



## HWDSB Program Strategy ARC OPTION 2 - November 2011

The programs listed below are the staff recommendations for ARC South based on the Committee's proposal. This is intended as material to inform discussion as the ARC forms its own recommendations.

Close SAM, Sherwood and build a new school south of the LINC. Mountain stays open. \*\*\*(Westmount program moves to Hill Park)

SOUTH CLUSTER SCHOOLS	Existing Programs			Relocated Programs			New Programs Initiated*		
	POC/Specialization	SHSM	Special Education	POC/Specialization	SHSM	Special Education	POC/Specialization	SHSM	Special Education
<b>Barton</b>	Basketball ESL/ELD	Information & Communications Technology SHSM Manufacturing SHSM	Tier 1: Resource Support Tier 2: Comprehensive Support	Basketball (from Sherwood)  Hockey (from Sherwood)	Health & Wellness SHSM: Health Care (from Sherwood)	Tier 3: Specific Support – Developmental (from Sherwood)	Advanced Placement (A.P.) ALPHA program (ELL) French Immersion Soccer	Environment SHSM	Tier 3: Graduated Support
<b>Hill Park</b> <i>(on Westmount site)</i>	Grade 9&10 Arts Smart Musical Theatre	Arts & Culture SHSM Justice & Community Services SHSM	Tier 1: Resource Support Tier 2: Comprehensive Support Tier 3: Extensive Support (Autism)				NYA:WEH and Native Studies Courses  Strings	Health and Wellness SHSM	
<b>Saltfleet</b> <i>For information purposes</i>	Basketball High Performance Sports Rugby	Construction SHSM (Building from Ground Up) Horticulture & Landscaping SHSM	Tier 1: Resource Support					Non-profit SHSM	\ Tier 2: Comprehensive Support
<b>New School</b>				Advanced Placement (A.P.) Basketball Fitness-Wellness Football Soccer	Health & Wellness SHSM: Health, Care and Fitness	Tier 1: Res. Support Tier 2: Comprehensive Support - (from MacNab) Tier 3: Specific Support – Dev. (2 classes – 1 from MacNab and 1 from Sherwood) Tier 3: Extensive Support – Autism (from MacNab)	NYA:WEH and Native Studies Courses Strings	Business SHSM Transportation SHSM	

SOUTH CLUSTER SCHOOLS	Existing Programs			Relocated Programs			New Programs Initiated*		
	POC/Specialization	SHSM	Special Education	POC/Specialization	SHSM	Special Education	POC/Specialization	SHSM	Special Education
<b>Westmount</b> <i>For information purposes</i>  (Moved to Hill Park site)	Advanced Placement (A.P.) Self-Paced Program Social Justice Sport Academy		Tier 1: Resource Support					Health & Wellness SHSM  Non-profit SHSM	Tier 2: Comprehensive Support
<b>Mountain</b>	Cosmetology  Construction	Hospitality and Tourism SHSM: Foods	Tier 1: Resource Support						

\* Some of these new programs can be gradually initiated in the existing schools beginning in Sept. 2012.

Definitions:

POC	Non-Ministry mandated, unique, innovative learning programs in focused areas, designed to engage students who have differing educational interests. The programs have the capacity to develop a broad range of skills and further enhance character development, academic achievement, and leadership development and may include languages, environmental studies, the arts and fitness and wellness. These programs complement subjects/courses consistent with the Ontario Curriculum however, offer specialized learning opportunities that develop skills with greater depth and intensity. Secondary Programs of Choice may contribute to a Ministry approved Specialist High Skills Major when a career-focused pathway offering opportunities in apprenticeship, college, university and workplace exists.
SHSM	A Ministry-approved specialized program that allows grade 11 or 12 students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. SHSM allows students to customize high school to fit their career interests and it assists in their transition after graduation to apprenticeship training, college, university or the workplace. Students receive a special seal on their diploma when they: <ul style="list-style-type: none"> <li>• complete a specific bundle of 8-10 courses in the student's selected field</li> <li>• earn valuable industry certifications including Standard First Aid, CPR, WHMIS training, etc.</li> <li>• gain important knowledge and skills through experiential learning and co-operative education with employers.</li> </ul>
Resource Support Program	Provide academic support to students who are fully integrated into credit classes, such as students with learning disabilities, mild intellectual disabilities, physical difficulties, ASD, gifted, English Language Learners (ELL)
Comprehensive Support Program	Provide targeted class support to students plus integration into other classes as personally appropriate Students in these programs are capable of earning credits given the right support There are many different variations of this support, depending on the nature of student need – such as: students with Mild Intellectual Disabilities or other intellectual needs (ex., ABI) grouped for intensive literacy and numeracy interventions (adolescent non-readers); ELL students requiring language support in the core areas of literacy and numeracy; students identified as gifted/bright/talented and grouped together to work with like-ability peers; First Nations focused courses; students with ASD requiring direct socio-communication training
Graduated Support Program	Provides specific support to students plus some integration in the school and community as appropriate to the individual students' strengths Students are capable of participating in the community and workplace 2 parts program: <ul style="list-style-type: none"> <li>4 year program to solidify functional skills in literacy and numeracy; life skills; independence skills; participate in the school community; integration where appropriate into other programs</li> <li>3 year program – planned transition to the community; focus on skills determined by personalized transition</li> </ul>



students  
learning  
program  
pathway  
skills  
students

	plan; integration into the community through work experience placements; connections to community partners
Specific Support Program	Provides targeted, personalized support in various areas (ex., life skills; communication; personal care; physical support) for students who require more supervised support Collaboration with parents and community partners is essential in order to plan appropriate transition to community support