

REGULAR BOARD MEETING AGENDA
 PUBLIC SESSION

TUESDAY, FEBRUARY 23, 2021
 7:00 p.m.

A

Board Room
 Sarnia Education Centre
 200 Wellington Street, Sarnia

Page Reference

1. Call to Order
2. Approval of Agenda
3. Traditional Territorial Acknowledgement
4. Declaration of Conflict of Interest
5. Approval of the Minutes from the February 9, 2021 Regular Board Meeting 3
6. Business Arising from the Minutes
7. Motions Emanating from the Regular Board Private Session
8. Motion that the Actions of the Regular Board Private Session be the Action of the Board
9. Presentations:
 - a) Director of Education’s Snap Shots of Excellence
10. Delegations
11. Questions from the Public
 Please submit questions by noon on February 23, 2021 via email to jaime.shannon@lkdsb.net
12. Reports for Board Action
 - a) Canceling the April 13, 2021 Regular Board Meeting 8
Recommendation
 “That the Board cancels the Regular Board Meeting of April 13, 2021 due to the change in date of Spring Break.”
 Chair Campbell
 Report-B-21-27
 - b) 2021/2022 Student Trustee and Indigenous Student Trustee Appointments 9
 The report will be distributed at the Board Meeting.
 Director Howitt
 Report B-21-28
 - c) Tender Award – Roof Recoating – 9
 Tilbury District H.S.
Recommendation
 “That the Board award the tender to the successful bidder, Horizon Roofing Ltd. for the gym roof recoating at Tilbury District High School.”
 Superintendent McKay
 Report B-21-29
 - d) Tender Award – Parking Lot Improvements – 10
 Winston Churchill P.S.
Recommendation
 “That the Board award the tender to the successful bidder, Elric Contractors of Wallaceburg Limited, for the parking lot expansion at Winston Churchill Public School.”
 Superintendent McKay
 Report 21-30

13. Reports for Board Information:

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|---|---|----|
| a) Student Senate | Student Trustees Bressette/Locke/Schultz-Allison
Oral Report | |
| b) Parent Involvement Committee | Director Howitt
Report B-21-31 | 11 |
| c) LKDSB Update on Face to Face and Learn at Home Program | Director Howitt
Report B-21-32 | 12 |
| d) Ontario Public School Boards' Association (OPSBA) Update | Trustee Fletcher
Oral Report | |

14. Correspondence

15. New Business

16. Trustee Questions

17. Notices of Motion

18. Announcements:

- a) The next Regular Board Meeting will be held on Tuesday, March 30, 2021, 7:00 p.m. at the Sarnia Education Centre.

19. Adjournment

PRESENT:

Trustees: Chair Randy Campbell, Vice-Chair Derek Robertson, Greg Agar, Janet Barnes, Jane Bryce, Dave Douglas, Jack Fletcher, Malinda Little, Scott McKinlay, and Lareina Rising

Staff: Director of Education John Howitt, Superintendent of Business Brian McKay, Superintendents of Education, Angie Barrese, Gary Girardi, Ben Hazzard, Helen Lane, Mary Mancini, Mark Sherman and Public Relations Officer Heather Hughes

Regrets Trustee Ruth Ann Dodman

Student Trustees: Aurora Bressette, William Locke and Lucia Shultz-Allison

Recording Secretary: Jaime Shannon, Executive Assistant to the Director

Call to Order: Chair Campbell called the meeting to order at 7:00 p.m.

#2021-33
Approval of the Agenda Moved by Malinda Little, seconded by Jack Fletcher,
"That the Agenda for the Regular Board Meeting of February 9, 2021 be approved."
CARRIED.
Chair Campbell read the Traditional Territorial Acknowledgement.

Declaration of Conflict of Interest None

#2021-34
Approval of the Minutes Jan/26/2021 Moved by Jack Fletcher, seconded by Janet Barnes,
"That the Board approve the Minutes of the Regular Board Meeting of January 26, 2021."
CARRIED.

Business Arising None

Motions Emanating from the Regular Board Private Session None

#2021-35
Action of the Regular Board Private Session be the Action of the Board Moved by Derek Robertson, seconded by Scott McKinlay,
"That the Action of the Board in Private Session be the Action of the Board."
CARRIED.

