

# Program Committee

April 22, 2025



# Program Committee Workplan

<b>Program Committee Meeting Date</b>	<b>Program Committee Reports</b>
<b>April 22, 2025</b>	<ul style="list-style-type: none"><li>• Indigenous Education Monitoring Report</li><li>• Nutrition Monitoring Report</li><li>• Ministry Student Achievement Action Plan</li></ul>
<b>May 22, 2025</b>	<ul style="list-style-type: none"><li>• MYSP Monitoring Report, Goal 4, 5</li><li>• Program Strategy and French Immersion Review</li><li>• Suspension and Expulsion Follow Up Re: Phoenix</li></ul>

# Indigenous Education

April 22, 2025

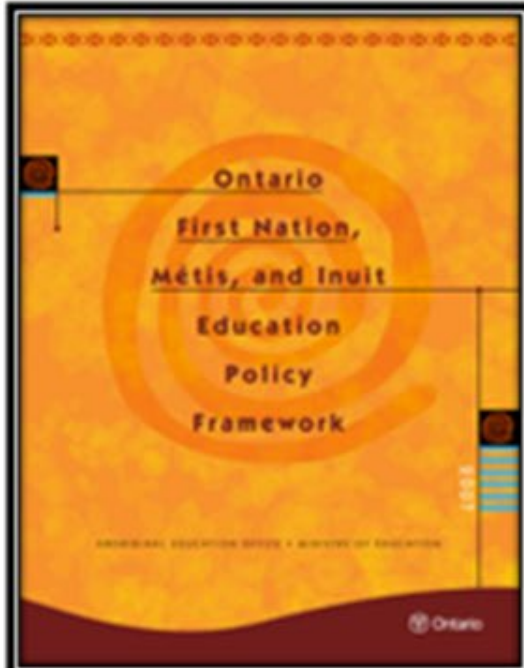
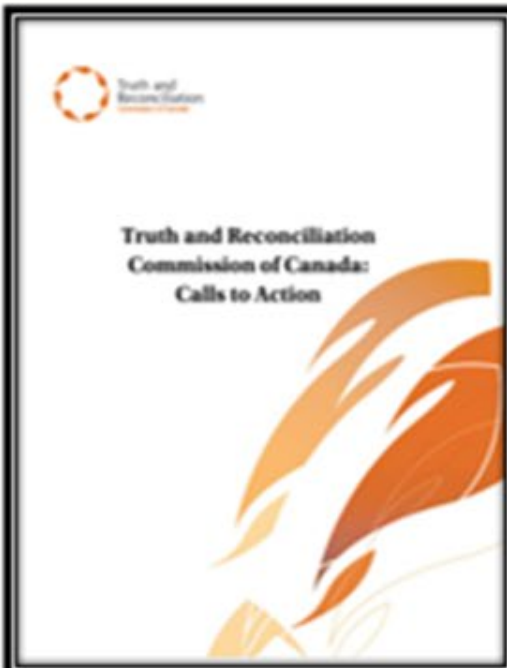
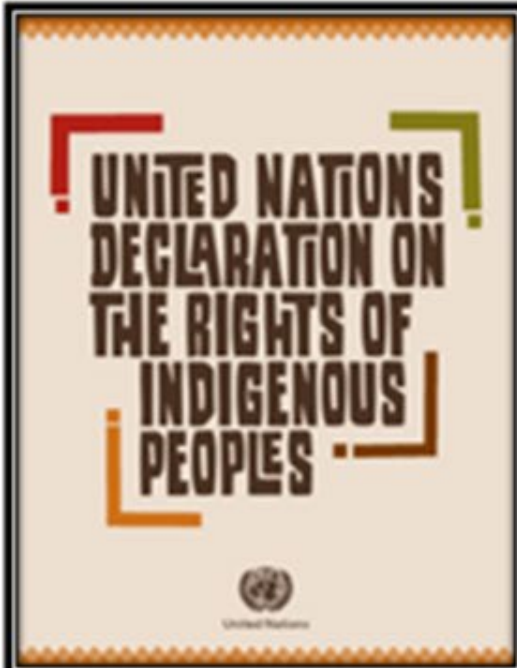


# Indigenous Education Policy



*“In their respective areas of influence, enable every individual in each department to practice **vigilance** in identifying the gaps and areas of Indigenous omission and work **collaboratively** with the Indigenous Education Department on restorative solutions for meaningful inclusion and integration of Indigenous thought, pedagogy, voice, perspective and contributions”*

Indigenous Education Policy, HWDSB, 2024.



