



635a Tranquille Rd  
Kamloops, BC V2B 3H5  
[www.ascendonline.ca](http://www.ascendonline.ca)  
1-888-599-5775

## **Health and Safety Restart Plan** **Stage 2: Standards for In Person Services**

Revised Feb 2021

The purpose of this document is to communicate health and safety standards during Stage 2 operation of ASCEND Online programming during the current pandemic. In particular, it provides an emphasis on identifying standards for procedures aimed at mitigating the risk of transmission where in person services or activities are involved. This document is an update to the October 13 & Feb 4 document that the Catholic Independent Schools Kamloops Diocese developed. NOTE: Sections highlighted in yellow indicate the most recent updates from the previous document.

All guidelines and protocols outlined within this Health and Safety Plan align with [CISKD Health and Safety Protocols](#), the Ministry of Education Provincial COVID-19 Health and Safety Guidelines for K-12 Settings (Aug 17 2020), [BC COVID19 Public Health Guidance for K-12 School Settings \(revised July 29 2020\)](#) and [WorkSafeBC guidelines during COVID19](#).

The guiding principles of this plan are to:

1. Ensure a health and safe environment for all students, families, personnel and learning support service providers
2. Provide the services needed to support our student learners
3. Support vulnerable students who may need special assistance
4. Provide continuity of educational opportunities for all students

This document outlines the School's:

1. Current health and safety protocols and guidelines.
2. Standards to support in person services for our most vulnerable students.
3. Standards to support all students who receive in person services from other third-party learning support service providers.

The protocols identified in this School document are designed to keep everyone as safe as possible while still providing important educational services to our families.

CISKD Personnel, Third Party Learning Support Providers and Families are to follow these protocols when engaging in in-person services related to the programming of an ASCEND Online School student. In some cases, where the protocols may not directly apply as written, the standards contained herein should be used as guideline standards for application to the circumstances or environments, insofar as is possible and as appropriate (eg., the Client & LSSP agree to meet at a public library instead of one's home).

Note: This document will be updated as needed to reflect experience and any new guidelines from CISKD, the Ministry of Health, Ministry of Education, or WorkSafe BC.

## Table of Contents

	<b>Page</b>
<b>1. Introduction</b>	<b>3</b>
<b>2. Definitions</b>	<b>3</b>
<b>3. Education &amp; Training</b>	<b>4</b>
3.1 Requirements	
a. CISKD Personnel and Other Learning Support Service Providers	4
b. Learning Centres	4
c. Parent-Initiated Services	5
d. Clients	5
i. Parents/Guardians	5
ii. Students	5
3.2 Summary: How the Novel Coronavirus Spreads	5
3.3 How to Protect Yourself & Others	6
a. Service Providers (CISKD Personnel & Third Party LSSP)	6
b. How to Keep Yourself Safe: for client	11
<b>4. Restart Plan Details for All CISKD Personnel and third party Learning Support Service Providers</b>	<b>14</b>
4.1 Public Entry/Access to Learning Centres	14
4.2 Health Checks	14
4.3 Hygiene	15
4.4 Physical Distancing	16
4.5 Learning Groups	16
4.6 Students with Medical Complexity, Immune Suppression And/or Receiving Delegated Care	17
4.7 Cleaning/Disinfecting	18
4.8 Ventilation	19
4.9 Communication	20
<b>5. Appendices</b>	<b>23</b>
<b>A. Daily Health Check - Staff</b>	<b>24</b>
B. Administering First Aid Safe Work Procedures COVID 19 (CISKD)	25
<b>C. Contact Tracing and Public Health Notifications in Schools</b>	<b>27</b>
D. Supplementary Guidance for School Meal Programs (BCCDC)	28
E. Sick Room Protocols for Staff or Students (CISKD)	29
F. Checklist for In-Person Visits within the Home (Host & Visitor)	31
G. Sample Log of Visitors to the Home (Host)	38
H. Sample Log of Homes/Centres Visited (Visitor)	39
I. Protocols for In Person Services Within the Home (CISKD)	40
J. Mental Well-Being Information and Resources	41
<b>K. When to Get Tested for COVID-19</b>	<b>46</b>

## 1. Introduction: In Person Health & Safety Protocols

The students of ASCEND Online receive a variety of services in support of their educational programming from third party learning support providers. Some of these providers use learning centres, businesses, or programming in unregulated environments.

This document outlines health and safety protocols that are in place for the service providers as well as the home-based students and families to follow before, during and after an in-person learning activity occurs in effort to mitigate the transmission of novel coronavirus, the virus that causes COVID-19. Specific procedures are provided for in-home visits and these serve as guideline standards for other in-person sessions at alternate locales that occur during Stage 2 operations.

Our school shall continue to offer Catholic distance learning programming that our families have come to expect. The current pandemic has provided us the opportunity to adjust past practice to accommodate current health and safety standards. Please note that ASCEND Online School does not provide any blended learning opportunities or on-site activities for students such as field trips or school-organized transportation and that in-person services are only offered if the service provider is willing to do so.

## 2. Definitions:

To assist with clarity for our health and safety protocols in this document, the following terminology is used:

- a) **CISKD Personnel:** refers to individuals who have signed a contract with CISKD to provide services to ASCEND Online students. They may be employees of CISKD such as the school's administrative staff (ie. the Principal, Vice Principal, SPED Administrator, Administrative Support, and/or Library Support) or who have signed agreements with CISKD as independent contractors to provide a service in direct support of school programming, such as K-12 Contact Teachers, K-12 SPED Teachers, Coordinators, and some Education Assistants.
  
- b) **Third Party Learning Support Service Providers (LSSP):** refers to businesses or individuals who have agreed to provide support for a component of student programming for which they have expertise and receive pay. This group of independent community-based Learning Support Service Providers includes but are not limited to: therapists, counsellors, tutors, coaches, behaviour interventionists, learning centres, and others.

Please note there are *parent-initiated* third party Learning Support Service Providers and there are *school-initiated* third party Learning Support Service Providers.

If services of the LSSP are school-initiated, the LSSP operates under the parameters of this document's guidelines.

**If services of the LSSP are parent-initiated, the parent is responsible to ensure that all health, safety, qualification and security standards are vetted in advance before engaging in their services and be guided by the health and safety standards in this document.**

### **Learning Support Service Providers (LSSPs):**

- i) agree to fulfill programming identified in the student's Individual Educational Plan (IEP) and/or Student Learning Plan (SLP).
  
- ii) may provide services in their own home, the client's home or a place of business, recreational centre, public library, or other locale, as appropriate to the nature of their services and as agreeable by both client family and service provider.
  
- iii) may be directed by a professional governing body (ex., Occupational Therapists, Physio Therapists, Speech and Language Pathologists, Psychologists, etc.).
  
- c) **Client** – ASCEND Online student; ASCEND Online student's parent/guardian
  
- d) **School** – refers to ASCEND Online School
  
- e) **Catholic Independent Schools Kamloops Diocese ("CISKD")** – the School Authority in the Roman Catholic Diocese of Kamloops under which ASCEND Online School operates

## **3.0 Education and Training**

### **3.1 Requirements**

#### **a. All CISKD personnel and Learning Support Service Providers providing in person service must:**

1. Read this [ASCEND Online Health and Safety Restart Plan: Stage 2](#) document and either ensure their health and safety plan aligns or follow the ASCEND Online guidelines stated herein.
2. View the COVID 19 Powerpoint.
3. Complete the [Intensive Needs Module](#). Send module quiz results and Proof of Learning to [thaynal@ascendonline](mailto:thaynal@ascendonline).
4. Read, sign and return [ASCEND Online's Third Party Learning Support Service Provider HEALTH COMMITMENT FORM](#).
5. Refer to [Appendix F: Checklist\(s\) for In-Person Visits within the Home](#) (whether the LSSP is the host or the visitor), and accordingly, either [Appendix G: Sample Log of In-Person Visits to the Home](#) and/or [Appendix H: Sample Log of Homes/Centres Visited](#), respectively.
6. Refer to [Appendix I: Protocols for In-Person Services within the Home](#).
7. Follow all guidelines, protocols and requirements that are contained in this document.

#### **b. In addition to the above, all third-party learning centres that serve ASCEND Online students must:**

8. Review the [Intensive Needs Module](#). Send module quiz results and Proof of Learning form to [thaynal@ascendonline.ca](mailto:thaynal@ascendonline.ca).
9. Send ASCEND Online a copy of the centre's health and safety restart guidelines dated September 2020, along with any subsequent revisions.
10. Follow all learning centre guidelines as well as any additional guidelines, protocols, and requirements that are contained in this document.

### c. For parent-initiated services:

1. Parents must notify the student's ASCEND Online Contact Teacher when they are engaged in third party services that form part of the student's educational plan (IEP, SLP). It is the responsibility of the parent to ensure reasonable health and safety measures are in place for all parent-engaged programs and services that follow the School's standards as the guideline.
2. Parents are to refer regulated or unregulated service providers to the:  
\* *ASCEND Online Health and Safety Restart Plan: Stage 2*, the [ASCEND ONLINE Agreement for In-Person Services by Learning Support Service Providers](#).
3. Refer to [Appendix F: Checklist\(s\) for In-Person Visits within the Home](#) (whether the parent is the host or the visitor), and accordingly either [Appendix G: Sample Log of In-Person Visits to the Home](#) or [Appendix H: Sample Log of Homes/Centres Visited](#), respectively.
4. Refer to [Appendix I: Protocols for In-Person Services within the Home](#).

### d. Training & Education For Clients:

In response to the need for community education identified by public health, the Ministry of Education and CISKD as part of restart plans, the following training and education resources are provided for all clients of ASCEND Online School.

#### i. Parent/Guardians

All ASCEND Online School parents/guardians are asked to complete the *Intensive Needs Module*, whether they are receiving in-person services or not. If the client is expected to receive in-person services, this training is a requirement to receive such services. This module provides excellent training/education information that can help support healthy and safe family practices in other contexts.

#### ii. Students

All students will be provided age- and ability- appropriate resources provided by their Contact Teachers for completion, and as applicable, so that students are provided with accurate information.

## 3.2 Summary: How the Novel Coronavirus Spreads

COVID-19 is a new disease, and medical experts are still learning about how it spreads. Here's what is currently known about the novel coronavirus that causes COVID19:

- a. The virus mainly spreads from person to person:
  - i. Through respiratory droplets produced when a person with COVID-19 coughs, sneezes, or talks.
  - ii. Between people who are in close contact (within about 6 feet/2 metres).

- b. The virus can spread to other people from infected people who don't seem sick or show symptoms.
- c. The virus may also spread by touching a virus-contaminated surface and then touching your mouth, nose, or eyes where it enters the body.
- d. The more closely one interacts with others and the longer that interaction, the higher the risk of transmitting the virus.
- e. The virus that causes COVID-19 can spread from **people to animals** after close contact. The risk of COVID-19 spreading from **animals to people** is considered to be low

**Therefore, the use of masks, frequent hand hygiene, physical distancing, respiratory etiquette, cleaning and disinfecting surfaces, as well as isolating at home when ill help mitigate the risk of transmission.**

As an **in-person service provider**, you could be exposed to the virus during your work by:

- i. Being in close contact (within 6 feet) with infected clients and others who live with them.
- ii. Touching or handling contaminated surfaces or items and then touching your mouth, nose, or eyes.

As an **in-person service client**, you could be exposed to the virus in your home or other locale by:

- i. Being in close contact (within 6 feet) with your service provider who is infected.
- ii. Touching or handling contaminated items from outside your home and then touching your mouth, nose, or eyes.

### **3.3 How to protect yourself and others to slow the spread**

#### **a. For CISKD Personnel & Third Party Learning Support Service Providers:**

- 1. Stay home if you are ill or feeling unwell. For a list of key COVID symptoms, refer to *Appendix A: Daily Health Check*. Note that if you are feeling unwell, you should reschedule the in-person visit, whether they are COVID-19 related symptoms or not.**
  - i. Follow BC CDC guidelines<sup>1</sup> and isolate if sick, including from others within your home.
  - ii. Notify your supervisor and the family of the student. Do not return to in-person duties until its deemed safe based on directions in guidelines, by your personal health care provider or other medical authority who has assessed your symptoms.
- 2. If you have been identified by a Regional Health Authority as a 'close contact' of a confirmed case of COVID19, follow the same BC CDC guidelines for self-isolation even if you feel well.** If you are a third-party Learning Support Service Provider (LSSP), tell your supervisor that you have been exposed. If you are a CISKD personnel member, tell your Principal.
  - i. Do not work with clients in-person until at least 14 days after your last possible exposure to the virus.

