



ST. THOMAS MORE COLLEGIATE

HOME OF THE KNIGHTS SINCE 1960

STMC Education Re-Start Plan – August 21, 2020

Section 1 – School Contact Information

- a.) School Name: St. Thomas More Collegiate
b.) Ministry School Number: 04196031
c.) School /Authority Name: St. Thomas More Collegiate Ltd.
d.) Name of FISA Association: CISVA (Affiliate Independent Catholic School)
e.) School Contact Name: Stephen J. Garland
f.) School Contact Position: Principal – Head of School
g.) School Contact E-mail: stephen.garland@stmc.bc.ca
h.) School Contact Phone Number: 604-521-1801

Section 2 – Health & Safety

- a.) *Does your school have an updated health and safety plan that implements the [Public Health Guidance for K-12 Schools](#) and [WorkSafeBC](#)?*
Yes [Updated STMC COVID-19 School Safety Plan (August 2020) included as a separate attachment]
- b.) *What is your school's anticipated 2020-2021 school year start date (yyyy/mm/dd)?*
2020/09/10 (for Students) 2020/09/02 (for Staff)
- c.) *Provide a summary of the updates made to your school's plan in the following areas:*

Cleaning & Disinfecting

Enhanced cleaning measures, part of our original STMC COVID-19 School Safety Plan (May 2020), are still in place.

These include:

- ➔ twice daily sanitizing of all major contact surfaces and touch points (e.g. all door handles, stair railings, student and teacher desks, cafeteria tables, counters tops, etc...).
- ➔ twice daily cleaning of all washrooms and change room areas (student & staff)

[Updates to our original STMC COVID-19 School Safety Plan (May 2020)]

We have purchased and are now using an Electrostatic Disinfectant Sprayer Unit. Its use will augment everything that we are already doing to clean and disinfect the school. We are currently using it each morning, but we will begin to use it throughout the day once students and staff return to the school in the September. It is ideal for hallways and larger areas in the school (Band Room, Choir Room, Drama Studio, Strength & Conditioning Centre, Cafeteria, Gym, etc.)

<https://vitateksolutions.ca/>



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Physical Distancing Strategies

- In order to reduce congestion... we are developing a one-way traffic, flow-through plan for our entire physical plant. This plan will also include movement through all common spaces where physical distancing is difficult (e.g. Hallways, Stairwells, Cafeteria, etc.).
- Because of the nature of the secondary block schedule it is necessary for ALL of our staff (teachers and EAs) to physically distance themselves even within a classroom/teaching area when they are teaching &/or supporting student learning.
- Teacher Desk Units will be a minimum of 2m away from student desks and will be equipped with a Plexiglas Desk Shield that will enable them to continue to support students when students need assistance with individual work, have a question, etc.
- The cafeteria tables and the cafeteria will be reconfigured to allow for students within the same Learning Groups to be physically distanced from others during Breaks/Lunch. For as long as the weather cooperates, we will also encourage our students to go outside during breaks and lunch periods.
- We have developed a Bell Schedule that includes staggered starts/ends, breaks, and lunches for Grade 8s/9s, and Grade 10-12s. **[Bell Schedule included as a separate attachment]**

Hand Hygiene

- We have installed Foam Dispensing Disinfectant - Hand Sanitizer Units in every classroom/teaching area, in all hallways, and at all entrances to the school.

Personal Protective Equipment for Students and Staff

Students:

- All students will be issued TWO reusable facemasks as part of our Start-Up Orientation for use in ALL areas and in ALL situations where a 2m minimum safe distance cannot be assured. Students who – for whatever reason – do not bring a facemask to school will be provided a disposable mask for use while they are in the building.
- Students will be issued Reusable Full Face-Shields for use in their ADST Labs (Robotics & Wood Technology), as well as for use during their Science Labs.
- We have sourced out and have ordered Reusable Anti Fog Transparent Face Shields for our staff (similar to those worn in the restaurant and dental industries). Students in Choir will be issued these same masks for use during choral classes.
- Toe-Pulls are being installed on the inside door for ALL washrooms and change areas accessible by our students. This will eliminate the need to open the doors from the inside using your hands.

