

Program Committee

March 20, 2025



Program Committee Workplan

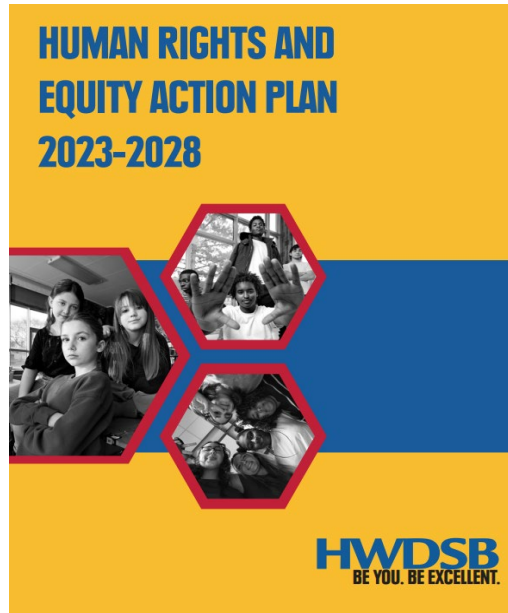
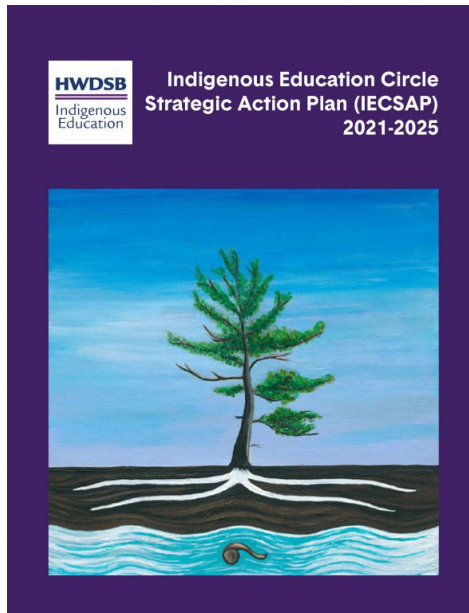
| Program Committee Meeting Date | Program Committee Reports |
|--------------------------------|---|
| March 20, 2025 | <ul style="list-style-type: none">• MYSP Monitoring Report, Literacy, Numeracy and Future Preparedness• Human Rights and Equity Action Plan Monitoring Report |
| April 22, 2025 | <ul style="list-style-type: none">• Indigenous Education Monitoring Report• Nutrition Monitoring Report |
| May 22, 2025 | <ul style="list-style-type: none">• MYSP Monitoring Report, Goal 4, 5• Program Strategy and French Immersion Review• Suspension and Expulsion Follow Up Re: Phoenix |

Human Rights and Equity Action Plan

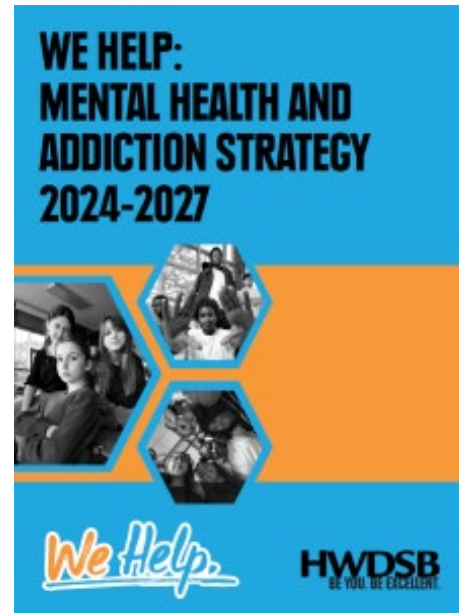
March 20, 2025



Multi-Year Strategic Plan - Foundational Strategies/Action Plans



hwsb.info/HREAP23



HWDSB

2024-2025
Special Education
Plan



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HUMAN RIGHTS AND EQUITY ACTION PLAN 2023-2028