- [UNDRIP](#)
- [UNDRIP Action Plan](#)
- [TRC Calls to Action](#)
- [FNMI Policy Framework](#)
- [HWDSB MYPSP](#)
- [Indigenous Education Policy](#)
- [IECSAP](#)
- [Restorative Journey](#)
- [Indigenous Education](#)
- [Sharepoint](#)

### MULTI-YEAR STRATEGIC PLAN

**Goal:** Learning together

**Result:** Every student experiences a sense of belonging and engagement in diverse learning to reach their personal and academic goals.

**How:** Our values of Compassion, Equity, Trust, and Fairness will help work and learn that embrace the unique abilities and needs of all.

Impacts	Impacts
Learning will occur, resulting in the needed skills for understanding, communication, and responsible citizenship, which are necessary to live and thrive in a complex, global world.	Respectfully, with equity and with compassion, each student will experience learning that is relevant, meaningful, and personally meaningful and joyful.
Trust	No

**Design Details:**

- Upholding Human Rights, Equity & 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 every student.
- Collaborating with Students, Families and Communities:** We will build a culture of partnership and participation to enhance active and meaningful engagement for students, families, and communities.
- Building a Sustainable Education System:** We will engage in ongoing, changing work through responsibility of all management, providing expertise in accessible and sustainable facilities, and supporting all stakeholders.
- Restoring Indigenous Educational Wellness and Well-being:** We will restore our commitment to Truth and Reconciliation through the ongoing work and support of understanding, understanding, and healing. We will support Indigenous students, staff, and community members, and will restore our commitment to partnership and participation in our education system.

**Windsor Board of Education Board** | 2021-25 Strategic Plan

### Indigenous Education

**Our commitment and promise in our shared treaty agreement responsibilities:**

In spirit of nation-to-nation and Indigenous treaty relationships, we commit ourselves, as a treaty partner, to a respectful, ethical, and timely responsibility to restore the spirit and intent of these original agreements.

**Our vision for learning within the treaty relationship, the 111 Indigenous treaty territories:**

We recognize our location within the treaty relationship, the 111 Indigenous treaty territories. We truly recognize the responsibility of nations to honor only what is needed and to share what is requested. The agreement means that the land belongs to the nations, it is not shared property. It also means the understanding that peace and benefits from other treaty provisions is a responsibility to care for and maintain "all of the people on the land" (Indigenous treaties, Indigenous Education Wellness, 2021-2025).

The treaty relationship exists as the basis of the foundation upon which we build the relationship, the foundation, the bridge, and the road guiding principles of the spirit, the care of peace, justice, and respect. We also acknowledge the importance of the Treaty Conference and the guiding treaty relationship: Treaty of Peace, Justice, and Respect, Treaty, Treaty, Treaty, and Treaty.

**Windsor Board of Education | The New Road Map**

The treaty agreement represents the foundation, the bridge, and the road guiding principles of the spirit, the care of peace, justice, and respect. We also acknowledge the importance of the Treaty Conference and the guiding treaty relationship: Treaty of Peace, Justice, and Respect, Treaty, Treaty, Treaty, and Treaty.

### Indigenous Education Circle Strategic Action Plan 2021-2025

**What:** We will protect our learners and educators by using peace, flexibility, respect and love as pillars of our practice.

**Purpose:** We will recognize, restore, honor, restore and celebrate Indigenous ways of knowing, being and doing, to foster intergenerational learning and wellness.

**What:** We do this to benefit future generations leading their cultural grounds that displaced many from ancestral territories, disrupted traditional knowledge systems.

**RECALLAGE:** Returning to the tradition of our traditions when they lead to ancient villages based on systems of reciprocity.

**RECLAIM:** We restore intergenerational stories, fear and trusting with our oldest intergenerational traditions as we restore our knowledge, philosophies, cultures, languages, and ways.

**RENEW:** Restore respectful relationships with treaty partners, reaffirming that our shared sites and responsibilities continue.

