



Program Committee
Thursday, October 16, 2025
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
Oct. 16	Elementary Program Strategy, Secondary Program Strategy & Elementary French Immersion Location Strategy and Application Process Update, Summary Report on MYPSP Goals 1-5 Indicators, Math Achievement Action Plan 2025-26 Maintaining Safe and Caring School Environments
Dec. 11	Program Strategy & French Immersion Review
Feb. 19	Information Session (50 minutes): Learning for Life: A look at Continuing Education, Suspension & Expulsion 2024-2025, Caring & Safe Schools Action Plan 2024-2027 Update



Elementary Program Strategy, Secondary Program Strategy & Elementary French Immersion Location Strategy and Application Process

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Program Review Timelines

Phase	Focus	Timeline	Status
Phase 1	Project Planning and Scoping	November 2024– January 2025	Complete
Phase 2	Primary Data Collection	February – May 2025	Complete
Phase 3	Analysis	September – October 2025	In Progress
Phase 4	Report of Findings and Recommendations	December 11, 2025	

Program Review Update

- To date, over 4,300 surveys have been completed:
 - 2,532 parents/guardians
 - 294 students
 - 1,692 staff
- 11 focus groups and 14 individual interviews were conducted.
- An in-person focus group with the Indigenous Education Council (IEC) was held in early September.

Program Review Update

To date:

- Site visits and student focus groups at Bellmoore, Bernie Custis SS, and Westmount provided further insight into student experiences.
- A supplementary parent focus group at Prince of Wales.
- Malatest is currently analyzing the data from surveys, interviews, focus groups, and school visits, to develop recommendations

Program Review Update – What's Next?

- Follow up validation meetings (from interested parties who engaged in focus groups) will be held by Malatest.
- These validation meetings allow Malatest to confirm information that was shared by participants, prior to the development of recommendations.
- Families will engage with Malatest virtually using the HWDSB Engage platform to ensure continued transparency and inclusion.



Board Improvement Plan 2024-2025

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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