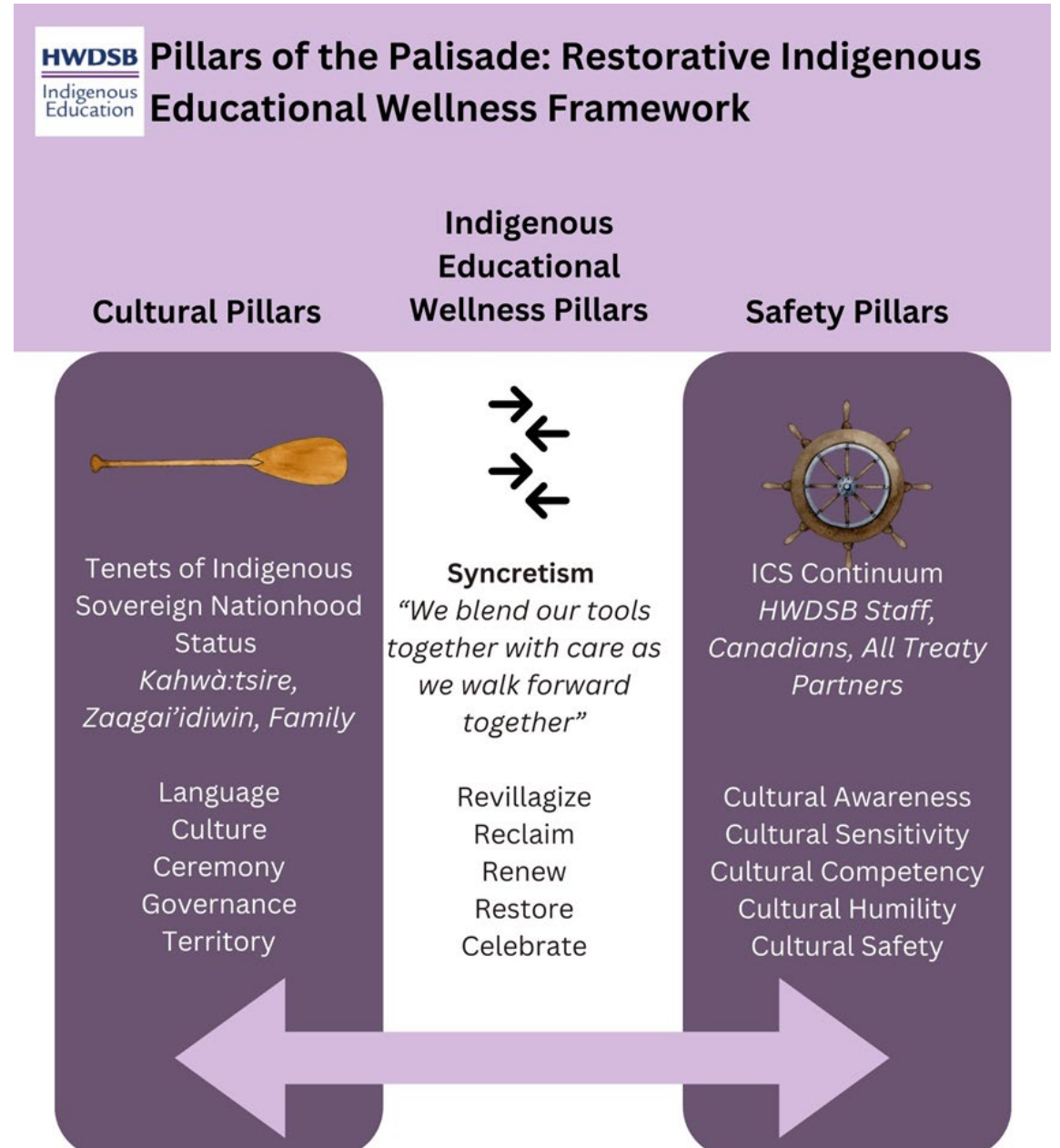
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- Indigenous Educational Wellness
- Inclusive Classroom Pedagogies and Learning Environments
- Dismantling Anti-Black Racism
- Anti-racist and anti-oppression learning and work environments
- A culture of addressing human rights barriers, discrimination, and harassment
- Employment equity, diversity, and inclusion.

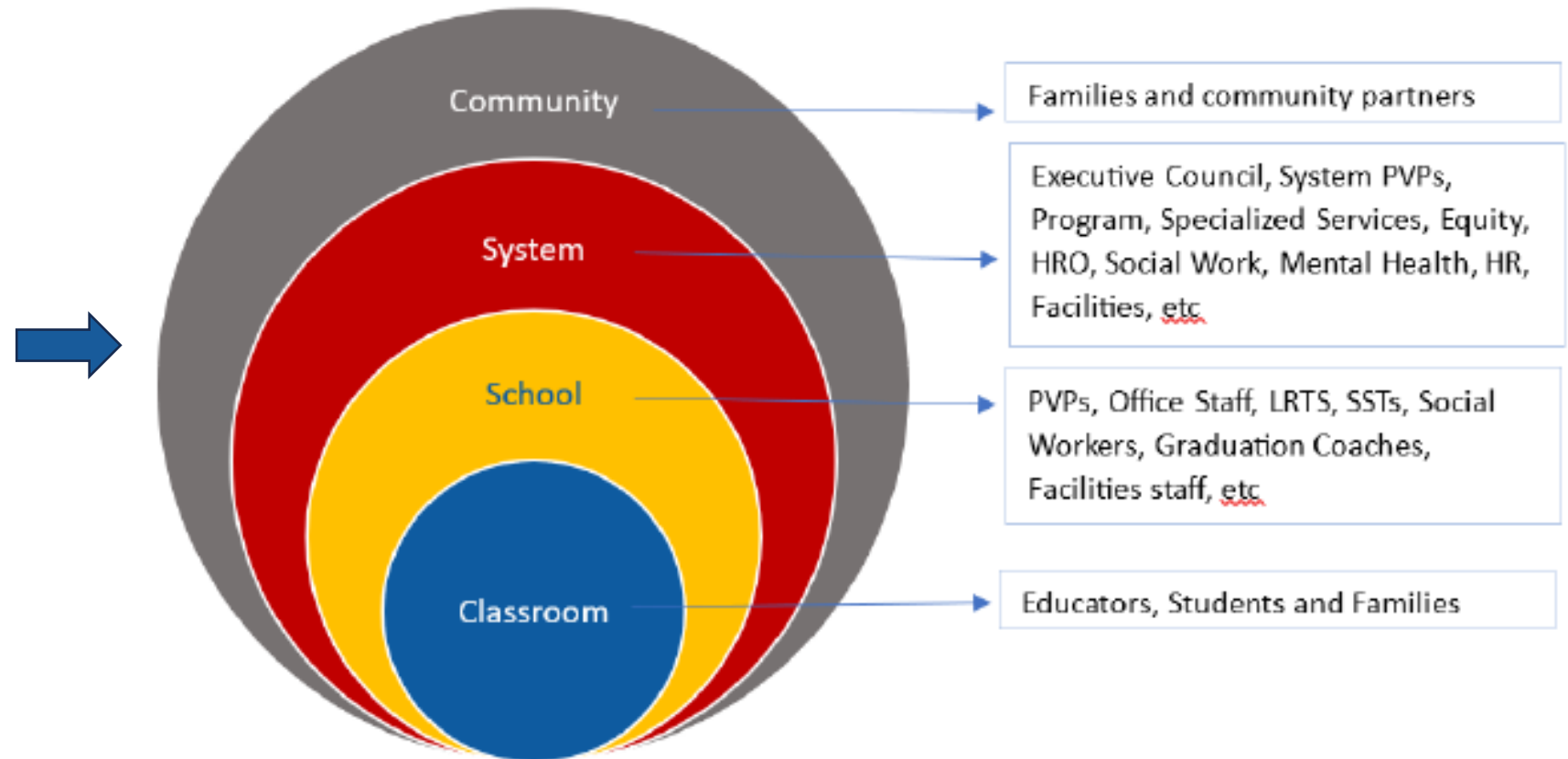
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Indigenous Educational Wellness