Presentation
Great Lakes Secondary School Back Campus Project Superintendent McKay presented on the Great Lakes Secondary School (GLSS) back campus project. Bridget Ali and Paul Driedger, architects from GLOS Associates, were introduced. It was explained that this is a two-phase project. Phase one will include the demolition of the existing six-lane asphalt track and development of an eight-lane running track with a synthetic surface, the addition of shot put pads, discus pad, double ended long jump/triple jump pits, high jump, steeplechase, double pole vault areas, javelin runway, an artificial turf football and soccer field, and a practice soccer field. The athletic area will be surrounded by a six-feet high chain link fence. All track and field

areas have been designed to the World Athletics Track and Field Facilities Manual, which will allow GLSS to become a prime location for competitive sports events. Phase two will include removal of the existing bus garage and small storage buildings, and the addition of a field house, including team change rooms, washrooms, showers, a fitness room, public washrooms, storage, and a small second floor media space area for events and games. There will be a new bus garage and storage buildings and a concrete pad surrounding the field house with two large accessible bleachers which will hold an excess of 540 spectators.

Superintendent McKay hopes to have the tender package released next month and brought forth to Trustees in the Spring. Construction would be planned to begin in late Spring 2021 and expected to be completed in Fall 2021.

Superintendent McKay confirmed that some trees will need to be removed to ensure there is space for the amenities, but any trees removed will be planted on the GLSS property or on other LKDSB sites in Sarnia.

Paul Driedger confirmed that the drainage is collected from the field and drained into underground storage below the practice soccer field and connected to storm sewers.

Superintendent McKay confirmed the practice soccer field is a multi-sport functioning field.

Superintendent McKay confirmed that the Board has considered potential partnerships with the City of Sarnia for use of the back campus, but community use guidelines will need to be developed. He noted that the GLSS Physical Education department has been very engaged in the design of the project.

Superintendent McKay confirmed that the cost of the project, which will be brought forth to Trustees as part of the tender award report, will be funded by a combination of School Renewal funding, board reserves, and School Condition Improvement funding.

Superintendent McKay confirmed that the Board has considered locked gates surrounding the track, but a decision has not yet been made.

Superintendent McKay confirmed that the Board would look to salvage any wood from the property after a suggestion was made to use the wood for school projects. He reported that the GLSS auditorium is nearing completion and hoped to gain occupancy by the end of February or early March. Consideration is being made for students in construction classes to build the risers needed for the auditorium.

Director Howitt thanked Superintendent McKay and his team for keeping this project in the forefront and putting a plan in place for GLSS to be a standout facility across the region. He reminded Trustees that a practice soccer field only means it is not regulation size and it allows the school to meet curriculum needs.

Chair Campbell remarked that the project will be a good addition to GLSS and thanked Superintendent McKay, Bridget Ali, and Paul Driedger for their presentation.

Delegations	None
Questions from the Public	None
#2021-36 Tender Award – Gym Roof Recoating – Blenheim District High School Report B-21-18	<p>Moved by Derek Robertson, seconded by Scott McKinlay,</p> <p>“That the Board award the tender to the successful bidder, Horizon Roofing Ltd. for the gym roof recoating at Blenheim District High School.”</p> <p>Superintendent McKay explained that newer technology is being used for the gym roof recoating, which is cheaper and very effective, although it can not be used for a complete tear off. The total project bid is \$239,033.97.</p> <p style="text-align: right;">CARRIED.</p>
#2021-37 Temporary Portable Classrooms (6) Procurement Report B-21-19	<p>Moved by Scott McKinlay, seconded by Derek Robertson,</p> <p>“That the Board confirms an order with the OEMC vendor, NRB Modular Solutions for the supply, delivery and installation of six portables.”</p> <p>Superintendent McKay reported that the procurement of six portables for use at a number of schools is a Capital purchase and they will provide the Board with flexibility to replace older portables. The order is being placed early to enable the supplier to acquire the materials in the current marketplace. He noted that the original cost of each unit was \$105,140, as listed in the report, but the millwork portion of the cost, \$2,980 will now be removed. This removal was following a suggestion made by CUPE 1238 President Michele LaLonge-Davey to use LKDSB staff to complete the millwork portion of the project. Allowing LKDSB staff to complete the millwork is an option in this project due to the more generous timelines. The project will be funded by Board reserves.</p> <p>Superintendent McKay confirmed the total cost of the project will now be \$626,199.93, which is a savings of just over \$18,000.</p> <p style="text-align: right;">CARRIED.</p>
Indigenous Committee Liaison Committee Report Report B-21-20	<p>Trustee Rising reported on the January 20, 2021 meeting of the Indigenous Liaison Committee (ILC), which was held via Microsoft Teams. The locally offered Aboriginal Teacher Education Program (ATEP) through Queen’s University is scheduled to start in May 2021. The draft copy of the 2020-2021 Board Action Plan was brought forth to the ILC and Superintendent Lane will reach out to the Education Representatives for input. The Board Action Plan template was released by the Ministry later in the school year than normal and there will be a quick turnaround for completion. In the meeting, Trustee Bryce suggested that every other ILC meeting be held via Microsoft Teams due to the positive attendance and to reduce driving time.</p>
Special Education Advisory Committee Report Report B-21-21	<p>Trustee Barnes reported that the Special Education Advisory Committee (SEAC) met on January 21, 2021 through Microsoft Teams. The election of SEAC Chair and Vice-Chair was held during the meeting with Rose Gallaway elected as Chair and Trustee Barnes elected as Vice-Chair. She commended everyone for the excellent work they are doing.</p> <p>Chair Campbell congratulated Trustee Barnes on her position of Vice-Chair and thanked her for the report.</p>

