



# Program Committee

Thursday, March 26, 2026

6:00 pm

**BE YOU. BE EXCELLENT.**



The Hamilton-Wentworth District School Board acknowledges our presence on ancestral Anishinaabe and Haudenosaunee Confederacy land as determined by the Dish with One Spoon treaty.

The intent of this agreement is for all nations sharing this territory to do so responsibly, respectfully and sustainably in perpetuity.

We respect the longstanding relationships with the local Indigenous communities, the Mississaugas of the Credit First Nation and the Six Nations of the Grand River.

# Program Committee Workplan

Program Committee Meeting Date	Program Committee Reports
April 30, 2026	Nutrition Strategy Mental Health and Addictions Action Plan, 2025-2026
May 21, 2026	Growing our Commitment: Reinforcing Indigenous Educational Wellness & Reconciliation, MYSP - Progress Report (Goals 4 & 5): Engagement, Well-Being, Program Review: Draft Implementation of Guiding Principles



# **HWDSB Multi-Year Strategic Plan (MYSP) Progress Report: Literacy, Numeracy and Future Preparedness**

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# REPORTING OUR PROGRESS

March	Monitoring Report	Literacy, Numeracy, Future Preparedness
May	Monitoring Report	Engagement and Well-being
End of October	Summary Report	Indicators for the previous school year

# 2025-2026 BOARD IMPROVEMENT PLAN

# LITERACY



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# GOAL: IMPROVE LITERACY ACHIEVEMENT FOR EVERY STUDENT

We will monitor improvement using the following progress indicators:



- % of students who enjoy reading
- % of students who enjoy writing
- % of students who value being a good reader

## STUDENT



- % of students in Kindergarten, Grades 1 & 2 who demonstrate growth in reading comprehension
- % of elementary students in each grade achieving the provincial standard in Language
- % of elementary students receiving Special Education supports achieving the provincial standard in Language
- % of students in Grade 9 English achieving the provincial standard
- % of Grade 9 Interdisciplinary Reading Program students achieving 8 credits

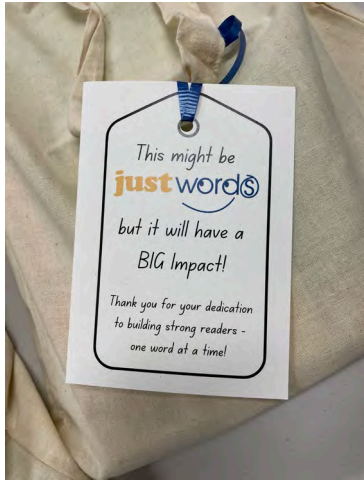
## CLASSROOM



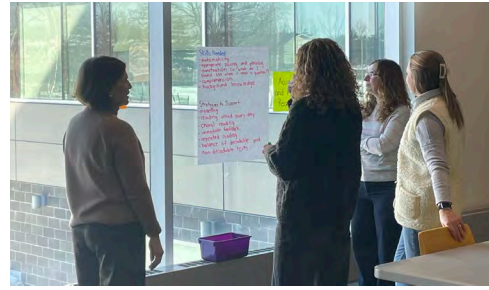
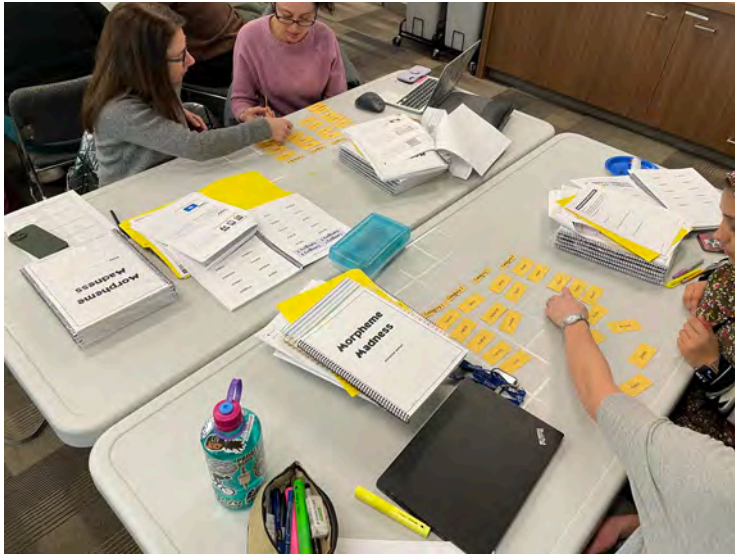
- % of students who achieve the provincial standard on Grades 3 and 6 EQAO Reading and Writing
- % of first-time eligible students who are successful on the Ontario Secondary School Literacy Test (OSSLT) for Grade 10 students

