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	*Anglophone West School District fosters an inclusive school culture that promotes a passion for learning among students and staff.* *The priorities for school culture established by the District Education Council include: Partnerships, Celebrating Success and Student Voice*		
Date of Report	May 25, 2023		
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:	Catherine Blaney, Outgoing Director of Education Support Services Wendy Cumberland, Acting Director of Education Support Services		

Policy Name	School Culture
	Suzanne Larsen, WEC School Counselling Coordinator
	Kristi Nielsen, FEC School Counselling Coordinator
	Kelly Pryor, OEC School Counselling 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.

Policy Name	School Culture

- 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).

<u>Compliance:</u>

- 2022-2023 school year - schools continued to combine 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.

- 2022-2023 - ASD-W continued to combine the District Improvement Plan (DIP) and the PLWEP to be one District Plan to demonstrate the interconnectivity between environment and learning. (Education Act 48(2)(c)).

- The District monitors School Plans to support schools with implementation of strategies.

- The District actively promotes the Exit survey, the Wellness survey, Student Check-In 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 establishes community partnerships.

- The District actively promotes our core values, which include support and recognition.

- The District responds, either informally or formally, if there are concerns raised about the climate in the school.

<u>**Evidence:**</u>

ASD-W District Plan 2023-2024: District Plan – Anglophone West School District (nbed.ca)

- **Exit Survey**

		2016	2017	2018	2019	*2020	2021	2022
I feel safe at my school.	ASD-W	87.4%	86.2%	83.8%	85.0%		84.0%	78.10%
	Province	87.3%	89.3%	85.1%	85.6%		85.4%	82.30%
I enjoyed my school experience.	ASD-W	71.2%	70.0%	67.1%	68.5%		68.5%	66.50%
	Province	67.4%	73.7%	71.3%	72.0%		69.1%	69.00%
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%	75.10%
	Province	80.9%	80.4%	80.0%	78.5%		81.5%	79.00%
My school experience encouraged me to want to learn.	ASD-W	64.6%	66.9%	65.4%	64.6%		63.0%	63.90%
	Province	69.9%	69.3%	68.1%	68.6%		65.7%	67.50%
The variety of courses available met my needs.	ASD-W	75.2%	76.7%	71.4%	74.1%		75.8%	77.00%
	Province	74.9%	75.9%	74.4%	74.8%		75.9%	77.80%

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

Exit Survey – Random Sample of Grade 12 Students	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
# Students	747	314	260	641	754	1099	873	*	895	755
Random Sample of Grade 12 at the time and approximately 45% of the Grade 12 Enrolment	901	887	835	834	846	**1864	**1815		**1885	**1879
	83%	36%	67%	77%	89%	59%	48%		47%	40%

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

School Wellness Data - EECD Integrated Survey

		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						
2021-22 **6-12**	ASDW	75%	69%	61%	82%	71%	74%
	Prov	75%	70%	64%	82%	75%	74%

% includes Agree and Strongly agree.

Wellness - participation	2012-13 Grades 6-12	2013-14 Grades 4-5	2015-16 Grades 6-12	2016-17 Grades 4-5	2018-19 Grades 6-12	2019-20 Grades 4-5	2020-21	2021-22 Grades 6-12
	72%	51 %	61%	92%	70%	*37%	NA	71%

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

Grades 4-5	2019-2020		2020-2021		2021-2022	
	Anglophone West School District (Approx. 3100)	All Anglophone Districts (Approx. 9300)	Anglophone West School District (Approx. 3100)	All Anglophone Districts (Approx. 9200)	Anglophone West School District (Approx. 2500)	All Anglophone Districts (Approx. 7800)
Relatedness – False/True	**True**	**True**	**True**	**True**	**True**	**True**
My teachers like me and care about me.	89.1%	89.9%	88.6%	88.9%	91.0%	90.7%
I like to be with my teachers.	85.3%	85.7%	84.5%	84.5%	87.4%	87.3%
Relatedness - Disagree/Neither Agree nor Disagree/Agree	**Agree**	**Agree**	**Agree**	**Agree**	**Agree**	**Agree**
I feel accepted for who I am.	79.6%	79.6%	75.7%	74.8%	N/A	N/A
I make friends easily at school.	67.6%	68.7%	65.4%	63.5%	N/A	N/A
There is at least one adult at school I can go to for help.	85.6%	85.7%	86.5%	85.6%	86.1%	87.0%