---

<sup>1</sup> Self Isolation: <http://www.bccdc.ca/Health-Info-Site/Documents/Self-isolation.pdf>  
 Caregiving for those in self-isolation:  
[http://www.bccdc.ca/Health-Info-Site/Documents/Self-isolation\\_caregivers.pdf](http://www.bccdc.ca/Health-Info-Site/Documents/Self-isolation_caregivers.pdf)

3. **Take your temperature before the start of each in-person work shift. Stay home if you have a fever of greater than 37.5°C and follow the steps above.**
4. **Before leaving your home for an in-person service appointment, self-assess for key symptoms of illness consistent with COVID-19 utilizing *Appendix A: Daily Health Check*.** If you have any other symptoms of illness or otherwise feeling unwell, **stay home for 24 hours or until otherwise feeling better and symptoms have resolved or have been advised by your health care practitioner or other medical authority that you are no longer contagious.**
5. **If you answered ‘no’ to all self-assessment questions in *Appendix A: Daily Health Check*, the LSSP is to submit an electronic health declaration to the School prior to providing in-person services on the day of the appointment, also noting that neither them nor anyone in their house has travelled internationally, been identified as a confirmed contact of someone diagnosed with COVID-19, or otherwise directed to self-isolate by a health authority or health care practitioner.** The online [health declaration may be accessed here](#). The link will also be posted on the school website <https://ascendonline.ca> under the COVID tab.
6. **If the LSSP is symptomatic with certain symptoms, as per direction in *Appendix A: Daily Check when symptomatic*, the LSSP is to complete the [BC COVID19 Self Assessment Tool](#) to determine whether testing is appropriate.** Testing for COVID-19 is recommended for anyone with cold, influenza or COVID-like symptoms, even mild symptoms. Testing is not required if you do not have symptoms. You do not need a referral to call **8-1-1**. Learn more about [testing and where you can get tested](#).
7. **Before each visit, survey all clients for symptoms consistent with COVID-19 or exposure to a person with COVID-19.** Ask the client the questions in *Appendix A: Daily Health Check*. Clients shall survey the service provider the same questions before agreeing to participate in the learning activity with the service provider. Answers to specific questions are not to be recorded by either party but are to record that the health check was completed and satisfactorily negative for the in-person session to proceed.
8. **If your client or anyone in their home has been exposed, has symptoms, or tests positive for COVID-19:**
  - i. Cancel the in-person appointment. Encourage your client to contact their healthcare provider or help them contact their provider, if assistance is needed. Clients may need help accessing Healthlink BC (811) assistance.
9. **Stay at least 6 feet away from clients and others in the client’s home, including pets, when possible.**
  - i. Remember that people may be able to spread the novel coronavirus even if they do not show symptoms. Consider all close interactions (within 6 feet) as a potential source of exposure.

10. Ensure you have with you appropriate PPE supplies and approved hand sanitizer (minimum 60% alcohol), cleaning and disinfecting supplies that meet Canadian Health standards for killing novel coronavirus on hard surfaces.

#### 11. Personal Protective Equipment (PPE)

Although personal protective equipment (Including masks) is low on the Hierarchy of Infection Prevention and Exposure Control Measures, it can provide an additional layer of protection when more effective measures are not feasible. Masks have a role to play in preventing the spread of COVID-19. They provide some protection to the wearer and to those around them. The term 'mask' for the purposes of this document, refers to a non-medical mask or face covering. Medical grade masks are not recommended within school settings for general use.

Masks do not prevent the spread of COVID-19 on their own. They should not be used in place of physical distancing or any other measures noted in this guidance. Masks can be safely worn by school-aged children.

For elementary students, the use of a mask should be based on their personal or family/caregiver's choice.

Adults working with ASCEND Online students as well as ASCEND secondary students should wear a mask indoors at schools except when:

- Sitting or standing at their seat or workstation in a classroom or learning space
- There is a barrier in place
- Eating or drinking

- i. **If physical distancing may be consistently sustained for the duration of the in-person visit, PPE may be limited to masks for the participants**, according to BCCDC guidelines.
- ii. **Should physical distancing not be maintained during the visit or the anticipated activities may be unpredictable, a mask and goggles or faceshield barrier is required for the Learning Support Service Provider or CISKD Personnel**, and a mask for the client(s), according to BC CDC guidelines.
- iii. **Should there be risk of CISKD Personnel or LSSP coming into contact with client body fluids, a mask, goggles or faceshield barrier, gloves and disposable gown (or bring extra change of clothes to change into at the place of in-person service)** for the service provider; as well as a mask for the client(s), according to BC CDC guidelines. Refer to procedures noted in [Appendix E: Sick Room Protocols for Staff and Students](#) for post-care guideline procedures that include cleaning and disinfecting protocols and direction on how to handle clothes that may have come into contact with client's body fluids.
- iv. **Note: Additional PPE may be required if there are additional risks to the service provider.** For example, should there be risk of biting, protective sleeves may be appropriate for the service provider to wear to reduce the risk of transmission of a communicable disease by means of broken skin.

## 12. Use a non-medical mask and PPE as appropriate.

- i. Masks may not protect the wearer but may keep the wearer from spreading the virus to others. To be effective, clients need to wear them as well, as per BC CDC, Ministry of Health and Ministry of Education guidelines.
- ii. When scheduling appointments with clients via telephone or online, **remind them that masks will need to be worn by those present while the service provider is in the home and/or when in the same room as the service provider.**
- iii. Wearing masks may be difficult for people with sensory, cognitive, or behavioral issues. At this time, masks are not recommended for children under 12 or anyone who has trouble breathing or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
- iv. **Learn how to put on (donn) and remove (doff) PPE.** Refer to poster in the school's [Intensive Needs Training Module](#).
- v. Note that transparent mouth, nose &/or face shields are not effective at containing one's own respiratory droplets and should be used in conjunction with a fabric or disposable mask. Some fabric mask designs offer a transparent window for the mouth to be seen.
- vi. Change your mask after each home visit unless mask becomes soiled or wet. In that case, change it immediately following hygiene protocols provided in the [Intensive Needs Training Module](#).
- vii. If you have more than one in-home appointment planned, it is recommended that you use a new mask for each visit.
- viii. Store wet or dirty fabric masks (from sweat, saliva, make-up, or other liquids or substances) in a plastic bag. Wash wet or dirty masks as soon as possible. Wet masks can be hard to breathe through and are less effective than dry masks.
- ix. Dispose of disposable masks after each use.
- x. Practice effective hand hygiene after removal.

## 13. Wash your fabric mask after every use.

### If using a washing machine

- i. Include your mask with your regular laundry.
- ii. Use regular laundry detergent and hot water.

### If washing by hand

- i. Wash your mask with tap water and laundry detergent or soap.
- ii. Rinse thoroughly with clean water to remove detergent or soap.

## 14. Drying your fabric mask

### If using a dryer machine

- i. Dry your mask completely in a warm or hot dryer

### If air drying

- i. Hang your mask in direct sunlight to dry completely. If you cannot hang it in direct sunlight, hang or lay it flat and let it dry completely.

**15. Wash your hands often with soap and water for at least 20 seconds.** You do not need to wear gloves if you wash your hands often (unless they are required for your job or specific job-related tasks).

- ii. Use a hand sanitizer with at least 60% alcohol if soap and water are not available.
- iii. Practice effective hand hygiene by washing your hands or using hand sanitizer, if soap and water are not available, at these key times:
  - a. Upon entry to a client's home
  - b. Before, during, and after preparing food
  - c. Before and after eating food
  - d. Before and after physical contact with a client
  - e. Before putting on and after touching or removing masks
  - f. After using the restroom, or assisting someone in the restroom
  - g. After blowing your nose, coughing, or sneezing
  - h. After touching animals or pets, their food, supplies, or waste
  - i. After changing a diaper
  - j. After caring for someone who is sick
  - k. After contact with surfaces frequently touched by multiple people
  - l. After cleaning surfaces frequently touched by multiple people
  - m. After leaving a client's home
  - n. After leaving a public place

**15. Do not touch your eyes, nose, or mouth.**

**16. Cover your coughs and sneezes**

- iv. Do not remove mask for coughs and sneezes.
- v. Cough or sneeze into the inside of your elbow.
- vi. When not wearing a mask, use tissues to cover your mouth and nose when you cough or sneeze.
- vii. Throw used tissues and/or disposable mask in the trash. Place soiled fabric mask into sealed plastic bag and launder.
- viii. Practice effective hand hygiene by either washing your hands or using hand sanitizer, if soap and water are not available.
- ix. Replace with clean mask until session is complete.

**17. If at any point while in a client's home, or after you leave, you develop a fever of 37.5°C or greater and/or any other symptoms consistent with COVID-19, keep your mask on, inform the client and leave the home.** Inform your supervisor of your change in health and cancelled appointment. Provide client BCCDC's direction on cleaning and disinfecting the home. Contact Healthlink BC (811) to determine an assessment.

**18. It is important that you maintain a list of all in person visits along with whom was present during the session and the PPE worn** (refer to sample in [Appendix G or H](#), depending whether you are hosting within the home or visiting the client's home). In the event that you, the client or

anyone within their or your homes test positive for COVID 19, this tracked information will assist with contact tracing requests of the Medical Health Officer.

**Please note that resources which appear in Appendices F, G, H, and I are provided to guide the procedures that should be followed whether the in-person service occurs in the client's home or the LSSP's home. Bear these protocols in mind if the service is being provided in alternate locales (ex., meeting the client at the public library).**

The following criteria provides guidance on when to end self-isolation as noted on the Healthlink BC [website](#):

### Ending self-isolation

---

If you have been sick, were exposed to COVID-19, or returned from travel you likely self-isolated for 14 days or 10 days after symptoms started, whichever is longer. After your 10- or 14-day self-isolation, you may return to your regular activities if:

- At least 10 days have passed since any symptoms started, and
- Your fever is gone without the use of fever-reducing medications (e.g. Tylenol, Advil), and
- You are feeling better (there is improvement in runny nose, sore throat, nausea, vomiting, diarrhea, fatigue). Coughing may go on for several weeks, so a cough alone does not mean you need to continue to self-monitor and self-isolate. OR
- You were self-monitoring and never developed any symptoms.

### **b. How to Keep Yourself Safe: For Clients**

1. Consider alternatives to in-person services, such as online or over the phone services. For example, consider web-based tutoring or virtual health options. Minimize the number of people entering your home, whenever possible.
  - i. Give extra consideration to in-person alternatives if **you or anyone within the home are at increased risk due to age or any underlying medical conditions that may put them at greater risk for exposure.**
2. While some children and infants have been sick with COVID-19, most illnesses have been among adults. Some reports suggest that infants under 1 year old and those with underlying medical conditions might be at higher risk of serious illness from COVID-19 than other children. If you are coordinating care or services for a child, talk to the child's healthcare provider to discuss concerns and/or questions.
3. **Before the service provider arrives, assess yourself and others in your home for symptoms consistent with COVID-19 (*Appendix A: Daily Health Check*).** Health and safety within the home must be confirmed in advance with the service provider prior to their arrival at the home.