## SCHOOL

# What have we done?



Above & right: Just Words & Word Surge PD for elementary teachers



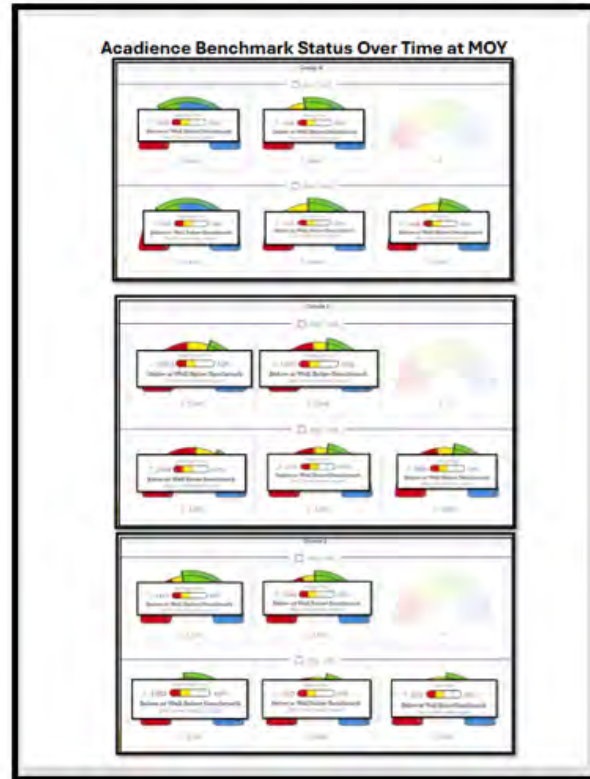
Above & left: Junior Literacy training & Reading Specialists training

Below: Literacy learning with childcare providers.



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# What have we learned?



**Key:**

Condition 1:

Condition 2:

Condition 3:

Condition 4:

Condition 5:

**What was Effective?**

**Key Themes Identified**

- Consider, Explicit Tier 1 Instruction**
  - Explicit, explicit, and systematic phonics instruction, often explicit (Heath, or other systems)
  - Structured literacy blocks consisting of five components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension)
  - Consistent instructional routines and high expectations
- Targeted Small Group or Tier 2 Instruction**
  - Flexible strategies to ensure targeted groups skill gain
  - Frequent and responsive instruction by reading specialists, reading resource teachers, and interventionists
  - Some schools use "strategic grouping" (Tier 2) in lieu of Tier 1 for less success
- Progress Monitoring and Data-Driven Decisions**
  - Regular frequency progress monitoring (often with Acadience or similar tool)
  - Using assessment data to plan, adjust, and refine instruction
  - Collaborative team decisions about data and next steps
- Home-School Connections**
  - Encouraging home reading and family support for literacy
  - Sharing resources, strategies, lesson plans
  - Regular communication with parents
- Collaboration and Professional Learning**
  - Strong collaboration among reading specialists, classroom teachers, RTI, ESL staff and administrators
  - Joint planning of small groups and instruction

**Spotlight on Tier 1 Literacy Instruction**

- Structured Literacy Instruction
- Data-Informed Decision Making
- Whole Group, Small Group and Individual Formats
- Effective Structures and Routines
- A Cross-Curricular Approach
- Putting it all Together: The Literacy Block

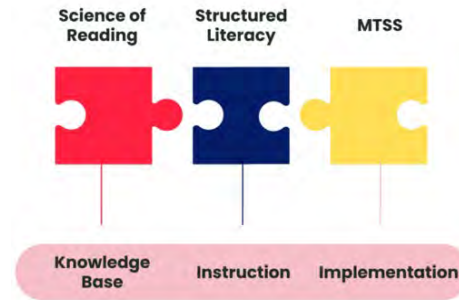
Structured literacy

# Next Steps?

Right: Using the Multi-Tiered System of Support (MTSS) to support literacy development.

Refine Tier 1, Tier 2 and Tier 3 strategies ("Why this intervention, at this time, for this student?")

MTSS



**HWDSB Literacy Symposium**  
growing readers, cultivating leaders

**APRIL 10 2026** 20 Education Court  
Hamilton, Ontario  
L8N 3L1

keynote speaker  
Jael Richardson

registration link

Left: HWDSB Literacy Symposium –leading literacy learning for the province.

Right: HWDSB Reads – Professional Development for Staff.

#HWDSBReads – Cultivating a joy of reading across the system for students and staff.

**HWDSB Reads**

Gr. K-2      Gr. K-8      Gr. 6-12

**What is HWDSB Reads?**  
HWDSB Reads is an opportunity for educators to form professional book clubs with colleagues. There are three books to choose from: Rock Your Literacy Block, The Literacy 50 and Teaching Foundational Skills to Adolescent Readers (see above).

**How does it work?**  
A book club group will choose a book and a facilitator. The facilitator will apply for approval using the QR code or [THIS LINK](#). (Note: There is a limited number of books available.) Once approved, each book club will meet a minimum of 5 times. A study guide will be provided for each book. The deadline to apply is November 21, 2025.

**What additional expectations are there?**  
Each group is required to submit a PowerPoint slide demonstrating the literacy-related impact of their book club. The slide may include a video clip created by the group, photographs, text and/or links to artifacts. Slides are due by March 25, 2026.

**What else do we need to know?**  
All book club members are invited to a Virtual Launch Party on December 1, 2025 from 4-4:30 pm and an in-person Wrap Party on April 1, 2026 from 4-5 pm at the Education Centre. At the Wrap Party, there will be eight x \$25 Indigo Gift Cards drawn for those in attendance whose book club has submitted an impact story.

