



Agenda

Policy Development Committee

Tuesday, October 5, 2021

6:30 – 8:30 p.m.

Catholic Education Centre – Large Boardroom

Chairperson: Emmanuel Pinto

Trustees who are unable to attend are asked to please notify
Andrea Bradley, Administrative Assistant at
abradley@pvnccdsb.on.ca

A. Call to Order:

1. Opening Prayer, Kevin MacKenzie.
2. We acknowledge that we are meeting on the traditional territory of the Mississauga Anishnaabeg.
3. Approval of the Agenda.
4. Declarations of Conflicts of Interest.
5. Approval of the draft Minutes of the Policy Development Committee Meeting held on Wednesday, May 12, 2021. Page 3
6. Business Arising from the Minutes.

B. Presentations / Recommended Actions:

1. R.A.: Draft Administrative Procedure – New #101, Old #1109 RA Page 7
Policy Development and Review
Joan Carragher, Director of Education
2. R.A.: Draft Administrative Procedure – New #1001, Old #705 and #705-001 Page 8
Addressing Parental and Public Concerns
Galen Eagle, Communications Manager
Joan Carragher, Director of Education

3. R.A.: Draft Administrative Procedure – New #823 Page 14
COVID-19 Vaccination Disclosure
Darren Kahler, Human Resource Services Manager
Stephen O’Sullivan, Superintendent of Learning / Leadership and Human Resource Services

4. R.A.: Administrative Procedure Annual Review – #817 Page 28
Students Wearing Masks
Jonathan Di Ianni, Superintendent of Learning / Student Success
Stephen O’Sullivan, Superintendent of Learning / Leadership and Human Resource Services

5. R.A.: Draft Administrative Procedure – New #502 – Old #505 Page 35
Employee Involvement in Election to Public Office
Stephen O’Sullivan, Superintendent of Learning / Leadership and Human Resource Services

6. R.A.: Draft Administrative Procedure – New #310 – Old #821 Page 40
French Immersion
Sheila Piggott, Superintendent of Learning / Learning Technologies / P/J Program

C. Information Items:

D. Next Meeting:

1. Tuesday, November 2, 2021.
6:30 p.m.

E. Conclusion:

1. Closing Prayer, Linda Ainsworth.
2. Adjournment.



Minutes

THE MINUTES OF THE POLICY DEVELOPMENT COMMITTEE VIRTUAL MEETING held on
Wednesday, May 12, 2021 at 6:30 p.m.

PRESENT

Trustees: Michelle Griepsma, Helen McCarthy.

David Bernier, Kevin MacKenzie, Emmanuel Pinto (Committee Chairperson).

Administration: Jeannie Armstrong, Joan Carragher, Laurie Corrigan, Isabel Grace, Sheila Piggott.
Tim Moloney, Steve O'Sullivan.

Guests: Galen Eagle, Communications Manager.

Regrets: Linda Ainsworth, Braden Leal.
Josh Hill (Senior Student Trustee), Eli McColl (Junior Student Trustee).

Recorder: Andrea Bradley.

A. Call to Order:

Emmanuel Pinto, Committee Chairperson, called the meeting to order.

1. Opening Prayer.

Emmanuel Pinto, Committee Chairperson, called the meeting to order at 6:31 p.m. and asked Kevin MacKenzie to lead the Opening Prayer.

2. Emmanuel Pinto, Committee Chairperson, acknowledged that the Policy Development Committee Meeting was taking place on the traditional territory of the Mississauga Anishinaabeg.

Draft

2021-PD-16

3. Approval of the Agenda.

MOTION: Moved by David Bernier, seconded by Michelle Griepsma, that the Policy Development Committee Agenda be accepted.

Carried

4. Declarations of Conflicts of Interest.

There were no conflicts of interest.

5. Approval of the Draft Minutes of the Policy Development Committee Meeting held on April 20, 2021.

MOTION: Moved by Kevin MacKenzie, seconded by David Bernier, that the Minutes of the Policy Development Committee Meeting held on April 20, 2021, be approved.

Carried.

6. Business Arising from the Minutes.

There was no business arising from the Minutes.

B. Recommended Actions/Presentations:

1. Draft Revised Administrative Procedure – New #1103, Old #712

Media Relations

Galen Eagle, Communications Manager, made a PowerPoint presentation highlighting the changes to Administrative Procedure – **#1103 – Media Relations**, to the Policy Development Committee.

MOTION: Moved by Helen McCarthy, seconded by Kevin MacKenzie that the Policy Development Committee recommend to the Board that Board Policy and Administrative Procedure – **#712 – Media Relations**, be deleted and the revised, newly formatted, Administrative Procedure – **#1103 – Media Relations**, be received and posted as amended under Directional Policy – **#1100 – Communications**.

Carried

2. Draft Revised Administrative Procedure – New #209, Old #703

Opening and Blessing of New Schools and New Additions

Galen Eagle, Communications Manager, presented the new draft revised Administrative Procedure – **#209 – Opening and Blessing of New Schools and New Additions**, to the Policy Development Committee and answered questions from Trustees.

MOTION: Moved by David Bernier, seconded by Helen McCarthy that the Policy Development Committee recommend to the Board that Board Policy and Administrative Procedure – **#703 – Opening and Blessing of New Schools and New Additions**, under Directional Policy – **#1100 – Communications**, be deleted and the revised, newly formatted, Administrative Procedure – **#209 – Opening and Blessing of New Schools and New Additions**, be received and posted as amended under Directional Policy – **#200 – Catholic Education**.

Carried

3. Draft Revised Administrative Procedure – New #1301, Old #1001

Student Eligibility

Isabel Grace, Superintendent of Business and Finance, presented new draft revised Administrative Procedure – **#1301 – Student Eligibility**, to the Policy Development Committee and answered questions from Trustees.

MOTION: Moved by Kevin MacKenzie, seconded by Helen McCarthy that the Policy Development Committee recommend to the Board that Board Policy and Administrative Procedure – **#1001 – Student Eligibility**, be deleted and the revised, newly formatted, Administrative Procedure – **#1301 – Student Eligibility**, be received and posted as amended under Directional Policy – **#1300 – Student Transportation**.

Carried

C. Information Items:

There were no information items.

D. Next Meeting:

1. Tuesday, October 5, 2021
6:30 p.m. – 8:30 p.m.

E. Conclusion:

1. Closing Prayer.
Emmanuel Pinto, Committee Chairperson, lead the Closing Prayer.
2. Adjournment.

MOTION: Moved by Helen McCarthy, seconded by Kevin MacKenzie, that the Policy Development Committee Meeting adjourn at 7:40 p.m.

Carried.

Emmanuel Pinto
Committee Chairperson
/ab

Joan Carragher
Director of Education

B.1.

Recommended Action:

That the Policy Development Committee recommend to the Board that Board Policy – **#1109 – Policy Development and Review**, be deleted and the revised, newly formatted, Administrative Procedure – **#101 – Policy Development and Review**, be received and posted as amended under Directional Policy – **#100 – Governance, Vision and Strategic Priorities**.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i> Addressing Parental and Public Concerns	<i>Administrative Procedure Number</i> 1001
<i>Directional Policy</i> Parent and Community Relations 1000	

Title of Administrative Procedure:

Addressing Parental and Public Concerns

Date Approved:

Projected Review Date:

October 2026

Directional Policy Alignment:

The *Addressing Parental and Public Concerns Administrative Procedure* aligns with the Board's Parent and Community Relations Directional Policy by outlining the process by which the Board responds to concerns raised by stakeholders and parents/guardians.