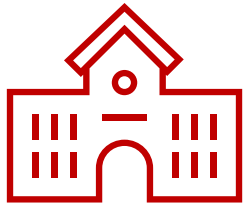
Inclusive Classroom Pedagogies And Learning Environments

- Improving conditions for learning
- Embedding identity-affirming classroom-based teaching and learning strategies

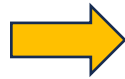


Dismantling Anti-Black Racism

- Building capacity and knowledge to identify, interrupt and address anti-Black racism



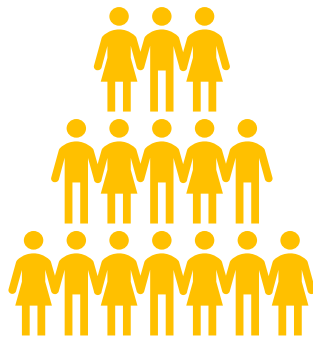
30 schools



Critically Conscious Practitioner Inquiry (CCPI) to lead their own inquiry within the context of identifying and addressing anti-Black racism in their schools.

Anti-racist and anti-oppression learning and work environments

- *Challenging Islamophobia, Anti-Muslim Hate and Anti-Palestinian Racism*
- *Recognizing, Preventing and Responding to Antisemitism*



190+ VPPs

3500+ School-based staff

150+ PASS service staff

380+ Caretaking staff

100+ OCTU staff

A culture of addressing human rights barriers, discrimination, and harassment

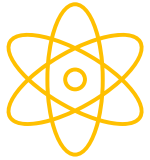


Human Rights
Accountability through
Education, Policy and
Engagement

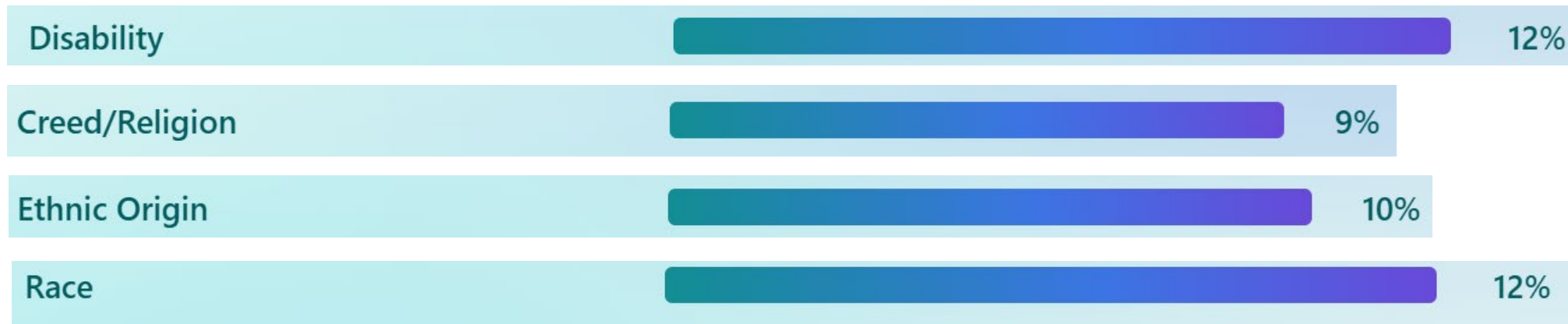


Human Rights and
Hate-Based Incidents
Response Tracking Tool

A culture of addressing human rights barriers, discrimination, and harassment



Human Rights Complaints Resolution



