

On-Line Behavioural Guidelines and Practical Considerations

Educators, Parents, and Students

The suggested planning components outlined below are practical considerations intended to assist school personnel in implementing remote continuity of learning opportunities while delineating behavioural expectations for all stakeholders.

1. Review Educational Standards of Conduct

- a. Professional codes of conduct remain in effect
- b. Educators should review their personal conduct in light of continuing standards and new contexts
 - i. Administration may review expectations with staff (staff meeting with minutes) highlighting local considerations with on-line/remote learning context
 - ii. Department heads (or assigned teacher) are encouraged to review local codes of conduct for EAs (may include local policy and/or current practices)
 - iii. Documentation of new/alternate expectations may be warranted

Resources:

Standards for BC Educators

- <https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators>

Professional Boundary Issues: Teacher-Student Relationships

- https://bctf.ca/ssta/Assets/Assets_PD/PD_District%20Day/PD19_Wonder-Think/ProfessionalBoundaryIssues%20HO.pdf?isbn=9781551383187

Sample Code of Ethics for Educational Assistants

- <http://www.cupe3260.ca/documents/Code%20of%20Ethics.pdf>

2. Establish Expected Behaviours and Boundaries for On-line Interactions

- a. School-based teams establish ‘virtual classroom’ rules and interactions with staff
- b. Educators, as well as students and parents, have the right to feel safe and respected
- c. In teams and/or with your administration discuss staff questions/concerns in new context (eg. taping a video session, posting videos, disrespectful usage of on-line teaching sessions, interruption of lessons, inappropriate behavior or language, pictures or images, private areas of home such as the bedroom or bathroom etc.)
- d. Delineate variables for teacher, EA, student, and parent that may be of potential concern for specific context or interaction.
- e. See ‘netiquette’ guidelines below if considering establishment of rules for on-line interactions.
- f. Set a concise protocol for response should educator find oneself in this context.

Example: Teacher informs caregiver prior to first session that EA may terminate a session if unexpected behaviours arise/teacher (not EA) will contact parent within 24hrs (or sooner if warranted) to debrief/ problem resolution and lessons will occur within 2 days/ document events.

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Additional Considerations for Learning Support

- a. Review role and responsibilities for an EA with parent
- b. Confirm parent supervision and involvement in the lesson-What role will they have (participant or observer)? What if they have questions?
- c. How will you address off-task behaviour of student if teacher and parent are both there? Will you have incentives? Breaks? What will these look like? Discuss before starting possible.
- d. Set a protocol up for zero tolerance behaviours, if needed, specific to student-(eg. Student disrobes-immediate sign out and report to admin)-See above (f).

Resources:

- Setting Boundaries for Teacher-Student Communication On-line
<https://k12teacherstaffdevelopment.com/tlb/setting-boundaries-for-teacher-student-online-communication/>
- Cybertips for Teachers
<https://www.ctf-fce.ca/en/Pages/Issues/Cybertips-for-teachers.aspx>
- Internet Safety Bingo for Children
<https://www.pinterest.ca/pin/505106914433708751/>
- Sample letter from CISVA school (addendum 1)
- eLuma: see short videos for on-line interactions ideas with home
<https://www.elumatherapy.com/teletherapy-tips-tricks/>
- Netiquette Guidelines for Students
<https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/>
- uTube -On Line Netiquette-Internet or On-line Ettiquette
<https://www.youtube.com/watch?v=-JNxTay480g>

3. Supervision of Teachers and EAs

- a. Supervision continues to be part for best practice for administration
- b. Teachers and EAs continue to require supervision
- c. What might 'indirect supervision' entail on-line
- d. Teacher Supervision**
 - i. Admin (principal, VP, or department head) or teacher colleague (peer supervision) may consider 'visiting' class during agreed upon schedule
 - ii. Teacher experience, instructional assignment, class composition, comfort and skill with technology, personal context, or other variables may warrant increase or decrease to amount and nature of supervision.
- e. EA Supervision**
 - i. Teachers continue to be responsible for the educational program (legally and contractually)
 - ii. Teacher/ or LRC teacher conducts initial communications with parent about learning sessions, boundaries, student conduct, off-limit behaviours and locations (bathroom, bedroom, PJs etc.)
 - iii. Include EAs in discussions as needed in Step 2 above.
 - iv. Supervision Considerations:

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- What teaching staff/admin is available for supervision?
- How many EAs does the school have?
- Can school stagger the EA schedule for beginning interactions with students? (beginning with the most vulnerable/highest priority).
- Start with a modified schedule (eg. 1-2 session per week and add sessions when ready.)
- Have teacher attend EAs on-line learning session(s) and support at the beginning of this process.
- Once practice and protocol are operational, consider what ‘indirect supervision’ may look like on a case-by-case basis.
- Schedule formal check-ins on a regular cycle for teacher-EA to review student progress, interactions, concerns and successes.
- Review established protocol (from Step 2) with EAs regularly at scheduled meetings to ensure effective.
- Consider assigning LRC teacher or department head task of scheduling regular Zoom meeting for EAs to connect, share ideas, monitor well-being and support each other. Document needs and successes and communicate to admin for action and recognition where possible.

