

Continuity of Supports in Stage 3

• Is the district ensuring children of essential service workers can attend school 5 days/week? Yes

Children of essential service workers will have access to 5 days per week of in-school instruction and/or school day care at the choice of the parent(s) or guardian(s) to return to in-class instruction. Remote or virtual learning remains an option. The District calendar is in effect - non-instructional days are not available.

- Children aged 0-5 (pre-K): Starting March 31st, essential workers can fill out a form to identify their need for urgent child care. The “Temporary Emergency Child Care for Essential Workers” sign up form and more information, including frequently asked questions, can be found at <http://www.gov.bc.ca/essential-service-child-care> or by calling 1-888-338-6622 and selecting option 4
- Spaces for ESW workers will be prioritized in the following order for children 0-5:
 - Tier 1 (highest priority): families employed in Health and Health Services, Social Services, Law Enforcement, First Responders, and Emergency Response. For child care, Tier 1 also includes children referred by MCFD and Delegated Aboriginal Agency social workers
 - Tier 2 (second priority): families in all other occupations not included in Tier 1 that are listed in the [Essential Services Workers list](#)
 - Under Stage 3, full-time instruction is available to children of essential service workers in both Tier 1 and Tier 2, dependent on the school district calendar
 - Tier 3 (third priority): all other families not employed in an occupation listed in the Essential Service Workers list may be provided care at the discretion of CCRR or SD5.

First survey in mid-April included all levels of Essential Service Workers. Currently, approximately 29 students being served. Second survey closed Thursday, March 21st. That data is being reviewed and will aid schools in the planning schedules and staffing levels.

The new survey to parents launched around 4:00 Tuesday, May 19th will capture additional students requiring care. Review of numbers of children of ESWs and students requiring supports in school started the evening of March 21st and will aid in the measures to allocate staffing.

Some medically fragile students are at higher risk during the pandemic and restart to education. We are asking parents to check BC CDC website for information <http://www.bccdc.ca/health-info/diseases-conditions/covid-19/priority-populations>

• Is the district providing full-time instruction when requested to students with disabilities/diverse-abilities and students requiring extra support? Yes

Students with disabilities/diverse-abilities and students who require additional supports will have access to 5 days per week of in-school instruction and/or school day care at the choice of the parent(s) or guardian(s) to return to in-class instruction. Remote or virtual learning remains an option. The District calendar is in effect - non-instructional days are not available.

Some medically fragile students are at higher risk during the pandemic and return to education. We are asking parents to check BC CDC website for information <http://www.bccdc.ca/health-info/diseases-conditions/covid-19/priority-populations>

It is anticipated that most children requiring in-person instruction in K-12 school settings will be capable of following the District Health and Safety procedures outlined.

Some students will require more personal assistance and care, and require hands-on support.

Please follow the School District Health and Safety plan for all staff and students. Specifically, the school-based control measures are:

- Stay home when sick
- Hand hygiene
- Respiratory and personal hygiene
- Physical distancing and minimizing physical contact
- Cleaning and disinfection

Some additional points to remember in situations where staff more closely interact with student with complex needs.

All staff will continue with **trauma-informed approaches** and view all situations with a **social emotional lens**. Staff will be remained about workshops and events where mental health literacy, EASE, Dr. Linda O'Neil, Mandt Training, the April 20th ProD keynote speakers, Dr. Jodi Carrington's course and in-servicing by the SELC Program staff.

Please use your Mandt Training.

- Keep Your Radar On.
- Use Crisis Cycle knowledge and remember inverted Maslow.
- Use Graded and Gradual Hierarchy of Interventions.

Universal Precautions when dealing with bodily fluids

There are number of universal precautions (see Appendix E) we have in place around the regular personal care we provide students before our current pandemic. Please be vigilant in using universal precautions.

