

BOARD DIRECTIONAL POLICY

DIRECTIONAL POLICY TITLE

**STUDENT
ACHIEVEMENT AND
WELL-BEING**

DIRECTIONAL POLICY
NUMBER

300

Title of Directional Policy:

Student Achievement and Well-Being

Date Approved:

April 18, 2023

Projected Review Date:

2028

Policy:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board will maximize the achievement and well-being of all students in a learning environment that is anchored in Gospel values, Catholic Social Teachings, and the Catholic Graduate Expectations. As reflected in [DP 200 Catholic Education](#), this policy recognizes Catholic education as a common good where student diversity and cultural plurality create the conditions for intercultural dialogue, helping each pupil grow in their humanness, civic responsibility and learning (Educating Today and Tomorrow, 2014).

Purpose:

To create a shared understanding and a systematic relational approach to the implementation of effective, evidence-based instructional practices.

PVNC Catholic recognizes that improving student achievement and well-being requires the collective effort and active engagement of the entire system: trustees, staff, students, parents, the parish, and the community. As a result, system, school, and individual learning plans will focus on a process of continuously developing the quality of instruction to ensure student achievement and well-being.

Administrative Procedures that articulate system-wide practices for inclusive, evidence-based instruction, along with assessment, evaluation, and reporting practices that are

innovative, fair, transparent, and equitable for all students, are intended outcomes of this policy.

Alignment with Multi-Year Strategic Plan:

This Policy informs priorities under the [2021-2025 Strategic Plan, Vision and Mission: Building a Community That Accompanies](#), particularly the goals of Inspiring Faith, Providing Excellence in Teaching and Learning, Nurturing Mental Health & Well-Being and Ensuring Equity.

Inclusive Instruction and Assessment:

As outlined in [DP 700 Equity and Inclusive Education](#), the PVNC Catholic District School Board is committed to the principles of equity and inclusion enabling each student to learn and grow to his or her full potential. As a community of high-achieving learners, PVNC Catholic embraces the strengths of students, staff and families from a variety of backgrounds, experiences and cultures and recognizes that a culture of high expectations for all students should permeate all aspects of learning and assessment. Students must see themselves positively reflected in their educators and learning environments. They must feel engaged in, and empowered by, what they are learning.

PVNC Catholic will:

- Review curriculum and resources, instruction, and assessment and evaluation practices to identify and remove stereotypes, discriminatory biases, and systemic barriers;
- Ensure that all teaching and learning activities and materials reflect equitable and inclusive education, anti-racism, anti-oppression, human rights, and truth and reconciliation;
- Ensure that educators apply culturally relevant teaching to assist students to access content and learning opportunities;
- Ensure that all learners can access and participate in meaningful, challenging learning opportunities;
- Implement the principles of assessment for and as learning, universal design for learning, differentiated instruction, deep learning and culturally relevant and responsive pedagogy across subjects and strands;
- Provide classroom and school resources and learning materials for all students, in [accessible formats](#), that reflect diverse histories, cultures, experiences, abilities and identities, including but not limited to, Indigenous, Black and racialized people, disabled people, and 2SLGBTQQIA+ people.

Frames for Inclusive Learning: Culturally Relevant and Responsive Pedagogy, Deep Learning, Differentiated Instruction and Universal Design for Learning

Effective instruction must be supported by an inclusive, positive, and safe learning environment, where individuals feel valued and engaged. Effective instruction is predicated upon the creation of healthy, trusting relationships rooted in accompaniment and active listening. These are the foundation for all successful learning experiences.

[Culturally Relevant and Responsive Pedagogy](#) is the process of intentionally acknowledging and nurturing our students' multiple social identities and how they intersect with the world. It integrates students' background knowledge and prior home and community experiences into the curriculum and the teaching and learning experiences within the classroom environment. Following this approach, educators can help celebrate diversity in a more meaningful way, promote inclusive education, and be allies in identifying and eliminating barriers for students.

[Deep Learning](#) is the process of engaging students in learning opportunities to build the six Global Competencies: Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking. All learners are called to contribute to the common good, address global challenges and flourish in a complex world. Four key elements of Deep Learning enable teachers and students to design learning experiences that: are mapped to student strengths and needs; create new knowledge using authentic, relevant problem solving; and help students identify their talents, purpose, and passion. The four elements work in concert to create the most powerful deep learning experiences. These four elements are: Learning Environments, Learning Partnerships, Pedagogical Practices and Leveraging Digital.

[Differentiated Instruction](#) is a cyclical process of finding out about the learner and responding by differentiating. As we continue to learn more about the learner, we respond by differentiating instruction with increased precision and effectiveness.