- i. Consult [Appendix A: Daily Health Check](#) and tell your service provider if you or someone in your home is having symptoms consistent with COVID-19 or if you are well but someone you live with has COVID-19. Service will be cancelled.
  - ii. Stay home and isolate yourself or others if sick.
  - iii. Do not allow a service provider to enter your home if someone is ill within the home until it's safe to do so. Talk to your healthcare provider about when it may be safe to be in proximity of others.
4. Inform the service provider if you or anyone in your home has been exposed to a person with COVID-19, travelled internationally within the past 14 days, is a confirmed case, or has otherwise been directed to self-isolate.
  - i. Keep a list of who has visited your home, the dates, duration and noting PPE worn during the visit. ([Appendix G: Sample Log of Visitors to the Home](#)); If your child attends services in someone else's home or other locale, keep track of the service providers and appointments that your child has engaged in (refer to [Appendix H: Sample Log of In-Person Visits](#))
  - ii. Do not allow the service provider to enter your home until at least 14 days after your (or your household member's) last possible exposure to the virus or as otherwise identified by a medical health officer or medical care provider.
5. **Stay at least 6 feet away from the service provider, when possible.**
  - i. Remember that people may be able to spread the virus that causes COVID-19 even if they do not show symptoms. Consider all close interactions (within 6 feet) as a potential source of exposure.
6. **Use a [mask](#) as appropriate.**
  - a. Masks may not protect the wearer but may keep the wearer from spreading the virus to others. To be effective, clients need to wear them as well, as per BC CDC, Ministry of Health and Ministry of Education guidelines.
  - b. When scheduling appointments with clients via telephone or online, remind them that masks will need to be worn while the service provider is in the home and when in the same room as the service provider.
  - c. Wearing masks may be difficult for people with sensory, cognitive, or behavioral issues. Masks are not recommended for children under 12 or anyone who has trouble breathing or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
  - d. Learn how to put on (donn) and remove (doff) PPE. Refer to poster in [Intensive Needs Module](#).
  - e. Change your mask after each home visit, unless mask becomes soiled or wet.
  - f. If you have more than one in-home appointment planned, it is recommended that you use a new mask for each visit.
  - g. Store wet or dirty fabric masks (from sweat, saliva, make-up, or other liquids or substances) in a plastic bag. Wash wet or dirty masks as soon as possible. Wet masks can be hard to breathe through and are less effective than dry masks.
  - h. Dispose of disposable masks after each use.
  - i. Practice effective hand hygiene after removal.

Note: Refer to fabric mask washing and drying instructions on page 7.

7. **Clean and then disinfect surfaces with products approved by Canada Health of frequently touched by multiple people and shared objects in your home in the presence of the service provider upon their arrival and at the conclusion of the session prior to their leaving.**
  - i. The following surfaces frequently touched by multiple people should be cleaned routinely:
    - a. Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.
  - ii. Use disinfectants for hard surfaces listed on [Health Canada's website](#)
    - a. Always read and follow the directions on the label to ensure safe and effective use.
    - b. [Diluted household bleach solutions](#) or
    - c. Alcohol solutions with at least 60% alcohol, appropriate for surface disinfection, may also be used.
  - iii. Wash your hands with soap and water after cleaning and disinfecting.
8. **Wash your hands often with soap and water for at least 20 seconds.**
  - i. Use a hand sanitizer with at least 60% alcohol if soap and water aren't available.
  - ii. Wash your hands or use hand sanitizer, if soap and water are not available, at these key times:
    - a. Before the service provider enters your home
    - b. Before, during, and after preparing food
    - c. Before eating food
    - d. Before and after physical contact with a service provider
    - e. Before putting on and after touching or removing masks
    - f. After using the toilet or assisting others in toileting
    - g. After blowing your nose, coughing, or sneezing
    - h. After touching animals or pets
    - i. After changing a diaper
    - j. After caring for someone sick
    - k. After contact with surfaces frequently touched by multiple people
    - l. After cleaning surfaces frequently touched by multiple people
    - m. After the service provider leaves your home
    - n. After returning home after leaving a public place
9. **Do not touch your eyes, nose, or mouth.**
10. **Cover your coughs and sneezes** when not wearing a mask.
  - i. Do not remove mask for coughs and sneezes.
  - ii. When not wearing a mask, use tissues to cover your mouth and nose when you cough or sneeze.

iii. Throw used tissues in the trash and wash your hands or use hand sanitizer, if soap and water are not available.

11. If at any point while having the service provider in your home, or after they leave, you or anyone you live with develop a fever of 37.5°C or greater or any other symptoms of COVID-19, inform the service provider who will then terminate the session, and follow BCCDC recommendations on [what to do if you are sick](#).

12. If you test positive for COVID-19, kindly advise the service provider(s) as soon as possible. Follow any direction provided by public health.

#### 4. [Restart Plan Details for all CISKD Personnel and Third Party Learning Support Service Providers](#)

(ie., For those engaging in-person services such as: learning centres, sports, and music lessons, etc) including Learning Support Providers in person services within the home (LSPs-EAs, tutors, BIs, etc. )

##### 4.1 Public Entry/Access to Learning Centres

- Public entry/access is limited to staff and students only.
- Parents should drop off and pick up outside the door whenever possible.
- Hand sanitizer stations should be placed at the entrance and used upon entry to the centre.
- Records are to be kept of those entering and exiting the locale for contact tracing purposes.

Centres are to keep a list of the dates, names, times, contact information and areas visited in the locale for all visitors and staff who are not typically onsite (ex., on call staff, IT personnel, trades people, delivery personnel, ASCEND school staff, etc) over the past 30 days.

##### VISITORS

Parents, caregivers, health-care providers, volunteers, and other non-staff people (ie., visitors) entering the centre should be limited to those supporting activities that are of benefit to student learning and wellbeing (ex., interns, immunizers, meal program volunteers, etc.)

All visitors should provide active confirmation (ie., sign in at entry, email before entry, etc) that

they have no symptoms of illness and are not required to self-isolate before entering the centre. Centres should keep a list of the date, names and contact information for all visitors. All visitors should wear a mask. Adult volunteers can support outdoor supervision/monitoring, provided they follow required health and safety protocols (ex., maintaining physical distance, wearing a mask when unable to maintain physical distance, etc.).

##### 4.2 Health Checks & LSSP Health Declaration

- CISKD Personnel, third party Learning Support Service Providers and Parents/Guardians commit to conducting the school's [Daily Health Check \(Appendix A\)](#) for themselves and anyone within their home by signing their respective [Health Commitment Form](#) and submitting it to the school.
- CISKD personnel, third party service providers, clients and those within the client's home must communicate the results of the [Daily Health Check \(Appendix A\)](#) prior to arrival for in-person

services. If answers to [Appendix A](#) are satisfactorily negative on the day of the appointment, the appointment may proceed. CISKD personnel and third party service providers participating in such appointments, must submit an ASCEND Online [electronic Health Declaration](#) to the School on the day of and prior to the appointment.

- Clients, CISKD personnel and/or LSSPs will not attend in person activities when experiencing any signs of illness (cough, sneezing, fatigue, fever, etc.). For mild symptoms without fever, monitor for 24 hours. If symptoms improve, students or staff can resume in person activities.
- If experiencing new or worsening symptoms, use the self-assessment tool at: <https://bc.thrive.health/covid19/en> and follow the advice given at the end of the assessment. A health assessment can also include calling 8-1-1.
- Student clients, CISKD personnel and/or service providers may still attend in person activities if a member of their household has cold, influenza, or COVID-19 like symptoms, provided the student/staff member is asymptomatic. It is expected the symptomatic household member is seeking assessment by a health care provider if they have a fever or two or more COVID-19 like symptoms and following BCCDC recommendations for isolation within the home.
- Students and staff who experience allergies or other COVID-19 like symptoms which are related to an existing condition can continue to attend in person activities.
- Anyone returning from travel outside Canada must stay home and self-isolate for 14 days before attending in person activities.
- If a student client becomes ill while at the learning centre or activity, they will be immediately separated from others. Parents will be notified immediately to pick up their child as soon as possible if they are not at the in person event. If a learning centre's service provider must supervise the student while waiting to be picked up, the student must wear a mask if tolerated and the staff member will wear mask and/or face shield and gloves. [Refer to Appendix E: Sick Room Protocols for CISKD Staff & Students](#) as a guideline.
- Service providers who become ill while delivering in person services must leave as soon as the student client is under the care of another adult or their parent.

### 4.3 Hygiene

- All persons will hand sanitize (minimum 60% alcohol concentration) and/or wash with soap and water (minimum 20 seconds)
  - upon entry
  - before/after any breaks
  - before/after eating and drinking
  - before/after administering medication (self or others)
  - after using the toilet or assisting someone using the toilet
  - after handling common resources/equipment/supplies or pets
  - after sneezing or coughing (sneeze or cough into elbow, sleeve, tissue or mask)
  - when moving between different environments (Indoor/outdoor)
  - after handling common resources/equipment or pets
  - after contact with bodily fluids (ie., runny nose, saliva, vomit, blood, urine, feces, infection)
  - when hands are visibly dirty
  - before/after putting on a mask
  - before/after using gloves
- Students should be assisted with hand hygiene as needed.

Handwashing signage must be posted that signs be posted at handwashing stations. This signage should contain both text and clear pictures of the correct handwashing process.

- Food and drink items will not be shared. Shared water fountains will not be used.

#### 4.4 Physical Distancing

- Physical distancing of 6 feet will be practiced whenever possible.
- The guideline for schools notes that student cohorts between the ages of 5 and 12 will not exceed 60 students and adults. This guideline may change and all LSSPs must be aware of and follow the most current recommendations of the PHO and Ministry of Education. For the safety of all involved, ASCEND Online School encourages small groups and as few adults as possible or as required for in-person services within the cohort.
- Spread people out as much as possible. Consider different common space, classroom and learning environment configurations to allow space between students and adults (ex., different desk and table formations). Avoid activities that require close, face-to-face contact.

- **Other Prevention Strategies:**

The following strategies should be implemented wherever and whenever possible:

- Implement strategies that prevent crowding at pick-up and drop-off times. Focus on exit and entry areas, and other places where people may gather or crowd.
- Stagger recess/snack, lunch and class transition times.
- Take students outside more often, for learning and break times. Playgrounds can be used as normal. Ensure appropriate hand hygiene practices before and after outdoor play.
- Incorporate more individual activities or activities that encourage greater space between students and staff.

For elementary students, adapt group activities to minimize physical contact and reduce shared items. For secondary students, minimize group activities and avoid activities that require physical contact.

- Manage flow of people in common areas, including hallways, to minimize crossing, and allow for ease of people passing through.

#### 4.5 Learning Groups

- Reducing the number of close, prolonged face to face interactions an individual has with different people helps to prevent the spread of COVID-19. This can be accomplished through two different but complementary approaches: cohorts (to reduce the number of potential interactions) and physical distancing (to change the nature of interactions).
- Students should be knowledgeable in how to properly put on, wear, remove and store non-medical masks and other face coverings.

**Personnel and secondary students are required wear a mask indoors at schools, both within and outside of their learning group, except when:**

- Sitting or standing at their seat or workstation in a classroom or learning space, or while maintaining physical distance (2m) in a classroom/learning environment;
- There is a barrier in place; or
- Eating or drinking

Exceptions will be made for students unable to tolerate masks. A confirming doctor's note is not required.

Music, Physical Education, Health and Sport Activities require certain mask use. Refer to Physical Education Health and Sport Activities.

- Elementary students are not required to wear masks. Use of masks by elementary students should be based on their personal or family/caregiver choice.
- Students will use individual supplies whenever possible. Students may be allowed to bring personal items and school supplies for their own use if this is acceptable to the learning centre or learning activity provider. This includes reusable food containers for bringing drinks, snacks and meals.
- Student learning will continue in person until such a time BC Public Health and/or Ministry of Education direct a change in school operation from Stage 2. In this case ASCEND Online will communicate this change via email through the student's Contact Teacher. If this occurs, third party providers will be encouraged to provide learning support remotely whenever possible. If the third-party LSSP provider cannot provide learning support in ways other than face to face, the agreement between ASCEND Online and the LSSP will be discontinued.
- Under Stage 2 protocols, schools are permitted to have cohort groupings of up to 60 students. ASCEND Online in person activities must abide by these same numbers and are encouraged to make any in person groupings as small as possible.
- In the case of learning centres, ASCEND Online will communicate directly with them and direct them to continue to provide learning supports via the internet (Zoom) or some other agreed upon remote support. If the centre cannot provide learning support in alternate ways, the agreement between ASCEND Online and the centre to provide support will be discontinued to ensure supports can be found elsewhere (virtually) for the student.

#### 4.6 Students with Medical Complexity, Immune Suppression and/or Receiving Delegated Care

Managing students with complex behaviours, on a delegated care plan or experiencing a health emergency may require personnel or service providers to be in close physical proximity or in physical contact with a medically complex or immune suppressed student client for an extended period of time. Those providing health services in schools should wear a mask (medical or non-medical) when providing services when those services cannot be provided from behind a barrier.

When there is low incidence and prevalence of COVID19, additional PPE over and above that required for routine practice is not required. If a person providing health services assesses the need for additional PPE following a point of care assessment (PCRA), it should be worn (refer to flow chart in Intensive Needs Module). Those providing health services should wear a non-medical mask when working in close proximity with student clients who are at higher risk of severe illness due to COVID19 (ex., children with immune suppression), particularly those who may provide in-person services at multiple sites.