Grades 6-12	2019-2020		2020-2021		2021-2022	
	Anglophone West School District (Approx. 9800)	All Anglophone Districts (Approx. 29000)	Anglophone West School District (Approx. 8700)	All Anglophone Districts (Approx. 28000)	Anglophone West School District (Approx. 9000)	All Anglophone Districts (Approx. 29000)
Relatedness – False/True	**True**	**True**	**True**	**True**	**True**	**True**
My teachers like me and care about me.	65.1%	66.0%	68.2%	68.0%	81.2%	80.9%
I like to be with my teachers.	71.2%	71.7%	69.1%	69.9%	62.6%	61.8%
Relatedness - Disagree/Neither Agree nor Disagree/Agree	**Agree**	**Agree**	**Agree**	**Agree**	**Agree**	**Agree**
I feel accepted for who I am.	57.8%	58.3%	53.7%	53.8%	N/A	N/A
I make friends easily at school.	69.8%	70.4%	71.5%	71.1%	N/A	N/A
There is at least one adult at school I can go to for help.	61.5%	61.9%	62.2%	60.8%	77.6%	78.9%

True includes *Sort of true for me* and *Really true for me*.
**Agree** includes *Strongly agree*.

Policy Name	School Culture

Youth Check-in – Mental Health Collaborative Initiative (Winter 2023)
Number of Participants (Grades 6-12): 6961

Mental Health					
	Poor	Fair	Good	Very Good	Excellent
In general, what would you say your mental health is:	12%	24%	29%	23%	12%
	≥ 4x	3x	2x	1x	Never
How often have you had anxious feelings in the past two weeks?	33%	10%	15%	19%	23%
How often did you feel that you needed to talk to someone about your emotional or mental health in the last year?	30%	6%	11%	16%	36%
How often have you felt depressed in the past two weeks?	19%	6%	10%	16%	49%
School Relevance					
	Not at all	A little	Somewhat	Quite a bit	A lot
I have opportunities to develop skills that will be useful later in life:	6%	14%	28%	33%	20%
The things I learn at school help me understand the world:	14%	20%	30%	23%	13%
At my school we learn things that make me proud of my race/ethnicity/culture/heritage:	22%	20%	28%	19%	12%
The things I learn at school are important for my future:	9%	15%	26%	28%	21%
Student Relationships and Activities					
		Strongly disagree	Disagree	Agree	Strongly agree
I feel close to people at my school:		9%	18%	56%	17%
There is at least one adult I can go to for help:		11%	14%	48%	26%
	Never	1-2x	3-4x	5-6x	>6x
How often did you participate in group work with other students in your class in the past two weeks at school?	8%	35%	31%	14%	13%
					Yes
Do you participate in at least one structured activity or club at your school?					57%
Do you participate in at least one structured activity or club outside of your school?					58%

Mental Fitness and Resiliency Inventory (MFRI)
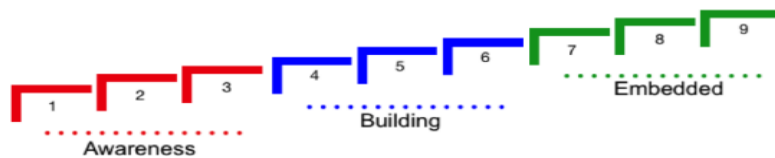
Policy Name	School Culture

Well-Being Index (WBI) indicates an organization's overall workplace well-being. Higher WBI has been associated with enhanced staff well-being and job satisfaction, increased engagement and attendance of employees, and high levels of goal attainment or evidence of productivity.