[Universal Design for Learning](#) is a framework to guide the design of learning environments that are accessible and challenging for all to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

PVNC Catholic will:

- Build awareness of students' learning strengths and needs by listening to students, observing and assessing their readiness, interests and learning preferences;

- Adapt instruction and assessment in response to differing student interests, learning preferences, and readiness in order to promote growth in learning;
- Respond to varying student strengths and needs by providing a balance of modelled, shared, guided, and independent instructional strategies;
- Shape the learning experience so that it is appropriate to the learning preferences, interests and/or readiness of each student;
- Ensure that all learners can access and participate in meaningful, challenging learning opportunities;
- Design environments to reduce barriers so that all learners can engage in rigorous, meaningful learning;
- Develop learners who are, each in their own way, resourceful and knowledgeable, strategic and goal-directed, purposeful and motivated.

Skills for Effective Learning:

Our entire educational community is an inclusive place that fosters resilience through a holistic approach to student achievement, rooted in our Catholic faith, where all learners are supported in Being Well. Educators are to develop an understanding of the complexities of well-being and academic learning and their interactions to foster effective learning. Educators will also continue to build and foster an understanding of skills such as self-regulation, co-regulation and social emotional development, and how such skills are essential to positive student learning, in order to adapt learning environments to meet students' needs.

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

- defining, articulating and directing the PVNC Catholic District School Board mandate to support student achievement and well-being in a Catholic learning community supported by the Multi-Year Strategic Plan;
- setting direction and policy that govern the PVNC Catholic District School Board;
- reviewing and considering for approval the Student Achievement and Well-Being Policy recommended for consideration by the Policy Development Committee;
- understanding and communicating with members of the community the content of the Student Achievement and Well-being Policy;
- assigning responsibility to the Director of Education for operationalizing and managing the Student Achievement and Well-Being Policy;

- monitoring and holding the Director of Education accountable respecting the implementation and operational details of the Student Achievement and Well-being Policy.

The Director of Education is responsible for:

- providing leadership regarding implementation and operational details in the Student Achievement and Well-Being Policy;
- providing direction to staff in the development of administrative procedures and practices to ensure implementation of the Student Achievement and Well-Being Policy.

Superintendents of Schools and System Portfolios are responsible for:

- collaboratively leading the development of administrative procedures and practices aligned with the Student Achievement and Well-Being Policy;
- managing and providing leadership in developing the supports and resources to ensure the implementation of the Student Achievement and Well-Being Policy;
- working collaboratively with the Director and Superintendents, Managers, Principals and Vice-Principals, Federations, Unions, and Non-union groups, to build capacity of all staff in their knowledge and understanding of the Student Achievement and Well-Being Policy;
- engaging stakeholders in Board and school improvement planning with particular emphasis on using evidence-based instructional practices; using data to identify and remove barriers to student participation, achievement and well-being; raising awareness about discriminatory practices; and, encouraging collaborative dialogue about actions and/or initiatives to support all students;
- developing strategies for supporting parents/guardians at both the local and system level in their understanding of the Student Achievement and Well-Being Policy;
- providing regular updates to the Board on the implementation and impact of this Policy on student participation, achievement and well-being.
- providing leadership and support for Principals/Vice-Principals, Managers, Executive/Administrative Assistants and all departmental staff in their knowledge,

understanding, and implementation of the Student Achievement and Well-Being Policy.

- working collaboratively with central staff to develop administrative procedures that align with the Student Achievement and Wellbeing Policy.

Managers are responsible for:

- providing leadership, management and support for the members of their departments in the knowledge, understanding, and the implementation of the Student Achievement and Well-Being Policy.
- working collaboratively with Learning Support Services to develop administrative procedures that align with the Student Achievement and Well-Being Policy.

Communication Services is responsible for:

- working collaboratively with Learning Support Services to develop a system-wide communications plan focused on building knowledge and understanding with our various stakeholders on the Student Achievement and Well-Being Policy to support its effective implementation.

Principals and Vice-Principals are responsible for:

- providing leadership, management, and support for the members of their school communities in their knowledge, understanding, and the implementation of the Student Achievement and Well-Being Policy.

Educators are responsible for:

- ensuring that instructional resources, strategies, as well as assessment and evaluation practices, are in accordance with the Board's Mission and Vision, Church teachings, equity and inclusive education, anti-racism, anti-oppression, human rights, and truth and reconciliation;
- working collaboratively with colleagues to successfully implement Student Achievement and Well-Being Policy;
- adhering to the administrative procedures that support the Student Achievement and Well-Being Policy;
- being proactive and self-directed in building their knowledge and understanding of the Student Achievement and Well-Being Policy, by engaging in professional learning opportunities provided both within the school and centrally.