LKDSB Update on Face to Face and Learn at Home Program Report B-21-22	Director Howitt reported that students returned to face-to-face learning on February 8, 2021 and highlighted the safety precautions in place to reduce the possible spread of COVID-19 in schools. He reported that in addition to masks, face shields are now required to be worn by school staff when within two metres of students or another person who is unmasked, it is now mandatory for students in Grades 1 to 12 to wear masks, and masks need to be worn both indoors and outdoors, unless they are two metres apart or participating in a vigorous activity, and confirmation of the COVID-10 School Screening assessment tool is now required for staff and secondary students.
Ontario Public School Boards' Association Update (OPSBA)	<p>Trustee Fletcher encouraged Trustees to attend the upcoming OPSBA <i>Mental Health Among Students & Adults – How Are They Doing?</i> presentation on February 11, 2021 and the Western Region Regional Meeting on February 20, 2021.</p> <p>Trustee Fletcher reported on the workshops he attended at the Public Education Symposium (PES), including <i>The Way Forward: Deconstructing Systemic Racism, How to Engage Your Local Community</i>, speakers Chief Medical Officer of Health for the province of Ontario, Dr. David Williams, and the Minister of Education, Stephen Lecce, and <i>Students' Perspectives: Racism and a Global Pandemic</i>. He suggested that at the next Student Senate meeting students be asked what Boards of Education should be doing to deal with equity and equality. Trustee Bryce reported on the workshops she attended at the PES, including <i>Lands-Based Education and Indigenous Ways of Knowing</i> and <i>The Role of Trustee</i>. She suggested to Senior Administration that Quinn Meawasige, the speaker of the first session, would be a good presenter for the LKDSB, and said a takeaway from the second session was that it would be wise for boards to have guidelines for partaking in virtual meetings. Trustee Little reported on the workshops she attended at the PES including <i>How to Engage Your Local Community</i> and <i>The Role of Trustee</i>. She noted that the keynote speaker had inspiring things to say and that as the newest member of the Board she found the conference enlightening.</p>
Federal Safe Return to Class Fund – Funding Announcement Report B-21-23	<p>Superintendent McKay provided an overview on the funding announcement from the Ministry, which was the second phase of the Federal Safe Return to Class fund, totaling \$381 million. The funding included the same categories as the funding provided in the fall: Optimizing Air Quality and Ventilation; Health and Safety funding; Student Transportation; and IT Device Allocation. He noted that it does not include funding for salaries and wages. The total allocation for the LKDSB is \$2,236,544.</p> <p>Chair Campbell thanked Superintendent McKay for the report.</p>
Correspondence	None
New Business	None
Trustee Questions	Director Howitt confirmed that due to the timing of the release of the Thoughtexchange on the Virtual Learn at Home Schools, some respondents understood the question to be about remote learning and not the Virtual Learn at Home schools so some comments did not answer the question asked. In addition to this, most families with children in the Virtual Schools did not receive the link to the Thoughtexchange. He noted that there will be an additional survey to capture the feedback of Virtual School families that will be released soon, but