Alignment with Multi-Year Strategic Plan:

The *Addressing Parental and Public Concerns Administrative Procedure* supports the [Board's Multi-Year Strategic Plan](#) to value relationships, ensure equity and maximize resources.

Purpose:

The *Addressing Parental and Public Concerns Administrative Procedure* formalizes the process for addressing concerns and questions that are within the jurisdiction of the Board.

The Peterborough Victoria Northumberland and Clarington (PVNC) Catholic District School Board is committed to building strong relationships with staff, parents, trustees, parishes and the larger community.

Strong relationships and meaningful dialogue are essential to improving student achievement and well-being, providing excellence in educational programs, ensuring effective stewardship of resources and enhancing confidence in publicly funded Catholic education.

Guidelines:

Questions or concerns from parents/guardians, community stakeholders or members of the public shall be addressed at the onset at the level closest to the issue in a fair, respectful and effective manner that reflects the Board's vision and strategic priorities.

PVNC is committed to the protection of privacy and recognizes that all employees are responsible for the protection of personal, confidential, and sensitive information entrusted to them, therefore, there are certain matters that trustees and staff members are unable to discuss with parents/guardians (including parent/guardian representatives) and the public including but not limited to personal information (including information related to other students), employee relations (including staff disciplinary matters) and legal matters.

This policy does not apply to media inquiries, which are covered under the Board's [*Administrative Procedure 1103 – Media Relations*](#).

Action Required:**Parent/Guardian Concerns:**

If a parent/guardian has a concern about a school matter, the following procedures for review of the issue are available to the parent/guardian.

Step 1: Classroom Level

Parents/guardians should review the issue with the staff member directly involved such as the child's classroom teacher and early childhood educator at a mutually convenient time.

Step 2: Principal Level

If the parent/guardian and the teacher/staff member are not able to resolve the issue, the parent/guardian may request that the matter be reviewed by the school principal (or designate). The principal (or designate) will review the issues and work to address the matter in a timely manner.

Step 3: Superintendent Level

If the parent/guardian and the school principal are not able to resolve the issue, the parent/guardian may request that the matter be reviewed by the school's Superintendent of Education. The Superintendent will review the matter as it relates to established policies and procedures and will respond to the parent/guardian about their concern in a timely manner.

Step 4: Director of Education Level

If the parent/guardian and the Superintendent are not able to resolve the issue, the parent/guardian may request the matter be reviewed by the Director of Education. The Director of Education (or designate) will review the matter and respond to the parent/guardian about the concerns in a timely manner.

Representatives of Parent Guardian

Parents/guardians have the right to have a representative of their choosing in attendance at meetings with staff as additional support to address their child's interests. Parents/guardians who wish to invite a representative to support them must notify the principal and/or staff member

in advance of a school meeting as to who is anticipated to be in attendance. Any costs/expenses associated with such a representative are the responsibility of the parent/guardian.

Community Stakeholder/Public Concerns:

Issues or concerns raised by members of the public that are not school-based shall be directed to the appropriate school Board department. Issues that cannot be resolved at the department level may be referred to the Director's office.

Role of the Trustee in addressing parental and public concerns:

Parents/guardians and members of the public may contact trustees at any time. A trustee's role within this administrative procedure is to facilitate the communication process between the parent/guardian or member of the public and the appropriate staff and provide information and direction.

Trustees shall direct the parent/guardian or member of the public to the process which should be followed in addressing any concerns or to the appropriate person or step in the process (dependent on the steps the parent/guardian or member of the public has already undertaken to address the concerns at the time the trustee is contacted) but shall not act as a representative of the parent/guardian or member of the public.

Role of Catholic School Councils in addressing parental and public concerns:

School councils have been established to advise principals on school matters but are not forums to discuss issues related to individual parents/guardians, school staff or students. Any of these matters brought to a school council member or any school council meeting shall be referred to the principal to address.

For more information on the role of Catholic School Councils, refer to [Administrative Procedure 1003 – Catholic School Councils](#).

Responsibilities:**The Board of Trustees is responsible for:**

- Ensuring alignment of this administrative procedure with the Parent and Community Relations Directional Policy
- Reviewing the *Addressing Parental and Public Concerns Administrative Procedure* as part of its regular policy and procedure review cycle
- Using this administrative procedure as a framework for assisting parents/guardians or constituents in addressing school board concerns or issues

The Director of Education is responsible for:

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure
- Addressing parent/guardian issues or issues raised by members of the public that have escalated to the Director of Education level
- Communicating the outcome(s) of concerns raised with local trustees

- Apprising the Chair of the Board of any local concerns that may have system-wide implications or may require a system response or Board motion

Superintendents of Schools and System Portfolios are responsible for:

- Providing leadership and supports for Principals/Vice-Principals, Managers, Executive/Administrative Assistants and all departmental staff in their knowledge, understanding, and implementation of this administrative procedure
- Addressing parent/guardian issues or issues raised by members of the public that have escalated to the Superintendent level
- Apprising the Director of Education of any local concerns that may have system-wide implications or may require a system response or Board motion

Principals and Vice-Principals are responsible for:

- Providing leadership and supports for staff in their knowledge, understanding, and implementation of this administrative procedure
- Addressing parent/guardian issues or issues raised by members of the public at the school level

School staff members are responsible for:

- Addressing parent/guardian issues at the school and/or classroom level

Parents/guardians and members of the public are responsible for:

- Engaging in respectful dialogue while raising issues and concerns with school board staff

Progress Indicators:

- Increased awareness and understanding of the *Addressing Parental and Public Concerns Administrative Procedure*

B.2.

Recommended Action:

That the Policy Development Committee recommend to the Board that Board Administrative Procedure – **#1001 – Supporting Community Concerns** (Old Policy #705 – Supporting Community Concerns), and Board Administrative Procedure – **#1002 – Addressing Parental and Public Concerns** (Old Policy Protocol #705-001), be deleted and the revised, newly formatted, Administrative Procedure – **#1001 – Addressing Parental and Public Concerns**, be received and posted as amended under Directional Policy – **#1000 – Parent and Community Relations**.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
COVID-19 Vaccination Disclosure	823
<i>Directional Policy</i>	
800 – Healthy Schools & Workplaces	

Title of Administrative Procedure:

COVID-19 Vaccination Disclosure

Date Approved:

October 5, 2021

Projected Review Date:

October, 2022 (annually)

Directional Policy Alignment:

The Board recognizes that the health and well-being of our students and staff is foundational to their success. This Administrative Procedure focuses on applying that collective effort and engagement during a public health emergency by ensuring a clear and consistent approach to the requirement for all eligible individuals to be fully vaccinated against COVID-19, except as set out below.

This COVID-19 Vaccination Disclosure Administrative Procedure has been developed and implemented in accordance with provincial legislation and government directives.