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# 2025-2026 BOARD IMPROVEMENT PLAN

# NUMERACY



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# GOAL: IMPROVE NUMERACY ACHIEVEMENT FOR EVERY STUDENT

We will monitor improvement using the following progress indicators:



% of students who enjoy math

% of students who enjoy solving math problems

% of students who value being good at math

## STUDENT



% of elementary students in each grade achieving the provincial standard in Mathematics

% of students receiving Special Education supports achieving the provincial standard in Mathematics

% of students in Grades 9 and 10 Mathematics achieving the provincial standard

% of secondary students taking Grades 9 or 10 Mathematics attending class at least 90 percent of the time

## CLASSROOM



% of students achieving the provincial standard in EQAO Grades 3, 6 and 9 Mathematics

## SCHOOL

# Improved Numeracy Achievement for Every Student

## Math Priority Action Areas

### Curriculum Fidelity:

Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support academic math achievement

### Math Content Knowledge for Teaching:

Engaging in ongoing learning to strengthen mathematics content knowledge for teaching

### Knowing Your Student:

Knowing the mathematics learning, and ensuring mathematical tasks, interventions and supports are relevant and responsive





# Next Steps?



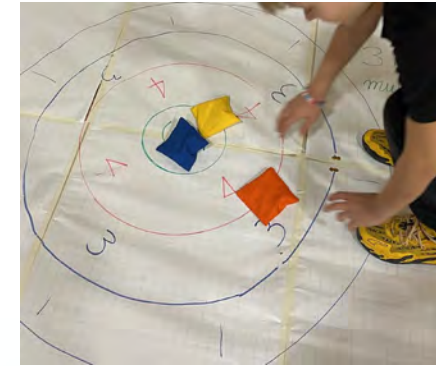
**Kindergarten**

**A5. Mathematical Processes:** apply mathematical processes (i.e., problem solving; reasoning and proving; reflecting; connecting; communicating; representing; and selecting tools and strategies)

**Kindergarten**

**Strand A: Foundations of Language and Mathematics**

**A6. Number Sense and Operations:** use numbers and operations



**EVERY STUDENT COUNTS**  
SUPPORTING MATH LEARNING

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# 2025-2026 BOARD IMPROVEMENT PLAN

## Future Preparedness



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# GOAL: IMPROVE PREPAREDNESS FOR THE FUTURE OF EVERY STUDENT

We will monitor improvement using the following progress indicators:



% of graduating students who feel prepared for the real world

% of graduating students who feel they were supported through their pathway planning, understood their choices, and the requirements to get there

% of students who feel prepared for the next stage in their learning

% of students who say they learned about their relationship to the land and the deep connection between Indigenous peoples and the land

## STUDENT



% of students enrolled in Grade 12 Math or Grade 11 or Grade 12 Science

% of students participating in job skills programs (SHSM, Dual Credits, OYAP)

## CLASSROOM



% of secondary school students graduating within 5 years

% of students on track with 8 credits by the end of Grade 9 and 16 credits by the end of Grade 10

% of students receiving Special Education supports graduating with an Ontario Secondary School Certificate (OSSC) and Ontario Secondary School Diploma (OSSD)

## SCHOOL

# What Have We Done?

*Opportunities for students to EXPERIENCE: meet, do, try and imagine what their future might be.*



Left: OYAP Level 1 information night at Mohawk College on Mar 4. HWDSB was the best represented with 52 HWDSB students out of the 104 attendees.



Above Electrician union IBEW hosted HWDSB Black students. Students from BCSS, Churchill and Saltfleet learned about the application process to start an Electrician career with IBEW.

Right: OYAP Mentor Dinner for Black and Racialized students.



Left: Dual Credit programs continue to provide meaningful pathways for students who benefit from hands-on, experiential learning.

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***Cross-disciplinary, explicit connections of experiential learning to curriculum supports learning.***



Left & above: Elementary Robotics – Engineered learning for future preparedness.



Above: Students collaboratively build their wind turbine in the Elementary Skills Competition for Green Energy.



Above: Professional Learning Community (PLC) session where educators engage in capacity-building as a lead teacher models an outdoor instructional practice and lesson with her students for her colleagues.

Below: FTC Friendly Scrimmage



Below: EV Safety and Service Learning; Surgical Simulation



Left: HWDSB Hackathon - Student-Led; Develop the Future App Development Coop



# What Have We Learned?

ELlevate at



Seilah

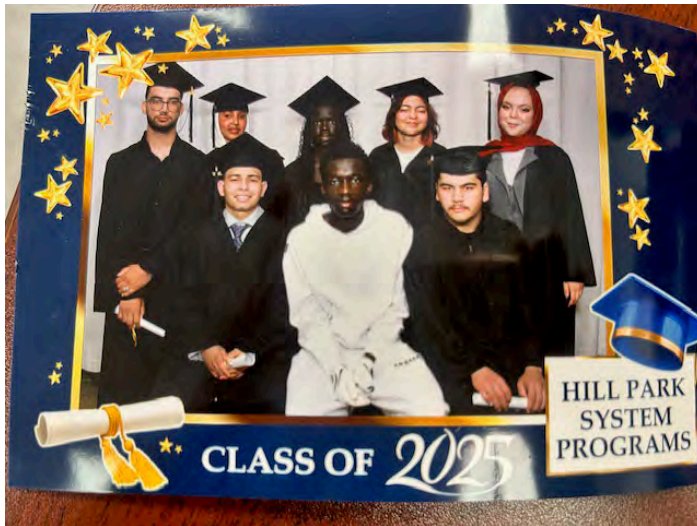


Prior Learning Assessment and Recognition (PLAR)



Norah

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# Next Steps?