Those providing health services may be receiving different guidance related to PPE from their regulatory college or employer. They are encouraged to work with them directly to confirm what PPE is recommended for services they provide for CISKD Schools, including ASCEND Online. No health services should be provided to a student who is exhibiting any symptoms of COVID19 (beyond those detailed for those who become ill while engaging in an in-person service or activity). Parents and caregivers of children considered at higher risk of severe illness due to COVID19 are encouraged to consult with their health care provider to determine the child's level of risk and work with the school-based team for the child's health and safety support plan.

#### Students with Disabilities and Diverse Abilities

CISKD Personnel or other service providers working with disabilities or diverse abilities should continue with regular precaution (*refer to page 7 or Appendix F: Checklist for In-Person Visits within the Home*). Those providing these services should wear a non-medical mask when providing services when the service cannot be provided from behind a barrier.

Face shields can be worn in place of masks when communicating using lip-reading, when visual facial cues are essential, or when people may be unable to wear a mask due to a medical condition. Clear masks that cover the nose and mouth are another option when visual communication is necessary.

Those providing services to students with medical complexity, immune suppression, receiving delegated care, or with disabilities and diverse abilities should follow their standard risk assessment methods to determine if additional PPE is needed, in accordance with routine practices.

No health services should be provided to a student in school who is exhibiting any symptoms of COVID-19 (beyond those detailed if a student develops symptoms at school as detailed in Appendix E: Sick Room Protocols)

No additional mitigation measures or PPE are required unless recommended by a local health officer or student, CISKD personnel or other service provider's health care provider.

#### **Supportive School Environments**

Schools shall follow inclusive and respectful approaches when personnel, students, and/or visitors cannot comply with protocols due to health or behavioural reasons. Should this circumstance arise, schools should explore other administrative and environmental methods to mitigate risk to ensure their safety and the safety of others.

### **4.7 Cleaning/Disinfecting**

Regular cleaning and disinfection are important to prevent the transmission of COVID-19 from contaminated objects and surfaces. Schools should be cleaned and disinfected in accordance with the BCCDC's Cleaning and Disinfectants for Public Settings document. This includes: Disinfect teaching aids (ex., clipboards, whiteboards, pens, plastic bins for transporting materials).

- For learning centres/tutoring centres/etc.: Cleaning and disinfecting of surfaces should be performed a minimum twice per day plus whenever a new student or group of students moves into the particular workspace being used. Refer to *BCCDC Cleaning and Disinfection for Public Settings*. (e.g., doorknobs, light switches, cupboard handles, handrails, tables, phones, bathrooms; *shared equipment* such as keyboards/tablets, appliances, sewing machines/equipment, glass/testing equipment, kitchen equipment sports equipment, music equipment, manipulatives and toys used by multiple students).
- Individual supplies (pencils, papers, etc.) should be provided.
- All supplies that may be shared (eg. ipads) must be thoroughly wiped down with disinfecting wipes/bleach solution/etc. before another student may use it. Please note that cleaning or disinfection solutions should not be sprayed directly onto electronics as may risk permanently damaging the device. Limit frequently-touched items that are not easily cleaned to those that support learning, health, and development. Items such as toys or manipulatives that may not be cleaned often or at all (ex., sand, playdough, foam, etc) may continue to be used if hand hygiene is practiced before and after use.

There is no evidence that COVID-19 is transmitted via textbooks, paper or other paper-based products. Laminated or glossy paper-based products (ex., children’s books or magazines) and items with plastic covers (DVDs) can be contaminated if handled by a person with COVID-19; however, the risk is low. There is no need for these items to be cleaned and disinfected or quarantined for any period of time, or for hand hygiene to be practiced before or after use. Additional guidance on cleaning electronics, toys, fabrics and other items can be found [here](#).

. Access to water and washrooms should not be restricted.

**Cleaning & Disinfecting Bodily Fluids:**

In addition to standards noted in Appendix E: Sick Room Protocols when cleaning and disinfecting bodily fluids that occur onsite (ex., runny nose, vomit, stool, urine):

Wear disposable gloves when cleaning blood or bodily fluids.

Wash hands before wearing and after removing gloves

Follow regular health and safety procedure and regularly used PPE (ex, gloves, Kevlar sleeves) for blood and bodily fluids (ex., toileting, spitting, biting).

- Disinfection products effective against killing the COVID-19 virus are listed on the [Canada Health website](#).
- Cleaning and disinfecting in activity centres must be completed following the [BC CDCs Cleaning and Disinfecting for Public Settings](#) guidelines and the [PHOs COVID-19 Public Health Guidance for Childcare Settings](#).

**Tips:**

- Use damp cleaning methods such as damp clean cloths and/or a wet mop for cleaning. Do not dust or sweep, as this can agitate particles into the air. Mop or spray a clean floor with disinfection solution and let air dry.
- Items and surfaces that children have placed in their mouths or that have been in contact with bodily fluids are to be cleaned as soon as possible and between uses by different students.
- Dishwasher safe items can be cleaned and disinfected in a dishwasher with a hot rinse cycle.
- For all other service providers or clients hosting sessions in their homes, please refer to the [BC CDC website for direction on cleaning and disinfection](#)
- **For hosts (client or LSSP) preparing to receive a visitor in their home**, please refer to [Appendix F: Checklist for In Person Visits within the Home](#) to the ‘Cleaning and Disinfection’ sections.

#### 4.8 Ventilation

Good indoor ventilation alone cannot prevent people from exposure to the virus, however, it may reduce the risk when used in addition to other preventative measures.

- All centres must ensure their ventilation systems are in good repair and have recently been serviced.
- The use of outdoor spaces is encouraged whenever possible.
- The opening of windows and doors to provide airflow is encouraged whenever possible and it doesn’t impact the functioning of ventilation systems.

#### 4.9 Communication

- ASCEND Online personnel have a minimum of weekly communication with all third party learning centres.
- Any concerns, information, or updates regarding health and safety, updates to the Ministry of Education, BC CDDC, or BC PHO will be communicated through email or direct telephone call from ASCEND Online. It is the responsibility of all school personnel and other service providers to remain updated regarding changing guidelines directly from the PHO.
- The Regional Health Authorities lead the contact tracing process and determines the communication protocols with those involved. The Catholic Independent Schools Kamloops Diocese receives direction from the regional Health Authority in these matters and ASCEND Online complies with the requests it makes. For more information on Health Authority Protocols in these circumstances, please refer to [Appendix B: Public Health Actions if Staff, Student or Other Person who has been in the School is a Confirmed Case of COVID](#).
- Schools shall provide early and ongoing health and safety orientation for staff (including newly hired staff and staff who change work sites), parents/caregivers, students and other adults in the community are well informed of their responsibilities and resources available. Examples include online information, distribution of orientation and training materials that are clear, concise and easily understood, interactive sessions with Q &As, materials in multiple languages to meet community needs, etc. Refer to the Health and Safety Orientation Checklist for further guidance.

#### PERSONAL MEASURES:

##### Self-Isolation and Illness, Stay Home When Required to Self-Isolate

The following students, personnel, or other persons must stay home and self-isolate as per public health direction:

- A person confirmed by public health as a case of COVID-19; or,
- A person confirmed by public health as a close contact of a confirmed case or outbreak of COVID-19; or,
- A person who has travelled outside of Canada in the last 14 days.

Anyone required to self-isolate will be supported by public health. Additional information is available from BCCDC.

##### Stay Home When Sick

Students, personnel and other individuals should stay home when they are sick or as directed by a health authority or Order.

##### Daily Health Check

- Personnel and other adults (ex., parents, caregivers, visitors) entering the locale are aware of their responsibility to assess themselves daily for illness prior to entering the school/worksite/centre (ex., emails/letters to parents/personnel, orientation video, signage on doors) and to stay home.
- Parents and caregivers are aware that their child should not attend learning or therapeutic activities if they are sick or are required to self-isolate as per public health direction.

You can support this practice by communicating the requirement for everyone to do a daily health check (for parents and students: K-12 Daily Health Check App; for personnel: your own or the ASCEND Online school online daily health check form). Other adults and visitors who require entry to the school are to follow the directions of the school that comply with requirements.

For students, this means ensuring their parent or caregiver is aware of common symptoms of COVID19 and is checking with their child daily to see if the child is experiencing any of these symptoms, as well as ensuring their child is not required to self-isolate. The Ministry of Education's K-12 Health Check app can be used to support their daily health checks.

For personnel, an active daily health check must be completed in line with the requirements of the Provincial Health Officer's Order on Workplace Safety. Other adults (ex., visitors) required to enter the centre should also complete an active daily health check. School personnel and other adults can refer to BCCDC's When to Get Tested for COVID-19 resource to support their daily health checks.

If personnel, students, or other persons indicated that the symptoms are consistent with a previously diagnosed condition and are not unusual for that individual, they can continue to attend locale. No assessment or note should be required from a health care provider.

Those experiencing symptoms of illness can use the BC Self-Assessment Tool, call 8-1-1, or their health care provider.

#### What to do When Sick

Personnel, students and others are expected to follow guidance from BCCDC. This is outlined in the When to Get Tested for COVID-19 resource. Nobody should come to the learning centre/locale if they are sick.

Students and staff who may be exposed to a person in their household who has cold, influenza or COVID-19 like symptoms, should follow the BCCDC guidelines for isolation when ill and/or caregiving for the ill to help minimize the risk of transmission within the household.

#### Returning to In Person Activities After Sickness

When personnel, students, or other persons can return to in person activities depends on the type of symptoms they experienced as outlined in the When to Get Tested for COVID-19 resource.

If, based on their symptoms, a test was not recommended (ie., the guidance is to 'stay home until you feel better') the person can return to in person activities when their symptoms improve and they feel well enough.

If, based on their symptoms, a test is recommended (ie. the guidance includes 'get tested'), the person must stay home until they receive their test result.

- If the test result is negative, they can return to in person activities when symptoms improve and they feel well enough to participate.
- If the test result is positive, they must follow direction from public health on when they can return to in person activities.

Personnel, students, parents/caregivers and others can use the BC Self-Assessment tool app, call 811 or their health care provider for guidance. Anyone being tested is encouraged (though not required) to share that information with administration as soon as the results have been received. If the test is positive, the person is asked to share that information with administration as soon as the results have been received.

## Other Considerations for Managing Illness at In Person Activities

Those who become ill while at in person learning activities are to go home as soon as possible. For those who cannot depart immediately, they shall follow the CISKD procedures for supporting those ill, namely to have a sick room prepared where the individual may wait comfortably, which is safe and separated from others. This can include being in the same room as others, as long as the person experiencing illness is at least 2 metres from others and wears a mask if it may be tolerated independently. Supervision is to be provided. Supervising staff should wear a non-medical mask and face shield if unable to maintain physical distance, avoid touching bodily fluids as much as possible, and practice diligent hand hygiene protocols. Refer to Appendix E: Sick Room Protocols document.

## APPENDICES:

- A. Daily Health Check
- B. Administering First Aid – Safe Work Procedures: COVID 19
- C. Contact Tracing and Public Health Notifications in Schools
- D. Supplementary Guidance for School Meal Programs
- E. Sick Room Protocols for Staff or Students
- F. Checklist for In Person Visit to the Home (Host & Visitor)
- G. Sample Log of Visitors to the Home (Host)
- H. Sample Log of Homes/Locales Visited (Visitor)
- I. Protocols for InPerson Services within the Home
- J. Mental Well-Being Information & Resources
- K. When to Get Tested for COVID-19

## Appendix A: Daily Health Check

The following is a resource of a daily health check to determine if you should attend school that day.