HRO- Human Rights Complaints Data, Most Sited Code Grounds

Employment equity, diversity, and inclusion



53.4% of Staff

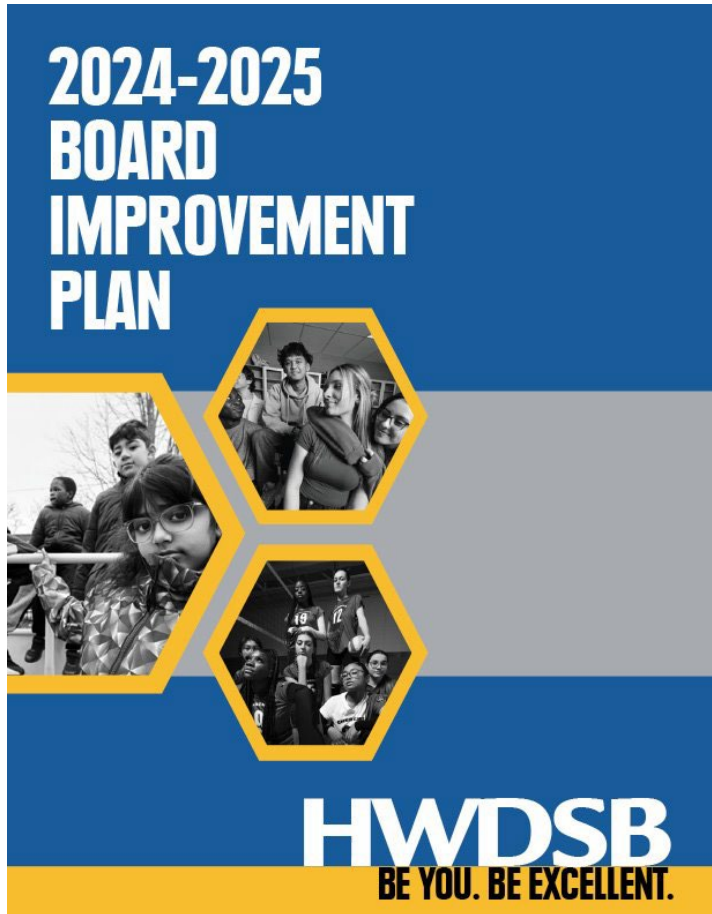
participation = **4,381**
responses

MYSP Progress Report: Literacy, Numeracy, Future Preparedness

March 20, 2025



Board Improvement Plan 2024-2025



- Literacy achievement for every student
- Numeracy achievement for every student
- Preparedness for the future of every student
- Engagement for every student
- Well-being for every student

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 Goals & Indicators



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

MYSP 2023-2026 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 & 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 & 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.



Improved Literacy Achievement for Every Student

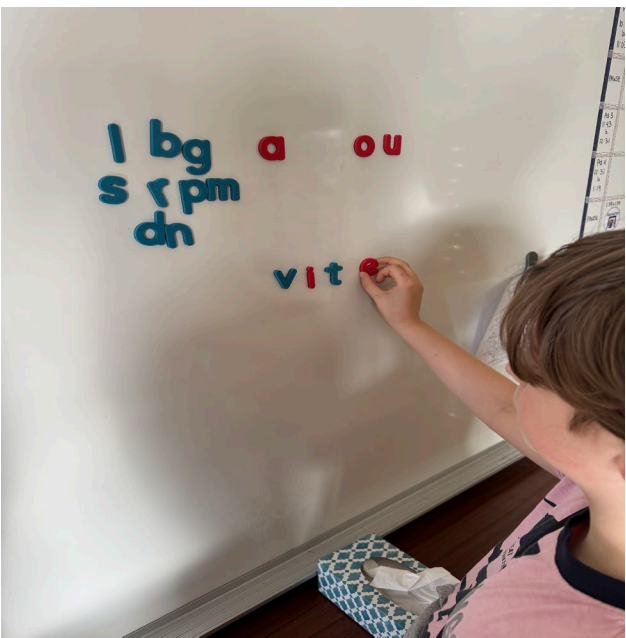
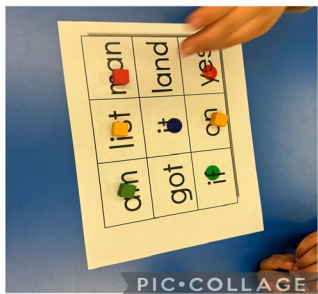
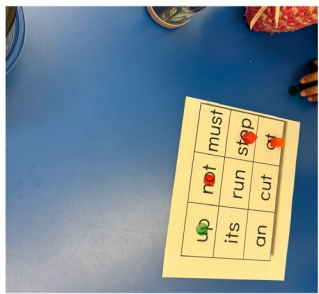
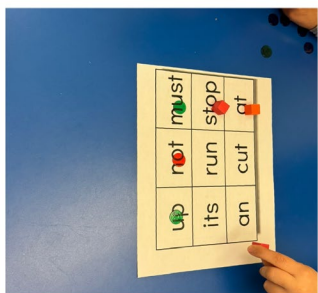
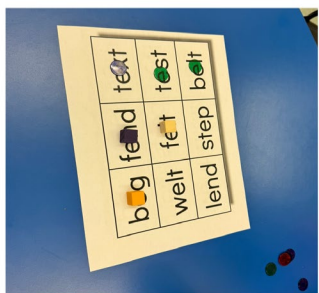
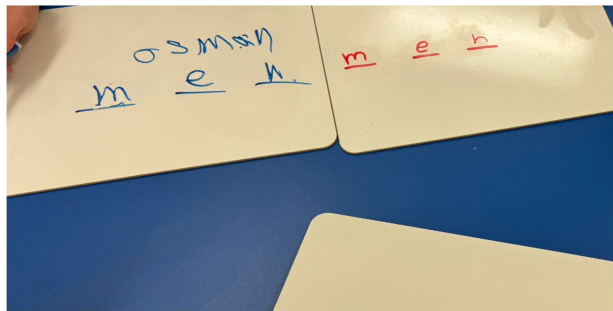
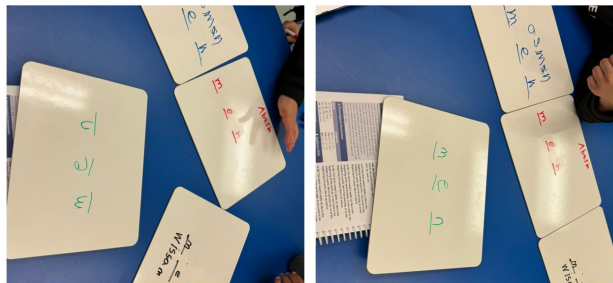
- What have we done
- What have we learned
- What are our next steps

Below: One of our 43 **Reading Specialists** at **HWDSB**, working with students to improve reading for K-2 students.