**RESTORE:** Restore our original intentions to provide guidance and support to every learner to protect Mother Earth and to help the people.

**CELEBRATE:** Celebrate reciprocity, authenticity, and accountability to local First Indigenous communities, by honoring Restorative Indigenous Educational Wellness, while recognizing our role as an Indigenous People and its treaty partners.

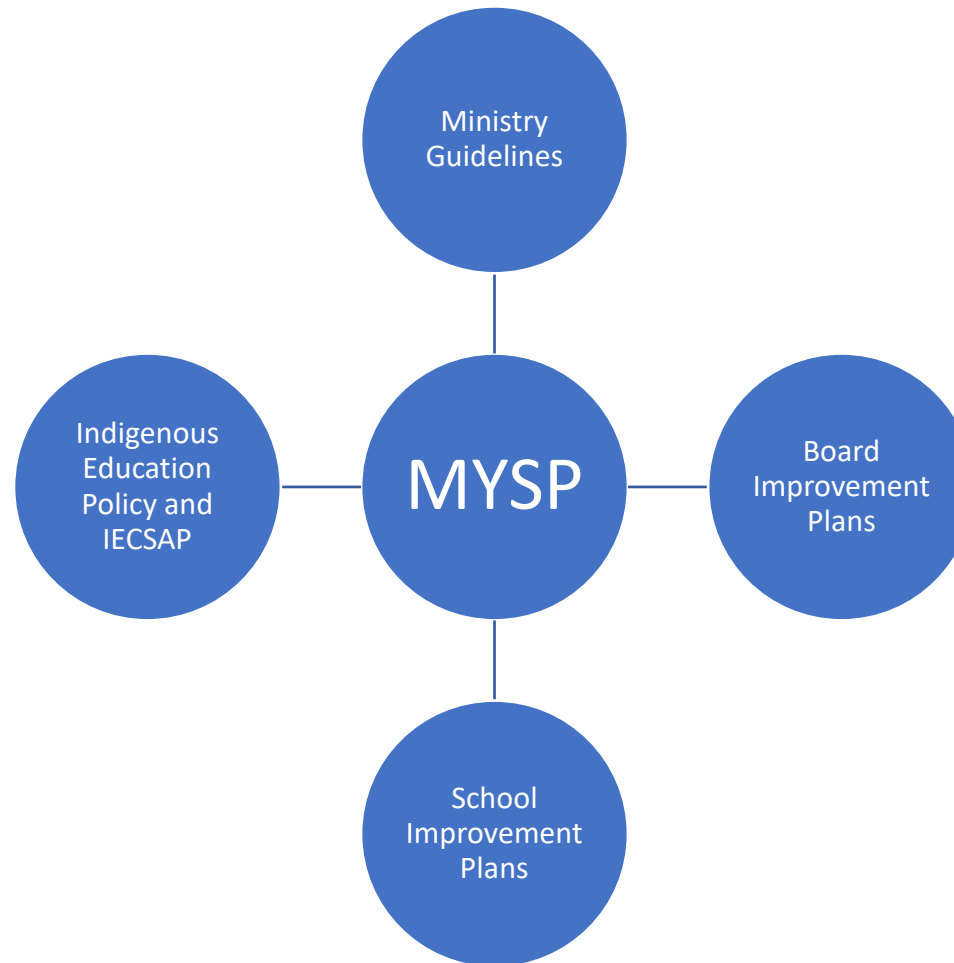
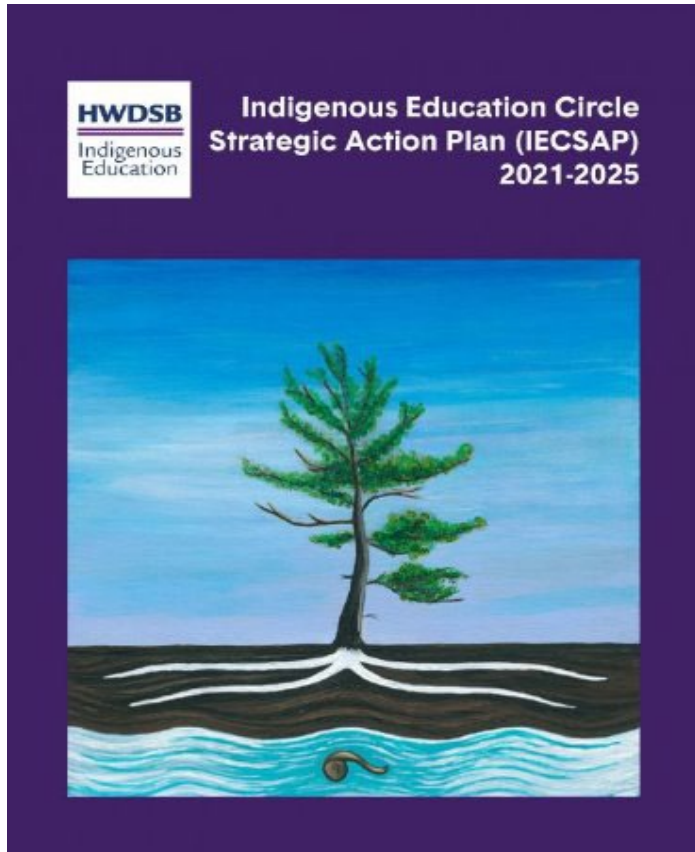
**Learn More:** Visit the full version of this plan and more at [www.boardofeducation.ca/indigenous\\_wellness\\_plan/](#) To report the Indigenous Education Department, please email [IndigenousEducation@hwdsb.on.ca](#)