Daily Health Check			
<b>1. Key Symptoms of Illness:</b>	<b>Do you have any of the following key symptoms (note all that apply)?</b>	<b>Circle One</b>	
<b>Note:</b> If 'yes' to even one of these symptoms, stay home and seek testing.	Fever (37.5°C or higher is considered a fever)	Yes	No
	Chills	Yes	No
	Cough or worsening of chronic cough	Yes	No
	Difficulty breathing	Yes	No
	Loss of sense of smell or taste	Yes	No
<b>2. Other Symptoms of Illness:</b>	<b>Are you experiencing any of the following symptoms (note all that apply)?</b>	<b>Circle One</b>	
<b>Note:</b> If 'yes' to <u>one (1)</u> of these symptoms, stay home until you feel better.  If 'yes' to <u>two (2) or more</u> of these symptoms, stay home for 24 hours to see if you feel better. If not better after 24 hours, seek testing.	Sore Throat	Yes	No
	Loss of Appetite	Yes	No
	Extreme Fatigue/Tiredness	Yes	No
	Headache	Yes	No
	Body Aches	Yes	No
	Nausea or Vomiting	Yes	No
	Diarrhea	Yes	No
<b>3. Other Questions</b>		<b>Circle One</b>	
<b>Confirmed Contact?</b> If yes, you are required to self-isolate for 14 days since last contact with the person confirmed to have COVID-19	Have you been identified and contacted by Public Health as a 'confirmed close contact' of a person confirmed by Public Health to have COVID-19?	Yes	No
<b>International Travel?</b> If yes, you are required to do self-quarantine for 14 days.	Have you returned from travel outside Canada in the last 14 days?	Yes	No
<b>Isolation?</b> If yes, you are required to do so and follow the instructions provided by Public Health	Have you been told to isolate by Public Health?	Yes	No
<b>Check your Symptoms Using the <a href="#">BC Self-Assessment Tool</a>.</b> Should you have questions, or the symptoms get worse, contact your health care provider or call 8-1-1. If a health assessment is required, you should not return to school until COVID-19 has been excluded and your symptoms have improved or as otherwise directed by public health or health care provider.			



1. Before administering any first aid, attendant must perform proper hand hygiene as per Hand Washing procedure.
2. Put on required PPE (gloves, mask, goggles, face shield) as appropriate to potential hazards during care.
3. Perform injury assessment verbally and visually prior to administering first aid while maintaining physical distancing, as appropriate.
4. Gather required first aid supplies (stored outside of room - only take required supplies into room).
5. The first aid attendant shall render first aid to the student.
6. Dispose of any used and unused materials brought into the room in the garbage can.
7. Where appropriate, provide the supplies to the injured adult member who may render first aid under your direction.
8. Ensure the ill person is comfortably waiting in the room while awaiting transportation and under direct supervision.
9. PPE remains worn while providing care and supervision in the room.
10. After the student/staff have departed or when attendant is exiting the room, discard gloves into the room's waste basket and perform hand hygiene after removal (worn gloves must not be taken outside room -REMEMBER the outside of the gloves are contaminated). Grasp palm area of gloved hand and peel off first glove. Slide fingers of hand under other glove at wrist and peel off.
11. Leave face shield protection in place until after staff/student has departed.
12. Should re-entry of the room be necessary, put on new gloves, and mask, as appropriate.
13. Exit the room and supervise the staff/student until transportation arrives for them.

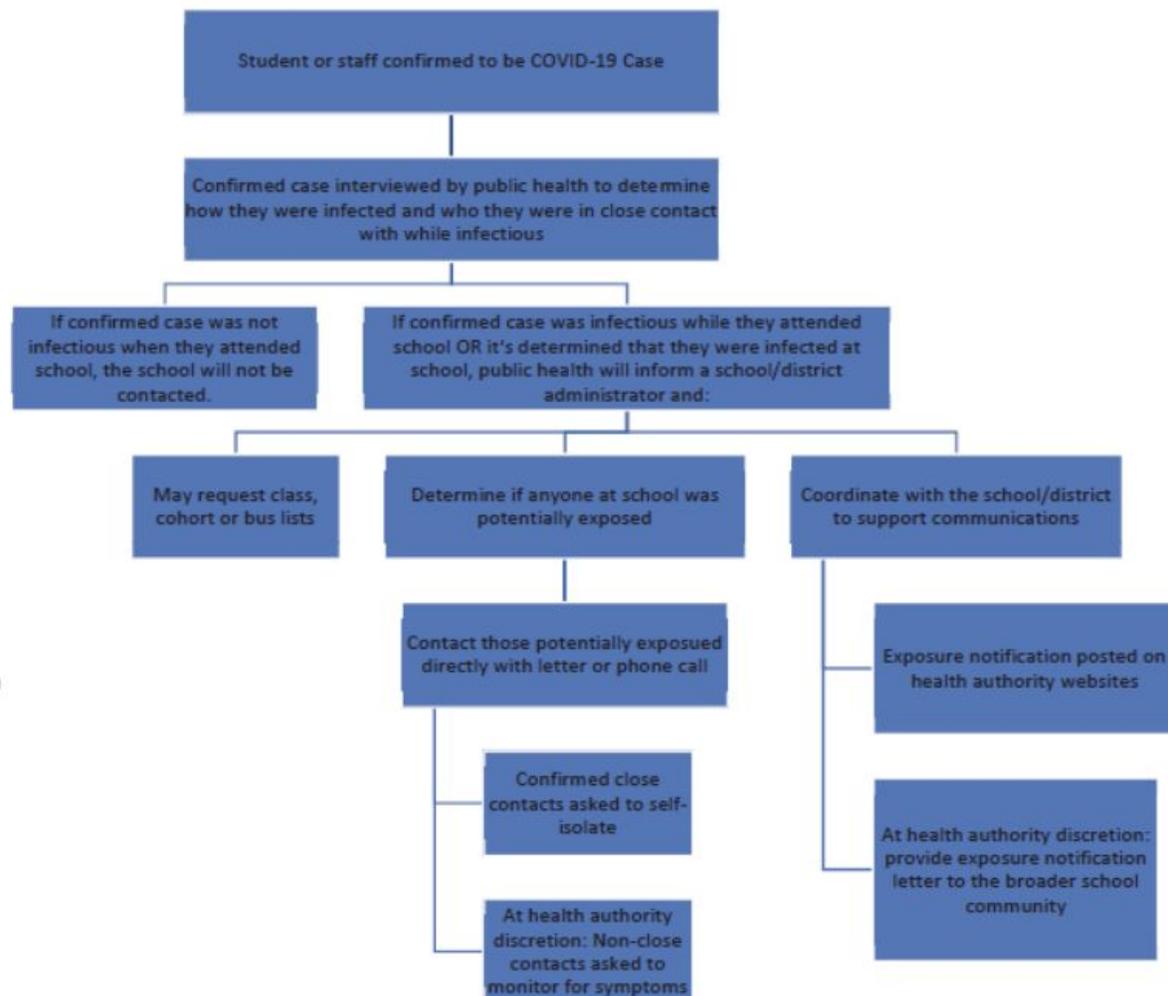
**For Non-Urgent Care (bandaids, icepacks, hangnail, paper cuts, sore arm, etc)**

Mask + hand hygiene before and after care.

**PROCEDURE: POST-CARE FOR ALL FIRST AID CARE**

1. Remove mask and gloves, discarding in garbage can in the room. Wash hands.
2. Exit room with shield still on face.
3. Notify custodian to complete cleaning and disinfection.
4. Proceed with disinfecting shield as per protocols with disinfectant spray or disinfectant wipes. Allow to air dry.
5. Wash hands again.
6. **Complete First Aid Record** for both staff and students. If staff, advise them to complete a Worker's Report of Injury.

## Appendix C: Contact Tracing and Public Health Notifications in Schools



Regional health authorities determine their own notification processes. The notifications used in some regions may differ from what is included here. In all regions, public health ensures anyone who may be a close contact (i.e. those required to self-isolate) is notified. Additional information on contact tracing, self-isolation and close contacts is available from [BCCDC](#).



# Appendix D: Supplementary Guidance for School Meal Programs

## Appendix D: Supplementary Guidance for School Meal Programs

This guidance is adapted from the [WorkSafe BC Restaurants, cafes, pubs, and nightclubs: Protocols for returning to operation](#) to support the delivery of school meal programs, breakfast clubs and other food access initiatives that are not regulated under the *Food Premises Regulation*.

### General Considerations

- Students from different cohorts can access school meal programs at the same time if necessary (e.g. a morning breakfast program offered only to students who may need it). Physical distance between students from different cohorts should be maintained as much as is practical to do so while ensuring the program can be offered.

### Food Delivery and Preparation

- Limit the number of staff/volunteers in a food preparation or eating area at any one time to those necessary to ensure the program can be delivered.
- Inform delivery agents and other volunteers of how to adhere to the school's visitor policy, where food should be delivered to, and what hours food can be accepted at.
- Develop and establish hand hygiene procedures for all staff/volunteers. This includes before and after leaving the food preparation area and using equipment.
- Donated food, including Traditional foods, can continue to be accepted in line with regular food safety precautions for accepting food donations.

### Cleaning & Disinfecting

- Continue with regular cleaning & disinfecting practices for food services.
- Identify high-touch surfaces to ensure they are cleaned and disinfected in line with the guidance in this document and existing food safety practices.
  - High-touch surfaces may include ingredients and containers, equipment such as switches, dials and handles and shared serving utensils if they are used by multiple people.

### Food Distribution to Students

- Students should practice hand hygiene before accessing food.
- Schools can continue to provide self-service stations (e.g., salad bar, self-serve breakfast, etc.).
  - Consider pre-plating or serving food directly if students are unable to consistently implement personal measures (e.g. practice regular hand hygiene, not touch their face, etc.) or to prevent gathering or crowding.
- Post signs to remind students to practice hand hygiene and to maintain space from one another.
- If food is served to students, re-usable plates, utensils and containers can be used, with normal cleaning and disinfecting methods for dishwashing implemented.
- Provided food safety precautions are followed, leftover food can be sent home with students.



Ministry of  
Health



BC Centre for Disease Control

If you have fever, a new cough, or are  
having difficulty breathing, call 8-1-1.



## **Appendix E:**

### **Sick Room Protocols for Staff or Students**

#### **Preparing the Sick Room:**

- 1) Plan to have two prepared rooms: one for COVID-like symptoms, the other room reserved for First Aid. Non-urgent care can be done in the First Aid room if required (disinfection may not be required depending on level of non-urgent care involved).
- 2) The furniture in the room consists of a chair and a garbage can with liner. Should body fluids require disposal, they must be triple bagged before being disposed.
- 3) Each sick room should have a cleaner, disinfectant spray, and paper towels stored securely outside of room and outside of student reach.
- 4) Hand sanitizer will be stored securely outside of the sick room and accessible only by the designated staff member. Under no circumstances should students self-administer hand sanitizer. Designated staff dispenses amount of sanitizer and supervises related hand hygiene practice.
- 5) PPE (ex., mask, gloves) will be stored outside the room. Designated staff will also wear eye protection (face shield or goggles) when attending to those referred to the sick room.
- 6) Staff members designated to provide care for students or staff in the sick room will be trained in these protocols. Designated staff should have a spare set of clothes on hand.

#### **Caring for Those Referred to the Sick Room:**

- 1) Only one symptomatic person is permitted in the sick room at any time (no visitors).
- 2) At no time should an ill person be left unattended.
- 3) In the event of someone becoming ill at school, the office will be notified immediately for the designated staff member to attend to the person. Under no circumstances is the ill person to leave the room without the designated personnel to accompany them.
- 4) Upon the office receiving a notification of a person with illness in the school, the designated staff member will don their PPE (mask, gloves, face shield or goggles) as per protocols and go to the locale of the ill person to accompany the ill person to the isolation room. The office secretary shall contact the parents/guardians or emergency contact of ill person to arrange for immediate pick up.
- 5) Upon arrival at the sick room, both the designated staff member and ill person will perform hand hygiene as per protocols prior to entering and exiting the sick room.
- 6) If not vomiting and after the ill person has performed hand hygiene, he or she will don a mask as per protocols under the guidance of the designated staff member.

- 7) The designated staff member will direct the ill person into the sick room and direct them to the chair, placing the waste bin close to the ill person, before taking their place two meters away so as to still be able to directly observe the ill person until transportation has arrived and be able to respond quickly should there be a sudden change in their health. Under no circumstances are ill children (under 18 years old) to leave the school alone. If caring for an adult, the adult's next of kin will be notified, prior to leaving the school.
- 8) If the ill person needs to leave the sick room for any place other than home (ie., bathroom), they will perform hand hygiene before exiting the area. They will also need to perform hand hygiene upon re-entering the sick room.
- 9) Once transportation for the ill person arrives, he or she shall go home. Any asymptomatic siblings or family members within the school may stay at school as long as they are asymptomatic themselves and are not directed otherwise by a health authority or are subject to related protocols/guidelines that would require them to go home. The parent/guardian or ill staff member will be encouraged to contact their medical health care provider or call 8-1-1 Healthlink BC to report their symptoms, receive direction and advise the school of the outcome.
- 10) If directed by the local Health Authority, the designated staff member may be asked or required to report the potential case to 8-1-1 HealthLinkBC.