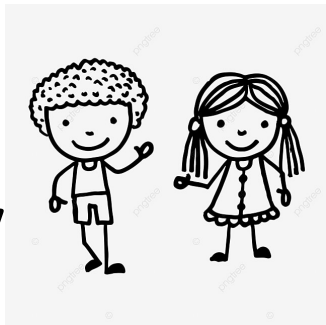


Above: The **Teacher-Librarian** at Riddell started a **Blue Spruce Book Club** for kids listen to books read-aloud on their recess. This is part of the **Forest of Reading program**, a Canada-wide program where kids get to vote on their favourite of 10 titles and ultimately decide the winner. Above, is the first visit, with over 60 kids turning out to listen. Each week a different teacher acts as the 'guest reader'. The program has become so popular, they've moved to the gym!





Phonics Academy




Collaborating with Families

Kindergarten-Grade 2 Early Literacy and Reading Skills A Guide for Families

HWDSB

In Kindergarten to Grade 2, the focus is on building the following skills:

- Phonemic Awareness
- Alphabetic Principle
- Phonics
- Fluency
- Comprehension



Scan this QR code or use the link to learn more about these early literacy and reading skills.

The purpose of this guide is to share ways you can help your child practice these skills at home. The activities provided are designed to be fast and fun, and require little to no materials.

Discover how you can support your child to build these important literacy skills, and grow as a reader, writer, and thinker! To access videos that explain each activity in more detail, use your mobile device to scan the QR codes.

To access the full playlist of videos visit: bit.ly/3NjOMob

Appendix B: Sample Communication to Parents/Guardians on Early Reading Screening Results

Dear Parents/Guardians,

Reading is a foundational skill critical to student success, both in the classroom and beyond. All students in our school in grade are screened for early reading using the Ministry Approved Acadience Early Reading Screening Tool.

The purpose of early reading screening is to:

1. monitor your child's development in early reading skills,
2. identify children who need additional support, and
3. guide classroom instruction.

The skills measured in the Ministry Approved Acadience Early Reading Screening Tool include:

Your child was screened on . Your child's screening results are provided below. The early reading screening benchmarks are set at a level that indicates that a child's skills in this particular area are on track for reading proficiency. The benchmarks are based on researched connections between how children do on these measures and how likely they are to demonstrate reading proficiency in the future. Students whose scores fall below the benchmark will be provided tiered support to help them catch up.

Your child scored on the beginning of your screening.

Results of the screening will also be communicated to you in your child's next report card (Kindergarten Communication of Learning or Elementary Provincial Report Card). It is important to keep in mind that the screening only provides one piece of information about your child's language and literacy skills, and that results of the screening will not be used to determine your child's grades. Instead, it will help identify the support they need to be on track for reading proficiency.

Student Voice

Improved Literacy in secondary schools



*Grade 9 Student
With their Reading Intervention Teacher
in a secondary school.*



Left: Our dynamic HWDSB Team featured here, who attended a literacy conference in January, will themselves be hosting and leading the learning with their counterparts from neighbouring school boards through our very own **Literacy Symposium here at HWDSB** (flyer on the right).

**GROWING READERS
CULTIVATING LEADERS**

Literacy Symposium
hosted by the Hamilton Wentworth DSB

A day for Ontario literacy leaders
to connect, learn and share.

April 11, 2025

RSVP by March 30 [Microsoft Form Link](#)

Hamilton Wentworth DSB
20 Education Court,
Hamilton, ON. L9A 0B9

Keynote
Kim Lockhart

Keynote
Sara General

Improved Numeracy Achievement for Every Student

- What have we done
- What have we learned
- What are our next steps

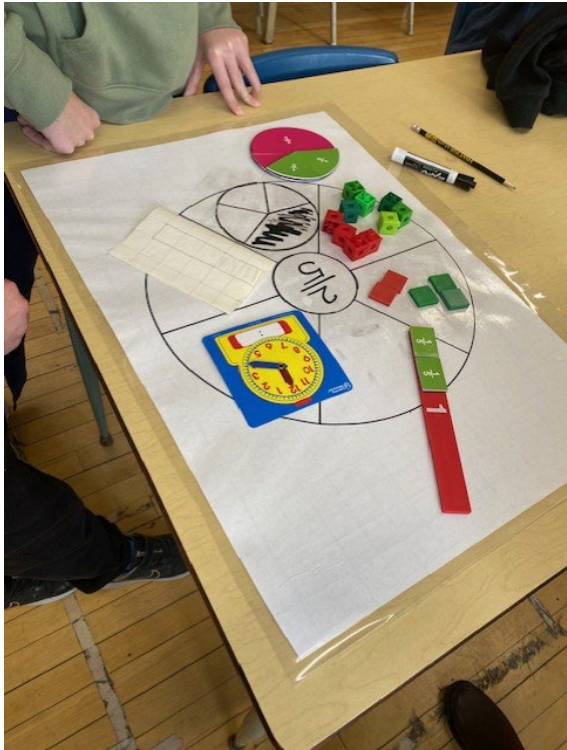
Mathematics – Building Capacity



Professional learning for all non-priority Grade 3 & 6 teachers; Secondary department heads, System leaders, All secondary math teachers



Math Facilitator Learning



| Addition | | | | | | | |
|--------------------|---------------------|------------|-------------------|---------|---|---------------------------------|---|
| Add Facts within 5 | Add facts within 10 | Sums to 10 | Bridge Through 10 | Doubles | Relating to Simpler Addition Expression | Represent and Solve Sum to 50 | Represent and Solve Sum to 100 |
| | | | | | | Represent and Solve Sum to 1000 | General Flexibility. Can you show me 2 ways to solve? |

