

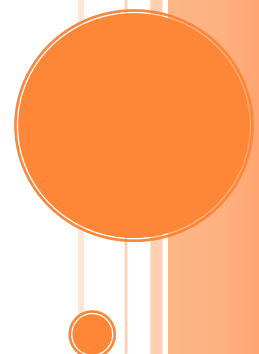
PORT HOPE HIGH SCHOOL REVITALIZATION AND REFRESH

Report

A Report to the Board of Trustees and to the Community on the recent process undertaken to solicit feedback from stakeholder groups about the revitalization and refresh of Port Hope High School.

Kawartha Pine Ridge District School Board

6/1/2019



PORT HOPE HIGH SCHOOL REVITALIZATION AND REFRESH

Kawartha Pine Ridge District School Board seeks to deliver excellent programs and services in all its schools, for all its students, and for the benefit of all the communities we serve.

The Port Hope High School Revitalization and Refresh process was designed to solicit feedback from the Port Hope community to ensure that we continue to deliver the very best educational experience for students.

The purpose of this report is only to report on the input from stakeholder groups and not to analyze any of the suggestions for viability or adoption at the current time. The results of this process will be used in short- and long-range planning for the school by KPRDSB Senior Administration.

THE CONTEXT

Port Hope High School is a small high school of approximately 260 students. It is a great source of pride for the residents of Port Hope. Dr. M.S. Hawkins Senior Public School is the feeder Intermediate school. Beatrice Strong PS, Ganaraska Trail PS, and North Hope Centennial Public School are the feeder schools to Dr. Hawkins.

The school has experienced a decline in enrolment over the past 10 years, but is now in a period where enrolment projections suggest a stable enrolment of about 250 students over time.

The greatest challenge for any small secondary school is to provide a robust program of study, including a variety of elective courses that satisfy the needs of a wide range of student interests. Another challenge in a small secondary school is the variety of extra-curricular activities available, simply because there are fewer adults in the building to oversee these activities. Finally, all of these challenges tend to create a certain narrative in the host community that the school lacks certain key features that young people want from the school they attend.

Over time, KPRDSB has regularly supported Port Hope High School as a small school with additional staffing. In addition to this, the French Immersion program was recently introduced at the school, and the library was transformed into an impressive Learning Commons area.

Most recently, there had been rumours in the community that PHHS was to close. A by-product of this Revitalization and Refresh Process was that those rumours should be dispelled. We are confident that they were.

There is no truth to the rumour that there are plans to close PHHS.

PROCESS DESIGN

This process was designed to elicit as much feedback as possible by as many constituent groups as possible by way of an electronic survey, which was first made available on February 19, 2019, and closed on March 31, 2019.

A copy of the survey is included as Appendix A. It sought feedback on seven key areas of consideration:

1. Community Partnerships
2. Specialized Services
3. Perceptions of the School
4. Availability of Transportation
5. Course Offerings
6. Extracurricular Activities
7. Building/School Grounds

Appendix B provides a summary of all the groups who were invited to respond to the survey.

They included:

1. Students
2. Staff of PHHS
3. Parents
4. Community Members (including alumni of PHHS)
5. The Mayor of Port Hope and Town Council

Two parent/community meetings were held, one in February and one in March, to engage the broader community in a discussion about the Revitalization and Refresh Process. The powerpoint presentation from the March meeting is included as Appendix C. In each of these meetings, tablets with access to the internet were available to allow parents to complete the online survey.

RESULTS

The online survey closed on March 31, 2019 with a total of 546 responses. See Appendix D for more information about the responses.

An analysis of the responses yielded the following themes as the top 5 factors affecting Port Hope High School, according to those surveyed (in order of importance):

1. Programming (63%)
2. Extracurricular Activities (14%)
3. Perception of the School (8%)
4. Funding (8%)
5. Marketing (7%)

Each of these themes will be explored further in the next section of this report.

DECONSTRUCTING THE FIVE THEMES

As a preamble to the analysis of the five themes, it was noteworthy to see many comments focused on how important PHHS is to the Port Hope community in general. A sample of these comments are included below.