The Spring Robotics PLCs are designed to strengthen robotics pro entry points that have shaped success across HWDSB:

- Club** – engagement and student access
- Classroom** – curriculum integration and equitable learning
- Competition** – motivation, celebration, and network build

Spring 2026 Robotics PLC sessions will be hosted across selected Families of Schools participating during the 2026–2027 school year.

- FOS #2 will meet March 24 at Queen Mary Elementary.
- FOS #5 will meet March 30 at Spring Valley Elementary.
- FOS #3 will be hosted at Viola Desmond in April (Date TBD)

Above Professional Learning Communities for Elementary teachers to engage in Robotics and STEAM learning in either Club, Classroom, or Competition.

## Session Details

### Primary (K–3) Outdoor Land-Based Learning: STEAM With an Arts Focus

Date	Location	Time
May 19	Education Center-201 C	9:00 a.m.–3:00 p.m

### Junior/Intermediate (4–8) Outdoor Land-Based Learning: STEAM With an Arts Focus

Date	Location	Time
May 7	Education Center-201 C	9:00 a.m.–3:00 p.m

Above Keep going with Outdoor Land-Based Learning, now add STEAM with an Arts Focus



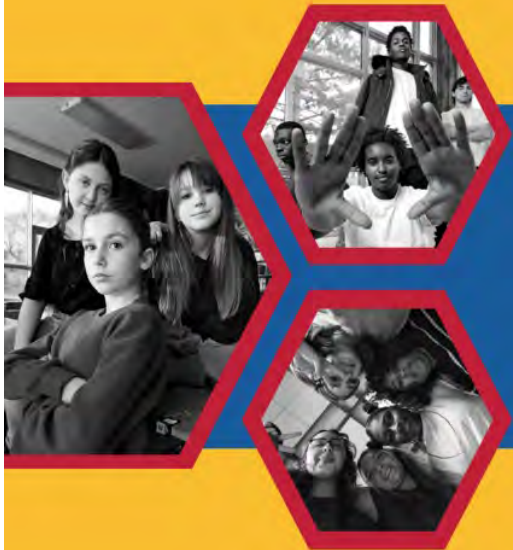
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# Human Rights and Equity Action Plan

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# HUMAN RIGHTS AND EQUITY ACTION PLAN 2023-2028



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Indigenous Educational Wellness

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Inclusive Classroom Pedagogies and Learning Environments

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Dismantling Anti-Black Racism

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Anti-racist and Anti-oppression Learning and Work Environments

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Developing a Culture of Addressing Human Rights Barriers

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Employment Equity, Diversity and Inclusion

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# Indigenous Educational Wellness

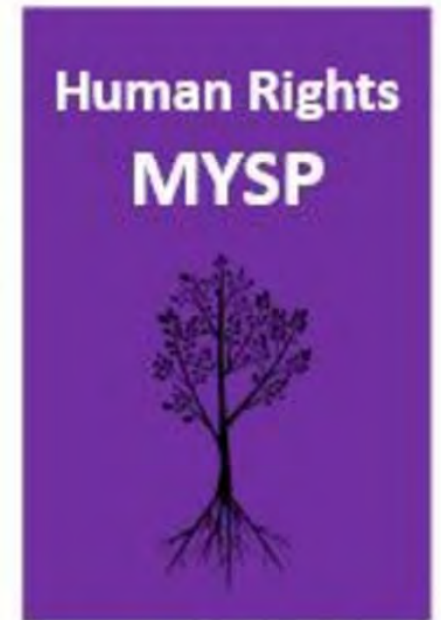
# In Respect, Peace and Friendship

- Aligning the Human Rights and Equity Action Plan with IECSAP
- Treaty partners- Indigenous Education Policy
- Integrating Indigenous perspectives into policy and decision-making.

