

Student Services Support: COVID-19 Clinical Support

Priorities

- School teams continue to communicate and consult with student services clinicians on caseloads to determine priority needs and support services collaboratively.
- Ensure informed consent protocols are followed, including for electronic services and e-conferencing, to protect privacy and confidentiality as per the *Personal Health Information Act* (PHIA) and *Freedom of Information and Protection of Privacy Act* (FIPPA).
- Ensure the security of information transmission (e.g., reports, consultation notes, contact records, confidential documents through divisional IT platforms, access/Internet/email accounts).

Recommendations

- Student services clinicians will continue to regularly consult and collaborate with school-based teams, primarily through the resource teacher as the coordinator of support services classroom teachers and school teams.
- Each clinician is responsible for following the principles of professional practice, as outlined in their respective colleges.
- Maintain standards of practice, as outlined in provincial documents (e.g., *Supporting Inclusive Schools: A Handbook for Resource Teachers in Manitoba Schools* at: www.edu.gov.mb.ca/k12/specedu/res_teacher/index.html, and *Standards for Appropriate Educational Programming in Manitoba* at: www.edu.gov.mb.ca/k12/specedu/aep/pdf/standards_for_student_services.pdf).

Considerations

- Resources/device/equipment availability to staff and families (e.g., equipment, devices, wifi).
- School social workers, school psychologists, and school guidance counsellors have up-to-date crisis response plans with emergency contacts for students or families who disclose information (during e-conferences or phone calls) that places students or others at risk (e.g., suicidal ideation, domestic violence, abuse, mental health intake/access), or who are in desperate need of basic needs (e.g., food banks, important medications). The contacts are different for each health region and community.

- Reference the *Guidelines on Professional Boundaries for Online Schooling* at: www.protectchildren.ca/en/about-us/ from the Canadian Centre for Child Protection for all clinical, therapeutic, or clinical e-communications.

Framework

		Action Resource
Purpose	Direct to family contact	Professional staff with family and/or client for therapy, counselling, support, etc.
	Teacher contact	Professional staff with classroom teacher in support of school-home programming
	School team contact	School team planning and responding to programming needs
Activities	Intervention	Intervention/counselling provided by professional staff
	Relationship maintenance/support	Periodic contacts to maintain relationship and identify needs
	Planning for supports	Collaborative planning for students and families, as well as for teachers
	Interpreting information/supports	With families, classroom teachers, and school teams
	Assessment of learning	Ongoing progress based on SSP outcomes and plans
	Crisis response	<ul style="list-style-type: none"> Confirmation of school division response plan Confirmation of community supports
Professional Obligation	College/association practice directions, guidelines, ethics	
	Informed consent for electronic services	Develop generic informed consent for electronic services form

Framework

		Action Resource
Documentation	Continuous records/charting	CLEVR, TYLER, POWERschool, paper
	Consultation notes	Same
	Reporting – progress notes, year-end summaries	Electronic or paper
Technology	Security	<ul style="list-style-type: none"> ■ PHIA and FIPPA compliance ■ Storage of electronic information ■ Encryption of signals ■ How to engage security steps for staff
	Devices	<ul style="list-style-type: none"> ■ School division–provided devices to staff must be used ■ Devices are provided to families to access supports as required
	Platforms/application	<ul style="list-style-type: none"> ■ School division–recommended platforms (SeeSaw, Edsby, Office 365, Google platform, etc.)
	Location requirements	<ul style="list-style-type: none"> ■ Quiet, private settings ■ Microphone and speakers ■ Good lighting
	Additional materials	<ul style="list-style-type: none"> ■ Developed/directed by professionals ■ Printed/coordinated by professional/support staff