Alignment with Multi-Year Strategic Plan:

This Administrative Procedure supports the Nurturing Mental Health and Well-being pillar ensuring the safety and well-being of all of our staff.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

Purpose:

The purpose of this Administrative Procedure is to outline the Peterborough Victoria Northumberland and Clarington Catholic District School Board's (PVNCCDSB) expectations with regards to COVID-19 vaccination disclosure for staff, volunteers, third-party contractors, student practitioners, frequent visitors and other professionals who provide in-person services in schools and who have direct contact with staff and/or students. All eligible individuals are strongly encouraged to receive a COVID-19 vaccine.

Further, PVNCCDSB is required under the *Occupational Health and Safety Act* ("OHSA") to provide a safe working environment for our employees, our students and members of the public. PVNCCDSB and its staff have been identified as being at high-risk for COVID-19 transmission and associated variants due to the close proximity of staff to students, parents, and other staff members. COVID-19 vaccinations have proven to be one of the most effective tools to prevent transmission of and infection by COVID-19.

This COVID-19 Vaccination Disclosure Administrative Procedure applies to the following groups (hereinafter collectively referred to as "Individuals"):

- Employees - All school board employees/staff, whether they are unionized or not, including daily and long-term occasional teachers and casual education workers
- The following individuals if attending the school premises frequently and have direct contact with staff or students:
 - Students on educational placement, including professional services students on a placement/work-integrated learning visit (e.g., teacher candidate practicums, nurse, psychologist, behavioural therapist, speech-language pathologist, etc.);
 - Drivers responsible for the transportation of students;
 - Volunteers;
 - Those who provide professional services to children at school;
 - Visitors, including parents/guardians and service providers or third party contractors who regularly interact with or are in the presence of students or staff members; and
 - School board trustees.

Action Required:

Mandatory Vaccination Disclosure - Employees

By no later than September 6, 2021 or prior to attending at PVNCCDSB property following that date, all employees must provide:

1. an attestation that the Individual is fully vaccinated against COVID-19 with proof of vaccine administration; or
2. written proof of a medical reason, provided by a physician or registered nurse practitioner that sets out:
 - a. a documented medical reason for not being fully vaccinated against COVID-19; and
 - b. the effective time-period for the medical reason (i.e. permanent or time-limited and the expected duration if time-limited); or
3. prior to declining vaccination for any reason other than a medical reason, proof that the employee has completed an educational session approved by PVNCCDSB about the benefits of the COVID-19 vaccination. The link to the educational session will be sent to the employee. They will also receive a link after viewing to confirm they have watched the video. This educational session will address, at a minimum:
 - i. how COVID-19 vaccines work;
 - ii. vaccine safety related to the development of the COVID-19 vaccines;
 - iii. the benefits of vaccination against COVID-19;
 - iv. risks of not being vaccinated against COVID-19; and
 - v. possible side effects of COVID-19 vaccination.

Proof that an employee is fully vaccinated must be provided to Human Resource Services in the form of the electronic or paper receipt provided to the Individual at the time of vaccination. An employee who does not provide an attestation to PVNCCDSB and/or their vaccination receipt is considered to be “not fully vaccinated” for the purposes of this Administrative Procedure.

For the purposes of this Administrative Procedure, “fully vaccinated” means having received the full series of a COVID-19 vaccine or combination of COVID-19 vaccines approved by World Health Organization (WHO) (e.g., two doses of a two-dose vaccine series, or one dose of a single-dose vaccine series); and having received the final dose of the COVID-19 vaccine at least 14 days ago.

Testing Requirements For Individuals Who Are Not Fully Vaccinated

All Individuals who are not fully vaccinated (which includes Individuals who are partially vaccinated) shall submit to rapid antigen testing for COVID-19, twice a week and provide verification of the negative test result to Human Resource Services before attending a PVNCCDSB facility. Individuals are expected to fulfill testing requirements outside of working hours. The frequency of testing is subject to change.

If an Individual tests positive for COVID-19 with the rapid antigen test, they will not be permitted to attend PVNCCDSB property. The Individual will be required to isolate and undergo PCR (polymerase chain reaction) laboratory testing to confirm the results of the rapid antigen test within forty-eight (48) hours.

Mandatory Vaccination Disclosure - Other Individuals

Third party organizations who want to have their staff, volunteers or other stakeholders attend a PVNCCDSB facility, will be required to attest that such individuals are fully vaccinated. If these individuals are not fully vaccinated, they will not be permitted to attend a PVNCCDSB facility.

Mandatory Vaccination Disclosure - Parent Volunteers

Parents or other visitors who wish to volunteer at a PVNCCDSB facility will be required to attest that they are fully vaccinated and provide proof of vaccination. If these individuals are not fully vaccinated, they will not be permitted to attend a PVNCCDSB facility for the purpose of volunteering.

Accommodation

Individuals who are unable to receive the vaccine for reasons related to a protected ground under the *Human Rights Code* of Ontario (“Code”) must notify Human Resource Services in writing as soon as possible. PVNCCDSB is committed to complying with its duty to accommodate pursuant to the *Code*.

Non-Compliance

An Individual who is an employee of PVNCCDSB and who is not in compliance with this Administrative Procedure may be subject to administrative and/or disciplinary measures, up to and including termination of employment. Any other Individual who does not comply with the terms of this Administrative Procedure will be denied access to PVNCCDSB property and may be subject to other measures.

Use and Disclosure of Information

Personal information and personal health information ("Information") will be collected and retained by PVNCCDSB in accordance with applicable laws and will only be used to implement this Administrative Procedure or for any other related purpose. The Information will not be used or disclosed for other purposes without the consent of the Individual to whom it relates, except as required by law. The Information will be stored in a secured manner by PVNCCDSB.

As directed by the Chief Medical Officer of Health's, PVNCCDSB is required to provide statistical information to the Ministry of Education on a monthly basis and to post aggregate data on PVNCCDSB's website. All statistical information will be provided in a depersonalized aggregate form. Only aggregate percentages of the vaccination rate of PVNCCDSB employees will be shared with the Ministry of Education. No information allowing to identify an Individual will be shared, unless consented to by the Individual or as required by law.

Review of Administrative Procedure

The measures described in this Administrative Procedure will be modified as required, as additional relevant information becomes available. PVNCCDSB reserves the right to implement any other reasonable measures of control to protect the school community.

To ensure the protection of the school community at PVNCCDSB from exposure and transmission of COVID-19 other infection protection and health measures remain in effect. This Administrative Procedure is in addition to existing health measures that have been implemented, including wearing personal protective equipment.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Ensuring the alignment of the COVID-19 Vaccination Disclosure Administrative Procedure with the Healthy Schools and Workplaces Directional Policy

The Director of Education is responsible for:

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure

Superintendents of Schools and System Portfolios are responsible for:

- Ensuring principals are consistent with the application of this Administrative Procedure.
- Ensuring that all employees for whom they have supervisory responsibility are aware of the requirements under this Administrative Procedure.

Principals and Vice-Principals are responsible for:

- Ensuring that all staff are aware of the requirements under this Administrative Procedure.

Employees are responsible for:

- Complying with the requirement of completing the vaccine attestation and submitting the proof of vaccination.
- Participating in the rapid antigen testing process if staff are not fully vaccinated.
- Participating in the educational session approved by the PVNCCDSB if staff are not fully vaccinated.

Other Individuals are responsible for:

- Providing proof of vaccination to his/her organization / employer.