Board Improvement Plan



1. Improve literacy achievement for every student

% L34 EQAO Reading and Writing in grades 3 and 6

% FTE passing OSSLT

2. Improve numeracy achievement for every student

% L34 EQAO Math in grades 3, 6 and 9

3. Improve preparedness for the future for every student

% students graduating within 5 years

% students on track to graduate with 16 credits by end of Gr. 10

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

% students enrolled in Gr. 12 Math or Gr. 11 or 12 Science

% students who feel prepared for the next step in their learning

4. Increase engagement for every student

% students attending school 90% of the time

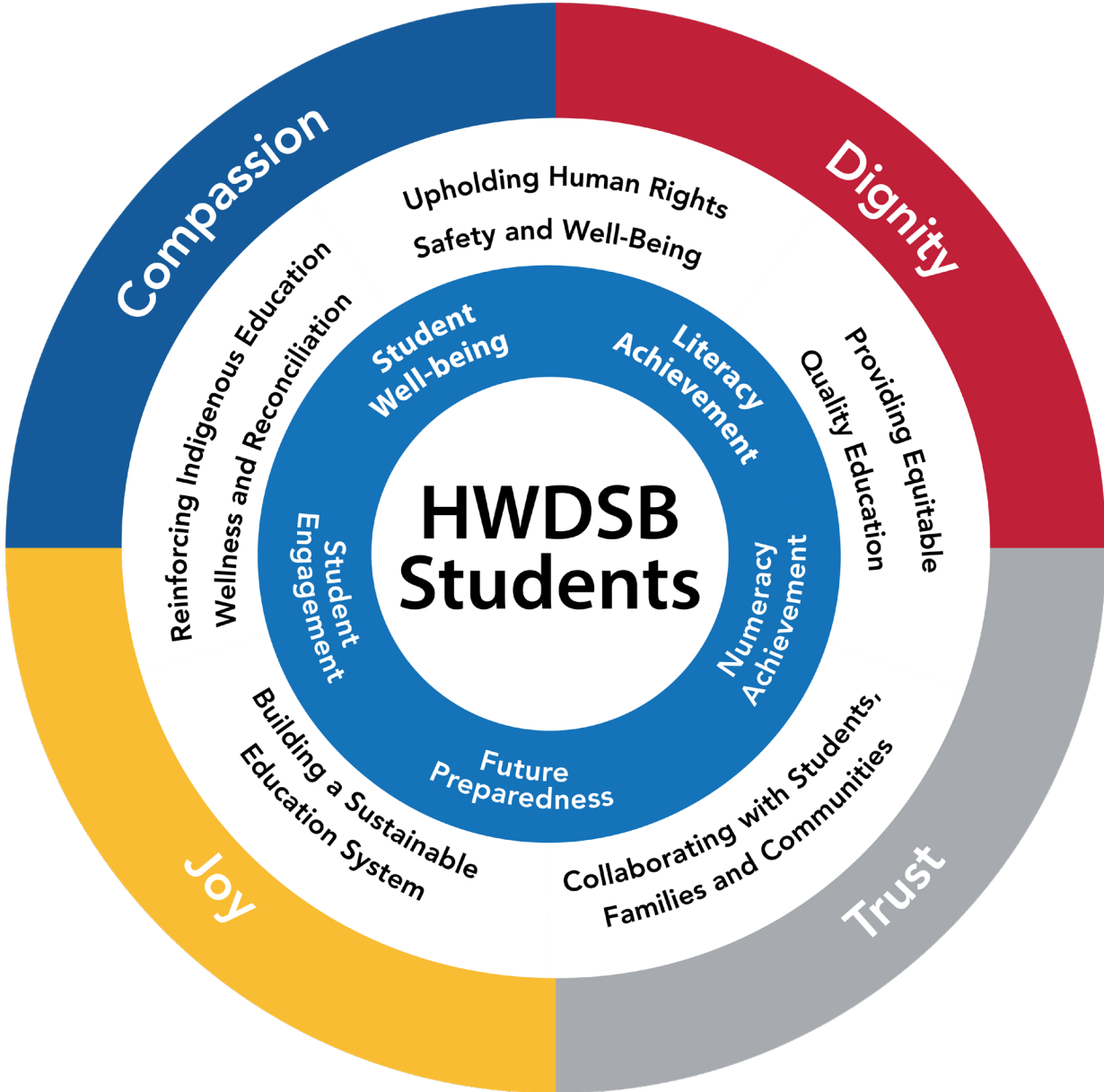
% students suspended at least once

5. Improve well-being for every student

% students aware of available mental health supports and services

% students feel like they belong in their school

Momentum



HWDSB credits Indigenous Ways of Knowing and Being for the inspiration of this design.

School Improvement: Culture of Improvement

MULTI-YEAR STRATEGIC PLAN

Vision: Growing Together

Mission: Every student experiences a sense of belonging and engages in dynamic learning to reach their potential and build their own future.

Values: Our values of Compassion, Dignity, Trust, and Joy guide our daily work and ensure that we honour the unique identities and needs of all.

Compassion: Leading with peace, friendship and love creates space for compassionate accountability, where we are responsible to one another in creating a culture of care.	Dignity: Reciprocity, anti-racism and anti-oppression lead to a just and equitable learning community, where every person is included, respected and valued.
Trust: Humility and transparency build the trusted relationships, connections and education system necessary for growth, change and evolution.	Joy: Curiosity, play and fun are catalysts for meaningful student learning outcomes and support joyful and enriching experiences.

Strategic Directions

Upholding Human Rights, Safety & Well-being

We will support all students and staff to feel safe and secure in our classrooms and school communities.

Providing Equitable Quality Education

We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.

Collaborating with Students, Families and Communities

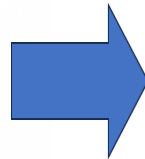
We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.

Building a Sustainable Education System

We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.

Reinforcing Indigenous Educational Wellness and Reconciliation

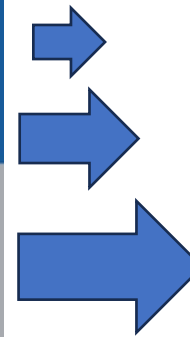
We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.



2024-2025 BOARD IMPROVEMENT PLAN

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School Improvement



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Celebrations

- Students reading in Full-Day Kindergarten and Grade 2,
- Percentage of students in Grade 3, 6, 9 and 10 achieving the provincial standard in mathematics on report cards,
- Percentage of students who are taking Grade 11/12 mathematics and Grade 12 science,
- Percentage of students who are on track to graduate with 16 credits by the end of Grade 10,
- Percentage of students participating in job skills programs (Specialist High Skills Major Programs, Dual Credits and Ontario Youth Apprenticeship Programs),
- Percentage of students who attend school 90% of the time (especially primary students), and
- Percentage of students who feel like they belong in their school and are aware of available mental health supports and services.

Improve Literacy Achievement for Every Student



Most students showed significant score increases on the Acadience Reading Screener, with an average gain of ~64 points.



Kindergarten shows the strongest overall growth, with nearly all students improving throughout the year.



Grade 2 shows strong gains overall, with a large majority improving substantially.

