. This allows the ESS Team to capture all contacts (both incoming and outgoing) on one tracking tool.

Any and all communication EST-G have with students is to be documented on the EST-Guidance Tracking Tool. This documentation includes method of communication and more details encompassing confidential aspects of the conversation/notes. This tracking tool is to be kept in a secure location accessible only to EST-G, just as it would in the school environment. It is **not uploaded** to the Portal or sent to anyone, including district staff. This documentation provides EST-G with an extra layer of protection while working from home.

When working with newcomer learners, please remember that the local Immigrant Serving Agency (ISA) could be a necessary connection for support, depending on the reason for their call. Contact information for the immigrant serving agencies around the province can be found on the New Brunswick Multicultural Council's website (link: <http://www.nb-mc.ca/members/>).

Recommended for Best Practice:

1. Keep counselling conversations in a brief, solution-focused domain.
2. Maintain professional duration of telephone and Microsoft Teams calls: recommended 10 to 20 minutes.
3. All contact with students should be initiated on an outgoing basis. **No incoming calls.**
4. Limit use of emails to schedule appointments and/or provide resources.
5. Ensure that you have a work setting that is confidential and minimizes distractions:
 1. Use headphones with a microphone and suggest students do as well.
 2. Identify a separate or private room.
3. Consider who else may hear the conversation and confirm if anyone will be participating or present during the call.
4. If you are unsure that you are speaking to the right student, custodial parent, or legal guardian, verification of information (names and telephone numbers) can be done through Power School or ESS Connect.
5. Review limits of confidentiality and duty to report with participant(s) on the call.
6. Maintain records of all telephone and Microsoft Teams calls using data tracking forms provided. Consider how to maintain safe and secure storage of your documents.
7. In leaving voicemails, be aware of confidentiality and restrict message to essential information.
8. Be reminded to report to Department of Social Development any concerns of abuse and neglect.
9. Work with students to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to our work with students at school.
10. Use more frequent vocalizations indicating you are listening and to check for understanding. Be aware of tone and pitch of voice.

Things to Consider when Using Video:

11. Consider the age and stage of ability of the student in connecting through Microsoft Teams.
12. Determine if connecting through video would strengthen your connection with the student and/or be appropriate.
13. Recognize, mitigate, and discuss the limitations of confidentiality during a video call, which may include unintended viewers.
14. Be aware of the environment that is visible during video calls (both yours and the student's/family's).
15. Confirm that the conversation will not be recorded by both parties.
16. Agree on a pre-determined back-up plan in case of technical difficulties (ie: calling on the phone).
17. Conduct your conversation as you would in school – be yourself.
18. Record in your notes and EST-Guidance Tracking Tool that the session was conducted over video.
19. It is possible to hold a group meeting through Microsoft Teams. However, ensuring confidentiality and facilitating a group virtually may be more difficult than face to face. Careful consideration and

collaboration with your administrator, Guidance Team, or Guidance Coordinator/Lead will be needed to determine the best course of action.

How to Connect with Students using Microsoft Teams (video or audio call):

1. Continue to schedule appointments with students through email (or during a phone conversation):
 1. Schedule a time that you will call the student on Teams.
 2. Ensure student is aware of their responsibility to be ready with their computer/device at the scheduled time, awaiting your call.
2. At this time, it is not recommended to schedule a Teams meeting via calendar with a student. Scheduling through your calendar allows student(s) to enter the meeting at any time – prior to or following the set time.
3. EST-G must hit "End Meeting" (click on the three dots to access this option) at the end of the call, instead of "Hang Up". This ensures the student/family member(s) cannot return to the meeting.

Please remember, there is an ASD-W Educational Technology support page for teachers that outlines information on using Microsoft Teams that may be helpful in your work as EST-Guidance:

<https://nbed.sharepoint.com/sites/ASD-WTechnology>

American School Counsellor Association (Updated 2020, March 25). *FAQ: Virtual school counselling ethics*. American School Counselor Association. <https://www.schoolcounselor.org/school-counselors/legal-ethical/faqs-virtual-school-counseling-ethics>

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American Psychological Association (Retrieved April, 2020). *Office and technology check list for telepsychological service*. American Psychological Association. <https://www.apa.org/practice/programs/dmhi/research-information/informed-consent-checklist>

British Columbia School Counsellors Association (April 2020). *Virtual school counselling implementation kit*. British Columbia School Counsellors Association. <https://www.ccpa-accp.ca/wp-content/uploads/2020/04/BCSCA-Virtualschool-counsellor-tool-kit-FINAL-Apr2020tf.pdf>

Schell, D. (2019, March). *Guidelines for uses of technology in counselling and psychotherapy*. Canadian Counselling and Psychotherapy Association. https://www.ccpa-accp.ca/wp-content/uploads/2019/04/TISCGuidelines_Mar2019_EN.pdf

Appendix C - Frequently Asked Questions: Virtual (Telephone/Microsoft Teams) Support

Am I qualified to do virtual (telephone/Microsoft Teams) support?