## Two Row Relationship Framework



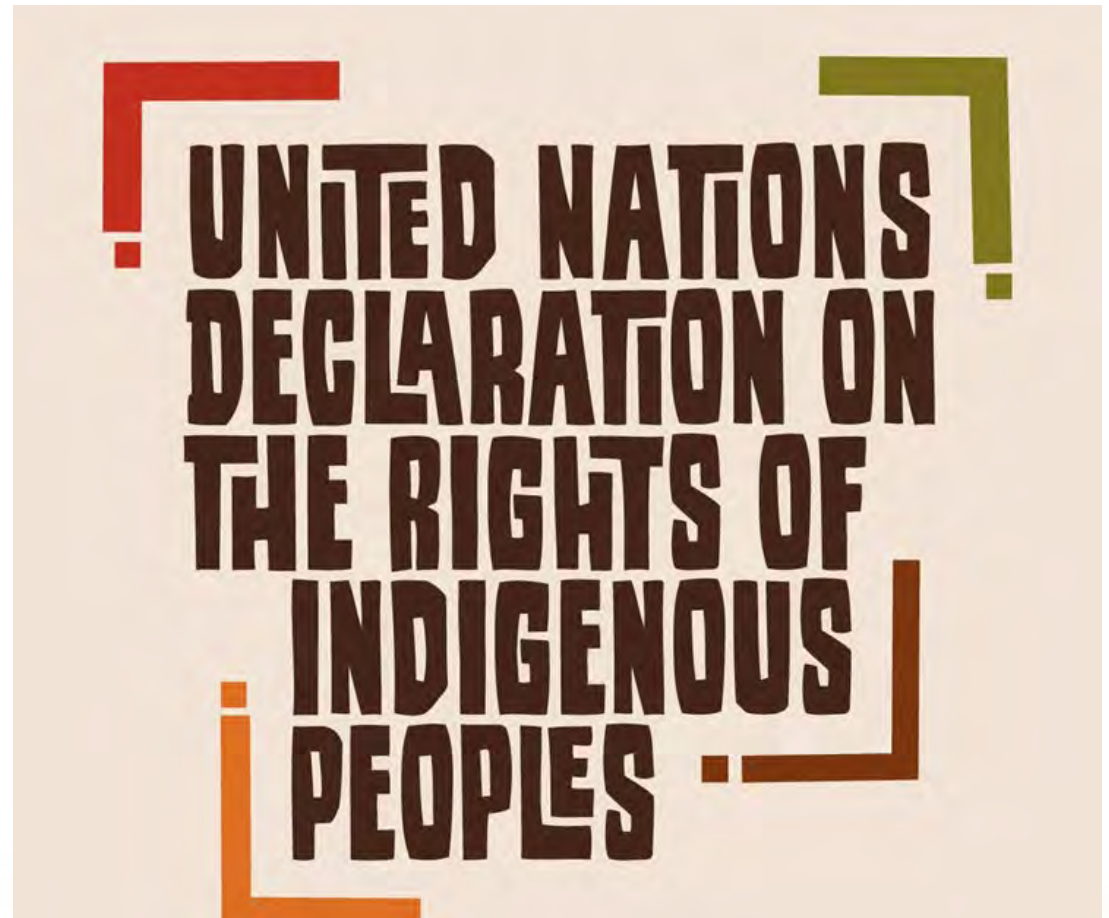
**In Parallel**



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# Impact

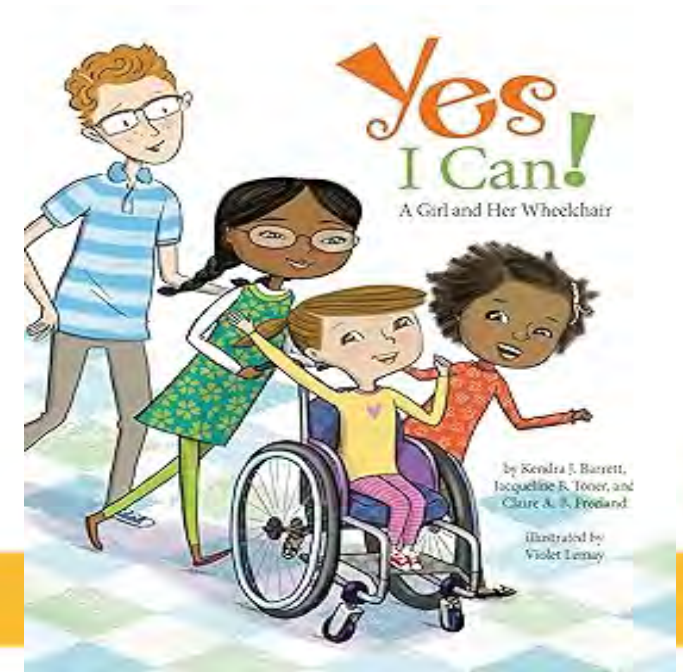
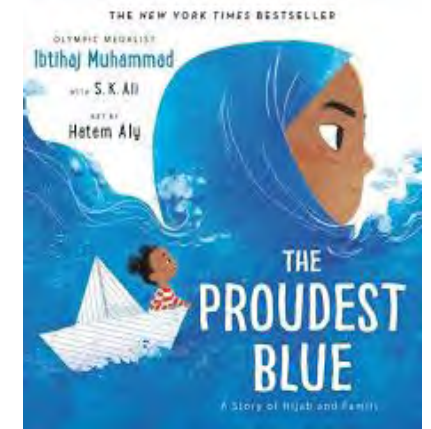
- Strengthens leadership accountability as **Human Rights Duty Bearers** and **UNDRIP Declaration Bearers**.