the Thoughtexchange would not be reissued. He explained that the Thoughtexchange was released to help with planning for next school year and to see if there was a desire to continue to offer the Virtual Learn at Home schools as a program of choice. He said that many respondents provided positive feedback, but there was also concern about the unwritten curriculum being missed in the Virtual School setting, like socialization and participation in extracurriculars, and whether exposure to blue light through screens was a concern for children of certain ages. He added that a similar Thoughtexchange shared with staff provided solid data.

Director Howitt confirmed that the Minister of Education responded in the media to questions asked by the general public regarding whether it was appropriate to take March Break as it could promote travelling or a breakdown of cohorts. Some have a misperception that students were not in school in January, but staff and students were not on vacation and were instead working and learning at home and are ready for a break. The Minister of Education has consulted with unions, Trustee groups, principal associations, and directors, who have consistently suggested there not be a change to the school year calendar, but the Minister stated it will be a public health decision. If March Break was canceled, there would be collective agreement implications that would need to be considered, but the Minister clarified that March Break would not be canceled but could be moved, and hoped to have a decision made by the end of the week.

Director Howitt confirmed that the Ministry revised O. Reg 463/97 to allow for virtual attendance at Board Meetings, but would confirm if the number of meetings Trustees are required to attend in a year had changed.

Director Howitt confirmed that the gymnasium at King George VI Public School, Chatham and the façade of Northern Collegiate Institute & Vocational School are two capital projects that the Board has not yet been successful in gaining funding for from the Ministry.

Notices of Motion

None

Announcements

The next Regular Board Meeting will be held on Tuesday, February 23, 2021 at 7:00 p.m. The location is to be determined.

Adjournment

There being no further business of the Board, Chair Campbell declared the Meeting adjourned at 8:24 p.m.

Chair of the Board

Director of Education and
Secretary of the Board



FROM: Randy Campbell, Chair of the Board

DATE: February 23, 2021

SUBJECT: Canceling the April 13, 2021 Regular Board Meeting



The Ministry of Education has postponed Spring Break from March 15 to 19, 2021 to April 12 to 16, 2021. Due to this change, the April 13, 2021 Board Meeting now falls on a school board holiday, which has the potential to impact Board business and Board Meeting attendance. Senior Administration does not anticipate any time sensitive business during this timeframe that could not be dealt with at the March 30, 2021 or April 27, 2021 Board Meetings.

Recommendation:

“That the Board cancels the Regular Board Meeting of April 13, 2021 due to the change in date of Spring Break.”



FROM: Brian McKay, Superintendent of Business & Treasurer

DATE: February 23, 2021

SUBJECT: Tender Award – Roof Recoating – Tilbury District H.S.



Tenders were received electronically by the Purchasing Department and opened on February 12, 2021 by Don Masse and Brian Pelletier of the Plant & Maintenance Department. Bid results are as follows (** indicates successful bidder):

Tendered Base Bid: Complete Roof Recoating.

PROJECT BIDDER	BASE BID (nic. HST)
** Horizon Roofing Ltd., Windsor	940,900.00
Kingsville Roofing Ltd., Cottam	1,019,600.00
H N Roofing & Sheet Metal Limited, London	1,052,006.00
Solar Roofing & Sheet Metal Ltd., Toronto	1,054,400.00
Bullock & Sons Roofing, Sarnia	1,053,650.00
Atlas-Apex Roofing Inc., London	1,098,583.00
Smith-Peat Roofing and Sheet Metal Ltd., Exeter	1,329,000.00
Keller Roofing & Sheet Metal Inc., Exeter	1,359,659.00
T Hamilton & Son Roofing Inc., Scarborough	1,357,500.00
Semple Gooder Roofing Corporation, London	1,401,800.00
Flynn Canada Ltd., London	1,827,700.00

PROJECT SUMMARY	
Successful Bid Total (nic. h.s.t.)	940,900.00
Design Fees	47,045.00
Net HST	21,339.62
Total Project, This Report:	1,009,284.62
Budget Funding:	
- School Condition Improvement	1,009,284.62
Total Project Budget:	\$ 1,009,284.62

Recommendation:

“That the Board award the tender to the successful bidder, Horizon Roofing Ltd. for the roof recoating at Tilbury District High School.”