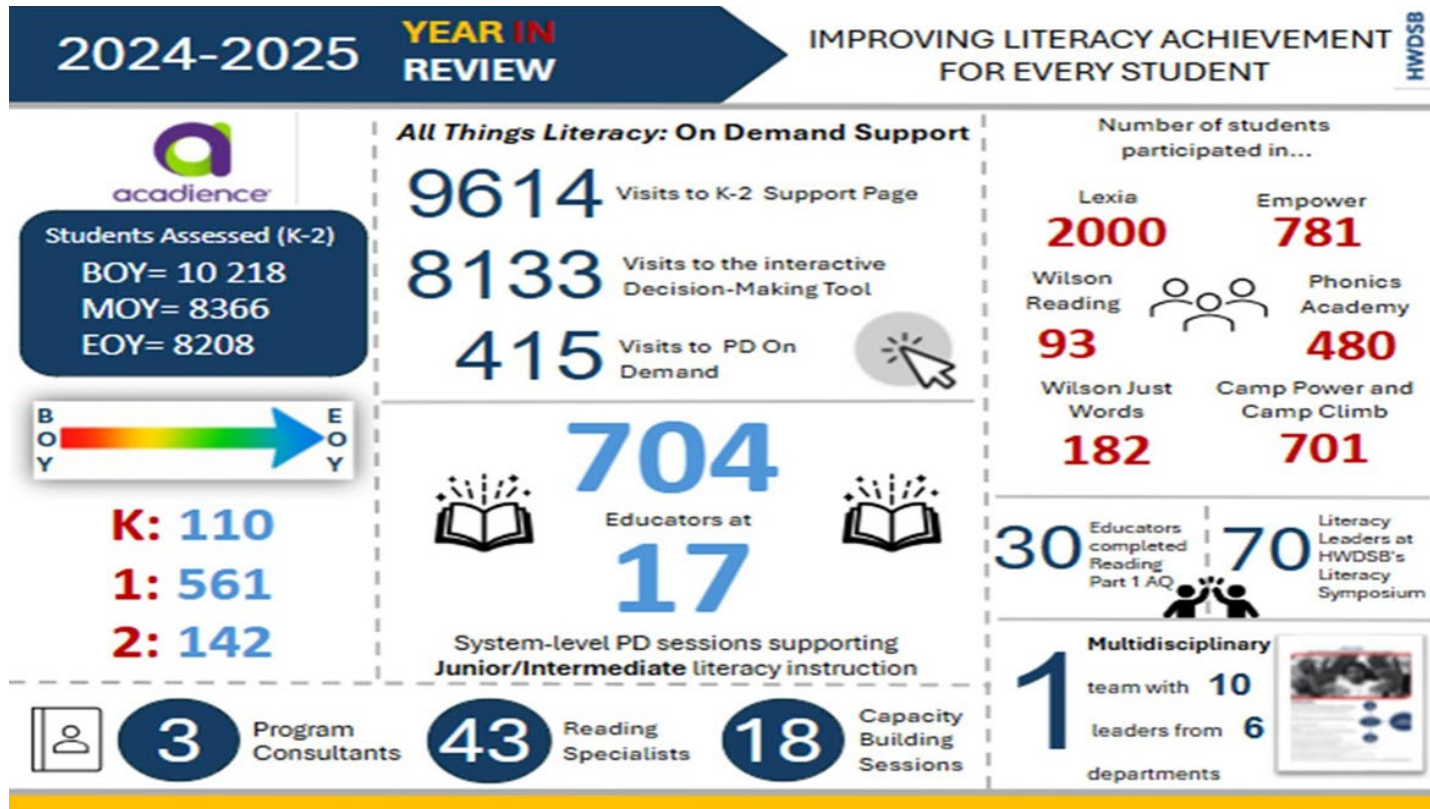


71% of students who participated in the Interdisciplinary Studies Program achieved 7 or more credits in Grade 9 and showed improvements in reading comprehension, oral reading and decoding.

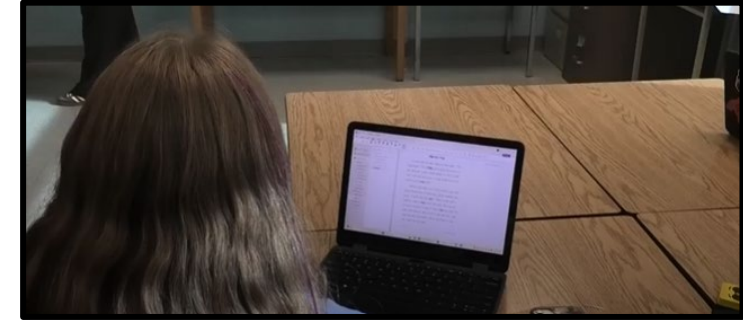
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What have we done?

Goal 1: Literacy



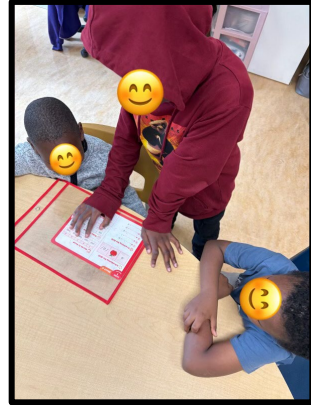
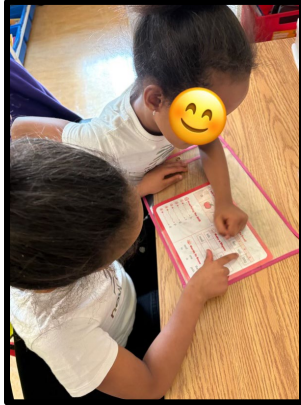
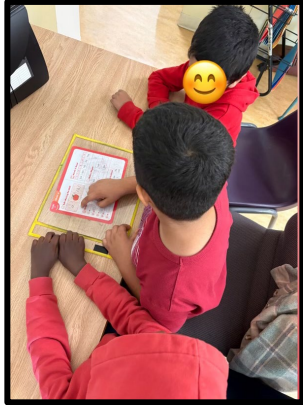
Above: Literacy in numbers!



Above: secondary students participating in the Wilson Reading Program. In some schools, the Interdisciplinary Literacy Studies were implemented with promising success.

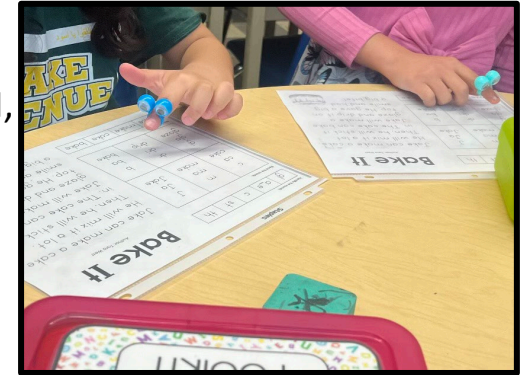
What have we learned?