Parents and Visitors are responsible for:

- Complying with the requirement of completing the vaccine attestation and submitting the proof of vaccination.

Progress Indicators:

- Completed vaccination attestations for all Individuals with proof of vaccination.
- Participation in the rapid antigen testing and educational session by all Individuals who are not fully vaccinated.

Definitions:

- “fully vaccinated against COVID-19” - means having received all of the doses required for a COVID-19 vaccine(s) approved by the World Health Organization (e.g., two doses of a two-dose vaccine, or one dose of a single-dose vaccine); and having received the final vaccine dose at least 14 days ago.
- “Partially vaccinated against COVID-19” - means having received only the first does of a two-dose vaccine, or having received all of the doses required less than 14 days ago for a COVID-19 vaccine(s) approved by the World Health Organization.

References:

- [O. Reg. 364/20: Rules for Areas at Step 3 and at the Roadmap Exit Step](#) under the [Reopening Ontario \(A Flexible Response to COVID-19\) Act, 2020](#).

Attachments:

- Appendix A - Instructions issued by the Office of the Chief Medical Officer of Health – September 7, 2021



Ministry of Health

Office of Chief Medical Officer of Health, Public Health
393 University Avenue, 21st Floor
Toronto ON M5G 2M2

Ministère de la Santé

Bureau du médecin hygiéniste en chef, santé publique
393 avenue University, 21^e étage
Toronto ON M5G 2M2

Instructions issued by the Office of the Chief Medical Officer of Health

WHEREAS under subsection 2(2.1) of Schedule 1 and Schedule 4 of [O. Reg. 364/20: Rules for Areas at Step 3 and at the Roadmap Exit Step](#) under the *Reopening Ontario (A Flexible Response to COVID-19) Act, 2020* (ROA) the person responsible for a business or organization that is open shall operate the business or organization in compliance with any advice, recommendations and instructions issued by the Office of the Chief Medical Officer of Health (OCMOH):

- a) requiring the business or organization to establish, implement and ensure compliance with a COVID-19 vaccination policy; or
- b) setting out the precautions and procedures that the business or organization must include in its COVID-19 vaccination policy.

AND WHEREAS:

- some staff, volunteers, third party contractors, student practitioners and other professionals who provide in-person services in public schools, private schools and licensed child care settings remain unvaccinated, posing risks to staff and students;
- vaccines provide the best protection against COVID-19;
- understanding vaccine status is key to helping keep child care and school settings safe over the 2021-22 school year;
- responses to outbreaks can vary based on vaccination status;
- keeping children and youth in school to the fullest extent possible is critical to learning, development, and well-being; and
- the protection of children in child care and schools from COVID-19 disease also enhances the protection of other community members by reducing the risk of disease transmission during an outbreak.

AND HAVING REGARD TO the prevalence of the Delta variant of concern globally and within Ontario, which has increased transmissibility and disease severity than previous

COVID-19 virus strains, in addition to the declaration by the World Health Organization (WHO) on March 11, 2020 that COVID-19 is a pandemic virus and the spread of COVID-19 in Ontario.

I AM THEREFORE OF THE OPINION that instructions from the OCMOH must be issued to establish mandatory COVID-19 vaccination policies in the below listed organizations.

Date of Issuance: September 7, 2021

Effective Date: Every Covered Organization (as defined below) must establish a COVID-19 vaccination policy by no later than September 7, 2021 and implement it by no later than September 27, 2021.

Issued To:

- Licensees within the meaning of the Child Care and Early Years Act, 2014 (“CCEYA”);
- The Provincial Schools Authority within the meaning of the *Provincial Schools Authority Act*;
- The Centre Jules-Léger Consortium as established by the *Education Act*;
- Boards and private schools within the meaning of the *Education Act*, other than schools operated by:
 - i. a band, a council of a band or the Crown in right of Canada,
 - ii. an education authority that is authorized by a band, a council of a band or the Crown in right of Canada, or
 - iii. an entity that participates in the Anishinabek Education System;

and

- Transportation consortia and businesses that contract with transportation consortia or with boards through transportation consortia that organize or provide for the transportation of students to and from school under s. 190 of the *Education Act*.

(collectively the “**Covered Organizations**”)

Required Precautions and Procedures

1. Every Covered Organization must establish, implement, and ensure compliance with a COVID-19 vaccination policy requiring:
 - in the case of Covered Organizations other than transportation consortia and businesses that contract with transportation consortia or with boards through transportation consortia that organize or provide for the transportation of students to and from school under s. 190 of the

Education Act,

- staff, volunteers, and student practitioners, except where the individual works remotely and the individual's work does not involve in-person interactions;
- home child care providers and individuals who are ordinarily a resident of or frequently at a home child care premises; and
- contractors and other individuals who frequently attend the premises at which child care or instruction is provided or at the offices of a board to deliver services, who may have direct contact at the premises with any individual listed above or with a child or student, and
- in the case of transportation consortia and businesses that contract with transportation consortia or with boards through transportation consortia that organize or provide for the transportation of students to and from school under s. 190 of the *Education Act*,
 - staff, volunteers, student practitioners, contractors or other individuals who supervise or transport children or students to or from a location at which instruction is provided or an activity that is part of the program of the school, or otherwise frequently attend the premises at which instruction is provided,

(herein referred to as **"Required Individual"**) to provide:

- a) proof of full vaccination^[1] against COVID-19; or
- b) written proof of a medical reason, provided by a physician or registered nurse in the extended class that sets out: (i) a documented medical reason for not being fully vaccinated against COVID-19, and (ii) the effective time-period for the medical reason; or
- c) prior to declining vaccination for any reason other than a medical reason, proof of completing an educational session about the benefits of COVID-19 vaccination that, in the case of a board within the meaning of the *Education Act*, the Provincial Schools Authority or the Centre Jules-Léger Consortium, is specified by the Ministry of Education, or, in the case of any other Covered Organization, has been selected by the Covered Organization. The approved session must, at minimum, address:
 - i. how COVID-19 vaccines work;
 - ii. vaccine safety related to the development of the COVID-19 vaccines;

^[1] For the purposes of this document, "fully vaccinated" means having received the full series of a COVID-19 vaccine or combination of COVID-19 vaccines approved by WHO (e.g., two doses of a two-dose vaccine series, or one dose of a single-dose vaccine series); and having received the final dose of the COVID-19 vaccine at least 14 days ago.