FROM: Brian McKay, Superintendent of Business & Treasurer

DATE: February 23, 2021

SUBJECT: Tender Award – Parking Lot Improvements – Winston Churchill P.S.



Tenders were received electronically by the Purchasing Department and opened on February 12, 2021 by Don Masse and Brian Pelletier of the Plant & Maintenance Department. Bid results are as follows (** indicates successful bidder):

Tendered Base Bid: Parking lot expansion, including repaving the kindergarten and primary playground.

PROJECT BIDDER	BASE BID (nic. HST)
** Elric Contractors of Wallaceburg Limited, Wallaceburg	734,992.36
Agri-Urban Building Inc., Dresden	769,500.00
TCl Titan Contracting Inc., Windsor	780,376.60
Elgin Contracting and Restoration Ltd., St. Thomas	789,000.00
Wellington Builders Inc., Forest	804,400.00
K&L Construction, London	815,502.75
Vince Ferro Construction Ltd., Windsor	827,733.00
Westhoek Construction Limited, Chatham	933,128.00

PROJECT SUMMARY	
Successful Bid Total (nic. h.s.t.)	734,992.36
Design Fees	54,756.93
Net HST	17,058.59
Total Project, This Report:	806,807.88
Budget Funding:	
- School Condition Improvement	806,807.88
Total Project Budget:	\$ 806,807.88

Recommendation:

“That the Board award the tender to the successful bidder, Elric Contractors of Wallaceburg Limited, for the parking lot expansion at Winston Churchill Public School.”



FROM: John Howitt, Director of Education

DATE: February 23, 2021

SUBJECT: Parent Involvement Committee Report



The Parent Involvement Committee of the Lambton Kent District School Board met on February 8, 2021 via Microsoft Teams.

School Reopening

The return to face to face learning has resumed with some changes in PPE guidelines. Staff will be required to wear face shields. All students with the exception of Kindergarten have been included in mandatory wearing of masks. Secondary students along with school and board office staff, will be required to provide confirmation of completion of the COVID-19 school and child care pre-screener.

Thoughtexchange

A Thoughtexchange was sent to families regarding possible interest in creating a program that would involve offering virtual school as a program choice for instruction. The Thoughtexchange also provided a platform for parents to share ideas regarding positive outcomes from practices that have been traditionally done in person. A follow-up survey will be sent to families at the Virtual Schools.

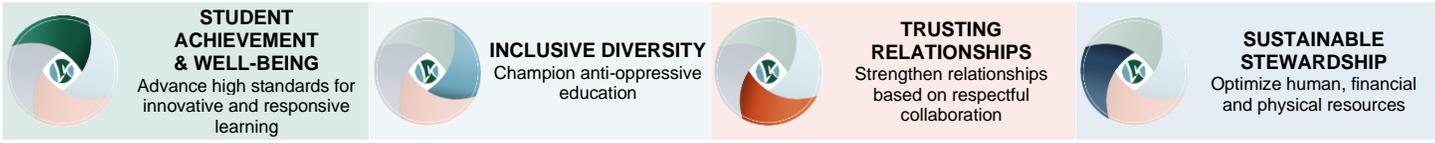
Ontario Secondary School Literacy Test (OSSLT)

The criteria for successful completion for the Ontario Secondary School Literacy Test (OSSLT) is a requirement for students to achieve their Ontario Secondary School Diploma. Learning opportunities have been adapted to ensure students are able to complete this requirement as it is a mandatory in-person test.

2020-2021 PRO Grant

The timeline for the Parent Reaching Out Grant was outlined to the Committee. School Councils will receive packages to complete their applications.

The next Parent Involvement Committee meeting will be held on May 10, 2021 at 6:30 pm with meeting format to be determined.