Goal 1: Literacy

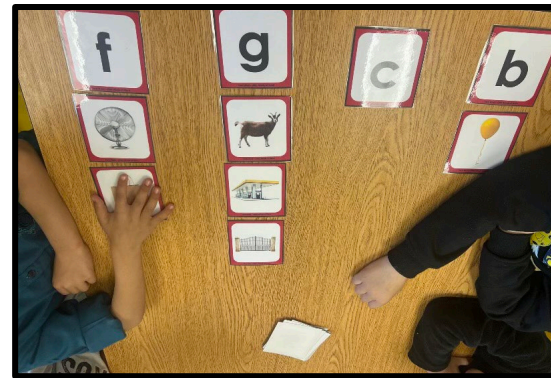


Left: Grade 1 students working on foundational skills.

Right: Grade 2 students using UFLI, a Tier 1 reading resource.



Left: FI Educators in Early Literacy and Junior Literacy PD sessions.



Left: Grade 1 students receiving ESL programming working on building their vocabulary.

What's Next?

Strengthening Tier 1 Instructional Practices in Every Classroom

Goal 1: Literacy

Going deeper with implementation



Above: Continued professional development for Reading Specialists who support all 80 HWDSB elementary schools.

Right: Tier 1 resources for elementary classrooms.

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Improve Numeracy Achievement for Every Student



16% increase in the number of Grade 9 students at Nora Frances Henderson Secondary School who achieved Level $\frac{3}{4}$ on EQAO.



12% increase in the number of Grade 9 students at Sir Winston Churchill Secondary School who achieved Level $\frac{3}{4}$ on EQAO.



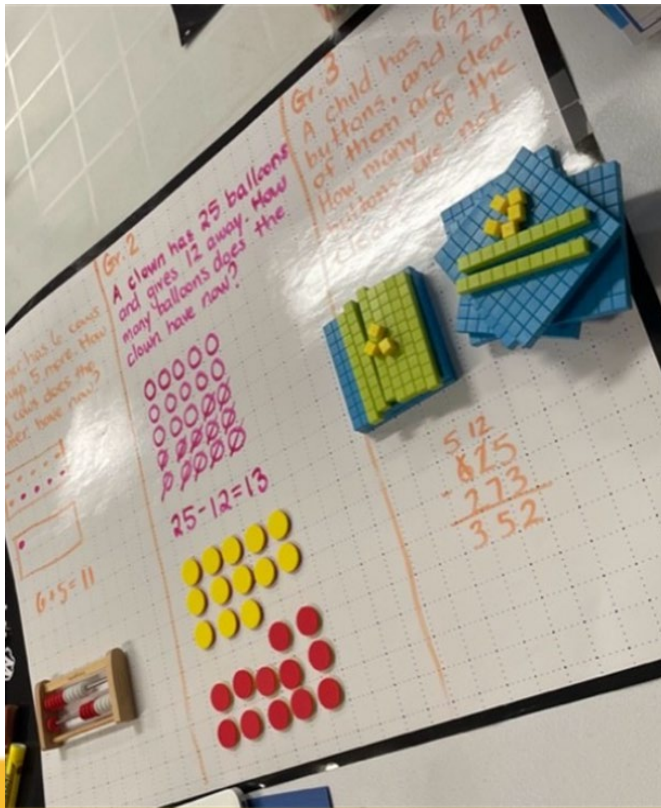
4 schools have students in either Grade 3 or Grade 6 will FULL confidence in mathematics. 8 schools only have 1 student feel they are do not have confidence in math.

What have we done?

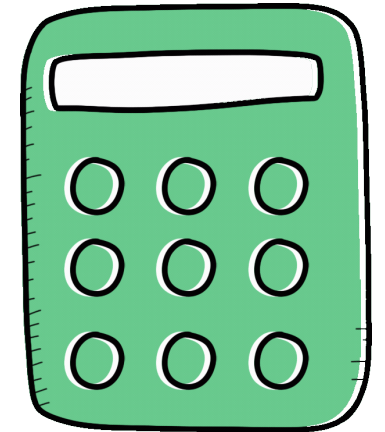
“Fabulous, hands-on, deep dive into math curriculum concepts that is exactly what teachers need!”

- Grade 6 teacher

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- Math Conversations 4+
- daily routines
 - safe place (risk taking)
 - respectful (I agree because... I disagree because...)
 - good rich questions (open ended)
 - rich in vocabulary
 - entry points
 - different strategies (teach different strategies)
 - processing time (allowing)
 - connecting to outside world