#### **After Caring for the Ill Person:**

- 1) The sick room will be thoroughly cleaned and disinfected after each use.
- 2) If a staff member's clothing becomes soiled with bodily fluids, the clothing should be removed and placed in a plastic bag, sealing the bag by tying it, and taking the sealed bag for laundering. The staff member shall change into alternate clothing of their own.
- 3) Upon arrival at home, the soiled clothing will be washed in a washing machine and dried in a dryer.
- 4) The sealed bag is emptied directly into the washing machine without touching the soiled clothes. The plastic transport bag is then disposed in the garbage. Hand hygiene is performed. Remember to disinfect any surfaces that came into contact with your hands, clothing or bag, with the diluted bleach solution (1/3 cup bleach to 1 gallon of water or 50 ml of bleach to 1 litre of water) and let air dry.

Appendix F:

## Checklist for In Person Visits Within the Home (For Hosts and Visitors)

Families and ASCEND Online contractors, including Learning Support Providers (such as EAs, tutors, and music instructors), Teachers, and Professional Support Providers (such as SLPs, OTs, BIs, etc), are asked to work together to ensure household visits are made in accordance with CISKD Health and Safety Protocols and the School’s Restart Protocols-Stage 2.

This checklist is designed to help ensure those protocols are followed on the part of the host and visitor during ASCEND Online Learning Support Service Providers (LSSPs) in person visits with families. LSSPs may decline to participate in specific activities or visits they consider to be of risk. In person visits are only possible if LSSPs are willing to do so, having deemed that all health/safety protocols have been satisfied. Please note that this Appendix should be followed whether the host is the LSSP or the family/client. This planning document is intended to be a collaborative process between LSSP and client(s) so that the safest possible experiences can be realized for all involved. ASCEND Online recognizes the diverse environments and services that are delivered in support of its students. Some host homes may see numerous, regular visitors; some visitors may visit numerous homes to provide their services, while others may be limited to only serving one student on a daily basis.

**PLEASE NOTE:** In-person visits are to be cancelled immediately if either the client or anyone within their household, or the learning support provider or anyone within their household:

- a) Has had symptoms of COVID-19 in the last 14 days.
- b) Is under the direction of the provincial health officer to self-isolate.
- c) Has arrived from outside of Canada or has been in contact with a person likely or confirmed to have COVID-19 within the past 14 days of the visit.

**NOTE:** If Learning Support Service Providers are unable to adhere to the School’s Restart Plan - Stage 2, the agreement for their services shall be cancelled. The Learning Support Service Provider is to notify the family immediately. The family should then contact their Contact Teacher and/or Caseload Manager to make adjustments to the IEP and/or SLP.

Preparing to Receive a Visitor in the Home		
Considerations	Yes	No
Is an in-person service required in the home? Consider: <ul style="list-style-type: none"> <li>a) Health/safety of those within the home. Are there individuals deemed at higher risk (ex., those with underlying health conditions or other reason for higher risk)?</li> <li>b) Could the service be provided in an alternate format?                             <ul style="list-style-type: none"> <li>-by telephone</li> <li>-by video conference</li> <li>-outdoors and physically distanced</li> </ul> </li> <li>c) Is there a Learning Support Service Provider willing to provide this in-person activity?</li> </ul>		

<p>d) If the student cannot tolerate a mask, can physical distancing occur in the room between the Learning Support Provider and the student?</p> <p>e) Can those not participating in the in-person session (including pets) be isolated in another area of the home for the duration of the visit and until the room/touched surfaces and floors can be cleaned and disinfected?</p> <p>f) If additional individuals beyond the student and Learning Support Provider must be in the room during the session, is the room large enough to permit physical distancing between those present as well as for the activity itself? Can others observe remotely?</p> <p>g) Is the space of the room conducive/required for the learning activity involving the Learning Service Provider and the student?</p> <p>h) Is fresh air ventilation accessible in the room for the duration of the visit?</p> <p>i) Does the Host accept that each Visitor, despite best protocols may bring coronavirus into the home, among other communicable diseases so that this assumption guides all health/safety protocols to mitigate the risk of transmission for all involved and protect against it being brought into one's home?</p>		
<b>Training/Education</b>	<b>Yes (include date)</b>	<b>No</b>
Has the Host (LSSP &/or Parent/Guardian) completed the <a href="#">Intensive Needs Module</a> for training/education purposes provided by ASCEND Online?		
Has the Host (LSSP &/or Parent/Guardian) provided the Intensive Needs Module's Proof of Learning certificate to the School( <a href="mailto:thaynal@ascendonline.ca">thaynal@ascendonline.ca</a> ), cc'ing the Student's Contact Teacher.		
Has the student completed the health and safety learning provided by the School/ASCEND Teacher (resource suggestions from p.22 of CISKD Training Manual), as appropriate to their age and ability?		
<b>Cleaning &amp; Disinfection</b>	<b>Yes</b>	<b>No</b>
Has the Host referenced the <a href="#">BC CDC webpage</a> for cleaning and disinfection protocols in the home and followed them?		
<p>Has the Host secured hand hygiene, PPE, cleaning and disinfection supplies?</p> <p>a) Liquid hand soap (not anti-bacterial) &amp; paper towels for Learning Support Provider(s) to use/dispose of in washroom; plastic lined waste bin for contained removal of soiled disposables</p> <p>b) Hand sanitizer (minimum 60% alcohol)</p> <p>c) Bucket/soap/water/cloth/mop for cleaning surfaces</p> <p>d) Disinfection solution or wipes for frequent-touch hard surfaces</p> <p>e) Disinfection solution for disinfecting larger surfaces (ex., floors, equipment, etc.)</p> <p>f) Is disinfection chemical/solution on the approved Canada Health list for disinfection of hard surfaces?</p> <p>g) Non-medical masks for the student and/or parent/guardian if in room during the session? LSSPs provide their own PPE equipment.</p>		
<b>Preparing for the In Person Visit: Planning Discussions</b>	<b>Yes</b>	<b>No</b>

Has the Host met/discussed the plan/procedures in advance with the Visitor regarding specific procedures within the home for the Visitor to follow?		
Has the Host discussed plans/needs of the Visitor related to their activity in the room? (ex., is there sufficient space for physical activity? Do furnishings need to be rearranged?)		
Has <b>Personal Protective Equipment (PPE)</b> been discussed, identified, and agreed to by those participating in the session that align with School and CISKD health and safety protocols? Refer to page 29 in this checklist document or page 7 in <i>ASCEND Online's Health &amp; Safety Restart Plan: Stage 2</i> .		
Has the Learning Support Provider agreed to provide in-person services in the home?		
<b>Preparing for the In Person Visit: Cleaning &amp; Disinfecting</b>	<b>Yes</b>	<b>No</b>
<p>Has the designated room(s) been cleaned and disinfected in advance of the session?</p> <ul style="list-style-type: none"> <li>a) This includes tidying the room of clutter and items which are difficult to sanitize/disinfect.</li> <li>b) Floors damp mopped, washed, disinfected (airborne respiratory droplets settle on the floor/surfaces).</li> <li>c) Items within the room cleaned with soap and water, then disinfected.</li> <li>d) Frequently touched surfaces within the home (light switches, doorknobs, railings, faucets, toilet handles, etc).</li> <li>e) Any adjacent areas that Learning Support Provider or others may have access to (ex., bathrooms, hallways), etc.</li> <li>f) All school-provided supplies provided supplies and equipment (ipads, laptops, etc.) as per guidelines?</li> <li>g) These rooms should remain disinfected/untouched prior to the LSPs arrival, otherwise needs to be cleaned/disinfected prior to their arrival.</li> <li>h) Have parents/guardians designed a plan for minimal access to the home, limited to the purpose of the Learning Support Provider's service within the home (direct entry, direct departure; no tours of the home, no coffee/hospitality in the kitchen, etc.).</li> <li>i) For health/safety within the home, BCCDC guidelines suggest homes should be cleaned and disinfected at least once per day. If Learning Support Providers enter the home, this should be done during the visit and after to assure confidence.</li> <li>j) Has the Host completed and communicated the cleaning/disinfection standards as being met in advance of the visit with the Visitor (ex., LSSP or student client)?</li> <li>k) Does the Host understand that an additional cleaning/disinfection is to be done in the presence of the Visitor prior to the session starting in the home? (ex., wipe down the table and bathroom furnishings followed by disinfection spray and let air dry).</li> </ul>		
Are all in-person session participants willing to practice effective hand hygiene at the beginning and end of the session as required and as need may arise during the session?		
<b>Preparing for the Visit: Setting an Advance Appointment - Health Checks</b>	<b>Yes</b>	<b>No</b>
<p>At the time of making an appointment and within 14 days of the tentative in person service date occurring, has the Host confirmed with the Visitor that <b><i>neither themselves nor anyone within the Host's home or to their knowledge who has visited their home</i></b> has:</p> <ul style="list-style-type: none"> <li>a) Symptoms of COVID-19 or other respiratory illness</li> <li>b) Been identified as a confirmed case of COVID-19</li> <li>c) Been identified as a close contact of a confirmed case of COVID-19</li> </ul>		

<p>d) Travelled out of country  e) Otherwise directed by a health care provider or Authority to be in isolation or self-isolation</p> <p><i>(Note: If any of these circumstances are affirmed, the visit is cancelled/postponed until deemed safe to do so). If answers to the above questions are satisfactorily negative, a tentative date/time for the service may be set.</i></p>		
<p>At the time of making an appointment and within 14 days of the tentative in person service date occurring, has the Visitor confirmed <b>with the Host that neither him/herself nor anyone within the Visitor's home or to their knowledge who has visited their home</b> has:</p> <p>f) Symptoms of COVID-19 or other respiratory illness  g) Been identified as a confirmed case of COVID-19  h) Been identified as a close contact of a confirmed case of COVID-19  i) Travelled out of country  j) Otherwise directed by a health care provider or Authority to be in isolation or self-isolation</p> <p><i>(Note: If any of these circumstances are affirmed, the visit is cancelled/postponed until deemed safe to do so). If answers to the above questions are satisfactorily negative, a tentative date/time for the service may be set.</i></p>		
<p><b>Preparing for the Visit: Communicating protocols within the Host's home to the Visitor</b></p>	<p><b>Yes</b></p>	<p><b>No</b></p>
<p>Has the Host created a list and reviewed the health/safety and practical protocols/preferences that are in place for their home with the Visitor?</p> <ul style="list-style-type: none"> <li>- Exterior door Visitor should use</li> <li>- Shoes on/off</li> <li>- Hand hygiene locale and resources</li> <li>- Access to bathroom</li> <li>- Route to room</li> <li>- Preferences (ex., leave lights on in rooms accessed?)</li> <li>- Emergency Contact if Visitor becomes unresponsive in home (911 and who to call?)</li> </ul>		
<p><b>On the Day of the Visit: Host and Visitor Health Checks &amp; LSSP Health Declaration Submission to the School</b></p>	<p><b>Yes</b></p>	<p><b>No</b></p>
<p>Has the Host confirmed <b>that neither them nor anyone within the Host's home or to their knowledge who has visited the home has:</b></p> <p>a) Symptoms of COVID-19 or other respiratory illness  b) Been identified as a confirmed case of COVID-19  c) Been identified as a close contact of a confirmed case of COVID-19  d) Travelled out of country  e) Otherwise directed by a health care provider or Authority to be in isolation or self-isolation</p> <p><i>(Note: If any of these circumstances are affirmed, the visit is cancelled/postponed until deemed safe to do so. Based on directions in <a href="#">Appendix A</a>, anyone experiencing a fever OR two or more COVID like-symptoms should not return to in-person activities until they have been assessed by a health care provider to exclude COVID-19 or other infectious diseases and/or confirm that the risk period of contagion has passed, and to share the results with the school). If negative, communicate this with the Visitor to confirm the appointment as planned for that day.</i></p>		