### Restorative Journey: Indigenous Educational Wellness

**HWDSB Indigenous Education**



# Culture of Improvement: Coherence & Alignment



HWDSB		MYP School Reflection 2024-2025	
School:		School leader(s):	
<p><b>Values: Growing Together</b></p> <p><b>Mission:</b> Every student experiences a sense of belonging and engages in dynamic learning to reach their potential and build their own future.</p> <p><b>Values:</b> Our values of Compassion, Dignity, Trust, and Joy guide our daily work and ensure that we honour the unique identities and needs of all.</p>	<p><b>Board Goals</b></p> <p>Improve literacy achievement for every student Improve numeracy achievement for every student Improve preparedness for the future for every student Increase engagement for every student Improve well-being for every student</p>	<b>BE YOU. BE EXCELLENT.</b>	
Strategic Directions	CELEBRATE	MONITOR	IMPROVE
<p><b>Upholding Human Rights, Safety &amp; Well-Being</b></p> <p>We will support all students and staff to feel safe and secure in our classrooms and school communities.</p>			
<p><b>Providing Equitable Quality Education</b></p> <p>We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.</p>			
<p><b>Collaborating with Students, Families and Communities</b></p> <p>We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.</p>			
<p><b>Building a Sustainable Education System</b></p> <p>We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.</p>			
<p><b>Reinforcing our commitment to Truth and Reconciliation</b></p> <p>We will honour our commitment to Truth and Reconciliation by cultivating respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational learning in a restorative education system.</p>			