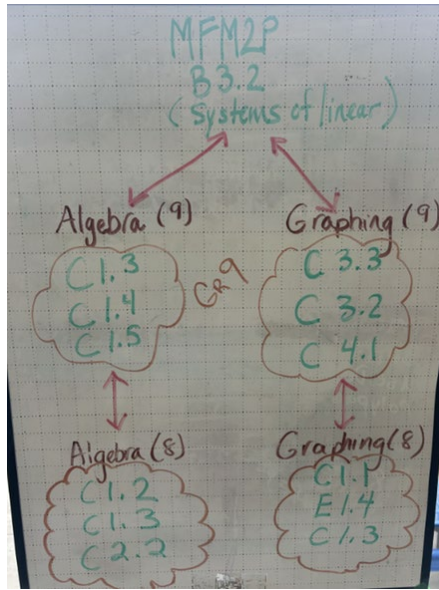


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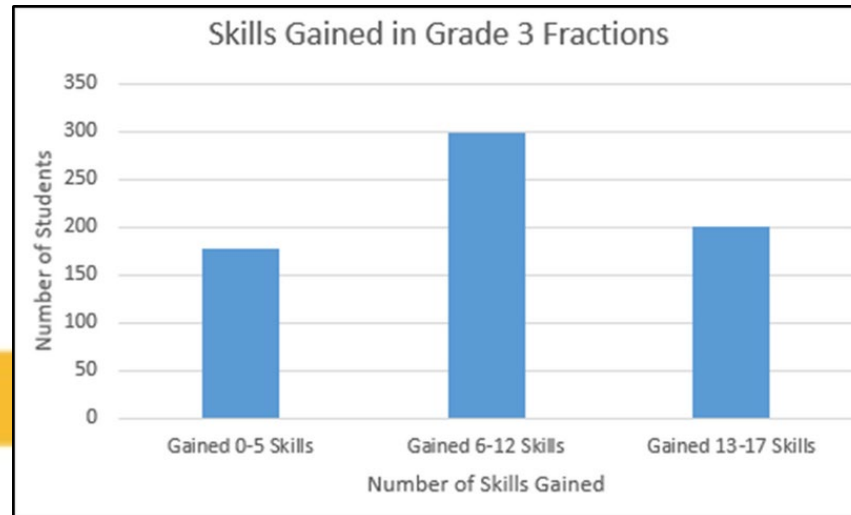


What have we learned?

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	x	-1	-1
1	x	-1	-1
1	x	-1	-1
1	x	-1	-1



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$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

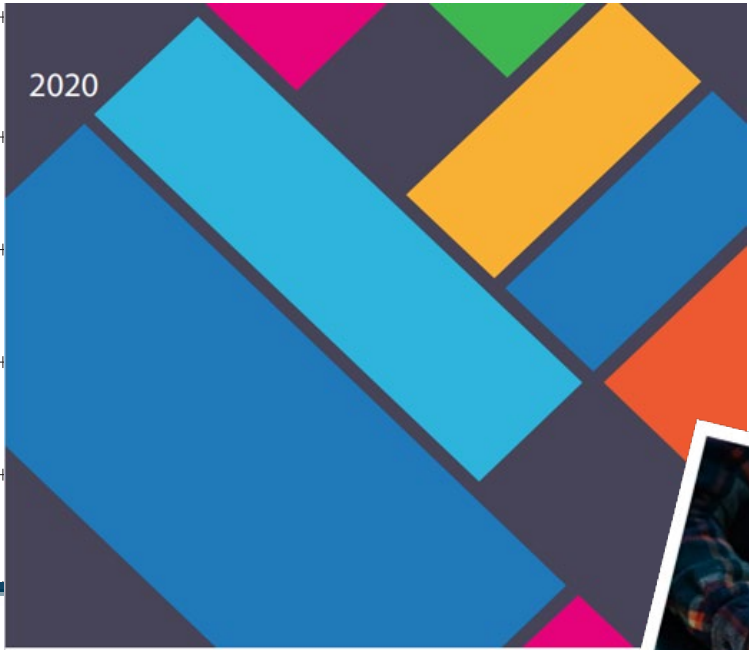
What's Next?



Problem String

- 7×4
- 7×40
- 7×39
- 8×6
- 8×60
- 8×59
- 6×49

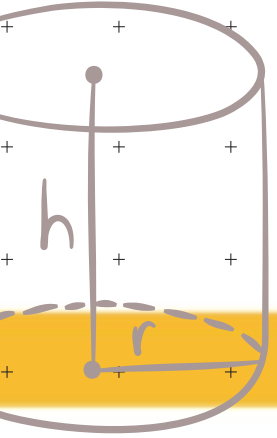
Math is Figureoutable!



High-Impact Instructional Practices in Mathematics



$$V = \frac{4}{3}\pi r^3$$



$$V = \pi r^2 h$$



Improve Preparedness for the Future of Every Student



7.5% increase in the number of students taking Grade 12 Math or Grade 11/12 Science (62.%)



3% increase in students participating in job skills programs (SHSM, Dual Credits, OYAP) (40%). 58 more students are registered in a Specialist High Skills Major (SHSM) Program.



78% of Grade 12 students reported feeling prepared for the next stage in their learning



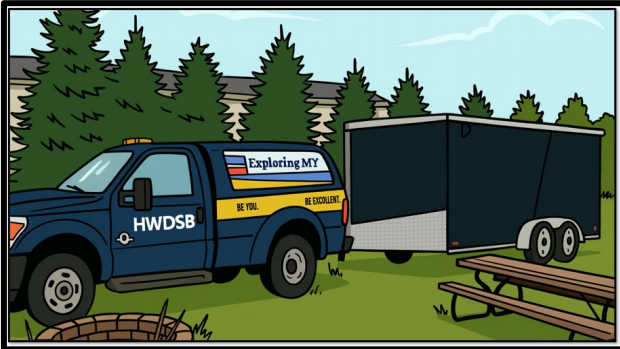
8.1% increase in students "on track" to graduate.

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Goal 3: Future Preparedness

What have we done?

Photos of students engaging in hands-on learning with the Exploration Trailer.



ESL/ELD Programming

Innovative programming: ELLevate, a pilot program

Purpose

- Support MLLs 18-21 years of age
- Improve English language proficiency
- Access community and job training programs (e.g. Co-Op)
- In partnership with Mohawk College

End of Sem 2

- 73 credits earned in semester 2 by 22 students.