Focus on math content, high impact instructional practices, and Indigenous education



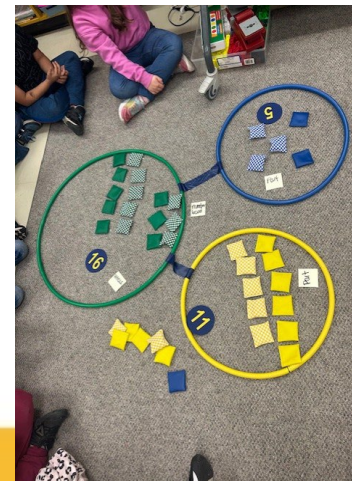
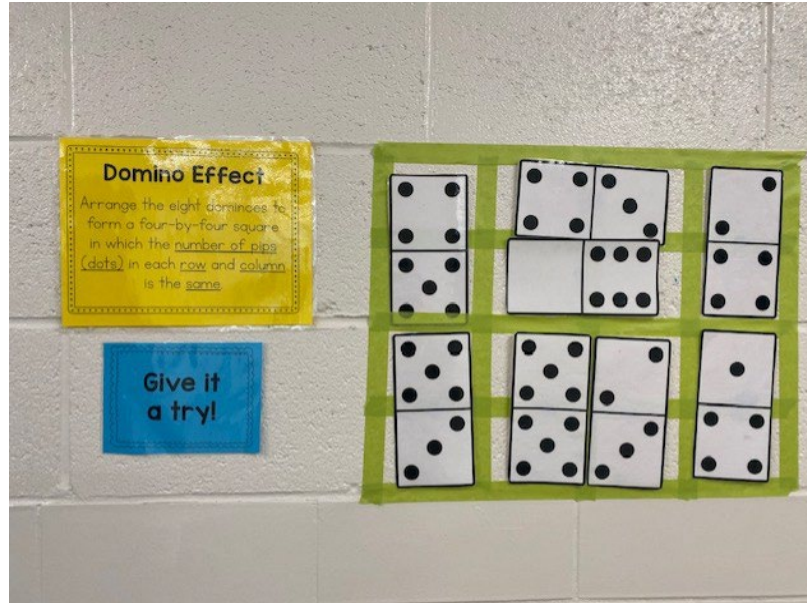
| September-October-November | December-January-February | March-April-May-June |
|---|---|---|
| Grade 3 Math Conversations Tools and Representations | Direct Instruction Deliberate Practice | Problem Solving Tasks & Experiences Teaching About Problem Solving |
| Addition Subtraction | Multiplication Division | Proportional Reasoning |
| Grade 6 Math Conversations Tools and Representations | Direct Instruction Deliberate Practice | Problem Solving Tasks & Experiences Teaching About Problem Solving |
| Multiplication Division | Fractions Decimals | Spatial Sense Data |
| Assessment For Learning | | |
| CRRP, DI, Indigenous Education, UDL | | |

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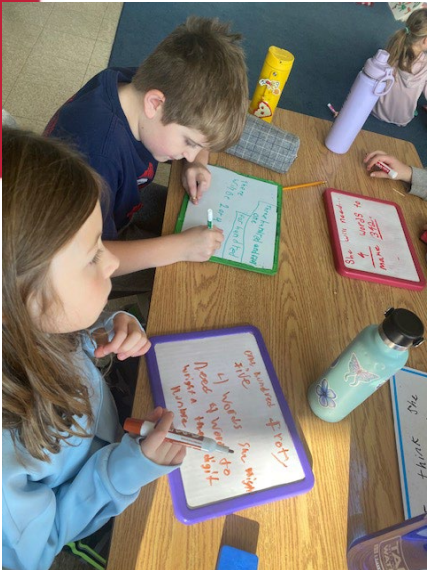
The Math Achievement Action Plan in Schools



Students sharing their thinking, small group instruction, using tools and representations, building school community



Next steps



9:38 📶 📶 97

HAMILTON SPECTATOR Subscribe Now 👤

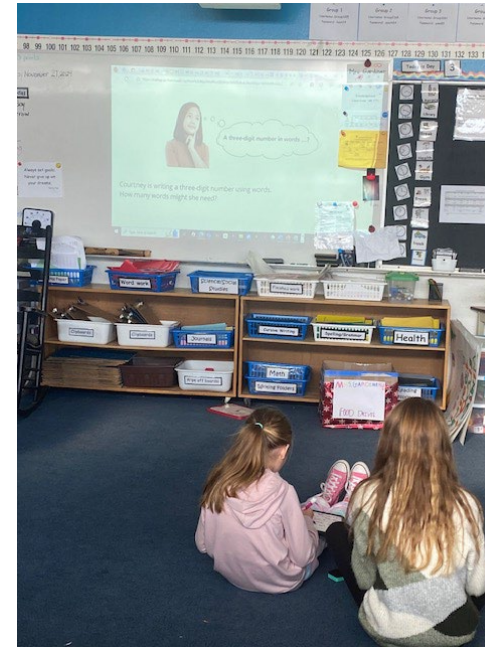
HAMILTON REGION

Some Hamilton schools improved EQAO math scores by more than 30 per cent. How did they do it?

High-priority schools in particular have seen dramatic increases, several increasing by more than 20 per cent.