Staff:

- All staff will be issued TWO reusable facemasks as part of our Start-Up Orientation & Training and Faith & Professional Development days prior to school start up [Sept, 2, 3, 8, & 9]. They will be required for use in ALL areas and in ALL situations where a 2m minimum safe distance cannot be assured.



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- ➔ We have sourced out and have ordered Reusable Anti Fog Transparent Face Shields for our staff (similar to those worn in the restaurant and dental industries) to use when they are teaching. Traditional Full Face Shields direct voices downwards. These will allow teachers/EAs to be heard by their students better. Full Face-Shields will also be available for those staff that prefer that particular option.
 - ➔ Teachers/EAs working in labs will be issued Reusable Full Face-Shields - ADST Labs (Robotics & Wood Technology), as well as for use during all Science Labs.
 - ➔ Because of the nature of the secondary block schedule it is necessary for our staff (teachers and EAs) to physically distance themselves even within a classroom/teaching area when they are teaching &/or supporting student learning. Teacher Desk Units will be a minimum of 2m away from student desks and will be equipped with a Plexiglas Desk Shield that will enable them to continue to support students when they need assistance with individual work, have a question, etc.
 - ➔ A Larger full-counter Plexiglas Shield has been installed in the Main Office. An identical unit has been ordered and will be installed at the Circulation Desk in the Library-Learning Commons.
 - ➔ Toe-Pulls are being installed on the inside door for ALL washrooms and change areas accessible by our staff. This will eliminate the need to open the doors from the inside using your hands.

Symptom Assessment and Illness Policies/Procedures

- ➔ We have developed a Daily Health Check Form to be used by ALL staff and students that must be conducted before entering the building each day. For staff, the declaration is based on a self-check; for students, a parent/guardian must conduct this check each day before a student enters the school.
- ➔ As part of the Daily Health Check for Students... If a student answers “YES” to any of the questions and the symptoms are not related to a pre-existing condition (e.g. allergies) we will ask parents/guardians to NOT send their daughter/son to school. If they are experiencing any symptoms of illness, we will ask that they contact a health-care provider for further assessment. This includes 8- 1-1, or a primary care provider like a physician or nurse practitioner. If they answered “YES” to questions 2 or 3 of the Daily Health Check, we will ask that they use the [COVID-19 Self-Assessment Tool](#) to determine if they should be tested for COVID-19. [In accordance with our current procedures, if a student becomes unwell while at school, parents are contacted and students are typically sent home. This established practice will continue.]
- ➔ As part of the Daily Health Check for Staff... If a staff member answers “YES” to any of the questions and the symptoms are not related to a pre-existing condition (e.g. allergies) we will ask them to contact the school, arrange for coverage, and not return to work until they are feeling well enough and/or have been cleared by a medical professional to do so. If they are experiencing any symptoms of illness, that they contact a health-care provider for further assessment. This includes 8- 1-1, or a primary care provider like a physician or nurse practitioner. If they answered “YES” to questions 2 or 3 of the Daily Health Check, that they use the [COVID-19 Self-Assessment Tool](#) to determine if they should be tested for COVID-19. [In accordance with our current procedures, if a staff member becomes unwell while at school, coverage is arranged and the staff members goes home.]



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- ➔ We have sourced out and are working to implement for school start up RFID Card or tags and Readers to assist with our Daily Health Checks. All of our students will be issued with an RFID Card or tag during their Start-Up Orientation. The RFID Card/tags will have each student's photo, their name, their Grade Level, their House, and Student Number. The RFID Card/tags may be linked to our Student Information System (SIS) - PowerSchool. Multiple RFID Card readers will be located at the main entrance to allow students to scan in each day before sanitizing their hands and heading to their first class. Scanning their card/tag is done with the full understanding and acknowledgment that their parents have conducted their daily health check and indicated they are "fit and able" to attend school. *The system also logs that said student is 'in' the building at the start of the day. If a student has not scanned in – and we have not received a phone call or email indication that they are away - a member of our staff will make contact with their parent/guardian. A verbal check will be conducted at the start of the first class each day.
- ➔ *This does not replace the taking of period attendance via PowerSchool at the start of ALL classes by our teachers.