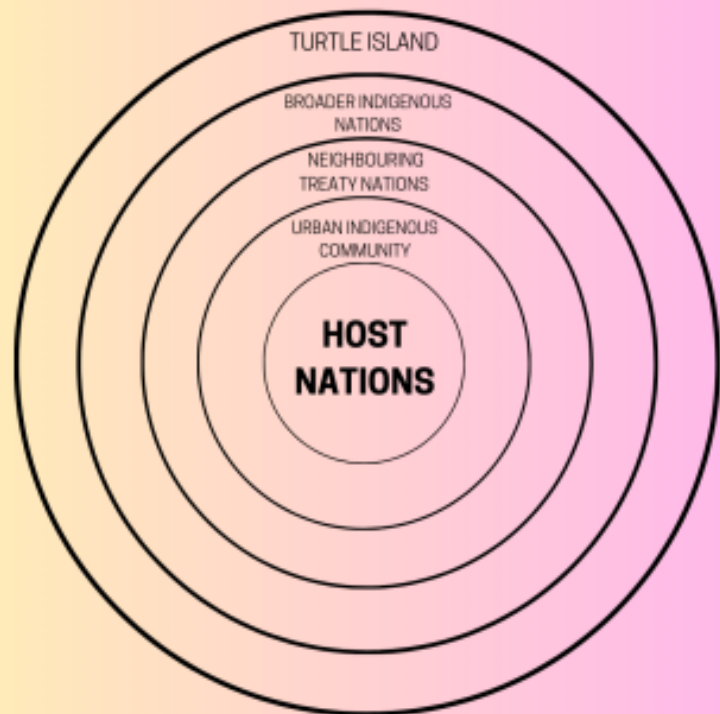
# Culture - Reclaim



**HWDSB**  
BE YOU. BE EXCELLENT.

# Ceremony - Renew

## Local Context Concentric Circles



**HWDSB**  
BE YOU. BE EXCELLENT.

# Governance - Restore



**HWDSB**  
BE YOU. BE EXCELLENT.

# Territory - Celebrate



**HWDSB**  
**BE YOU. BE EXCELLENT.**

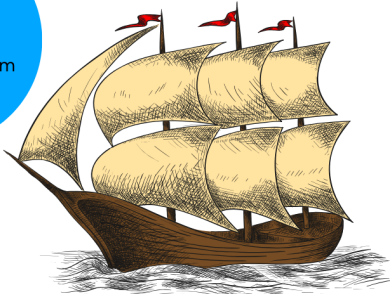
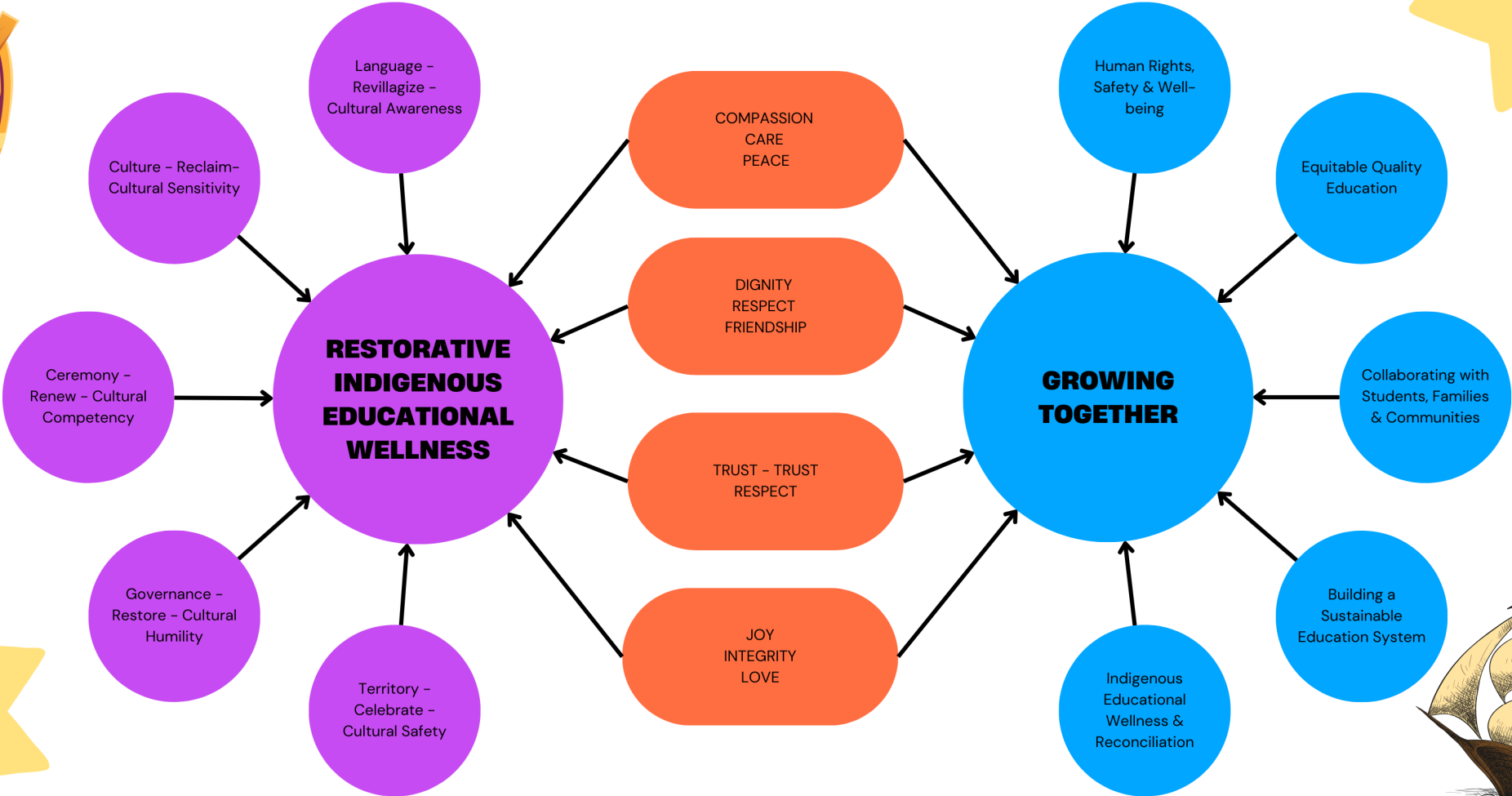
# Broader Historical & Contemporary Context