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Goal 3: Future Preparedness

What have we learned?



Left: positive partnerships with community and industry support enhanced learning experiences for students.



Above and right: professional development to build staff capacity on making cross-disciplinary connections between math (coding) and robotics.

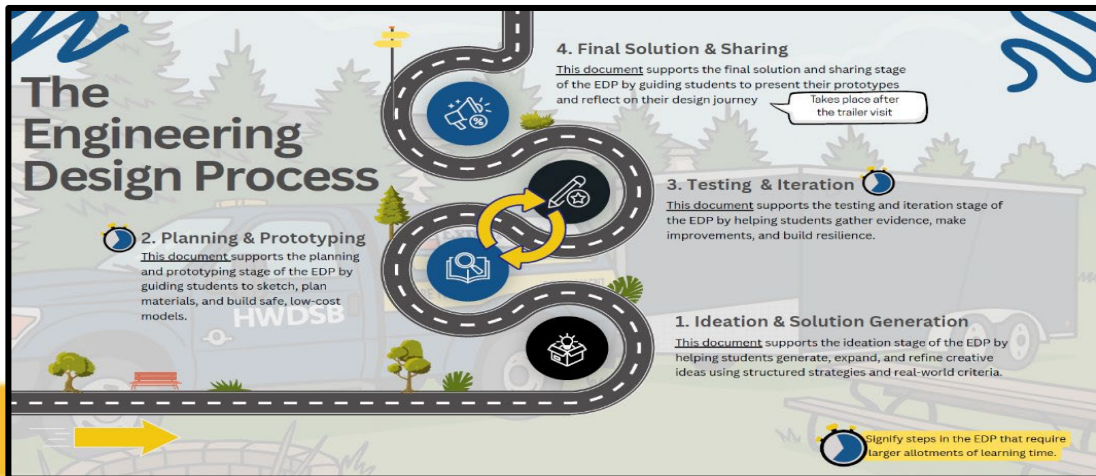
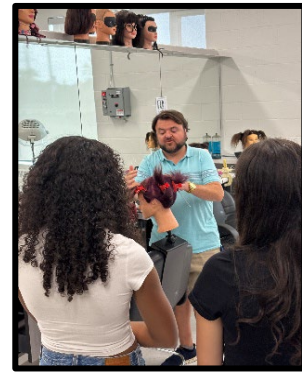
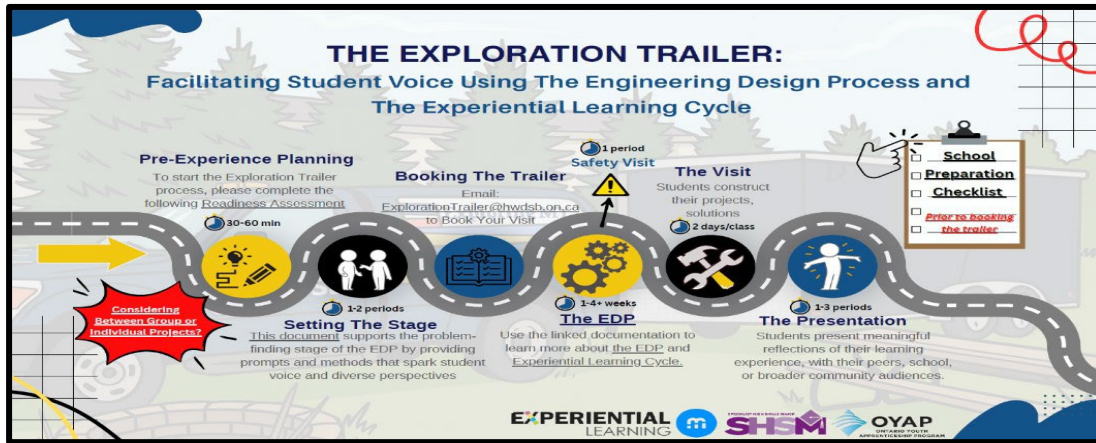
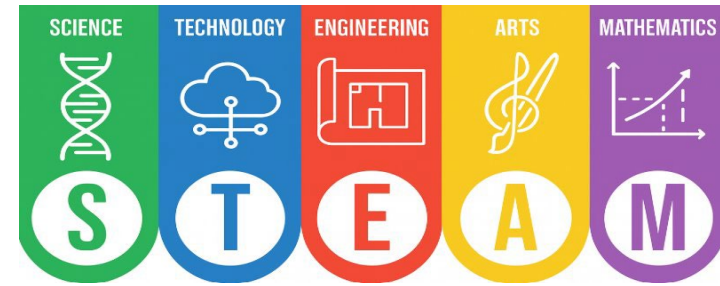


Left: STEM Lego kits + French Lessons = Cross-disciplinary learning!



Goal 3: Future Preparedness

Going Deeper with Implementation



Intentional and focused pathway planning & experiential learning opportunities for every student.

Increase Engagement for Every Student



9.5% increase in students attending school 90% of the time (62.5%). Greatest increase in Grade 1, 2 and 3.



12% increase in the number of Grade 12 students who reported HWDSB inspired them to feel involved and excited about their learning (61%)



63% of Grade 12 students reported that students from all backgrounds see themselves represented in course materials.