🕒 Updated 2 hrs ago

Dec. 5, 2024 | ⌚ 5 min read 🔖 🔄 💬



Engaging students, embedding math learning across disciplines, improve high impact instructional practices, continued use of digital resources, school EQAO plans

Two young girls are standing in front of a bulletin board. They are holding up their math projects, which include colorful drawings and equations. The bulletin board behind them has various math-related items pinned to it, including snowflake-like patterns and numbers.

make our equations

At Hess Street Elementary School in downtown Hamilton, a girls' math club is one of a handful of initiatives to help students gain confidence and improve EQAO scores in math. The club is run by Kaitlin Roszell, a math facilitator with the board who makes math fun and interesting with games and

thespec.com



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Improved Future Preparedness for Every Student

- What have we done
- What have we learned
- What are our next steps

Outdoor Learning is one avenue through which we engage students to make connections between what is learned in the classroom with what they experience in life, an example of experiential learning.

In this learning series, students engage in **land-based learning** by designing and creating habitats that support animals native to the land. This activity, developed in partnership with and supported by the Indigenous Education team, honors Indigenous knowledge systems and teachings about environmental stewardship, sustainability, and the interconnectedness of all living beings.



Step 1- Model Lesson

- **Model Outdoor Lessons:** Visit the school and demonstrate an outdoor lesson with each class in their designated space.
- **Gather Educator Feedback:** Survey educators to gather feedback on the professional development session.

Step 2- In-School PD

- **Discuss the Purpose and Benefits of Outdoor Education:** Explore the rationale and advantages of teaching in outdoor settings, focusing on both the "why" and "how."
- **Collaborative Lesson Planning:** Develop a lesson plan together, aligning it with the curriculum and considering the needs of the students
- **Outdoor Lesson Implementation:** Conduct the planned lesson in an outdoor environment.
- **Reflective Practice:** Reflect on the lesson's effectiveness and areas for improvement.
- **Ongoing Planning and Professional Growth:** Continue planning additional lessons, learning collaboratively, identifying next steps, and addressing any barriers.



Step 3- Follow Up

- **Email Educators:** Provide support with resources and outline next steps.
- **Collaborative Lesson:** Return to the school to conduct a lesson together and reflect on the experience.
- **Celebrate Success:** Encourage educators to share their lessons and photos to celebrate achievements.

ELlevate Program

(At Mohawk College - Fennell Campus)



HAMILTON-
WENTWORTH
DISTRICT
SCHOOL
BOARD

**We want to help you earn your Ontario
Secondary School Diploma!**

Are you an English Language Learner looking for a different opportunity to graduate high school?

Are you between the ages of 18 & 21?

Have you accumulated 15 or more credits in Secondary School?

Thinking that a fresh start might be all that you need to achieve your goals?

What is ELlevate?

- Small classes and flexible schedules
- ESL, OLC 40, Various Electives and Credit Recovery
- Potential for Cooperative Education options
- On-site Job Connect and Learning Support
- Opportunity to discover Mohawk College
- Campus Bus tickets (if eligible)

**BE YOU.
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Contact Us:

Jack Staz

 jstaz@hwdsb.on.ca

Imogen Pearson

 lpearson@hwdsb.on.ca

ELlevate is a new pilot designed in response to support students 18 to 21 years old to who are learning English as an additional language while developing a post-secondary plan. This program is hosted at Mohawk College.

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HWDSB WHY ROBOTICS?

PVP

- BOOSTS STUDENT ENGAGEMENT
- ENHANCES LITERACY ACHIEVEMENT
- STRENGTHENS NUMERACY PROFICIENCY
- FOSTERS STUDENT WELL-BEING & BELONGING
- PREPARES STUDENTS WITH SKILLS FOR THE FUTURE

Discussion Starters

- Have you reached out to our feeder school champions?
- Have you considered the sustainability of the program?
- What are the time and space considerations?
- What is student and staff interest like?
- Have you looked at the HWDSB Robotics Hub page?
- Do you have a plan/proposal (1-5 yr)?
- What kind of budget?
- What is the target student group?
- How do you ensure that this is equitable?
- Have you attended or looked at the attending the HWDSB Robotics PD?

Elementary



CLUB

Most Cost Efficient
1 or more staff
1 dedicated iPad per kit
Ideal ratio - 2-3 Student:1 kit

Primary - [Duplo Coding Express](#)
Junior - [Spike Essential Prime](#)
Intermediate - [Spike Prime](#)

Secondary



CLUB

Least Cost
Choice of kit
Have a goal/task

Check Us Out ON THE HUB

Secondary HWDSB CLASSROOM

Robotics activities have strong ties with all STEM curriculum expectations entirely with robotics. Hardware than for a club. You will need sufficient kits for an entire or replace items that will break more often. Robotics is a way to develop interest among your students, though no class will require less time outside of the regular school team.

- Look at your curriculum and see how you might incorporate our course down to a single activity.
 - Repetitive tasks can be automated, models of objects can be
 - Speak with other teachers and see how they have used robot knowledgeable with robotics to come up with ideas.

2. Select your kit
Check which kits are already available at your school for use.
 - LEGO - easiest to build, no tools needed, easy to program and
 - VEX IQ - quick and relatively easy to build, no tools needed, easy
 - ETC - more solid construction, basic tools needed (included in

3. Develop and Share Your Plan
Create a detailed plan for implementing robotics in your classroom
 - Budget: Consider the cost of tools, annual attrition, and potential
 - Space Setup: Arrange for a dedicated space or a rotation schedule
 - Professional Development: Identify opportunities for training and
 Present your plan to your Principal/Vice-Principal to secure the ne

4. Connect with the HWDSB Community Engage with other HWDSB HUB and Teams Channels: Join discussions, share ideas, and add Collaborate and Learn: Tap into the collective knowledge of your

- Additional Tips**
- Start Small: Begin with a pilot program or single event to gauge interest and effectiveness before scaling up.
 - Organization: Organize your kits beforehand and cultivate a culture of keeping them organized.
 - Reflect and Adapt: Regularly assess the impact on students and adjust your approach as needed.
 - Celebrate Success: Share student projects and achievements with the school community to build enthusiasm and support.