[Copies of the **Daily Health Check** for Students and Staff are included as separate attachments]

Improvements to School Ventilation Systems (if required)

- ➔ We are currently looking at making upgrades to three rooftop ventilation units in our Library-Learning Commons. This is a follow up of the recommendation by our Facilities Committee as part of our major upgrade to this teaching/learning space at the start of the 2019-2020 school year. At the time of the submission of this plan, a contractor has been contacted to scope the work and provide us with a quote for the completion of the work.

Student Transportation on Busses

- ➔ None of our students are transported on school owned busses.

d.) Outline the schedule for health and safety training and orientation for school staff, including new employee and staff who work at multiple sites and/or across multiple cohorts in a school (e.g. counsellors, learning assistants, prep teachers, Educational Assistants, etc.)

Safety Orientation & Training

- ➔ Training for our Maintenance Team and contracted Custodial Crews is ongoing.
- ➔ All contracted School Operations and Business Operations staff (full and part time) will go through fairly in-depth training with respect to our establish enhanced COVID-19 safety measures, procedures, and protocols during our extended *Start-Up Orientation & Safety Training and Faith & Professional Development Program September 2, 3, 8, & 9, 2020.

What will we be covering?

- Daily Health Checks (Staff & Students Protocols)
- Sign-in/Sign-Out Procedures for ALL staff/visitors
- Review of the Updated STMC School Safety Plan (August 2020)
- Daily Cleaning and Disinfecting Measures



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- One-Way Traffic, Flow-Through Plan
- Physical Distancing Measures
 - Hallways
 - Classrooms/Teaching Spaces
 - Other Common Spaces (e.g. Cafeteria, Academic & Personal Counselling Offices, Main Office, Staff Room, Photocopy Room, etc.)
- New PPE Measures for staff/students/visitors
 - Reusable Facemasks
 - Chin Guard Face Shields
 - Full Face Shields
 - Plexiglas Teacher Desk Shields
- Visitor Protocols
- TBD

*Any/all new employees who have already been hired will be included in this Pre School Start-Up process (Sept. 2, 3, 8, & 9). Any/all subsequently hired employee(s) will go through the same topics as part of future orientation sessions.

Itinerant Staff and Specialists?

- ➔ As a stand-alone, independent school, we generally do not have a large cadre of T.O.C.s to draw upon for coverage. Our teachers, as part of their assignment load teach six of eight blocks and are available for coverage for one block. Because of the nature of the secondary block schedule and how we will be enacting the Learning Groups at our school, it is necessary for virtually ALL of our staff (teachers and EAs) to physically distance themselves even within a classroom/teaching area when they are teaching &/or supporting student learning. This will be the same when they are assigned an internal coverage block.
- ➔ For those occasions when our need exceeds our internal coverage capacity, we will be calling in qualified teachers who are already on our 'vetted' list – many of whom are retired and work exclusively at STMC. Prior to school start-up, we will hold a separate Orientation and Safety Training Session for those on our External T.O.C. List and will go over everything that we will cover with our contracted School Operations and Business Operations staff.
- ➔ The contracted specialist (an audiologist) used to help develop the IEP for several of our students, and the Community Transition Support Team who assist in the planning for the transition to a community program for a graduating Low Incident student will be subject to the same protocols as all visitors to the school. Physical distancing and appropriate PPE measures will need to be adhered to when they come into the school.



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Section 3 – Learning Groups

a.) Provide examples of your school's approach to the implementation of learning groups in the school and during non-instructional times

- *Outline any shifts in curriculum, course access, or course scheduling, as well as actions taken to mitigate the impacts on students of any changes and ensure equity.*

After extensive and exhaustive planning, un-planning, and then re-planning over much of the past three weeks, we have decided to enact the following:

Our STMC Education Restart Plan and the design of our Learning Groups will be built on a full 100% daily in-school return-to-learn for our Grade 8s; a 100% in-school return-to-learn for all of our identified and designated students with Diverse Learning Abilities/Disabilities; and, the implementation of a Hybrid Model for our Gr. 9-12s (50% In-School Learning & 50% Asynchronous Independent Learning at home).