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Improved Engagement for Every Student

What We Did:

- Introduced robotics in all schools, got outside through outdoor education and expanded co-operative education opportunities.
- Continue to provide a variety of educational pathways for students highlighting HWDSB Alternative Education Programs - *Supervised Alternative Learning Program (SAL)* and the *James Street Program*.
- Empower Black students to success via our *Graduation Coach for Black Students Program*.
- Improve student engagement, belonging and wellbeing via the *Healthy Schools Program* sponsored by the *Ontario Physical and Health Association (OPHEA)*.

Improve Well-Being for Every Student



3% increase in the number of students who reported on the Healthy Peers Relations Study that they feel like they belong at school (74%)



7% increase in the number of Grade 12 students who reported HWDSB provided sufficient mental health supports (57%).



9% increase in the number of Grade 12 students reported they felt seen, heard, supported and included in school (64%)

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Improved Well-Being for Every Student

What We Did:

- Amplified Student Voice through advisories.
- Student Voice Summit.
- Completed year two of the multi-year implementation of the Grade 11 NBE3 English Course: Understanding First Nations, Metis and Inuit Voices.
- Staff Professional Development



Improved Well-Being for Every Student

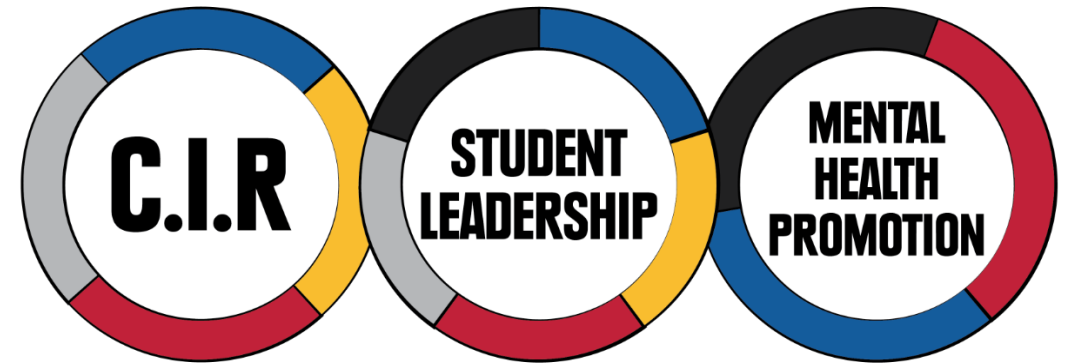
What We Learned:

- Students are learning about Mental Health within their classrooms.
- Students are not consistently seeking help when needed or effectively using the strategies provided.
- Belonging and identity-affirming environments are essential to student engagement. When students feel seen, valued, and safe to express themselves, both participation and achievement increase.

Improved Well-Being for Every Student

What Are Our Next Steps:

- Student Mental Health Tool Kit.
- Parent/Caregiver Tool Kit.
- The Indigenous Education Department will implement a Runner Model .



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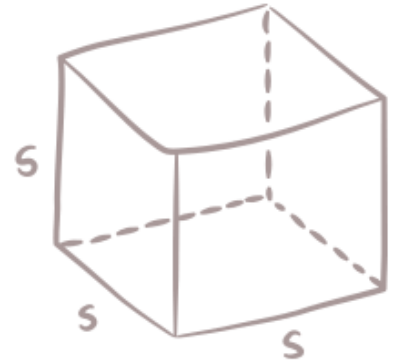
Math Achievement Action Plan, 2025-2026

Joy in Numbers

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PRIORITY AREAS

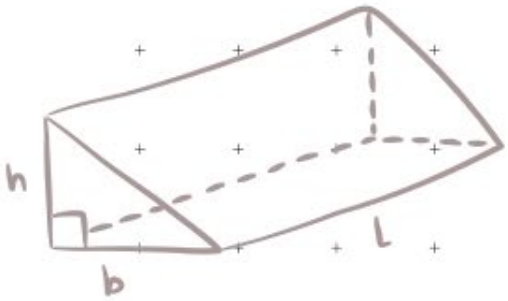
	Specific Actions to Support Growth in Curriculum Fidelity	Specific Actions to Support Growth in Math Content Knowledge for Teaching	Specific Actions to Support Growth in Knowing Your Student
Classroom	Connect instruction and assessment to curriculum expectations and long-term essential mathematical understandings using developmental continuums and math processes	Access resources, experts, and professional learning to continuously develop content knowledge for teaching	Plan, teach, and assess learning in culturally responsive and relevant ways that motivate students to take ownership of their learning of, and progress in, mathematics
School	Engage in ongoing professional learning on the curriculum, including making connections across strands connecting long-range plans, course outlines, lesson plans and reporting to curriculum expectations	Engage in collaborative meetings to deepen knowledge of mathematics, curriculum, instructional starting points and interventions	Monitor and respond to students' perception of and confidence in math
Board	Prioritize understanding of the curriculum and the continuum of learning across grades	Utilize student achievement data and student work to establish focus areas for mathematics professional learning	Provide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted supports for students