Progress Indicators:

- Collaborative development of Catholic Board Improvement Plan for Student Achievement and Well-Being and Catholic School Improvement Plans for Student Achievement and Well-Being;
- Development of Administrative Procedures for: Effective Instructional Practice and Assessment, Evaluation, and Reporting;
- Implementation of the most effective, evidence-based instructional practices that are innovative, fair, transparent, and equitable for all students and afford the opportunity to meet the Ontario Catholic School Graduate Expectations.

Definitions:

2SLGBTQQA+: an acronym for Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Asexual Plus.

Anti-Racism: is the practice of identifying, challenging, preventing, eliminating and changing the values, structures, policies, programs, practices and behaviours that perpetuate racism.

Anti-Oppression: is the strategies, theories, actions and practices that actively challenge systems of oppression on an ongoing basis in one's daily life and in social justice/change work.

Assessment for and as Learning: assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers co-construct learning goals and success criteria, provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, engage in self-and peer assessment, determine next steps, and reflect on their thinking and learning.

Bias: an opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgements.

Culturally Relevant and Responsive Pedagogy: teaching that integrates a student's background knowledge and prior home and community experiences into the curriculum

and the teaching and learning experiences that take place in the classroom. There are three central tenets underpinning this pedagogy: (1) holding high expectations for all students, (2) assisting students in the development of cultural competence and (3) guiding students to develop a critical cultural consciousness. In this student-centred framework, the uniqueness of each student is not just acknowledged, but nurtured.

Deep Learning: comprehensive learning that includes intentional development of a range of skills and attributes related to human flourishing: character education; citizenship; communication; critical thinking and problem solving; collaboration; and creativity and imagination.

Differentiated Instruction: is effective instruction that is responsive to students' readiness, interests and learning preferences. It offers choice and flexibility in terms of content, process, product and learning environment and personalizes student learning, in order to respond effectively to the strengths and needs of all students.

Equity: a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Inclusive Education: education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Racialized Group: a group of people who may experience social inequities on the basis of race, colour, and/or ethnicity, and who may be subjected to differential treatment.

Structured Literacy: is a comprehensive approach to literacy instruction that research has shown is effective for all students and essential for students with dyslexia. Structured Literacy instruction addresses all of the foundational elements that are critical for reading comprehension, as outlined in the Simple View of Reading and the Scarborough Reading Rope model, including both word recognition/decoding and oral language skills.

Universal Design for Learning: Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. It offers broad principles for planning instruction and designing learning environments for a diverse group of students, in order to respond effectively to the strengths and needs of all students.

References:

- [A Framework for French as a Second Language](#)
- [Catholic Social Teachings](#)
- [Culturally Relevant and Responsive Pedagogy](#)
- [Differentiated Instruction](#)
- [DP 200 Catholic Education](#)
- [DP 700 Equity and Inclusive Education](#)
- [Educating Today and Tomorrow: A Renewing Passion: Congregation for Catholic Education \(for Educational Institutions\) Instrumentum Laboris, 2014](#)
- [Effective Early Reading Instruction: A Guide for Teachers](#)
- [ESL / ELD Protocol Procedures Guide for Multilingual Learner](#)
- [Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. First Edition, Covering Grades 1 to 12](#)
- [High-Impact Instructional Practices in Mathematics](#)
- [Learning for All K-12](#)
- [Mental Health and Well-Being in School Improvement Planning](#)
- [Ontario Catholic School Graduate Expectations](#)
- [Ontario Catholic Leadership Framework](#)
- [Ontario Curriculum and Resources](#)
- [Ontario School Kindergarten to Grade 12, Policy and Program Requirements](#)

- [Policy/Program Memorandum 119 - Developing and implementing equity and inclusive education policies in Ontario schools](#)
- [Policy/Program Memorandum 155 - Diagnostic Assessment in Support of Student Learning](#)
- [PVNCCDSB Board 2021-2025 Strategic Plan](#)
- [PVNCCDSB Mental Health and Well-being Strategic Plan, 2021-2025](#)
- [Renewing The Promise](#)
- [School Effectiveness Framework](#)
- [School Mental Health Ontario Educator's Resource Guide](#)
- [Structured Literacy Instruction](#)
- [Truth and Reconciliation Commission Calls to Action](#)
- [Universal Design for Learning Guidelines](#)