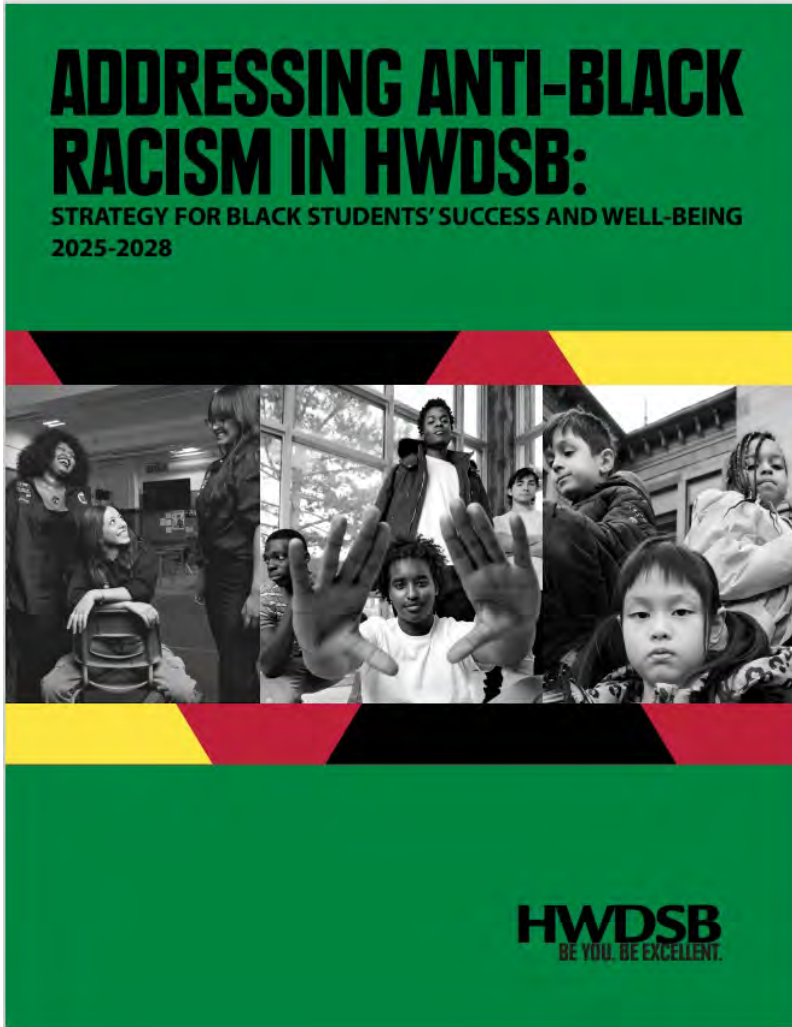
# Inclusive Classroom Pedagogies and Learning Environments

# Identity-Affirming Teaching and Learning Strategies

- Enhancing lessons to embed student inquiry, voice and interest.
- Examining texts and including works that draw upon perspectives that represent the cultural, racial and gender diverse students who make up our school populations...inclusive of students with disabilities.



# Dismantling Anti-Black Racism



1. Create conditions for Black students to learn in school environments free from racial discrimination and harassment.
2. Provide Black students with equal opportunities to benefit from the education system, supporting their full potential.
3. Address disproportionalities reported in academic achievement, disciplinary actions, well-being and opportunity gaps.



MacMaster University  
University of Toronto  
York University  
Wilfrid Laurier University  
Brock University  
Humber College  
Mohawk College  
Niagara College  
George Brown College



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# Anti Racist / Anti Oppressive Learning and Working Environments



# **Cultivating Belonging: Strengthening Black & Racialized Student Affinity Spaces**

**Black and Racialized Affinity Space Professional Development  
For Educators**

Developing a culture of addressing human rights barriers, discrimination, and harassment



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# Proactive Framework: Human Rights Impact Assessment (HRIA)

A proactive tool used to identify human rights barriers and potential adverse impacts, applied during:

- Policy review and development
- Procedure updates
- Strategy development

# Accountability: Tracking and Responding to Incidents

## Human Rights and Hate-Based Incidents Response Tracking Tool

- Implemented March 2025
- Used to:
  - Document human rights and hate-based incidents
  - Track responses and outcomes
  - Identify trends
- Enables public reporting and data-informed decision-making

# Highlights from annual report

2025–2026 highlights:

- 325 incidents reported
- 86% substantiated
- Reports from 63 schools (elementary & secondary)

Most reported protected grounds:

- Race, colour, sexual orientation, ethnic origin

# Highlights

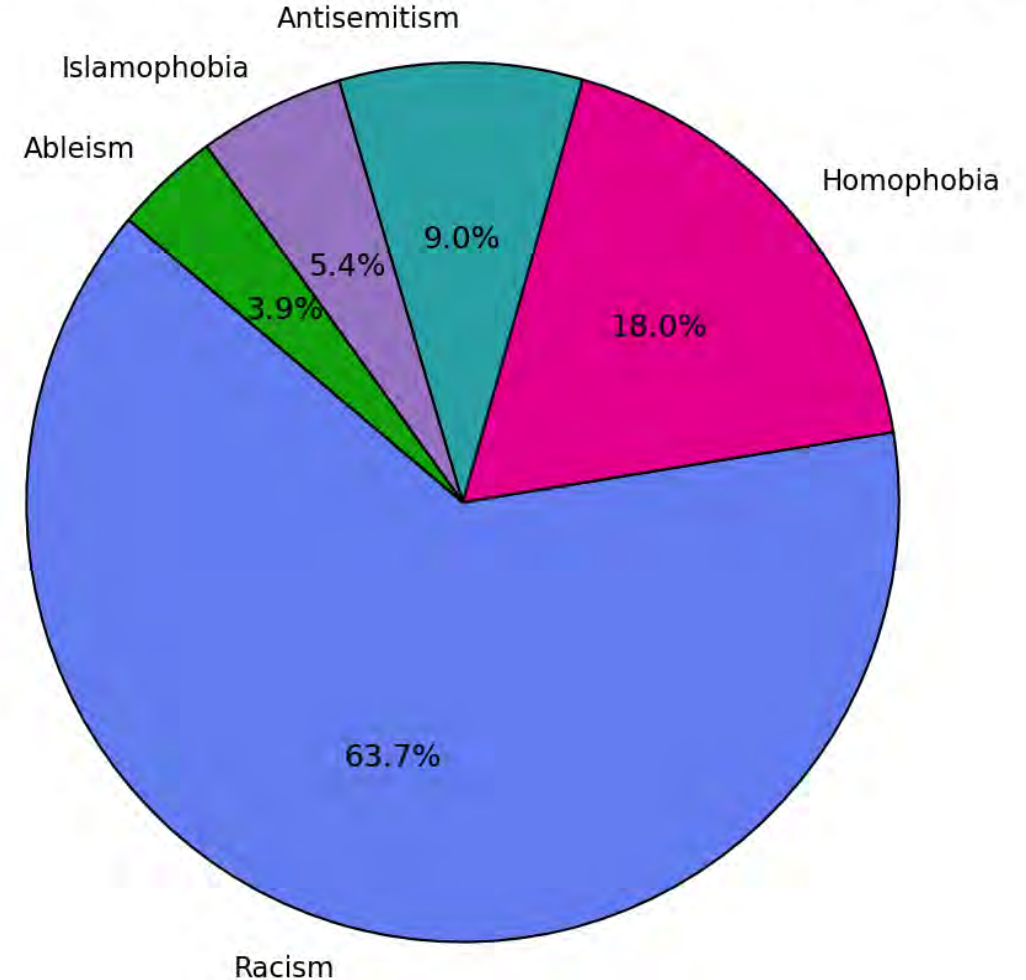
Most common incidents:

