



HWDSB Program Strategy ARC OPTION 3 - 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 Sherwood, Hill Park, Mountain and build a new school south of the LINC. Mountain moves to MacNab. *** (MacNab and Westmount flip)

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
Barton	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)		Advanced Placement (A.P.) ALPHA program (ELL) French Immersion Soccer	Environment SHSM	Tier 3: Graduated Support
New School				Grade 9 & 10 Arts Smart Musical Theatre	Arts and Culture SHSM Justice & Community Services SHSM	Tier 1: Resource Support Tier 2: Comprehensive Support (from Hill Park) Tier 3: Extensive Support: Autism (from Hill Park)	NYA:WEH and Native Studies Courses Strings	Health and Wellness SHSM	
Saltfleet <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
Sir Allan MacNab (at Westmount Site) Includes Mountain Students	Advanced Placement (A.P.) Basketball Fitness-Wellness Football Soccer	Health & Wellness SHSM: Health, Care and Fitness	Tier 1: Resource Support Tier 2: Comprehensive Support Tier 3: Specific Support – Developmental Tier 3: Extensive Support - Autism	Cosmetology (from Mountain) Construction into existing program from Mountain)	Hospitality & Tourism SHSM: Foods (from Mountain)	Tier 3: Specific Support – Developmental (from Sherwood)		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
Westmount <i>For information purposes (at SAM Site)</i>	Advanced Placement (A.P.) Self-Paced Program Social Justice Sport Academy		Tier 1: Resource Support					Health & Wellness SHSM Non-profit SHSM	Tier 2: Comprehensive Supoprt

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



students
learning
program
pathway
skills
students

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"> • complete a specific bundle of 8-10 courses in the student's selected field • earn valuable industry certifications including Standard First Aid, CPR, WHMIS training, etc. • gain important knowledge and skills through experiential learning and co-operative education with employers.
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"> 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 3 year program – planned transition to the community; focus on skills determined by personalized transition 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