FROM: John Howitt, Director of Education

DATE: February 23, 2021

SUBJECT: LKDSB Update on Face to Face and Learn at Home Program



Asymptomatic Testing of Staff and Students

On February 16, 2021, the Ministry of Education announced an updated approach for expanded testing in schools. Direction was provided to school boards to undertake asymptomatic testing in at least 5% of elementary and secondary schools within their jurisdiction each week. School locations will be selected by school boards with support from the Ministry of Education. Local Public Health Units and Ontario Health Regions will also be invited to participate in school selection. Testing will use a combination of rapid antigen and PCR testing and will look to use less invasive methods of testing where possible. The testing will be voluntary, parent/guardian consent will be required, and it will be for asymptomatic students and staff only (symptomatic staff or students will be directed to existing COVID-19 testing centres). The Lambton Kent District School Board is included in the Ministry of Education’s list of boards scheduled to begin implementing the program on February 22, 2021. Chatham-Kent Lambton Administrative School Services (CLASS) will be coordinating the asymptomatic testing program for the LKDSB and the local Catholic, French Catholic, and French Public school boards. The Ministry of Education also announced that voluntary in-pharmacy testing for asymptomatic LKDSB staff will be available on February 19, 2021.

Program Delivery of Activity-based Courses During COVID-19

The COVID-19 pandemic has required secondary teachers to adapt their practices to align with enhanced health and safety protocols and the Quadmester system in which students are engaged in one course for the full day per week, and alternating between two courses in a Quadmester. This has been a particular challenge in activity-based courses. Secondary teachers have made modifications to program delivery in arts, foods and physical education courses to meet the expectation of the COVID-19 health and safety protocols while delivering excellent programming for our students. Elementary schools have continued to provide rich and engaging learning during arts, physical education, and science lessons. Elementary teachers have made adaptations to typical practices while ensuring that the focus remains on the student experience while adhering to the health and safety protocols. Examples of just some of these adaptations are described in this report.

Art classes

Secondary teachers have created individualized art kits for students to use so they do not have to congregate at stations in the classroom to access supplies. Some schools have maintained art clubs so students can work on entries for contests as well as build portfolios for post-secondary opportunities. As space in the art classroom is limited, at the end of each week, student work/materials are loaded on a cart and stored elsewhere so there is no cross-over between Week A and Week B cohorts. Art teachers maintain Google Classrooms to upload demonstrations of new techniques and to be ready to pivot to remote learning when required.

Elementary teachers, during visual arts class, have provided art materials that are specific to the cohort and, in many cases, the student. Visual art activities have continued as lessons allow students to create and present their creations. These creations are captured digitally and shared on classroom platforms such as SeeSaw and Google Classroom. The Elementary Curriculum also has a focus on responding and analysing visual artwork through a critical process as well as exploring the cultural contexts of art. The critical thinking expectations have continued without significant impact.

Dance

The secondary dance classroom has been demarcated to ensure a safe distance between students. Along 3 sides of the perimeter of the room, "X"s are marked on the floor, appropriately distanced, to identify student seats. Between each "X", is a box marked for student belongings. There is a designated teacher area of a 2 m width at front of room. To facilitate adequate spacing, the dance floor is taped with 12, 2 m x 2.5 m rectangles for dancing.

During the day, students are separated in 2 groups, up to a max of 12 students - while one group dances the other group is seated and engaged in assignments. The groups alternate in increments of 15-30 minutes at a time. No contact occurs during dances, as students remain in their designated rectangle during dance routines.

If yoga mats are used, they are disinfected as per health and safety protocols. Dance barres are not used. Personal belongings remain beside students in designated boxes. Dance clothes are donned at home, prior to class beginning, so no changing occurs at school.

Elementary dance instruction for creating and performing curriculum expectations have often been adjusted in location and process. Additional spaces are often used, in some cases outdoors, and activities that include physical distancing guidelines are used during these dance lessons. The majority of elementary expectations focus on responding and analysing dance through a critical process as well as exploring the cultural contexts of dance. The critical thinking expectations have continued without significant impact.

Music

For instrumental music courses, wind instruments are distributed to individual students at the start of the Quadmester for at-home or outside use. individual help for at-home wind instruments is provided for students after school hours through Google Meets. No wind instruments are played inside the school. When the weather has permitted, wind instruments have been played outside with bell covers and masks. Students have been able to play wind instruments outdoors for 30 minutes at a time with 5 minutes of waiting time before moving after playing.

Percussion and string instruments are used for playing in the classroom where students are spaced 2 metres apart when playing. With full day classes in the Quadmester model, the daily routine is chunked so that students are not spending the whole day playing an instrument. Teachers engage

students in related activities from the curriculum such as ear training, conducting and listening/analyzing music and theory.