Standard Precautions include:

1. Hand hygiene.
2. Use of personal protective equipment (e.g., gloves).
3. Respiratory hygiene / cough etiquette.
4. Sharps safety (engineering and work practice controls).
5. Safe injection practices (i.e., aseptic technique for parenteral medications).
6. Sterile instruments and devices.
7. Clean and disinfected environmental surfaces.

The Use of Personal Protective Equipment (PPE)

- Gloves must be used when dealing with all bodily fluids (a universal precaution)
- There is no evidence to support the use of medical grade, cloth or homemade masks in school settings at this time.

Behaviour Support Plans and Staff Response Plans

- Children should be screened case by case to determine levels of support required to safely bring students into the school environment and any support plans will be provided to the School Principal.
- Staff working with children that have Behaviour Support Plans and/or Staff Response Plans in place should review these plans prior to working with the child.
- Managing students with complex behaviours or experiencing a health emergency may require staff to be in close physical proximity with a student. No additional personal protective equipment is required (*for reducing COVID-19 transmission*) beyond precautions regularly taken or previously identified for the use with a specific student.

Physical Distancing Recommendations

- Maintain physical distancing of 2 metres between adults in the building.
- Maintain physical distancing of 2 metre with students, where possible.
- Minimize physical contact - Remind children, "Hands to Yourself!"
- Provide additional EA support 1-1 or 2-1
- Avoiding close greetings like hugs or handshakes or high-fives
- Help younger children learn about physical distancing by creating games
- Use social stories where appropriate
- Use visuals for communication
- Older children can be provided age appropriate reading material and encouraged to self-regulate.
- Encourage independent learning and distancing from each other.

Recommendations on Spitting

- Although this behaviour is challenging, if the student is asymptomatic and healthy, the risk of transmission is low, especially if the behaviour is paired with handwashing and cleaning
- Wipe down any area with saliva with approved cleaning supplies
- If in contact with saliva, wash hands and/or affected areas

Recommendations on Biting

- This behavior is rare, but can happen if support staff come too close to a student.
- If in contact with saliva, wash hands and/or affected areas

Recommendations on Toileting or Diapering

- Wear gloves
- Wash hands before and after toileting
- Safe diapering (see Appendix F)

Children requiring a Nursing Support Services Care Plans

- At this time, Public Health is not able to create new delegated care plans, nor does Public Health want to exclude students who have/require a plan.
- During this time that NSSC nurses are not available, plans are not viable (suspended) because there is no delegating nurse to oversee the care.
- At this time parents will be required to complete the care themselves until this has been sorted out.

Recommendations on Toys and School Supplies

- Keep enough toys out to encourage individual play.
- Items that may encourage group play in proximity or increase the risk of hand-to-hand contact such as playdough should be removed from the classroom.
- Try to limit toys and other items to those that can be easily cleaned.

Recommendations on Keeping Parents/Caregivers Informed

- Keep parents and caregivers informed about what you are doing at your school to take extra precautions, be responsive to children. Be clear about our policy that children need to stay home if they are sick.

Needing Assistance?

If you are having difficulty implementing any of the recommended strategies, please contact the District Principal of Student Services or the Student Services Coordinators

• **Is the district continuing school meal programs? Yes**

We will continue, through Stage 3, to provide the **food delivery program** for any and all families/homes whom made request of such support - 103 to 106 families use this service. Some families receive hot meals. Aboriginal Education Support Workers and Youth Care Workers are very involved. Gathering, preparation and delivery of food has followed guidelines at BCCDC - [Food Safety](#) and [Food banks & food distribution](#)

In-school breakfast and lunch programs in Stage 3 with additional health and safety, physical distancing and hygiene measures in place.

We will follow the BCCDC advice for food services workers at [Food businesses](#)

For food service workers

Reduce your risk of contracting COVID-19

- Ensure appropriate hand hygiene.
- Hand washing is essential to help you keep healthy, and reduces the risk of spreading microorganisms (germs) to others.
- You can pick up germs from the air when people who are sick cough or sneeze, or from surfaces where germs reside. If germs land on your hands and you touch your mouth, eyes, nose, these germs can enter your body and cause an infection.
- For food service workers directly involved in food production, we recommend appropriate hand washing with plain soap and water. Do not use alcohol based hand sanitizers.