- iii. the benefits of vaccination against COVID-19;
 - iv. risks of not being vaccinated against COVID-19; and
 - v. possible side effects of COVID-19 vaccination.
2. Every Covered Organization's vaccination policy, other than a policy relating to a child care premises on reserve, shall require that where a Required Individual does not provide proof of being fully vaccinated against COVID-19 in accordance with paragraph 1(a), but instead relies upon the medical reason described at paragraph 1(b) or the educational session at paragraph 1(c), the Required Individual shall:
- a) submit to regular antigen point of care testing for COVID-19 and demonstrate a negative result, at intervals to be determined by the Covered Organization, which must be at minimum once every seven days.
 - b) provide verification of the negative test result in a manner determined by the Covered Organization that enables the Covered Organization to confirm the result at its discretion.
3. If a board advises that it has already ensured compliance with paragraphs 1 and 2 in respect of an individual supervising students being transported to or from a location at which instruction is provided, the transportation consortium or business that contracts with transportation consortia or with boards through transportation consortia that organize or provide for the transportation of students to and from school under s. 190 of the *Education Act* is not required to further confirm that the individual complied with paragraphs 1 and 2.
4. For greater certainty, where a licensee within the meaning of the CCEYA is located at a school operated by the board, the board is not required to confirm compliance with paragraphs 1 and 2 for staff, volunteers, student practitioners, contractors or other visitors of the licensee. The licensee is not required to share any Statistical Information maintained under section 5 with the board.
5. Every Covered Organization, other than businesses that contract with transportation consortia or with boards through transportation consortia that organize or provide for the transportation of students to and from school under s. 190 of the *Education Act*, must:
- a) collect and maintain statistical (non-identifiable) information that includes (collectively, "the Statistical Information"):
 - i. the number of Required Individuals that provided proof of being fully vaccinated against COVID-19;
 - ii. the number of Required Individuals that provided a documented

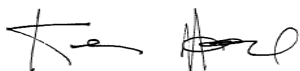
medical reason for not being fully vaccinated against COVID-19;

- iii. the number of Required Individuals that completed an educational session about the benefits of COVID-19 vaccination in accordance with paragraph 1(c), where applicable; and
 - iv. the total number of the Covered Organization's Required Individuals to whom these Instructions apply.
- b) disclose the Statistical Information to EDU in the manner and within the timelines specified by EDU. EDU may seek additional detail within the requested Statistical Information outlined above which will also be specified in the request. EDU may further disclose this Statistical Information and may make it publicly available.
6. Working with transportation consortia, businesses that contract with transportation consortia or with boards through transportation consortia that organize or provide for the transportation of students to and from school under s. 190 of the *Education Act* must:
- collect, maintain, and disclose, to each board in respect of which they provide transportation services, the Statistical Information contemplated in paragraph 5(a) ("Transportation Statistical Information"); and
 - provide additional detail regarding the Transportation Statistical Information to a board if requested.
7. Every board must include the Transportation Statistical Information provided under section 6 in the Statistical Information it collects, maintains, and discloses to EDU under section 5.

Questions

Covered Organizations may contact EDU at vaccinationattestation.edu@ontario.ca with questions or concerns about these Instructions.

Covered Organizations are required to comply with applicable provisions of the [Occupational Health and Safety Act](#) and its Regulations.

A handwritten signature in black ink, appearing to read 'Kieran Moore', with a stylized flourish at the end.

Kieran Moore MD, CCFP (EM), FCFP, MPH, DTM&H, FRCPC
Chief Medical Officer of Health

B.3.

Recommended Action:

That the Policy Development Committee recommend to the Board that new Administrative Procedure – **#823 – COVID-19 Vaccination Disclosure**, be received and posted under Directional Policy – **#800 – Healthy Schools and Workplaces**.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
Students Wearing Masks	AP-817 (NEW)
<i>Directional Policy</i>	
Healthy Schools & Workplaces - 800	

Title of Administrative Procedure:

Students Wearing Masks

Date Approved:

September 2021

Projected Review Date:

September 2022 (annually)

Directional Policy Alignment:

The Board recognizes that the health and well-being of our students and staff is foundational to their success. This AP focuses on applying that collective effort and engagement during a public health emergency by ensuring a clear and consistent approach to the requirement for students to wear masks.

Alignment with Multi-Year Strategic Plan:

This AP combines several aspects of the board's strategic plan: ensuring safety and inclusivity, fostering self-directed learning, and making explicit the call to become caring and responsible citizens. [PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

Action Required:

Following the Ministry of Education guidance document [Guide to Reopening Ontario's Schools \(2021-2022\)](#), students in Grades 1-12 will be required to wear non-medical or cloth masks indoors in school, including in hallways, during classes, and on school

transportation. For students in Kindergarten, the wearing of a mask is strongly recommended.

The board recognizes there are students with medical restrictions (e.g. severe breathing difficulties, inability to remove a mask on their own, etc.) that may require the student to be exempted from wearing a mask at school. All principals will follow this procedure in guiding parents/guardians or students over the age of 18, or students between the ages of 16 and 18 who have withdrawn from parental authority in understanding and applying for an exemption.

Student Mask Exemption Requirements:

- Any student who requires an exemption from wearing a mask must have a medical condition, sensory needs or breathing difficulties that prohibit its use or partial use.
- A physician's note authorizing the exemption of wearing a mask may be required if a note for a relevant medical condition is not already on file (e.g. asthma, other breathing difficulties, etc.)
- The parent/guardian for the student must also fill in the Student Exemption of Non-Medical or Cloth Masks Form (Appendix A) and attach the physician's note to the form.
- The form must be received by the school prior to commencement of school or student attendance without the mask.

Note: The Ministry of Education will allow all students wearing a mask indoors to remove them when outdoors.

School Procedure:

Once a Student Exemption of Non-Medical or Cloth Masks Form (Appendix A) is received by the school the following will occur:

- The Administrator or designate will confirm with the parent or guardian that the form was received.
- The student will receive a card from the school that states, **“I have permission from my school to not wear a mask.”**
- This card can be shown to any school or transportation staff that requests to see it.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring the alignment of the Students Wearing Masks Administrative Procedure with the Healthy Schools and Workplaces Directional Policy

The Director of Education is responsible for:

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure

Superintendents of Schools and System Portfolios are responsible for:

- Ensuring principals are consistent with the application of this Administrative Procedure.
- Ensuring that all employees for whom they have supervisory responsibility are aware of the requirements under this Administrative Procedure.

Principals and Vice-Principals are responsible for:

- Ensuring staff and students who they supervise are aware of the requirements under this Administrative Procedure.
- Listening to and documenting a parent/guardian/student's concern with the Ministry of Education requirement to wear a mask
- Ensuring that students and staff members in the workplace are aware of and comply with this procedure.
- Discussing the issue of masks / mask exemptions in schools with staff and/or students prior to the start of school.
- Implementing the student mask exemptions procedure as necessary and granting appropriate exemptions if they meet the criteria.
- Addressing concerns about mask-wearing that are reported by staff or bus drivers.

Staff are responsible for:

- Ensuring that students are educated on the importance of mask wearing during the pandemic, while at the same time maintaining the dignity of all students, those wearing masks and those who have been exempted.

- Addressing any concerns with respect to masks according to normal progressive discipline practices.
- Advising their supervisor of issues related to mask-wearing and collaborating in potential resolves.

Students are responsible for:

- Complying with the Ministry of Education's requirement to wear a mask during the time of Pandemic.
- If exempted from wearing a mask, carrying with them the message card for students who have been exempted from wearing a mask, and showing it to a staff member or bus driver upon request.

Parents are responsible for:

- Completing the application form for Student Exemption from Wearing Non-Medical or Cloth Masks and submitting it to the principal along with appropriate medical documentation prior to the commencement of school or as soon as possible as they become aware of the medical issue.

Progress Indicators:

- Students in Grades 1-12 will be wearing their non-medical or cloth masks as required unless exempted in accordance with this procedure.
- Exempted students will carry and show the message card for students who have been exempted from wearing a mask.