Driving Principles:

- Maintaining the health & safety of our staff, our students, our three Christian Brothers (who live in residence), as well as our wider STMC community, is paramount and must take precedence.
- Despite the constraints and limitations presented by a physical plant built in 1960, we want to pursue a plan that we feel safely optimizes the teaching & learning opportunities for our entire staff and our 692 students.
- Ensuring our faith and learning community continues to be nurtured, through what makes STMC a special place: exceptional co-curricular academics, athletics, arts, and servant leadership opportunities.

Key features:

- ➔ Our Gr 8-12 timetables will be based on a linear Day 1/Day 2 structure... but to limit contacts... it will follow a 'minimester' model. Each Minimester accounts for 14 consecutive Day 1 rotations OR 14 consecutive Day 2 rotations.
 - This pattern will continue all year – accounting for FOUR minimesters per Term, and a total of TWELVE over the course of the school year.
 - This structure still fully supports our students writing AP Exams in mid-May 2021.

[Our revised 2020-2021 3-in-1 School Calendar is included as a separate attachment].
- ➔ Our 142 incoming Gr. 8 students will be divided into one of five distinct Learning Groups with whom they will take ALL of their core subjects (Career Life Education, English Language Arts, French, Mathematics, Physical & Health Education, Religion, Social Studies, and Science). The exception to this will be for their Elective Rotation.
- ➔ All students in the ADST/Fine Arts Rotations will be assigned to one of three main learning groups and therefore will comprise of a larger learning group of 90 for electives, well within the established secondary school limit. All students in the Music Program rotation will be assigned to one of two main learning groups and will comprise of a larger group of 60 for the elective block



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- ➔ Students in Grades 9-12 with identified and designated Diverse Learning Abilities/Disabilities (both Low Incidence and High Incidence) will attend school each day. Our Low Incidence students will continue working on their specialized and tailored/individualized education programs (IEPs) designed by our Learning Assistance teacher and supported by our Educational Assistants. Our MoE designated High Incidence students – as well as those students without a formal IEP but who receive support through our Learning Centre – will be scheduled into classes and supported directly by their classroom teachers and the Learning Assistance Team during their In-School learning day. They will then be supported by the Learning Assistance Team in the Learning Centre and/or in the Library- Learning Commons for their Asynchronous class the following day.
 - ➔ Our students in Grades 9-12 will follow a Hybrid Model (50% In-School Learning one day coupled with 50% Asynchronous Independent-Learning at home via Google Classroom the next.
 - ➔ The double Day 1 or Day 2 rotations will allow the same in-class lesson to be taught twice to the two different Learning Groups in that same course.
 - ➔ Learning Groups for our Gr. 9-12s (including those with Diverse Learning Abilities/Disabilities) will be determined using our House System.
 - ➔ We launched our **House System** two days prior to the start of Spring Break in March of this year (March 11, 2020). We originally had five Houses. We have now reshuffled the deck and have added a sixth House. This effectively breaks our school into multi-grade groupings of approximately 120 per House.
 - **Canterbury House**
 - **London House**
 - **Oxford House** * [These 3 Houses represent our **St. Thomas MORE Family of Houses**]
 - **Dublin House**
 - **Limerick House**
 - **Waterford House** * [These 3 Houses represent the Blessed Edmund **RICE Family of Houses**]
 - ➔ **IMPORTANT TO NOTE:** Siblings at the school are assigned to the same house. This also means that families with multiple students at the school will not have one Gr. 9-12 daughter/son here one day and another the next. This should help with the daily pick up/drop-off. The exception to this is our families with a Grade 8 or a student with Diverse Learning Abilities/Disabilities who will be onsite each day.
 - ➔ Students in Grades 9-12 in the **MORE Family of Houses** will attend classes on one day; Grade 9-12 students in the **RICE Family of Houses** the next
 - E.G. ABCDx [**MORE Family of Houses**] ABCDy [**RICE Family Houses**]
 - See the attached 3-in-1 Calendar for the Block Sequence breakdown.
 - ➔ While one group is at school, the other is at home accessing and submitting work asynchronously via Google Classroom.
 - ➔ Even though the creation of the Grade 8 Learning Groups is based on the number of sections we have for each of our core subjects (five), ALL of our Grade 8s will also be assigned to a House. Our House System will play an integral part of any/all community building and faith development activities.
 - ➔ Daily (optional) co-curricular, academic, athletic, and servant leadership activities within Learning Groups from 2:45-3:30+ pm for intramural sports, clubs, and groups may take place. Activities involving students outside of established Learning Groups will need to follow physical distancing/COVID-19 health and safety protocols.