	District Staff	School Staff
May 2021	4	5 (January 2022)
November 2023	5	6

ASD-W Policy 407-1 Community Use of Schools

Year	Number of Contracts
2018 - 2019	79
2019 – 2020	87
2020 - 2021	45
2021 - 2022	75
2022 - 2023	87

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, as well as 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. **2022 – 2023 Agreement numbers are similar to pre-pandemic numbers.**
4. **Owners of Agreements slightly vary from year to year.**

- **EECD Policy 315 School/Community Partnerships and Sponsorships**

- **EECD Policy 322 Inclusive Education**

- **ASD-W Website promotes the work of staff and students.**

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

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

Policy Name	School Culture

Compliance: I report compliance with this policy.

Appendix A – Our Mission

Our Mission

Excited. Involved. Prepared.

ANGLOPHONE WEST SCHOOL DISTRICT

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

Guidance Counselling in Virtual Environments

For use by New Brunswick Certified Guidance Counsellors

Guidance counsellors are now invited to connect with students and families using the secure platform of Microsoft Office Teams application. Microsoft Teams opens the possibility for both video and audio connections with students who have an account. To learn more about how to use Microsoft Teams, please see *Appendix A: Video-Counselling Using Microsoft Teams*. For best practices, please see *Appendix B: Best Practices for Connecting with Students from Home Telephone/Microsoft Teams*.

Ethical Considerations

According to the CCPA Code of Ethics (2020), it is important to apply the following **fundamental ethical principles** in all counselling situations:

- **Beneficence** - Being proactive in promoting the best interests of clients.
- **Fidelity** - Honouring commitments to clients and maintaining integrity in counselling relationships.
- **Nonmaleficence** - Refraining from actions that risk harm and not willfully harming clients.
- **Autonomy** - Respecting the rights of the clients to agency and self-determination.
- **Justice** - Respecting the dignity of all persons and honouring their right to just treatment.
- **Societal Interest** - Upholding responsibility to act in the best interests of society.

Always apply the three-question quick-check to monitor the concepts of **publicity**, **universality** and **justice**. You can use the following questions:

1. Would I want this ethical decision featured on social media or a news site?
2. Would I make the same decision for everyone? Would I recommend other counsellors make the same decision?
3. Are all parties being treated fairly by this decision?

Key considerations when engaging in virtual counselling are:

Confidentiality	Competence	Administrative Functions
- Ensure a private setting where conversations and video cannot be seen by others.	- Have a clear understanding of online video conferencing software functionality.	- Indicate whether or not notes are being recorded and the format being used; digital or written.
- Do not record the session.	- Be prepared for the session.	- Seek client consent prior to using internet-based communications.

Short-Term Solution Focused Counselling and Video-Counselling

Short-term solution-focused counselling (STSFC) highlights a student's ability to solve problems, as opposed to why or how the problem was created. STSFC practitioners focus on goal-oriented questioning to assist a student to move toward a future-focused direction. The approach presupposes that students have knowledge of what will improve their lives. This goal-focused evidence-based approach helps students change by constructing feasible solutions. STSFC typically includes an average of four to five sessions.

Goal clarification is an important technique in STSFC. A guidance counsellor will guide a student to envision a future without the problem with which they are presented. With coaching and positive questioning, this vision becomes far more clarified. An important part of STSFC is helping the student identify what has and has not worked in the past when dealing with a particular challenge. The guidance counsellor then encourages the student to do more of "what works" as they move toward their goal.

With any presenting student concern, guidance counsellors guide students to solution orientation.

By inviting students to build on what is already working, they automatically focus on the positive. This allows the student's mind to broaden and build from that orientation.

The 'magic wand question' is another technique frequently used in STSFC. It is a powerful tool that helps students to move towards a solution. This question allows students to begin small steps toward finding solutions to presenting problems. It is asked in a specific way – "Imagine that a magic wand is delivered to you. The magic is that the problem which brought you here is solved. What does this look like and how do we begin to move toward this?"