Definitions:

- Non-medical mask: a mask designed specifically for medical procedures, sometimes referred to as a surgical mask, and distinct from an N-95 mask which is for severe respiratory treatment in hospitals, and not required for schools.
- Cloth mask: a mask sewn from cloth that covers the nose, mouth and chin and has loops or straps for the ears (this does not include bandanas or any other type of face covering). Cloth masks with graphics or insignia must be appropriate for school.

Non-medical face masks or face coverings **should**:

- allow for easy breathing
- fit securely to the head with ties or ear loops
- maintain their shape after washing and drying
- be changed as soon as possible if damp or dirty
- be comfortable and not require frequent adjustment
- be made of at least 2 layers of tightly woven material fabric (such as cotton or linen)
- be large enough to completely and comfortably cover the nose and mouth without gaping

Some masks also include a pocket to accommodate a paper towel or disposable coffee filter, for increased benefit.

Non-medical masks or face coverings **should**:

- not be shared with others
 - not impair vision or interfere with tasks
 - not be placed on children under the age of 2 years
 - not be made of plastic or other non-breathable materials
 - not be secured with tape or other inappropriate materials
 - not be made exclusively of materials that easily fall apart, such as tissues
- not be placed on anyone unable to remove them without assistance or anyone who has trouble breathing

References:

- [Guide to Reopening Ontario's Schools \(2021-2022\)](#)

Attachment:

- [Appendix A - Student Exemption of Non-Medical or Cloth Masks Form](#)



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

STUDENT EXEMPTION OF NON-MEDICAL OR CLOTH MASKS FORM

This form is to be used whenever a student is unable to wear a non-medical or cloth mask for the duration of the school day or when a student can wear a mask but must remove it when health conditions worsen.

Steps for Mask Exemption:

1. Parent or guardian obtains a medical note from a a physician who authorizes the exemption.
2. Parent or guardian completes the Student Exemption of Non-Medical or Cloth Masks form and return to the school Administrator or designate.
3. Your child will receive a card from the school that states, ***“I have permission from my school to not wear a mask”***.
4. Your child must carry this card with them and show the card to school or transportation staff that request to see it.

My child has medical issues, sensory needs, or breathing difficulties that prohibit the:

- Continuous use (excluding outdoor activities) of a non-medical or cloth mask.

My child has medical issues, sensory needs, or breathing difficulties that prohibit the:

- Periodic removal of a non-medical or cloth mask (excluding outdoor activities) when medical conditions worsen.

ELEMENTS OF RISK NOTICE: The risk of health concerns exists when a mask is not worn during a pandemic. Health risks may range from minor influenza-like illness symptoms to severe upper respiratory symptoms. These health concerns from not wearing a mask can occur without fault on either the part of the student, the school board or its employees/agents or the school. The safety and well-being of students is a prime concern and attempts are made to manage, as effectively as possible, the foreseeable risks inherent in the spread of disease in all schools.

I acknowledge and have read the Elements of Risk Notice. Yes

I give permission for my child _____ to attend school without wearing a non-medical or cloth mask.

Parent/Guardian Signature : _____ Date: _____

Personal information on this form is collected, used and disclosed in accordance with the Education Act, as amended and the *Municipal Freedom of Information and Protection of Privacy Act*, as amended and will be used for the purpose of administering return to school in compliance with Ministry of Education requirements and public health protocols and any similar or related purpose(s). Questions about this collection, use and disclosure should be directed to the Manager of Communications, Peterborough Victoria Northumberland and Clarington Catholic District School Board, 1355 Lansdowne Street West, Peterborough, Ontario, K9J 7M3. Phone: (705) 748-4861, Ext. 1245 or (800) 461-8009, Fax: (705) 748-9691

B.4.

Recommended Action:

That the Policy Development Committee recommend to the Board that Board Administrative Procedure – **#817 – *Students Wearing Masks***, be deleted and the revised, Administrative Procedure – **#817 – *Students Wearing Masks***, be received and posted as amended under Directional Policy – **#800 – *Healthy Schools and Workplaces***.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
<i>Employee Involvement in Election to Public Office</i>	<i>NEW 502 (old 505)</i>
<i>Directional Policy</i>	
<i>Employee Relations - 500</i>	

Title of Administrative Procedure:

Employee Involvement in Election to Public Office

Date Approved:

October, 2021

Projected Review Date:

October, 2026

Directional Policy Alignment:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board recognizes that employees, as citizens of Canada, have the right and duty to participate in the democratic process, including the right to seek election to public office. This Administrative Procedure provides clear and consistent processes for allowing employees the time necessary to campaign and to serve in the capacity of an elected official while continuing to fulfill their obligations to the Board.

Alignment with Multi-Year Strategic Plan:

This Administrative Procedure supports the “Being Community” pillar by encouraging employees to participate in the democratic process, including seeking public office.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

Action Required:

Employees seeking public office shall recognize and continue to fulfill their obligations to the Board, as well as ensure to comply with the following directions:

1. An employee seeking public office may request a leave of absence without pay or other benefits for the purpose of campaigning. This request must be made at least two weeks prior to the commencement of the leave.
2. The leave of absence will be granted from the day before the last day of nominations to the second day after the elections but will not, in any case, be longer than two months.
3. Employees shall carry out campaign related activities only during the period of time outside their normal working hours and off Board premises.
4. While campaigning for public office, Employees will not use Board facilities, equipment, or materials, or make use of the schools or students for the distribution of campaign materials.
5. If elected as a Member of Federal or Provincial Parliament, the employee will be granted a leave of absence without pay or other benefits in order to serve one term of office.
6. If elected to Municipal government or to a board, the employee may be granted leave of absence without pay when such leave is required to attend regular or special meetings of the body to which he/she has been elected, subject to the approval of the Director of Education.
7. During the leave of absence, for the purpose of campaigning or for serving the term of office if elected, the employee will have the option of maintaining benefits coverage at his/her own cost.
8. At the end of the term of office, the employee will be offered a position with the Board for which the person is qualified.
9. If the employee is elected to a second term of office, the employee will resign from the Board.
10. If the employee does not return to duty following the completion of his/her term of office, the employee will resign from the Board.

11. Peterborough Victoria Northumberland and Clarington Catholic District School Board employees, in their capacity as employees of the Board, will not:
- a) assist in the distribution of campaign materials;
 - b) assist in the recruitment of workers for an election campaign;
 - c) allow election materials to be distributed or posted on Board premises except where the material is required in a curriculum program dealing with the election process;
 - d) favour any candidate for public office in any school or Board publication;
 - e) engage in political activity during normal working hours.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring the alignment of the Employee Involvement in Election to Public Office Administrative Procedure with the Employee Relations Directional Policy.

The Director of Education is responsible for:

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure.

Superintendents of Schools and System Portfolios are responsible for:

- Ensuring principals are consistent with the application of this Administrative Procedure.
- Ensuring that all employees for whom they have supervisory responsibility are aware of the requirements under this Administrative Procedure.

Principals and Vice-Principals are responsible for:

- Ensuring that all staff are aware of the requirements under this Administrative Procedure.

Staff are responsible for:

- Complying with the directions and requirements under this Administrative Procedure.

Progress Indicators:

- The Board will support employees seeking election to public office, and employees will understand and fulfill their obligation to the Board.