Scenario: Mrs. Jones, the LRC teacher, ‘attends’ every 30-minute Zoom numeracy session with student, John and EA, Mr. Kim initially for first two weeks (select a period of time that makes sense for your local context). Within the weekly schedule, they also allot time to meet and debrief following the learning sessions, reviewing issues, successes, tech considerations and learning details.

4. Establish and Confirm Documentation Requirements for Continuity of Learning

- a. Before facilitating learning opportunities, discuss with staff protocol for documentation of the interaction-What have we done in the past? What will we carry over/change moving forward?
- b. Documentation to consider:
 - i. ‘classroom’ teacher’s lesson plans-how and when will the EA receive access/directions on this?
 - ii. Adaptations to lessons/notes on interactions-Will EA document? How and when? Will it look similar or different from past practice? Who will review? When?
 - iii. Evidence of learning
 - iv. ***IEP considerations will be reviewed at a later time

5. Is additional confidentiality sign-off needed with on-line interactions?

- The [*Personal Information Protection Act \(PIPA\)*](#) regulates the collection, use and disclosure of personal information by **private** organizations such as independent school authorities.

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This means that independent schools must:

- Advise students, parents and employees what personal information is specifically being collected
- Be transparent about the use and disclosure of personal information
- Obtain consent for the collection, use and disclosure of personal information
- Only use and disclose the information in accordance with stated purposes

Considerations:

- For traditional, in-school interactions, parents do not ‘sign off’ for learning and interactions.
- Schools typically obtain parent consent in writing when a student receives learning support, attends field trips, and for specialist programming etc.
 - a. On-line: Are there new dimensions to the educator-student interactions that you have not addressed above? How will you address and communicate to parents? How will you get consent from parent? You may develop a variation of the ‘Parent Letter’ below. Are there specialists involved who are new to the planning process?
- Is the parent or child sensitive to alterations from traditional, in-class learning?
 - a. It is recommended that in such circumstances, the school-based team, led by either the classroom or LRC teacher and with admin support as needed, take the time to plan and communicate and collaborate with families the specifics of the new learning opportunities. In this way, everyone will know what to expect. School teams may wish to obtain a sign-off from parents and use a variation of the form below to confirm details.

Additional Resources:

How to be a Better Teacher On-Line

<https://k12teacherstaffdevelopment.com/tlb/setting-boundaries-for-teacher-student-online-communication/>

First-Time Teaching On-Line

<https://sites.temple.edu/firsttimeonlineteaching/>

Pros and Cons of Learning On-line

<https://www.urgentessaywriting.com/blog/pros-and-cons-of-online-education-for-teachers>

Protect Kids On-Line.ca

https://protectkidsonline.ca/app/en/emerging_issues-5_to_7

A 5-Step Guide to Making Your Own Instructional Videos

<https://www.edutopia.org/article/5-step-guide-making-your-own-instructional-videos>

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Sample Letter Home (Addendum 1)

_____ School
Digital Etiquette for Remote Learning -Students

Dear Parents/Guardians,

Your child will be contacted soon by _____ to begin online support. We will be using _____ platform for instruction and require you to review the code of conduct outline prior to these sessions starting.

Once you have reviewed these expectations, please contact _____ (teacher with contact info) so that an EA can contact you to begin scheduling and starting the sessions.

1. A parent/adult should be present at the student's home when the _____ (platform) is occurring, however, if a parent is not able to be there due to their work schedule, the student may still take part as long as the parent consents to their child participating in a class session (consent will be forwarded via _____ (details of forms and contact person from school). If the parent/adult is at home during the meeting, the parent/adult should **not take part** in the class meeting.
2. During a session, should a child not be following the guidelines that are set out in this document, a session may be terminated, parents will be notified and the child may be removed from any future sessions until a resolution may be found.
3. School uniform is **not required**, but students must wear appropriate clothing (clothing that conforms to school dress down day (no-theme) guidelines). No inappropriate graphics/language on shirts and no tank tops.
4. If a student is able to attend the live discussion, they should arrive at the _____ (instructions for platform) a few minutes before the scheduled time to ensure they are ready. Be sure you have all the appropriate school supplies (textbooks, binders, papers, writing utensils, etcetera, **BEFORE** the start of the session so that you don't have to leave the meeting to get something.)
5. Prior to the session occurring, the student should ensure they are in a place where distractions and extra noise are limited. Students should be in an appropriate learning space (i.e., not bedroom)
Other siblings are not allowed to be in the session.
6. Ensure that the student background does **not have any photos** of other people and that the background is appropriate for others to see.
7. All students will engage in respectful communication (either as audio communication or through the typed "chat" portion of the platform).
8. There is **NO** recording of the session in any format by a student. Students who film, take screenshots, or photograph and forward images of another student or teacher will face disciplinary action and may include removal from future online classes.

Thank you in advance for helping our staff work with your child as effectively as possible online. If you have any questions or concerns, please contact us.