Several schools have vocals classes scheduled for Quadmester 4. Singing is not permitted indoors, however, with the measures outlined below it is permitted outdoors:

- Singing outside with physical distancing guidelines of a minimum of 3 meters along with masks for all
- Students will sing forward-facing not in a circle or facing each other.
- The conductor will be at least 6 meters away from the singers and use a face shield and mask for protection.

Elementary music instruction for creating and performing curriculum expectations have also focused on percussion. If singing was part of the lesson, the class was relocated outdoors and followed the health and safety protocols. The majority of elementary expectations focus on responding and analysing music through a critical process as well as exploring the cultural contexts of music. The critical thinking expectations have continued without significant impact.

Drama

Secondary Teachers have had to adapt programming to maintain physical distancing for rehearsing and performing. Individual, partner or small-group activities where distancing can be maintained have replaced whole class activities. There are no shared materials (for example props and costumes). There is an increased emphasis on reading, analyzing and discussing drama, which is an integral part of the curriculum. When the weather permits, activities are moved outside where students have more space to move.

Elementary drama instruction for creating and performing curriculum expectations been instructed in the classroom, if possible, but also were in alternate locations. However, a significant change in performing drama creations was seen by teachers and students using digital tools to capture performance for drama activities. iPads with cameras and microphones were used to create drama pieces and edited to provide a polished video. The majority of elementary expectations focus on responding and analysing drama through a critical process as well as exploring the cultural contexts of drama. The critical thinking expectations have continued without significant impact.

Foods

In foods classes, each student is assigned a bin with individual items (oven mitts, measuring cups and spoons, etc...) that they keep for the entire semester. All food is pre-portioned by the teacher, so students are not required to touch the larger containers. One student is assigned to work in each kitchen (no cooking together in groups or sharing of food). Kitchens are thoroughly sanitized between each use.

Prior to the pandemic students would prepare one recipe per group of 4 or 5 students and then share the food. Students are now preparing small batch recipes individually. To accommodate the changes, schools have had to purchase smaller baking pans to properly cook the smaller portions (particularly baked goods) and additional food preparation tools so students would not have to share equipment. Completing food labs in this fashion requires substantially more food and cooking supplies. Students are spaced out in food labs while preparing their individual recipes. Food is not shared during a lab and is consumed only by the student who prepared the food. Students bring plastic containers to class to take their food home with them.

Physical Education

Secondary Teachers have adapted activities to adhere to health and safety protocols. When students are participating in physical education classes in the school, masks are worn, and as a result the intensity of some of the activities has been adjusted. Engaging students in a full day (300 minutes) of physical education requires significant planning to alternate between different activities throughout the day to maintain student engagement. Many teachers will chunk the day in 75-minute blocks to provide variety and maintain engagement. For example, a day can be chunked into 4 segment such as games in the gym, fitness room workout, health class and an outdoor activity.

Elementary teachers have adapted activities to adhere to health and safety protocols. Classes participate in physical education activities within their cohort. In many cases, weather permitting, physical education class has been relocated outdoors.

Science Education Partnership

The Science Education Partnership is a connection between education, community, and business. Hands-on, mind-on is the vision for science education and is supported by engineers, chemical scientists, agriculture, and service clubs. There are two key components that continued in an adapted way using COVID-19 health and safety protocols: hands-on science kit borrowing for classrooms, and scientist visits to classroom (Science Discovery Squad).

The Science Kits for Elementary schools to borrow include hands-on activities, and lessons that required specialized equipment on topics from flight to electricity to pulleys. The kits were reviewed based on COVID-19 health and safety protocols and 10 science topics had science activities that were appropriate within the current health guidelines. These kits were delivered to schools for a 6-week period, then isolation protocols were used to ensure that the physical items were safe before sending to another classroom. So far, 63 classrooms have used the kits.

The Science Discovery Squad started as the “Adopt-a-Scientist”, in 1995 when Imperial Oil retirees were asked if they would like to help in the classroom. This local and innovative program continued to be cutting edge as it adapted to COVID-19 health and safety protocols. Science Discovery Squad scientists recorded videos that can be accessed on demand by classrooms and bring the scientist to the classroom virtually.