Definitions:

- Public Office - any elected office of the federal, provincial or municipal government, or any similar elected board or office.

B.5.

Recommended Action:

That the Policy Development Committee recommend to the Board that Board Policy and Administrative Procedure – **#505 – *Employment Involvement in Election to Public Office***, be deleted and the revised, newly formatted, Administrative Procedure – **#502 – *Employment Involvement in Election to Public Office***, be received and posted as amended under Directional Policy – **#500 – *Employee Relations***.

Carried



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
<i>French Immersion</i>	310 (New) 821 (Old)
<i>Directional Policy</i>	
<i>Student Achievement and Well-Being-300</i>	

Title of Administrative Procedure:
French Immersion

Date Approved:

Projected Review Date:

Directional Policy Alignment:

Student Achievement and Well-Being

This administrative procedure articulates a system-wide procedure to support evidence-based instructional practices that enhance opportunities for student achievement in the French Immersion program.

Alignment with Multi-Year Strategic Plan:

The French Immersion Administrative Procedure supports our vision for achieving excellence in Catholic Education by ensuring the Board has clearly outlined the procedures for the French Immersion program in accordance with the Ministry of Education and Board policy and Directives

The Peterborough, Victoria Northumberland and Clarington Catholic District School Board is committed to implementing [A Framework for French as a Second Language in Ontario Schools: Kindergarten to Grade 12 \(2013\)](#). The vision of this framework is that all students will have the opportunity to succeed in French as a Second Language programs in Ontario through increase confidence, proficiency and achievement.

This Administrative procedure aligns with the Board's multi-year strategic plan, specifically y as an expression of its mission to "achieve excellence in instruction and assessment to enable all students to become reflective, self-directive, lifelong learners and to enable all students to realize their God-given potential." It allows students to

engage in learning that supports them =to become effective communication in both of Canada's official languages.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

Action Required:

1.1 SCHOOL/CLASS ORGANIZATION

- a. The French Immersion program may be offered in either a dual track or an Immersion Centre school model.
- b. The Determination of a dual track or an Immersion Centre program delivery model in a French Immersion site will be decided by senior administration based on a system accommodating factors.
- c. In the event class organization falls below current pupil –teacher ratio levels, in alignment with current Ministry of Education numbers over a period of two years, the principal must consult with the appropriate superintendent of schools to discuss the continued viability of a French Immersion program.

1.2 KINDERGARTEN REGISTRATION PROCEDURES

- a. The Board jurisdiction will be divided into attendance areas for French Immersion. The process for admission will be offered at the same time as that of the English program.
- b. Advertising for French Immersion will be established as required.
- c. Prior to registration, all parents of children in Kindergarten, year 1, or entering kindergarten, year 2 will receive:
 - Information on the French immersion program.
 - An announcement of any information meetings.
 - Details of the registration procedures.
- d. French Immersion Kindergarten parent information meetings will be scheduled by the principals and the consultants for French as a Second Language.

1.3 LATE ENTRY INTO FRENCH IMMERSION

Late entry to the French Immersion may be considered on a case by case basis. Principals are to consult the PVNC Guide to [Late Entry in French Immersion](#) for guidance in this process.

1.4 PROGRAM

a. The following program parameters will be established:

i. ELEMENTARY SCHOOLS

The French Immersion program at PVNCCDSB has been established in accordance with researched best practices. The percentages of French instruction listed below endeavour to provide students with rich exposure to and practice with the French language in the program.

Kindergarten and Grade 1:

85 percent of instruction will be in French and 15 percent of instruction will be in English where Religious and Family Life Education, and Integrated Arts (music and drama) are taught in English, and all other subject areas are taught in French.

Grade 2 and 3:

75 percent of instruction will be in French and 25 percent of instruction will be in English where Religious and Family Life Education, Integrated Arts (music and drama), and English Language Arts are taught in English, and all other subject areas are taught in French.

Grades 4, 5, 6, 7, and 8:

50 percent of instruction will be in French and 50 percent of instruction will be in English where Religious and Family Life Education, English Language Arts, Integrated Arts (music and drama), and Mathematics are taught in English, and all other subject areas are taught in French.

In certain circumstances, principals may need to modify the percentages listed above. In Kindergarten to Grade 3 classrooms, any modifications to these percentages must be made in consultation with the FSL superintendent and the FOS superintendent. Percentage of French instruction must never fall below 50%.

The hours of French instruction at each grade level in Elementary French Immersion programs are as follows:

Kindergarten Year 1	795	Grade 4	468
Kindergarten Year 2	795	Grade 5	468
Grade 1	795	Grade 6	468
Grade 2	701	Grade 7	468
Grade 3	701	Grade 8	468
Total Elementary French Hours in the FI Program			6127

PVNCCDSB follows the guidelines of The Ontario Curriculum: French as a Second Language - French Immersion Grades 1 to 8 (2013), which states: “For subjects other than FSL that are taught in French in the French Immersion program, the expectations in each course are those outlined in the English language curriculum policy documents. It is recognized that expectations in these subjects may need to be adapted to meet the needs of students who are studying the subjects in French instead of in English.”

i. SECONDARY SCHOOLS

The French Immersion program in PVNCCDSB Secondary Schools will be run in accordance with the policy in The Ontario Curriculum Grades 9 to 12: French as a Second Language (2014) which states:

“Students are taught French as a subject, and French serves as the language of instruction in two or more other subjects. At the secondary level, there are academic and applied courses in French Immersion in Grades 9 and 10, and university preparation and open courses in Grades 11 and 12. In the French Immersion program, students accumulate ten credits in French: four are for FSL courses; six are for other subjects in which French is the language of instruction.” PVNCCDSB Secondary Schools will grant a certificate in French Immersion if the student fulfils these requirements.

PVNCCDSB follows the guidelines of The Ontario Curriculum Grades 9 to 12: French as a Second Language (2014), which states: “For subjects other than FSL that are taught in French in an Extended French or French Immersion program, the expectations in each course are those outlined in the English language curriculum policy documents. It is recognized that expectations in these subjects may need to be adapted to meet the needs of students who are studying the subjects in French instead of in English.”

When possible, the Board will provide an opportunity for students enrolled in the FIF 4U, FIF 4O, FSF 4U, or FSF 4O courses to challenge the Diplôme d'études en langue française (DELFF) examination. The board will ensure that an equitable distribution of spots for the DELFF are shared between all secondary schools.

- b. The Board will provide job-embedded professional learning opportunities for staff who work with students in the French Immersion program.

1.5 RESOURCES

Adequate resources material for French immersion will be acquired for schools in consultation with appropriate school and Education Centre staff.

1.6 SUPPORTING ALL STUDENTS TO SUCCEED IN FRENCH IMMERSION

One of the guiding principles of the Ministry of Education’s A Framework for FSL (2013) is that French as a Second Language programs are for all students. In accordance with this, PVNCCDSB will offer an equitable and inclusive French Immersion program where students are given every opportunity to succeed.

- a. In cases where students have identified accommodations and modifications as a part of their Individual Education Plan (IEP), teachers will be supported to implement the appropriate accommodations and modifications to meet student’s learning needs.
- b. All students in French Immersion benefit from instructional approaches such as Common European Framework of Reference (CEFR), Deep Inquiry Learning, principles of Universal Design for Learning and Differentiated Instruction. Teachers, special education resource teachers and principals will collaborate in order to ensure student needs in relation to attention, learning style, behavior and other sensitivities are met effectively.

