

Comparison for South Cluster ARC – Where is the best place for Mountain Secondary Program

<u>PROS:</u> <u>Keep Mountain SS Program as a stand alone program</u>	<u>PROS:</u> <u>Move the Mountain SS Program to New School</u>
Little disruption to students that often have difficulty with change	Access to most current technology and resources that a new school would offer
Would give students a fair chance to have leadership roles within their schools (i.e. Student Council, Student Senate, Be part of a school athletic team, etc...) that they might not have in a larger populated school	Opportunity to have certain classes integrated for some students (i.e. Gym Class with other students)
Students would have a feeling of “belonging”, without the typical judgements often found in traditional high schools (i.e. their abilities) More acceptance between students with in the school – staying at their “own” school instead of feeling “isolated” in a section of the school	New school has the potential to create an environment to promote pro-social behaviour with people of differing ability all together (having regular interactions with peers in preparation for “life after school”)
Smaller size of school builds a greater sense of “community” amongst both students and staff (i.e. – all students at Mountain are part of caring adult program) Small population allows for better fulfillment of social/emotional needs of students – Staff know almost all students within the school	Would not have to worry for a while about repair costs or FCI of the building. If enrolment were to drastically decline, utilization of the building could be made up for with use from the rest of the school
When students are “ready” to transition to their new school, they have an opportunity to have a “fresh start” - without the stigma of coming from the “wing” section of the school	Working with greater enrolment (Mountain program + composite program) within the school could make the availability of funds greater and afford a wider variety of programs to be offered.
All students can feel free, accepted and comfortable in the “entire” school building rather than just “their” section of the school	Possibility of a greater “skill pool” to draw from with a larger staff base
Currently seeing Graduation rates and Credit accumulation rates that are higher than the HWDSB average – <u>the strategies we are using currently are very effective</u>	The best practices currently used at Mountain SS can be shared and adopted by other HWDSB programs/ sites
If “stand alone” school was better utilized by including other appropriate programs (e.g. alter ed students currently at Crestwood) then it would provide an opportunity for those students to have a more “traditional HIGH SCHOOL” experience with activities such as eating in a cafeteria, attending school dances, etc... This would be beneficial to the “reintegration” process of alt-ed students into their home school when they are ready	Students could be in a more Diverse and potentially challenging environment with greater opportunity to grow learn and/ or to be challenged

Administration knows each child because the school is small enough for that. This means the people guiding the students and the staff both know the student's academic, emotional, financial and social needs as well as has a feeling for the child's home life.

Administration is very familiar with the overall profile of MID students in general and has a history of advocating for MID students. These students may have no other person to advocate for them.

Small classes sizes with plenty of space – important for ADHD students and students with sensory processing issues.

Small school allow for better school-parent contact. MID students cannot be expected to carry information home to parents. A small, non-threatening environment is best to encourage parent participation and to logistically keep in touch.