- Racism (particularly anti-Black racism)
- Homophobia
- Antisemitism

Most frequent behaviours:

- Name-calling, slurs, inappropriate or derogatory remarks

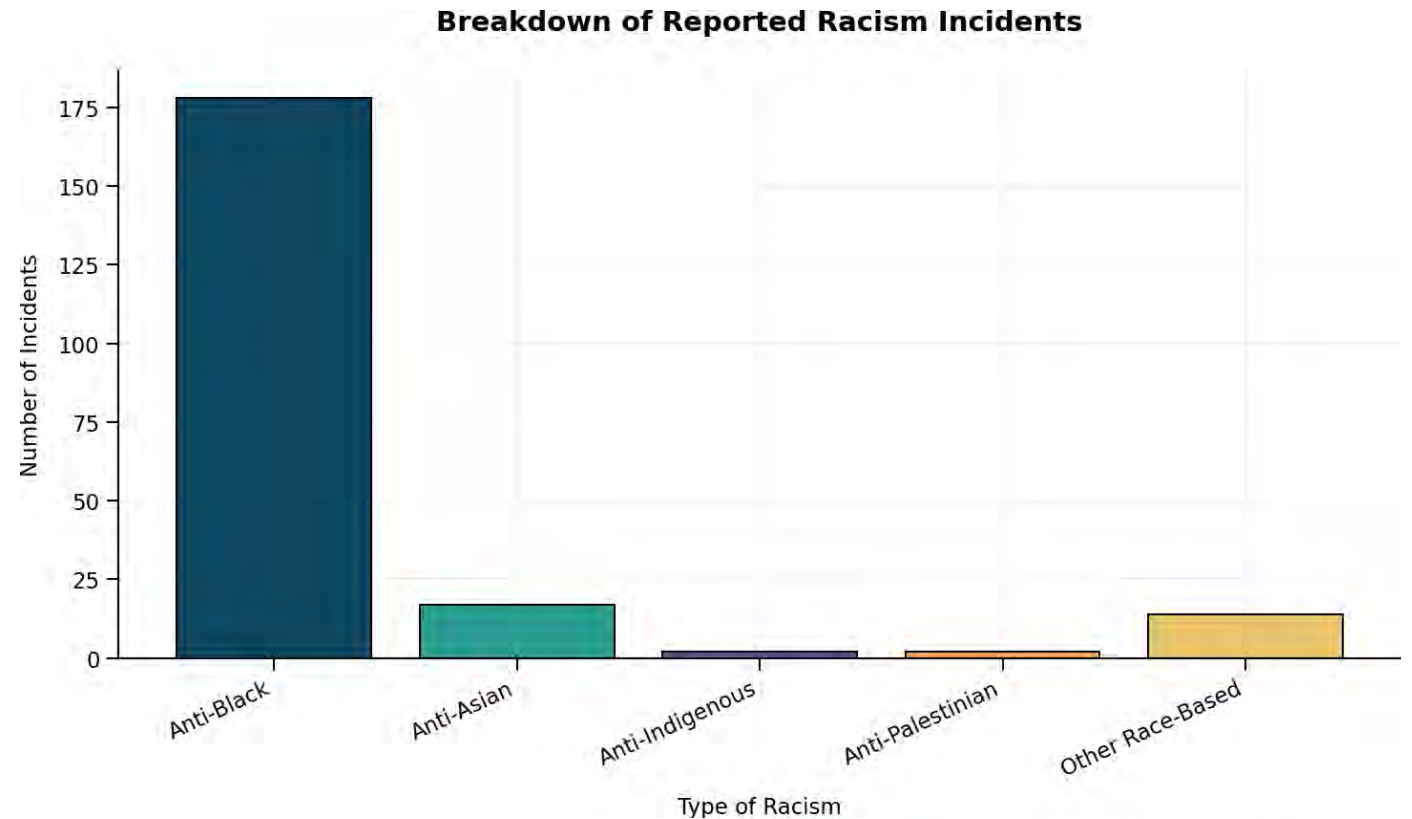
Incident Frequency by Type of Discrimination (Top 5)