In these trying times, it is important to be aware of your boundaries as a counsellor/guidance teacher, but also to be aware of your skills and qualifications. It is our professional obligation to follow ethical guidelines for services delivered by telephone and Microsoft Teams, including appropriate precautions regarding confidentiality, security, informed consent, and records.

What do I do if I am a Guidance Teacher or Teacher in the role of Guidance?

When a student or family member connects using the school phone number, Office 365 Form, or District phone number, it will be determined if the student needs basic support, coaching, skill building, or counselling. If the situation can be helped with some basic support, coaching or skill building techniques (i.e. problem solving, mindfulness, deep breathing, positive thinking, etc.), you are qualified to help the student as a Guidance Teacher or Teacher in the role of Guidance. Always remember to work within your scope of practice.

Do I have to obtain consent when doing virtual (telephone/Microsoft Teams) support?

It is best for the parent/guardian to be in agreement with you speaking with their child/youth. Maintain the same guiding principles that you employ in a school setting. These calls are being set up to provide additional support to our students/parents/guardians. It is best to clarify your role and the caller's responsibility in the call. You will need to remind the caller of the same limits of confidentiality and safety. It will be important to monitor the call to see if additional clarification is needed. Use your professional judgement.

How do I prevent a student/parent/guardian from having my personal phone number?

You will block your phone number so the call shows up as a Blocked Call or No Caller Id on the receiving end. The process is as follows:

1. Landline: Press *67 prior to dialing the number you are calling.
2. iPhone: Go to Settings, Phone, Show my Caller ID and swipe button to the left to turn your caller id off (it will turn grey instead of green).
1. Android: Go to PHONE, Tap the three dots, Choose Settings, Choose Supplementary Services, Choose Show Call ID Click off

What if the student/parent/guardian is asking about curriculum content/delivery?

You can inform them that families and students will be notified as to how EECD plans to move forward with curriculum content/delivery in the near future.

What if I am having difficulty contacting the student/parent/guardian by telephone after they have reached out for support?

Our suggestion in cases where you are not getting a response is:

1. Call three times over three days and then cease calling; however, use your best judgement depending on what you know about the call.

2. Each time you call, leave a message to inform them you called.
3. You are not expected to leave your number.
4. If you wish to provide them with your email for them to be able to inform you of a time that is best for you to contact them, feel free to do so in your message; however, it is not a requirement to share your email.
5. If you are calling for the third and final time, you can leave a message for them to reach out again if they need further assistance.

Do I continue to reach out to students I am concerned about to check in on them?

School based Education Support Services Teams are continuing regular virtual meetings to assess identified students who may require on-going check-ins. Please continue to work with your Principal and school ESST to triage those students in your school.

Can I use videoconferencing, texting, or social media to communicate with my students/parents/guardians?

ASD-W EST-Guidance are now invited to connect with students and families using the secure platform of Microsoft Office 365 (Teams application). Microsoft Teams opens the possibility for both video and audio connections with students from Grade 4-12. Email supports will continue to be limited to scheduling appointments and sharing resources. ASD-W maintains that chat, text and social media not be used for connecting.

Now that Microsoft Teams can be used to connect with students/parents/guardians, is this the preferred method of communication?

Telephone and Microsoft Teams are both acceptable forms of communicating. It is recommended that EST-G determine which method of communication would be most appropriate for the individual. Consider age, stage of development, and the support required. It is possible to interchange both telephone and Microsoft Teams with an individual.

After having a conversation with the student/parent/guardian, what should I do if I feel they need more services than I can provide?

As per regular process, it is important to refer them to the Child and Youth team (they are currently on duty as essential services) or other agencies and supports. Refer to ASD-W document, *Mental Health Supports: Students, Families and Staff*.

Do I still contact the Department of Social Development (DSD) when I feel the safety of a child is in question?

Yes, DSD and Child Protection is considered an essential service and you need to call the intake line if you have concerns of abuse or neglect of a student (1-866-444-8838; after 4:30, weekends and holidays 1-800-442-9799).

What is the expectation for the speed at which I respond to a request?

We know that these are different circumstances. We understand that you will be balancing work life at home with childcare, household responsibilities and your own mental health. The expectation is that you will respond

to a student or family within a timely manner (i.e. within 24 hours) of receiving a request. We do not expect you to spend hours on the call. These calls can range from check-ins, information sharing, or brief solution-focused work; anywhere from 10 to 20 minutes would suffice unless you feel you need to give them more time. Some cases you will be following up with and others will be a onetime call. Once again, use your professional judgement. Keep coaching/listening/counselling conversations in the solution-focused, brief domains.

What hours am I expected to work?

We need to be flexible during this time. Coordinate with your principal to establish a reasonable work schedule. Check your emails regularly to see if any requests have been sent and respond in a timely manner, while maintaining balance during this stressful time.