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- ➔ Facemasks are mandatory in ALL areas and ALL situations where physical distancing cannot be assured.
- ➔ Because of the nature of our secondary block schedule it is necessary for ALL of our staff (teachers and EAs) to physically distance themselves even within a classroom/teaching area when they are teaching &/or supporting student learning as they will be working with multiple cohorts. Staff will, therefore, not be able to be part of any one single Learning Group.
- ➔ Teachers will have protective Plexiglas Shields at their desks to allow for safe 1:1 interactions with students. They will also utilize a variety of other PPE items when teaching or are in common areas where physical distancing cannot be guaranteed.
- ➔ In order to reduce congestion and keep people moving during transitions Hallway Lockers will not be issued or used until (at least) October.

Rationale

- All of our Grade levels have between 135-145 students. Even with creative cohorting, there would be multiple cohorts in a single class.
- Due to the small size of most of our classrooms/learning spaces, trying to physically distance students within multiple Learning Groups taking the same class in the same room would be near impossible and would be unsafe for staff and students.
- Reducing student numbers in each class allows for better teacher-student ratios, less crowded hallways and common spaces, less requisite cleaning, etc.
- Maintaining same four classes each day for a period keeps students and staff exposure lower, while switching blocks every minimester avoids semester-approach pitfalls (long gaps between learning disciplines, the lack of Learning Centre supports for some students, the lack of AP prep, etc.) and allows for our 3 reporting periods
- Staggered break times and lunches avoids congregating or mixing student groups.
- Amplified Intramural Sports, Co-Curricular Clubs/Groups and Fine Arts Programs – key co-curricular programs/offering/experiences – continue and be accessible to all.
- Use of masks; enhanced cleaning protocols; required hand-hygiene protocols; teacher shields reduce chances of infection.

b.) How is your school organizing your workforce to balance the delivery of instruction for the learning groups and physical distancing strategies for adults who are interacting with cohorts?

In Gr. 8-12 schools of our size – who also strive to provide an expansive range of programs and course offerings – it is often necessary for teachers to teach at a variety of grade levels, and even in multiple subject areas. That reality, coupled with block scheduling, means that very few of our staff will actually be able to be included in any of the Learning Groups we are creating. As such, we will need to have both our teachers and classroom based EAs physically distance themselves from students and each other, and use all available PPE when they are teaching and/or supporting student learning.

- ➔ Physical Distancing Measures
 - Hallways
 - Classrooms/Teaching Spaces



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- Other Common Spaces (e.g. Cafeteria, Academic & Personal Counselling Offices, Main Office, Staff Room, Photocopy Room, etc.)

➔ PPE Measures for staff

- Reusable Facemasks
- Chin Guard Face Shields
- Full Face Shields
- Plexiglas Teacher Desk Shields

The intentional design of our Learning Groups built on a full 100% daily in-school return-to-learn for our Grade 8s; a 100% in-school return-to-learn for all of our identified and designated students with Diverse Learning Abilities/Disabilities; and, the implementation of a Hybrid Model for our Gr. 9-12s (50% In-School Learning & 50% Asynchronous Independent Learning at home) reduces the overall number of staff/student contacts. Additionally, this plan will provide us with a far more reliable form of contact tracing should the need arise.

While not optimal or ideal... the above measures provide us with the best opportunity to move learning forward while ensuring the safety of all.