STSFC actively works toward solutions. It helps students identify what they do well. It encourages them to use their strengths to reach their goals. Because STSFC is goal-oriented and short-term, it can be less time-consuming than long-term therapy. Incorporating STSFC into a virtual counselling practice will encourage students to use a minimum number of sessions while promoting resiliency and improving problem solving skills.

References

Canadian Counselling and Psychotherapy Association (2020). Code of Ethics. Ottawa, Canada. Canadian Counselling and Psychotherapy Association.

Sklare, G. B. (2014). Brief counseling that works: A solution-focused therapy approach for school counselors and other mental health professionals. Thousand Oaks: Corwin Press.

Video-Counselling Using Microsoft Teams

Bookings App in Microsoft Teams

The Bookings app in Microsoft Teams offers a simple way to schedule video-counselling sessions. The virtual appointments themselves are held via Microsoft Teams Meetings, which offers robust video-counselling capabilities. Once a video-counselling session has been reserved, participants can simply join appointments from their Outlook or Teams calendar or from a link in their booking confirmation email.

Availability of Bookings in Teams

Microsoft Bookings App for Teams is available on the desktop and web. It can be found under Apps within Microsoft Teams and under Manage Apps within Teams Admin Center.

Control Access to Bookings within Your Organization

There are several ways to control who has access to the Bookings app and to specific features of the app. To learn how to turn Microsoft Bookings on or off in the Microsoft 365 admin center, as well as how to create a Bookings app policy to allow selected users to create Bookings calendars, see Get access to Microsoft Bookings. You can also learn how to Create a Teams app policy to pin the Bookings app for select users.

Recommended Meeting Policy Settings

To enable the best experience for Bookings, create a staff meeting policy to automatically admit everyone in your organization. This will allow staff to join the appointment automatically and enable lobby experience for external attendees. You can learn more about automatically admitting people to meetings. To learn more about how to use Microsoft Teams, please visit Bookings app and virtual visits in Microsoft Teams.

Who can start a recording in teams?

Type of user	Can start recording?	Can stop recording?
Meeting organizer	Yes	Yes
Person from same org	Yes	Yes
Person from another org or company	No	No
Guest	No	No
Anonymous	No	No

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 Grades 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 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, and 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.

Recommendations for Best Practice

- Keep counselling conversations in a brief, solution-focused domain.
- Maintain professional duration of telephone and Microsoft Teams calls; recommended 10 to 20 minutes.
- All contact with students should be initiated on an outgoing basis. **No incoming calls**.
- Limit use of emails to schedule appointments and/or provide resources.
- To ensure that you have a work setting that is confidential and minimizes distractions:

    - Use headphones with a microphone and suggest students do as well.
    - Identify a separate or private room.
    - Consider who else may hear the conversation and confirm if anyone will be participating or present during the call.

- 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.
- Review limits of confidentiality and duty to report with participant(s) on the call.
- 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.
- When leaving voicemails, be aware of confidentiality and restrict message to essential information.
- Report any concerns of abuse and neglect to the Department of Social Development.
- 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.
- 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

- Consider the age and stage of ability of the student in connecting through Microsoft Teams.
- Determine if connecting through video would strengthen your connection with the student and/or be appropriate.
- Recognize, mitigate, and discuss the limitations of confidentiality during a video call, which may include unintended viewers.
- Be aware of the environment that is visible during video calls (both yours and the student's/family's).
- Confirm that the conversation will not be recorded by both parties.
- Agree on a pre-determined back-up plan in case of technical difficulties (i.e., calling on the phone).
- Conduct your conversation as you would in school – be yourself.
- Record in your notes and EST-Guidance Tracking Tool that the session was conducted over video.
- 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)

- Continue to schedule appointments with students through email (or during a phone conversation):

  - ¤ Schedule a time that **you** will call the student on Teams.
  - ¤ Ensure student is aware of their responsibility to be ready with their computer/device at the scheduled time, awaiting your call.

- 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.

- 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.

For your convenience, an ASD-W Educational Technology support page for teachers outlines information on using Microsoft Teams that may be helpful in your work as EST-Guidance.

References

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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

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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