- c. When a student experiences learning challenges in the French Immersion program, the student should be brought to the School Resource Team (SRT). In this way, each student's needs can be assessed and discussed on an individual basis. Through the SRT process, all aspects that affect the child's learning and achievement should be considered including academic strengths and weaknesses, student motivation and attitude toward French, medical considerations such as hearing and vision, and other mitigating circumstances. In this way a plan shall be put in place that best supports the individual student's needs.
- d. After careful implementation of the above strategies and approaches, parents, together with administrators and teachers may, in the best interests of the child, consider transferring a child out of the French Immersion program. As a part of this conversation, the principal shall outline all considerations that impact on this decision including the procedure of the child returning to their regular home school as defined by the Board's boundaries.

Responsibilities:

The Board of Trustees is responsible for:

- Reviewing this Administrative Procedure to ensure its alignment with the Student Achievement and Well-Being Directional Policy.
- Reviewing this Administrative Procedure as part of the regular policy review cycle.

The Director of Education is responsible for:

- Designating resources for ensuring the implementation of and compliance with the French Immersion Administrative Procedure.

Superintendents of Schools and System Portfolios are responsible for:

- Supporting a French Immersion program that is based on research and best practice around second language learning, which fosters collaboration to support the French Immersion Administrative Procedure and the Student Achievement and Well-Being Policy for inclusive curriculum instruction and assessment.

- Supporting implementation of the French Immersion Administrative Procedure.
- Providing leadership and job- embedded professional development opportunities.
- Review existing and potentially new French Immersion programs based on enrolment and interest.

Superintendents are responsible for:

- Building capacity to ensure the use of effective, evidence- based strategies in French Immersion schools and classrooms.
- Using school and system data to inform directions in professional learning and Catholic board improvement planning.
- Promoting a culture of student achievement in French Immersion.
- Supporting principals in discussions about the appropriate placement of students in the French Immersion program.

Principals and Vice-Principals are responsible for:

- Supporting implementation of the French Immersion Administrative Procedure.
- Providing leadership and professional development opportunities to ensure the use of effective, evidence- based instructional practice in French Immersion, such as the Common European Framework of Reference (CEFR) to guide planning and assessment.
- Supporting school staff in the use of effective, evidence- based instructional practice in second language learning, such as the CEFR to guide planning and assessment.
- Using data (e.g. DELF results, diagnostic assessments, progress on established continuum such as CEFR charts) to inform the Catholic School Improvement Plan for Student Achievement and Well- Being (CSIPSAW).
- Promoting a culture of student achievement in French Immersion.
- Supporting a school climate that maximizes all students' abilities to access curriculum in order to achieve at learning a second language.

Staff are responsible for:

- Implementing effective evidence- based French as a second language instructional practice, such as the CEFR to guide planning and assessment in accordance with Ministry and Board guidelines, policy and procedures.

- Engaging in professional learning in order to support student achievement and well-being.
- Exercising professional judgement in adapting and refining instructional practice, based on relevant assessment data and the needs of their students.
- Using French as the language of instruction and of communication in the French Immersion classroom.
- Fulfilling their critical role in supporting students on an Individual Education Plan (IEP) as outlined in the Ontario Ministry of Education IEP Guidelines (2004).
- Encouraging and honouring student voice in the development of authentic and relevant French language learning experience.
- Promoting a culture of student achievement in French Immersion.
- Supporting a classroom climate that maximizes students' ability to be calm, alert and ready for learning.

Students are responsible for:

- Engaging in all learning experiences.
- Using French as the language of learning and of communication in the French Immersion classroom and during French school activities.
- Articulating what they are expected to learn and be able to do.
- Monitoring and assessing their learning using a variety of tools including the descriptors for the Common European Framework of Reference.
- Setting specific improvement goals, based on peer and teacher feedback.
- Demonstrating achievement of curriculum expectations.
- Developing learning skills and work habits that support lifelong second language learning.

Parents are responsible for:

- Engaging with teachers, their children, and school administration to support achievement and well-being in the French Immersion program.

Progress Indicators:

- Data, including Grade 12 DELF scores, will demonstrate increased student achievement and proficiency in French.
- Increased retention of students, including those with IEPs and identified learning needs, in French programs will increase at all grade levels.
- The percentage of students studying in FSL programs to Grade 12 will increase.

- Increased opportunities for students to engage in authentic French learning beyond the school and, where possible, in collaboration with community partners.
- Increased opportunities for parents to become informed partners in their children's French education.

Definitions:

Common European Framework of Reference (CEFR) - The CEFR is a tool developed, researched and validated by the Council of Europe. It provides a common basis to define language proficiency. It offers tools for teachers and students to track and recognize progress in learning a language. It describes the skills and knowledge that language learners need to communicate effectively through understanding (listening and reading), speaking (production and interaction) and writing. The approach is action-oriented with a focus on what skills the learner needs to do real-life tasks with specific goals. (-Canadian Parents for French)

Diplôme d'études en langue française (DELF) - An official international certification awarded by the French Ministry of Education indicating the level of proficiency of candidates from outside France in the French language. (-destinationdelf.ca)

French Immersion program - French must be the language of instruction for a *minimum* of 50 per cent of the total instructional time at every grade level of the program and provide a *minimum* of 3800 hours of instruction in French by the end of Grade 8. French Immersion programs must include the study of French as a second language and the study of at least two other subjects taught in French. At the secondary level, students accumulate ten credits in French: four are for FSL courses; six are for other subjects in which French is the language of instruction. (-Ontario FSL Curriculum)

French as a Second Language programs – Students in Ontario are required to learn French as a part of their educational program. There are three programs that offer students the opportunity to learn French: Core French, Extended French and French Immersion.

References:

A Framework for French as a Second Language in Ontario Schools
<http://edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf>

Catholic Board Improvement Plan for Student Achievement and Well-Being.
<https://www.pvnccdsb.on.ca/wp-content/uploads/2019/11/CBIPSAW-2019-2020.pdf>

Common European Framework of Reference for Languages (CEFR).
<https://www.coe.int/en/web/common-european-framework-reference-languages/home>

Diplôme d'études en langue française (DELF). <https://delf-dalf.ambafrance-ca.org/>

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010 <http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

Including Students with Special Needs in French as a Second Language Programs: A guide for Ontario Schools.
<http://www.edu.gov.on.ca/eng/amenagement/includingFLS2015.pdf>

Learning for All K-12, 2013
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

Ontario Catholic School Graduate Expectations
<http://www.pvnccdsb.on.ca/en/ourboard/catholicGraduate.asp>

Ontario Curriculum Documents <http://www.edu.gov.on.ca/eng/curriculum/>

Transforming FSL (An Ontario repository of pedagogical research and tools for French as a Second Language). <https://transformingfsl.ca/en/home/>

B.6.

Recommended Action:

That the Policy Development Committee recommend to the Board that Board Policy and Administrative Procedure – **#821 – French Immersion**, be deleted and the revised, newly formatted, Administrative Procedure – **#310 – French Immersion**, be received and posted as amended under Directional Policy – **#300 – Student Achievement and Well-being**.

Carried