- ***Staff who work at multiple sites (on call, itinerant, etc.).***

- ➔ As a stand-alone, independent school, we generally do not have a large cadre of T.O.C.s to draw upon for coverage. Our teachers, as part of their assignment load teach six of eight blocks and are available for coverage for one block. Because of the nature of the secondary block schedule and how we will be enacting the Learning Groups at our school, it will be necessary for ALL of our staff (teachers and EAs) to physically distance themselves from students. They will also need to utilize all available PPE measures (e.g. face shield, Plexiglas desk shields, etc.) even within a classroom/teaching area when they are teaching &/or supporting student learning. This will be the same when they are assigned an internal coverage block.
- ➔ For those occasions when our need exceeds our internal coverage capacity, we will be calling in qualified teachers who are already on our 'vetted' list – many of whom are retired and work exclusively at STMC. Prior to school start-up, we will hold a separate Orientation and Safety Training Session for those on our External T.O.C. List and will go over absolutely everything that we will cover with our contracted School Operations and Business Operations staff.
- ➔ ALL on call and/or itinerant teachers – regardless of whether or not they are working at multiple sites – will need to follow all of the physical distancing measures and COVID-19 safety requirements that we have in place.
- ➔ ALL on call and/or itinerant teachers – regardless of whether or not they are working at multiple sites – will be provided with all of the same available PPE measures that all of our contracted staff members will have.



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→ ALL on call and/or itinerant teachers – hired after the start of the school year – will be required to receive the same training on our COVID-19 School Plan and all physical distancing and PPE protocols as a part of their Orientation.

- ***Staff who work across multiple cohorts in a school (e.g. counsellors, learning assistance, prep teachers, EAs, teacher-librarians, etc.)***

Academic & Personal Counsellors: All of these office spaces will need to be reconfigured to ensure a minimum of 2m distance between counsellors and students can be maintained, ensuring that physical distancing measures are followed. As additional measures, we will require our staff to utilize all available PPE (notably desk & face shields)... and ask that students also use a facemask.

Learning Assistance Centre & Educational Assistants: Of all the teaching/learning spaces that we have examined over the last number of weeks, this has been the most challenging. Our plans for this area of the school (our Low & High Incidence LA Classrooms) still requires further input from the staff that will be primarily working in these areas.

→ In addition to the PPE that we have sourced and ordered for use by staff, we will also need to purchase three or four Plexiglas Table Shields that will allow for a teacher or an EA to work with a small group of students. (E.G., larger Plexiglas dividers that enable a staff member to work with 4-5 students simultaneously).

Teacher-Librarian: A Large Plexiglas Barrier will be installed at the Circulation Desk in the Library-Learning Commons. Our Teacher-Librarians will also need to wear the provided PPE while they are in the Library-Learning Commons supervising those students on scheduled Study-Blocks and/or assisting those students seeking specific learning supports.

- c.) Does your school have a plan in place to ensure continuity of learning if the school is required to switch stages and for any students who need to self-isolate/quarantine?***

Yes

Our plan builds upon the Emergency E-Learning Plan that we implemented after the suspension of In-School Learning in March 2020.

In implementing a 1:1 Chromebook initiative at the start of the 2018-2019 school year, we were able to leverage the benefits of a wide range of online learning modalities, including the G-Suite Applications – Google Classroom, Google Docs, Google Forms, and Google Meet. This foundation allowed us to remotely deliver both asynchronous [video, text, and multimedia lessons] and synchronous ['live'] teaching during the last term of the 2019-2020 school year.



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During a series of daily Staff Meetings in mid-June we candidly shared lessons learned... essentially sharing our successes and our failed 'tries'. As outcomes of these full staff debriefs, our E-Learning Team (comprised of staff whose roles specifically include some aspect of professional learning support) developed a series of online summer professional development learning modules that focussed on enhancing and developing each staff member's online teaching skill sets.

In addition to these online learning modules, our E-Learning Team has developed a two-day in-house E-Learning Conference to help our entire staff prepare for the possible shift to an E-Learning platform if, at some point in the school year, we are required to do so either full or partially. This E-Learning Conference is scheduled for Sept. 3 & 8, 2020.

We hope to be ready for whatever comes our way... including a possible shift to full E-Learning.