## *Ongoing Implications for Indigenous Educational Wellness*



**HWDSB**  
BE YOU. BE EXCELLENT.

# LIVING INTO OUR VALUES, ETHICAL STANDARDS & TWO ROW WAMPUM AGREEMENTS



# Student Nutrition

April 22, 2025  
Program Committee



# Background

- Championed by Student Trustees, on June 24, 2024, the Board of Trustees passed the following motion: *HWDSB envision to have nutrition programs in all schools (RESOLUTION #24-107)*.
- This past year, staff have worked on the development of a nutrition strategy to increase the accessibility of SNPs in schools and hired a Student Nutrition Coordinator to further develop and implement a Board-wide Nutrition Strategy.

# Celebrations, Learning and Next Steps

- Federal Announcement
- Student Nutrition Coordinator
  - Community Engagement
  - School Engagement
  - HWDSB Nutrition Strategy
  - Development of a Student Nutrition Toolkit to identify key actions that will support Student Nutrition Programs.

# Student Nutrition Programs in HWDSB Schools

- **79%** reported having a Student Nutrition Program. **Increase of 3 new programs!**
- The types of programs offered varied:
  - 68 schools providing snack programs,
  - 11 offering breakfast programs,
  - 5 having lunch/nutrition break meals,
- **40 schools** indicated that funding did not allow for full program operation in the 2023-2024 academic year. Due to a lack of funds, these schools limited the number of meals/snacks offered, relied on lower-cost food, and reduced portion sizes.
- **39 schools** reported having sufficient funding for their Student Nutrition Program to fully meet the needs of their students.
- Since September, HWDSB schools provided **39 additional nutrition offerings** (snack program, lunch program, etc) per week, compared to the previous year—a total of 1,482 additional program days in the school year.

# Key HWDSB Findings

- Most schools reported having an active Student Nutrition Program.
- Limited funding remains a common barrier and has affected the ability to operate programs at their desired capacity.
- Many schools require logistical and operational support to sustain or expand their nutrition programs (e.g., space, equipment).
- Food sourcing, volunteer recruitment and community partnerships were the most requested forms of support.

# Next Steps

The following actions are being taken to strengthen and support Student Nutrition Programs across HWDSB:

- Food Handling Certification
- Funding and Resources
  - Hamilton Foundation for Student Success (HFSS) will be instrumental in future fundraising endeavors to support nutrition programs across HWDSB.
- Student Nutrition Toolkit

# Ministry Student Achievement Plan

April 22, 2025  
Program Committee



# Ministry Framework

## Goals:

- Improve **literacy**
- Improve **math**
- Prepare for **future success**
- Improve **participation**
- Improve **well-being**

### PURPOSE:

Levelling up achievement outcomes and experiences for every student.

For each priority and indicator, school boards will use board-level data on their student populations to further refine actions.



### PRIORITY:

Achievement of Learning Outcomes in Core Academic Skills



### PRIORITY:

Preparation of Students for Future Success



### PRIORITY:

Student Engagement & Well-being

# Counting What Counts



- Attendance: G codes
- Ministry cohort
- Summer school and Continuing Education
- Static data: OnSIS

# HWDSB



**BE YOU. BE EXCELLENT.**