If you would like more help and resources, you can visit the [HWDSB HUB Course](#).

- Skills** - No Cost
12x24 Field - \$3000
VEX - \$3000 Fee
\$3000 Competit
Field - Mississ
Cathar
ETC - \$3000 Registration /
\$3000 Competition - 12x12
Field - Bolton & Mississauga
FRC - \$6000 for 2 local
comps. 26x54 field -
McMaster & Waterloo

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Elementary HWDSB WHY ROBOTICS?

- STUDENT ENGAGEMENT
- ENHANCES PROBLEM-SOLVING SKILLS
- FOSTERS COLLABORATION AND TEAMWORK



CLUB

- Find a buddy (or more)
- P/VP Leadership
- Space/Time
- Tools(e.g., kits, PC/Tablets)
- Explore Spike App
- Find Participants



COMPETE!

- Co-coach required
- P/VP Leadership
- Space/Time/Tools(e.g., kits, expansion pack, table)
- Registering your team
- Funding (applying for grants)
- Download FLL team meeting plans
- Spike App competition ready lessons
- 10 Participants



CLASSROOM

- P/VP Leadership
- Explore Lego Lesson plans
- Tools(e.g., type of kit & number)
- Classroom management considerations
- Educational models
- Training
- Funding



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HWDSB's Robotics Plan is in full steam. This series engages elementary and secondary schools in three different ways: club, competition or classroom.

Today, there is a presence of robotics in every one of our 13 secondary schools, and in 95% of our elementary schools.

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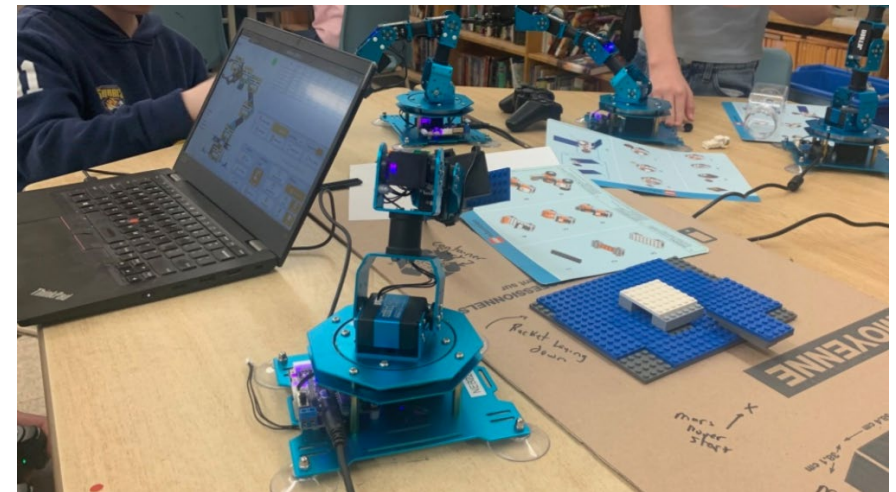
HWDSB launched our inaugural **FIRST LEGO League Qualifying Competition** at McMaster's Innovation Park in December 2024.



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HWDSB Robotics maintains its momentum with schools participating in regional competitions (Waterloo competition as seen in the image on the left) and in the classroom with students making connections with curriculum, such as coding and math (image below).





Proud HWDSB students demonstrate their skills through our HWDSB Skills Competitions for secondary students (image on left) and elementary students (image on right).





HWDSB led another successful **OYAP Level 1 Orientation** evening for students and parents at Mohawk College. Pictured on the left, over 200 people from 7 school boards attended this evening.

OYAP Level 1 Programs Offered in Hamilton

- Automotive Service Technician
- Truck and Coach Technician
- Welding
- Plumbing
- Electrical
- Construction Craft Worker
- General Carpenter (LiUNA)

- **NEW** Industrial Mechanic Millwright
- **NEW** Residential Air Conditioning Systems Mechanic (HVAC)





Teacher's Guide

Know Your Code

- ★ Common and Less Common Spelling Patterns (short vowels, long vowels, complex vowels, consonants, digraphs, complex consonants)
- ★ Comprehension Strategies
- ★ Background Knowledge
- ★ Vocabulary Development
- ★ Fluency Practice
- ★ Working with Words (morphology, syntax, grammar)
- ★ Writing (text types, traits, process)
- ★ Cross-Curricular Connections
- ★ Assessment Tools

SCHOLASTIC

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Some examples of our next steps

Culture of Improvement



Celebrate:

- Credit accumulation
- Pathways support from Guidance
- Grade 11 and 12 Math and Science
- Percentage of students participating in job skills programs
- Implementation of Math Achievement Action Plan.



Monitor:

- Implementation of *Acadience* Reading Universal Screener
- Continued implementation of strategies and action plans including Human Rights and Equity Action Plan, Mental Health and Well-Being Strategy, Indigenous Education Circle Strategic Action Plan
- Implementation of Prior Learning, Assessment Recognition PLAR (Grade 12).



Act on:

- Implementation of NBE English in all secondary schools,
- Continue to address disproportionalities in achievement data (e.g., special education)
- Championing Robotics as a vehicle to teach coding, literacy, communication and problem-solving,
- Refine our reading intervention tool for students as they leave Grade 8 to Grade 9.

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