<p>Has the Visitor confirmed <b>with the Host that neither the Visitor nor anyone within the Visitor’s home or to their knowledge who has visited their home has:</b></p> <ol style="list-style-type: none"> <li>Symptoms of COVID-19 or other respiratory illness</li> <li>Been identified as a confirmed case of COVID-19</li> <li>Been identified as a close contact of a confirmed case of COVID-19</li> <li>Travelled out of country</li> <li>Otherwise directed by a health care provider or Authority to be in isolation or self-isolation</li> </ol> <p><i>(Note: If any of these circumstances are affirmed, the visit is cancelled/postponed until deemed safe to do so. Based on directions in <a href="#">Appendix A</a>, anyone experiencing a fever OR two or more COVID like-symptoms should not return to in-person duties until they have been assessed by a health care provider to exclude COVID-19 or other infectious diseases and/or confirm that the risk period of contagion has passed, and to share the results with the school.). If responses are satisfactorily negative, communicate this with the Visitor to confirm the appointment as planned for that day.</i></p>		
<p><u>For LSSP’s Only:</u> Has the Learning Support Provider (whether serving as Host or Visitor) submitted the online <a href="#">electronic Health Declaration to the School</a> on the day of the appointment and in advance of the appointment?</p> <p><u>Note:</u> only one health declaration is required per day by the LSSP, based on continued standards of health being met by throughout the day. If health of the LSSP changes during the day, appointments are cancelled and the LSSP informs their Supervisor and the client.</p>		
<p>Upon arrival of the Visitor at the Host’s home: has the Host and Visitor referred to and followed <a href="#">Appendix I: COVID-19 Protocols for In Person Services Within the Home</a>.</p>		
<p>Has the Host recorded the following information in the event that contact tracing may be involved for all home Visitors:</p> <ol style="list-style-type: none"> <li>Date and time of visit</li> <li>Name &amp; contact information of Visitor</li> <li>Whether Health Check was completed in person on property and prior to entry into the home</li> <li>Duration of Visit</li> <li>Who was present (potentially exposed) during the visit</li> <li>What PPE was worn by the Visitor</li> <li>What PPE was worn by others present in the host’s home/room</li> </ol> <p><i>See <a href="#">Appendix G: Sample Log of Visitors to the Home</a>; may be relevant for all visitors to the home should contact tracing be involved.</i></p>		
<p><b>During the Visit: Hand Hygiene</b></p>	<p><b>Yes</b></p>	<p><b>No</b></p>
<ul style="list-style-type: none"> <li>● Upon Visitor entry to Host’s home and in presence of session participants</li> <li>● Upon end of session &amp; prior to departure of Visitor in presence of session participants</li> <li>● Before and after eating and drinking</li> <li>● Before and after any breaks</li> <li>● After using the toilet or assisting with someone else using the toilet</li> <li>● After sneezing or coughing into hands or tissue</li> <li>● Before and after giving medication to a student or self</li> <li>● After handling common resources/equipment/supplies or pets</li> <li>● After contact with body fluids (ex., runny nose, saliva, vomit, blood, urine feces, infection)</li> <li>● Before and after using gloves</li> </ul>		

<ul style="list-style-type: none"> <li>• After handling garbage</li> <li>• After cleaning or disinfecting</li> <li>• When hands are visibly dirty; and</li> <li>• When moving between different learning environments (ex., indoor/outdoor, etc).</li> </ul>		
<b>Personal Protective Equipment (PPE)</b>	<b>Yes</b>	<b>No</b>
Can physical distancing be maintained for the duration of the session? If yes, the service provider and client (12 years and older) wear a fabric or disposable mask, as long as the client can tolerate and independently don/doff their own PPE.		
If physical distancing cannot be maintained during the session or there is risk of it not being maintained, the service provider wears a fabric or disposable mask and goggles or faceshield. Client (12 years and older) wears a fabric or disposable mask, as long as the client can tolerate and independently don/doff their own PPE.		
If there is risk of coming into contact with body fluids, the service provider wears a fabric or disposable mask, goggles or faceshield, and disposable gown or spare set of clothes to change into at session end and/or prior to leaving the session locale. Refer to <a href="#">Appendix E: Sick Room Protocols for Staff and Students</a> for guideline procedures.		
If there is risk of other means of transmission of communicable disease (ex., biting/broken skin), the service provider should wear appropriate PPE in response (ex., protective sleeves).		
<b>During the Visit: In the Event of Illness</b>	<b>Yes</b>	<b>No</b>
<ul style="list-style-type: none"> <li>• In the event of illness within the Host’s home during the visit, the illness is to be communicated to the Visitor and the appointment is to be terminated immediately.</li> <li>• Similarly, if the Visitor is ill, their illness is to be communicated to the host and the appointment terminated immediately.</li> <li>• Communication to parents and Supervisor follows the termination of the appointment.</li> <li>• <i>Full cleaning and disinfection of the room/spaces where the ill person was located shall occur.</i></li> </ul> <p><i>Refer to <a href="#">Appendix E: Sick Room Protocols for Staff or Students</a> as a guideline should the ill person require care by the Host until transportation arrives and for direction on recommendations of what to do after the ill person leaves the home.</i></p>		
<b>During the Visit: Cleaning/Disinfection</b>	<b>Yes</b>	<b>No</b>
Has the host provided readily accessible cleaning and hygiene supplies during the session (ie., liquid soap/paper towels in bathroom; hand sanitizer, disinfection wipes and plastic lined waste bins in designated rooms/areas)?		
At the end of the visit and prior to the Visitor leaving the home, has the Host cleaned and disinfected the room(s)/area(s)/furnishings involved with the in-person session? This should be done between Visitors to the home where appointments may follow consecutively.		

Clean and disinfect the designated room(s)/area(s)/furnishing(s) where the visitor engaged and prior to any other visitors or household members utilizing the room(s)		
Dispose of waste in garbage bins cautiously, ensuring not to disturb contents.		
<b>Upon Departure of Visitor</b>	<b>Yes</b>	<b>No</b>
The Host logs the visitor's session information for the Host's records in the event contact tracing is involved. Refer to <a href="#">Appendix G: Sample Log of Visitors to the Home</a>		
The Visitor logs this session's information for their records in the event contact tracing is involved. Refer to <a href="#">Appendix H: Sample Log of Homes/Locales Visited (completed by Visiting LSSP or student's Parents)</a> .  <i>Note: Parents of students visiting an LSSP's home are also encouraged to keep a similar log in the event that contract tracing may be involved.</i>		

## Appendix G: SAMPLE Log of Visitors to the Home (completed by the Host)

(for contact tracing purposes; maintain for one month from date of each visit and destroyed thereafter)

Date of Visit	Name & Phone # of visitor?	<i>Was School Appendix A: Daily Health Check Completed Prior to Home Entry?</i>	What PPE was worn by the visitor?	What PPE was worn by those in visitor's presence?	Who was in the visitor's presence while in the home?	Time of Visitor's Arrival	Time of Visitor's Departure
		Yes  No (Should not enter)	Mask  Face Shield  Gown  Gloves  No	Mask  Face Shield  Gown  Gloves  No			
		Yes  No (Should not enter)	Mask  Face Shield  Gown  Gloves  No	Mask  Face Shield  Gown  Gloves  No			
		Yes  No (Should not enter)	Mask  Face Shield  Gown  Gloves  No	Mask  Face Shield  Gown  Gloves  No			

		Yes	Mask	Mask			
		No (Should not enter)	Face Shield	Face Shield			
			Gown	Gown			
			Gloves	Gloves			
			No	No			

## Appendix H: SAMPLE Log of Homes/Locales Visited (completed by Visiting LSSP or Client for own records)

(for contact tracing purposes; maintain for one month from date of each visit and destroyed thereafter)

Date of Visit	Name & Phone # of Client?	Was <i>School Appendix A: Daily Health Check</i> Completed Prior to Home Entry?	What PPE was worn by the client(s)?	What PPE was worn by you?	Who was present while in the home?	Time of Arrival	Time of Departure
		Yes  No (Should not enter)	Mask Face Shield Gown Gloves No	Mask Face Shield Gown Gloves No			
		Yes  No (Should not enter)	Mask Face Shield Gown Gloves No	Mask Face Shield Gown Gloves No			
		Yes  No (Should not enter)	Mask Face Shield Gown Gloves No	Mask Face Shield Gown Gloves No			

		Yes	Mask	Mask		
		No (Should not enter)	Face Shield	Face Shield		
			Gown	Gown		
			Gloves	Gloves		
			No	No		

## **APPENDIX I: COVID-19 PROTOCOLS for In Person Services within the Home**

The safety of CISKD personnel, its third-party Learning Support Providers, and families is of paramount importance.

Tomorrow, a CISKD Personnel member or third-party Learning Support Service Provider will be engaging in an in-person service within a home environment. Here is what can be expected:

1. On arrival, the visitor will knock on the door or ring the doorbell of the home where the in-person session is to occur. The visitor will stand a safe distance from the host's door while information is exchanged.
2. While still outside, the visitor will be asked to confirm that he/she/they have no answers in the affirmative on their daily health check.
3. The host will be asked to confirm that neither the host nor anyone in the host's household has affirmative answers to any question in the respective daily health checks.
4. Entry to the home may be refused by the host or visitor for any reason if the environment or individual is believed or suspected to be unsafe or uncertain for any reason.
5. Those engaging in in-person services within the home will wear appropriate PPE at all times when in the home environment, as appropriate.
6. All members of the household twelve years of age and older are required to wear masks while the visitor is in the home, unless there is a valid medical reason or the individual cannot otherwise tolerate wearing one, or they are not present or exposed to the Visitor. Only those participating in the session and present within the home's room where it is to occur, are to wear masks. Other PPE may apply, depending on circumstance and risk of contact with body fluids or respiratory droplets (refer to Appendix F: Checklist for In-Person Visits within the Home).
7. Respecting the spatial requirement for physical distancing within the room, the health and safety guidelines dictate that only those required to support the learning activity to occur shall be present in the room for the duration of the activity: ie., client and service provider.
8. Upon entry of the home, the Visitor(s) will sanitize his/her/their hands in the presence of the host, as will the client in the presence of the Visitor(s) prior to beginning any session while in the home and upon leaving. It is expected that after any physical contact with the client, that hand hygiene will occur. Additional hand hygiene is encouraged as appropriate to activity within the home (ex, after using the toilet, sneezing/coughing, touching the pet, etc (for detailed list, see page 15 in the School Restart Plan or Appendix F).
9. The host will be responsible for cleaning and disinfection of any touched services in the presence of the visitor prior to the session beginning and after the session during the visitor's presence in the host's home, and at any other time where cleaning/disinfection is required (ex., sneezing, etc).

10. The Learning Support Service Provider shall provide their own PPE, cleaning/disinfection materials, hand sanitizer, whether as host or as visitor. The LSSP shall clean/disinfect surfaces in the room if the client's parent/guardian is not serving as the host or otherwise unable to monitor environmental cleanliness as the host.

Should any of the foregoing be unacceptable for any reason to the Parent/Guardian Client or the Learning Support Service Provider, please let the School and the other party know in advance of tomorrow's appointment.

## APPENDIX J: Mental Well-Being Information and Resources

### Ways to Support Our Children and Caring Adults

This may be a stressful and frightening time for our children. Fear and worry are normal for children of all ages. But there are things we can do to manage stress and support our children during these extraordinary times.

During a pandemic, like all of us, children may experience a range of emotions. You may observe they appear anxious, preoccupied, or tired, and/or you may notice a range of physical complaints.

#### Reactions will vary according to:

- children's development stage;
- level of awareness about the pandemic;
- exposure to accurate information about the pandemic;
- physical or emotional proximity to the outbreak; • health status of child and/or loved ones;
- mental health status of child and/or loved ones; and
- prior experience with traumatic circumstances.

#### Some Common Reactions

- Anxiety
- Worry about self or loved ones •
- Difficulty focusing on school
- Preoccupation with illness •
- Need for reassurance
- Fatigue
- Stomach aches, headaches, etc.

As caring adults in children's lives, we can help by being a steady calming influence, providing developmentally-appropriate and factual information about the local situation, and helping them to feel some level of control. Being part of the solution, by thoroughly washing hands, physical distancing, and good etiquette when coughing or sneezing can help them to feel a sense of control in an uncertain situation.