Section 4 – Students with Diverse Abilities/Disabilities

a.) In alignment with the *Equity and Inclusion Principles*, describe how your school is planning for students with diverse abilities/disabilities ensuring students and communicating to parents on the following, ensuring students will:

- ***Be able to attend school full time or have a plan to ensure supports and learning continues if a student needs to learn at home.***
 - ➔ All Grade 8 Students – including those with Diverse Learning Abilities/Disabilities – will attend school each day. All learning supports and services outlined in their IEPs will continue unchanged.
 - ➔ All students in Grades 9-12 with identified and designated Diverse Learning Abilities/Disabilities (both Low Incidence and High Incidence) will attend school each day.
 - ➔ Our Low Incidence students will continue working on their specialized and tailored/individualized education programs (IEPs) designed by our Learning Assistance teacher and supported by our Educational Assistants.
 - ➔ Our MoE designated High Incidence students – as well as those students without a formal IEP but who receive support thorough our Learning Centre – will be scheduled into classes and supported directly by their classroom teachers and the Learning Assistance Team during their In-School learning day. They will then be supported by the Learning Assistance Team in the Learning Centre and/or in the Library- Learning Commons for their Asynchronous class the following day.
 - ➔ Should we be required to shift to a full E-Learning platform we have a plan in place that is specific to meeting the needs of our students with Diverse Learning Abilities/Disabilities. It is a plan that builds on the Emergency E-Learning Plan that we implemented in the 3rd Term of 2019-2020 that leverages the benefits of a wide range of online learning modalities, including the G-Suite Applications – Google Classroom, Google Docs, Google Forms, and Google Meet.



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- ***Have access to the necessary health and safety supports;***
 - ➔ No changes from our regular program other than being vigilant with our established physical distancing, and enforcing additional COVID-19 health and safety protocols when physical distancing is not possible.
 - ➔ Those staff working directly with our Low Incidence students – those who require more physical supports and where physically distancing is not possible – will be provided all of the PPE necessary/required to keep themselves and the student(s) safe.
- ***Continue to receive supports and services as identified in their IEP, including 1:1 supports;***
 - ➔ No changes from our regular program other than being vigilant with our established physical distancing and COVID-19 health and safety protocols when physical distancing is not possible.
 - ➔ Those staff working directly with our Low Incidence students – those who require more physical supports and where physically distancing is not possible – will be provided all of the PPE necessary/required to keep themselves and the student(s) safe.
- ***Not be grouped in segregated settings as part of the establishment of cohorts;***
 - ➔ All Grade 8 Students – including those with Diverse Learning Abilities/Disabilities – are fully integrated into core subjects. In accordance with Ministry policy, the exception to this is French. Students requiring a Learning Assistance block in support of their IEP are Language exempt.
 - ➔ Gr. 8 Learning Groups, therefore, will be determined using the same criteria that we are using for the rest of the Grade 8 class.
 - ➔ All learning Groups for our Gr. 9-12s (including those with Diverse Learning Abilities/Disabilities) will be determined using our House System.
 - ➔ Our Diverse Learning Ability/Disability students receive supports in-class, in the Learning Centre, as well as in the Library-Learning Commons as part of our after school Learning Support Program. The afterschool program is open to all students – regardless of need/ability/disability.

Section 5 – Communication and Engagement

a.) Does your school have a communication plan?

Yes

[Copy of our STMC Education Restart Communication Plan is included as a separate attachment]



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Section 6 – Engagement with Indigenous People

- a.) In developing the Stage 2 plan, is your school currently engaging with Indigenous peoples and is there a plan in place for ongoing engagement?

N/A

- b.) Did your school consult with First Nations rights holders in developing the plan – particularly First Nations with whom the school has a local Education Agreement and First Nations with students in the school?

N/A

- c.) Did your school make any modifications to your school plan based on feedback from Indigenous partners and/or local First Nations?

N/A

Section 7 – Unions

- a.) Did your school consult with local unions in developing the school's plan?

N/A

Section 8 – Parents, Guardians, and Caregivers

- a.) Did your school engage with parents, guardian, and caregivers in developing the Stage 2 Plan?

N/A

Section 9 – Transportation

- a.) What transportation arrangements have been made to get all students, including First Nations and students with diverse abilities/disabilities, to school?

N/A

Respectfully Submitted by: Stephen J. Garland – Principal, St. Thomas More Collegiate (Aug. 21, 2020)