$$V = s^3$$

MATH PRIORITY SCHOOLS

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PROFESSIONAL LEARNING

HMDSB

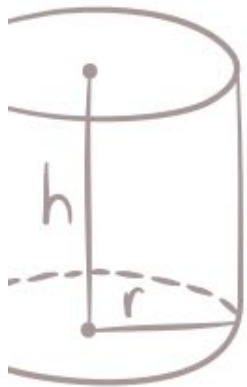


$$V = \frac{4}{3} \pi r^3$$



High-Impact
Instructional Practices
in Mathematics

Ontario

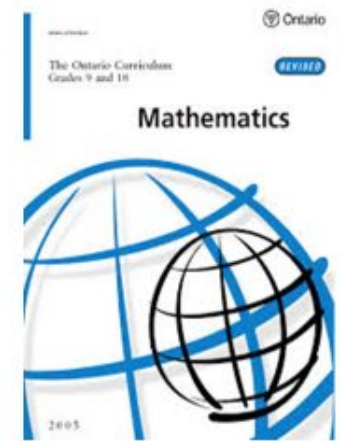


$$V = \pi r^2 h$$

MATH UP
CLASSROOM



Knowledgehook

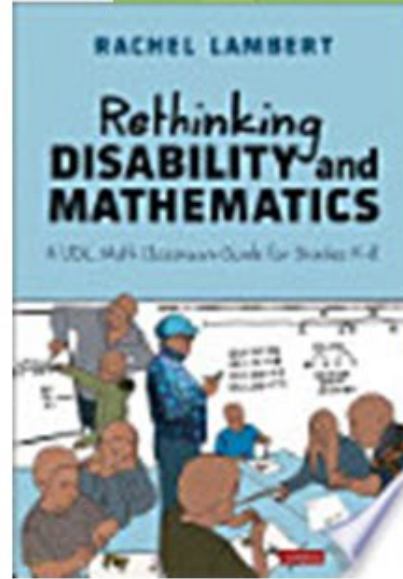


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KEY CHANGES



$$V = \pi r^2 h$$



NUMERACY
PROBLEM STRINGS
THIRD GRADE

3

Pamela Weber Harris
MATH IS FIGURE-OUT-ABLE™

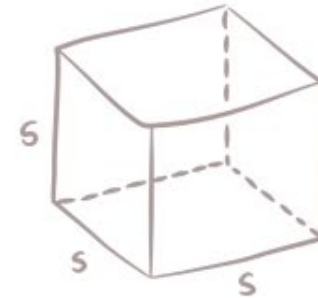


ONTARIO 2020 MATH CURRICULUM

Long-Range Delivery
Plan for Math
Curriculum

Suggested long-range plan for Grades 1-8.

HWDSB



$$V = s^3$$





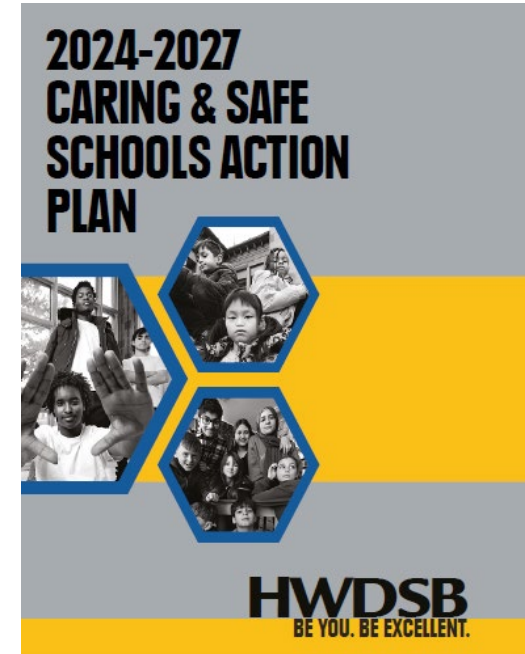
Maintaining Safe and Secure School Environments

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2024-2027 Caring and Safe Schools Action Plan

5 Key Priority Areas:

1. Creating the Conditions for Learning
2. Identity-Affirming Curriculum
3. Responding to Student Needs
4. Secure Schools Awareness and Response
5. Accountability and Transparency



Student Voice and School Safety

Safety is a shared responsibility:

- ✓ Built on trust, care, and inclusion among staff, students, and families.
- ✓ Engagement through advisory groups and committees strengthens inclusive culture.
- ✓ Surveys show rising perceptions of safety and respect, with continued focus on belonging.
- ✓ Principals use data to guide well-being goals in School Improvement Plans.

Classroom Learning & Professional Development

Safety and well-being are embedded across the Ontario curriculum, with staff prioritizing emotional wellness and cultural humility:

- Staff prioritize emotional well-being and cultural humility
- Staff implement CIR: Creating the Conditions to support flexible, identity-affirming responses
- Resources like “**On The Horizon**” guide inclusive, culturally responsive classrooms
- Professional learning focuses on trauma-informed practice, progressive discipline, anti-sex trafficking, and bullying prevention

Physical Environments & Programming

Safety and accessibility strengthened across schools:

- Emergency protocols updated and regularly practiced (lockdown, fire drills, shelter-in-place)
- Facilities upgrades enhance accessibility and safety in gyms, classrooms, and common areas
- Security measures include cameras, strategic supervision, and access-controlled entrances
- **Guide for Programs and Speakers (GPS)** supports safe, inclusive, and meaningful external programming

Response, Reporting, & Secure Schools Month

- HWDSB Helps implemented; Human Rights and Hate-Based Incident Tracking Form implemented.
- HWDSB Bias, Discrimination, and Hate Response Tool.
- Secure Schools Month features case studies, staff scenario discussions, and student-led awareness campaigns.
- Weekly safety focus includes fire evacuation, lockdown, hold and secure, privacy hold, shelter-in-place, and bomb threat procedures.