- For workers who are not involved in food production, like cashiers and servers, we recommend appropriate hand washing with soap and water, hand sanitizer is also allowable.

For Breakfast and Lunch programs

- Individual portions will be provided.
- Students will maintain distancing while waiting
- Self-serve helping to food is not allowed.
- Eating in locations where the students can physically distance
- Sharing or swapping of food is not allowed

Once we know numbers of students in need we will stock our breakfast and lunch rooms with food. We will use funds still available at the school level and run the rest through the Supplies-COVID account. We will distribute this number.

• **Is the district continuing student's access to technology? Yes**

The District loaned technology devices to families who required them. As students return to in-school instruction, each school is well equipped with student laptops and iPads in each school building.

Some students requiring individualized assistive technology, such as an iPad with communication software, were taken home to continue to communicate with parents and participate in remote learning and interactions.

All technology loaned out and that returns to school buildings will be properly cleaned and disinfected.

• **Is the district providing mental health supports for:**

A core group of educators work to provide a comprehensive approach to providing mental health services – Aboriginal Education Support Workers, Youth Care Workers and School Counsellors. This group is supported by the Behavior Resource Teacher and the School Psychologist.

All staff will continue with **trauma-informed approaches** and view all situations with a **social emotional lens**. Staff will be remained about workshops and events where mental health literacy, EASE, Dr. Linda O'Neil, Mandt Training, the April 20th ProD keynote speakers, Dr. Jodi Carrington's course and in-servicing by the SELC Program staff.

• **Students returning to school? Yes**

As students start return to school we will be able to continue with in-person counselling with some and remote with other students. Continue to do what we're doing.

- Continue doing what we're doing at a school level.
- Having weekly SBT meetings, staff indicated that they've reached out with virtual meetings with schools
- Reaching out to vulnerable students.

- Meet with students, connect and chat. Invited students who are vulnerable, students that are isolated, or lonely.
- First Nations and Indigenous organizations.
- Ministry of Children and Families Services and Ktunaxa Kinbasket Child and Family Services Society continue to liaison with the district and school staff.
- KRCFSS continue to video conference with students.
- MCFD social workers and Child and Youth Mental Health clinicians continue reaching out to schools.

- **Students continuing to learn remotely? Yes**

In Stage 4, we provided students with virtual, remote and curbside/backyard support- this will continue.

District websites

[WELLNESS RESOURCES FOR FAMILIES AND STAFF](#)

[The Counsellor's Room](#)

Resource websites

[Mental Health.org](#)

[BC Mental health Promotion & Literacy](#)

[Here to Help](#)

[Bounce back](#)

[Search Institute](#)

[CASEL – Social Emotional Learning resources](#)

[Aperture Home resources for students](#)

[Aperture Staff resources](#)

- **Teachers, support staff and administrators? Yes**

[Family Services Employee Assistance Program \(FSEAP\)](#) 1-800-667-0993

A robust service of wellness resources for families

- Posted in the District Portal under health and safety
- Posted on CUPE and CFTA Bulletin Boards, and in staff washrooms
- Emailed and paper referral information has been distributed
- Monthly FSEAP Newsletters are electronically delivered
- Building administrators and educational Leaders need to remind staff regularly about the service.

For CUPE Support Staff

[FSEAP](#) 1-800-667-0993

Additionally, CUPE staff are connecting with CUPE Executive. The Executive meet with Human Resources and the Secretary-Treasurer on solutions

For Teachers

[FSEAP](#) 1-800-667-0993

[BCTF Health & Wellness program](#)

For the PVPs:

[FSEAP 1-800-667-0993](tel:1-800-667-0993)

[Early Intervention Program](#)

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