### **Focus on the solutions**

When talking to our children, a solutions-focused approach is most helpful:

- *Many things are being done to help the current situation (governments, doctors, nurses, schools, ...)*
- *It will get better*
- *Life will return to normal*
- *Let's focus on caring for our family and friends*

### **Ways to support all children:**

#### **Routines.**

Routines can help create a sense of predictability and security. Maintain normal, predictable routines as much as possible. Some examples include scheduling daily academic time, outdoor activities, chores around the house and family time.

*Some content in this document has been adapted with permission from School Mental Health Ontario*

#### **Stay Calm.**

Have calm, age-appropriate, fact-based discussions. Remind children that you are taking precautions like hand-washing and physical distancing to stay safe. Listen well, validate feelings and let them know you have heard their concerns.

#### **Focus on the positive.**

Help children change their outlook from 'we are stuck inside' to 'we have time to focus on other things like family and home' – help them to notice opportunities. Model compassion, positive coping and self-care skills.

#### **Nutrition.**

Eat healthy meals and consider using this time to learn how to prepare healthy food together.

#### **Sleep.**

Make sure children are still getting enough sleep. [www.sleepfoundation.org](http://www.sleepfoundation.org)

#### **Play.**

Spend more time together, enjoy quiet times to read, listen to music, do puzzles and play games - increase play time – both inside and out

### Digital Breaks.

For older children, encourage breaks from the news and social media. If you do watch the news, watch it together to provide an opportunity for conversation and help to keep things in perspective.

### **Personal Resiliency Tips for Adults:**

It's essential to take care of yourself, not just for your well-being, but also for those you care about and support. Your self-care will help improve your energy, focus, ability to cope with challenges and overall life experience. And you're modelling wellness strategies for the children and youth in your life.

- **Nourish Yourself** – Take time to eat and hydrate adequately.
- **Stay Active** - Physical activity increases your energy, enhances your immune system, reduces insomnia, stimulates brain growth, and even acts as an antidepressant.
- **Sleep Well** - Getting enough sleep also helps you cope with the stresses of everyday life (7-9hrs per night).
- **Stay Connected** - Supportive relationships are one of the most powerful influences on our sense of wellness.
- **Pause** - Make sure to take time for yourself during the day with an activity that can help you feel restored.
- **Reflect** - Be mindful of your thoughts and feelings, both positive and negative, as part of your self-care – focus on what is meaningful for you.
- **Be Gentle** - Pay attention to how you talk to yourself. Treat yourself with compassion and gentleness, we are all doing our best.
- **Be Committed** - Commit to your self-care. Persist with this, even when life gets busy. Especially when life gets busy.

Your child may be experiencing a variety of emotions during challenging times. Mental health can move along a spectrum through mental well-being to mental illness. As a caring adult, it is important to monitor and check in with children and watch for changes in their emotions, mood and behaviour. Changes can signal a need for additional support and/or resources. Below is a list of different supports available to caring adults and children and linkages to direct service if a crisis arises.

### **Immediate Help**

- [Kids Help Phone](#): Reach a counsellor 24/7 at 1-800-668-6868 (support in French or English), text CONNECT to 686868 (24/7), or [live chat](#) via the website (9:00pm – 4:00am).

- Mental Health Crisis Line: toll-free 1-800-784-2433 or (604) 872-3311 (Greater Vancouver), 24/7 confidential, non-judgmental free emotional support for people experiencing feelings of distress or despair, including thoughts of suicide - available in 140 languages.
- Online Crisis and Youth Chat available at [Crisis Intervention and Suicide Prevention Centre](#).
- [HealthLink BC](#): Call 8-1-1 for 24/7 confidential health information and advice.

### Indigenous Supports:

- IMMEDIATE Help: [Kuu-us Crisis Response Services](#): toll-free 1-800-588-8717, provides 24/7 culturally-aware crisis support to Indigenous people in B.C.
- [First Nations Education Steering Committee: Supporting Mental Health during the COVID-19 Pandemic](#): resources and available services focused on supporting the mental health and wellness of First Nations children and youth during the COVID-19 pandemic. **\*\*New (May 6, 2020)**
- [Hope for Wellness Help Line](#): toll-free 1-855-242-3310, offers 24/7 counselling and crisis intervention by phone or online chat. Available in French, English, Cree, Ojibway, and Inuktitut.
- [Metis Crisis Line](#): 1-833-638-4722, provides 24/7 mental health support, including crisis intervention and access to crisis programs.
- [First Nations Health Authority](#) – First Nations information, resources, supports latest news and Public Health messages on COVID-19, mental health and wellness. **\*\*New (April 16, 2020)**

### Online COVID-19 resources for students, families and other caring adults:

Please note that services available may be affected due to COVID-19

- [Virtual Mental Health Supports During COVID-19](#) (Ministry of Mental Health and Addictions): links to virtual mental health supports, including supports for youth, frontline health care workers, seniors, Indigenous peoples, and victims of family or sexual violence. **\*\*New (April 16, 2020)**
- [Managing Anxiety and Stress in Families with Children and Youth During the COVID-19 Outbreak](#) (Shared Care Committee - Doctors of BC and Ministry of Health): information and advice on stress and coping, and links to resources.
- [Foundry COVID-19 \(Novel Coronavirus\) Information](#): Foundry has a dedicated COVID-19 webpage with information on: [Foundry Virtual](#) (virtual drop-in counselling sessions for youth (12-24) and caregivers by voice, video and chat); links to resources and support; and articles on COVID-19, physical distancing, stress, and anxiety. **\*\*Updated (May 6, 2020)**

- [Parenting During COVID-19](#) (Kelty Mental Health): suggestions for parents for supporting and talking to their children about COVID-19, tips for self-care, and managing children’s behaviour with links to resources. **\*\*Updated (April 22, 2020)**
- [Coronavirus: A Book for Children](#): a free digital book, illustrated by Axel Scheffler, for primary school age children about the coronavirus and the measures taken to control it. **\*\*New (April 22, 2020)**
- [COVID-19: Stay Well in Uncertain Times](#) (Canadian Mental Health Association): dedicated COVID-19 webpage providing resources and supports. **\*\*New (April 16, 2020)**
- [Talking to Children About COVID-19 and its Impact](#) (Centre for Addiction and Mental Health): advice and information for parents and other caring adults on helping children cope with stress and anxiety during the COVID-19 pandemic.
- [Supporting Kids During the Coronavirus Crisis](#) (Child Mind Institute): tips for nurturing and protecting children at home
- [Helping Children Cope with Stress During the 2019-nCoV Outbreak](#) (World Health Organization): factsheet with tips for parents and other caring adults.
- [How to Talk to Kids and Teens about the Coronavirus](#) (Psychology Today): age-specific advice and information.
- [Managing COVID-19, Stress, Anxiety and Depression](#) (Ministry of Mental Health and Addictions): overview sheet, with links to resources.
- [SEL Resources During COVID-19](#) (CASEL): dedicated COVID-19 web page providing guidelines and resources for parents, caregivers, and educators.

#### General Resources:

- [erase](#) (expect respect and a safe education) website: Mental Health and Well-Being (Ministry of Education)
- [EASE \(Everyday Anxiety Strategies for Educators\) At Home](#): collection of classroom strategies, created by the Ministry of Children and Family Development, that have been adapted for use by parents and caregivers at home to help children manage their anxiety and worries in fun and practical ways. **\*\*Now available in French (May 22, 2020)**
- [WE Schools @ Home virtual program](#): gives parents and teachers free educational resources and daily interactive programming to support well-being, service-learning, and at-home education. WE Schools Live! is broadcast daily on Facebook providing themed educational content for families, and weekly live webinars are available for educators. **\*\*New (April 16, 2020)**
- [WE Well-being Digital Toolkit](#): downloadable well-being resources, social media graphics, and links to inform and support parents and families.
- [BeThere.org](#): helps youth recognize when a peer is struggling with mental health issues and shows how to offer support. **\*\*New (May 29, 2020)**

- [Healthy at Home](#) (DASH BC): database of mental health resources that are free, accessible, and work for at-home instruction, including articles, videos, activities, podcasts, lesson plans, infographics, and apps. **\*\*New (May 29, 2020)**
- [Teen and Youth Mindfulness](#): free online courses on mindfulness from the YMCA of Greater Vancouver. **\*\*New (May 29, 2020)**
- [Family Smart](#): provides support to families and caring adults who are parenting a child or youth who is struggling with a mental health challenge through their Parent in Residence program. **\*\*New (April 16, 2020)**
- [Anxiety Canada](#): expert tools and resources to help manage anxiety (adults and children).
- [Bounce Back](#): free evidence-based program designed to help youth and adults experiencing symptoms of mild to moderate depression, low mood or stress, with or without anxiety. Teaches effective skills to help people improve their mental health.
- [Child and Youth Mental Health](#) (MCFD): information on Child and Youth Mental Health (CYMH) teams located across the province, and services provided. CYMH teams and CYMH Intake Clinics are operational, either virtually or by phone, and new referrals are being processed. **\*\*Updated (April 22, 2020)**
- [Heretohelp](#): provides information about managing mental illness and maintaining good mental health, including self-management resources and screening self-tests for wellness, mood, anxiety and risky drinking.
- [Mental Health Digital Hub](#): provincial website that provides information, services and education about mental health and substance use for adults, youth and children.
- [MindHealthBC](#): online mental health counselling program created by Vancouver Coastal Health Authority, Providence Health Care and community partners. Provides information and support for depression, anxiety, or other mental health or substance use challenges; and recommendations for further support in Vancouver, Richmond and other coastal communities.
- [Wellness Together Canada: Mental Health and Substance Use Support](#): provides free online resources, tools, apps, and connections to trained volunteers and qualified mental health professionals. **\*\*New (April 22, 2020)**
- [Here2Talk](#) (BC Government): connects post-secondary students with mental health supports, confidential counselling, and community referral services; available 24/7 via app, phone and web. **\*\*New (April 22, 2020)**

### **Mental Health Resources in Other Languages:**

**IMMEDIATE Help:** Mental Health Crisis Line: 1 -800-784-2433, available in 140 different languages.

- [Here to Help Mental Health Resources](#): includes a variety of factsheets (depending on language) in Simplified Chinese, Traditional Chinese, Farsi (Persian)/ Dari, French, Korean, Punjabi, Japanese and Vietnamese.

- [Centre for Addiction and Mental Health Information in Other Languages](#): includes a variety of resources in French, Amharic, Arabic, Bengali, Chinese, Dari, Farsi, Greek, Hindi, Italian, Korean, Pashto, Polish, Portuguese, Punjabi, Russian, Serbian, Somali, Spanish, Tagalog, Tamil, Twi, Urdu and Vietnamese.
- [Kelty Mental Health Resource Centre](#): includes a variety of resources in French, Farsi, Korean, Punjabi, Simplified Chinese and Traditional Chinese.

# COVID-19

## When to get tested for COVID-19

Based on current evidence, some symptoms are more likely to be related to COVID-19 than others.

If you or your child have any of the symptoms listed below, follow the instructions.

SYMPTOMS		WHAT TO DO
<ul style="list-style-type: none"><li>• Fever (above 38° C)</li><li>• Chills</li><li>• Cough</li></ul>	<ul style="list-style-type: none"><li>• Loss of sense of smell or taste</li><li>• Difficulty breathing</li></ul>	<b>1 or more of these symptoms:</b> Get tested and stay home.
<ul style="list-style-type: none"><li>• Sore throat</li><li>• Loss of appetite</li><li>• Headache</li><li>• Body aches</li></ul>	<ul style="list-style-type: none"><li>• Extreme fatigue or tiredness</li><li>• Nausea or vomiting</li><li>• Diarrhea</li></ul>	<b>If you have 1 symptom:</b> Stay home until you feel better. <b>2 or more of these symptoms:</b> Stay home and wait 24 hours to see if you feel better. Get tested if not better after 24 hours.

If you are a close contact\* of someone who has COVID-19 and have any of the symptoms listed above:  
Get tested and stay home.

Check your symptoms with the B.C. Self-Assessment Tool.

If you have any questions, or the symptoms get worse, contact your healthcare provider or call 8-1-1.

\* You will be notified if you are a close contact. For more information on close contacts, go to <http://www.bccdc.ca/covid19closecontacts>

For more information on COVID-19, go to [www.bccdc.ca](http://www.bccdc.ca)

If you develop severe symptoms, such as difficulty breathing (e.g. struggling to breathe or speaking in single words) or chest pain, call 9-1-1 or go to the nearest Emergency Department.