# Highlights

**Anti-Black racism** accounts for the overwhelming majority of race-based incidents.

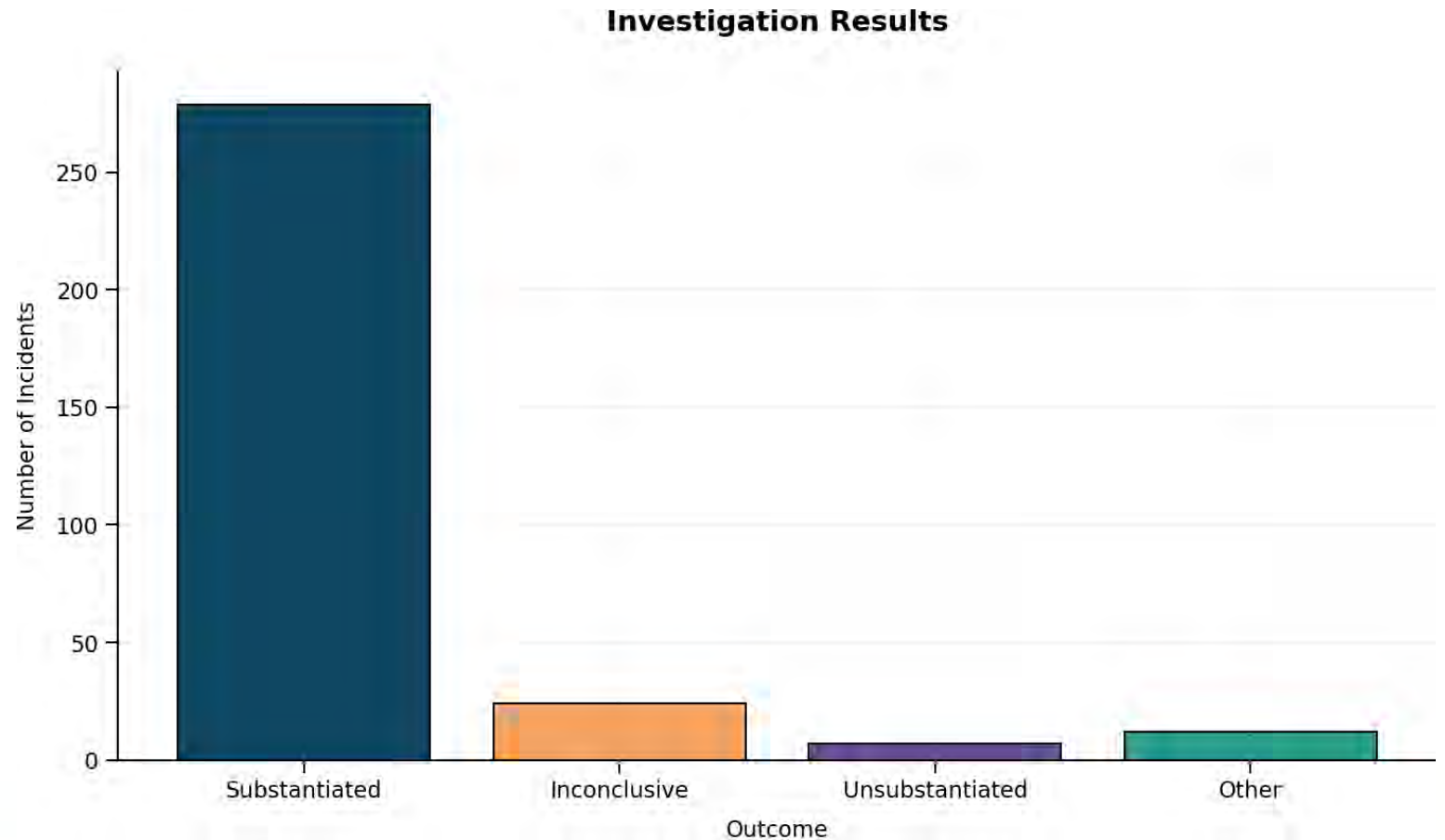
**Anti-Asian racism, Anti-Indigenous and Anti-Palestinian racism** also reported at much lower frequencies.



# Highlights

How are schools responding:

- Investigation and Family notification
- Education and progressive discipline
- Restorative practices, where appropriate



# Looking ahead

- Continued refinement of data collection and reporting
- Strengthening staff and student awareness of rights and responsibilities
- Using trend data to inform targeted prevention and learning strategies

# Employment Equity, Diversity and Inclusion

# Employment Equity, Diversity and Inclusion

## Key Focus Areas:

- Recruitment, hiring, retention, and staff engagement
- Data-Informed Progress & System Improvement
  - Have Your Say: Staff Voice Survey (2024–2025)
    - Employee demographic (identity) data
    - Staff experience data
  - Updated Employment Equity & Indigenous Representation Audit underway