"My children are in SK and Grade 2... My husband and I both went to PHHS. I hope it is open for my kids to be able to go to a small community high school rather than an over-populated high school in another town."

"Port Hope High School is critically important to the future of this town."

"I hope that they (my children) too can attend Port Hope High School and have the same experience that I had."

There is no doubt that the entire community of Port Hope values Port Hope High School.

PROGRAMMING

As identified in the introduction to this report, a challenge of any small secondary school is providing a variety of programming options to appeal to a wide range of student interests. It is important to note in this section that every student at Port Hope High School has access to a wide range of programming sufficient to earn the Ontario Secondary School Diploma, whether it be by direct classroom instruction or by e-learning, and in 2019-2020, videoconferencing. Notwithstanding this reality, there is still a sentiment that some programming is not available in the mode of delivery (i.e. direct classroom instruction) that most students prefer.

Many suggestions were also made to consider different types of specialized programming that might appeal to more students. Most prominently, specialized focus programming was suggested in areas such as:

- the arts, especially an Integrated Arts program similar to TASSS;
- computer animation and gaming;
- agri-science and environmental sustainability, in partnership with post-secondary institutions;
- STEM; and,
- Social-justice focused programs.

"Add programs in areas such as computer animation or gaming design that will attract today's young people. There is a huge demand for workers in these fields, and they are areas which kids know and love. Consider an Integrated Arts program such as that offered at TASS - targeted at the south half of the board's jurisdiction. The Port Hope and Cobourg communities are full of artists, writers and culture fans who would love to send their kids to an Arts-oriented school."

Other suggestions included relocating the IB program and the French Immersion program to PHHS from Cobourg Collegiate Institute.

EXTRACURRICULAR ACTIVITIES

Notwithstanding the breadth of extracurricular activities already available at the school (see Appendix E), these were cited as an important area of consideration for future planning.

A majority of the suggestions revolved around sports and clubs.

"Integrate Hawkins and PHHS on a more frequent basis. Shop, cooking, activity days, sports teams, etc. Spartan Race is a good start, but need more. Could have community coaches or teachers who are specialists and improve PHHS athletics. Focus on one sport, eg. basketball and make PHHS a destination for hoops."

These responses typically cited intense competition at neighbouring high schools for students most interested in this category of school experience.

PERCEPTION OF THE SCHOOL

There were many comments about somewhat negative perceptions of the school among community members that created a certain narrative about the school. Other comments on perception were focused on certain programs and how they have come to be associated with the school (e.g., "PHHS has a strong reputation as a school with great trade programs...") at the expense of perhaps a more well-rounded educational experience.

Another important layer of perceptual consideration is related to students in Grades 7 and 8 from KPRDSB and other feeder schools. Some of this is related to the marketing factor, discussed later in this report.

"The school needs a massive image makeover. The misconceptions are rampant in the community and the rumours are not only ridiculous but many of them not only do not apply to PHHS but actually are true at (some of the other high schools in the area)."

Many suggestions were offered to combat this perception including adding additional programming, a school name change, outreach to grade 7 and 8 students and parents, and marketing.

FUNDING

In this theme, it was acknowledged that the need for additional funding to consider additional staff, improvements to the school building and the grounds, programming, marketing, transportation, and extracurricular activities is a challenge. School boards face continuous challenges in general when balancing individual school needs with systemic concerns. As funding challenges continue, enhancements requiring additional funding will need to be considered within the greater system perspective.

"There may need to be funding at a deficit for a few years in order to have the resources to rebuild the school, and entice people to

It is acknowledged that funding challenges are a significant factor for all small schools.

MARKETING

Related to the theme of perception, marketing was seen as a significant area for potential improvement. There were many comments and suggestions related to "getting the word out" about the great things happening at Port Hope High School.

"The school board needs to put significant effort into advertising, marketing, and changing the image and perception that PHHS has."

"Have former students talk about their experiences at the school."

There were also suggestions for a rebranding, including a name change.

NEXT STEPS

The input provided in this Revitalization and Refresh Process will be shared with Trustees and Senior Administration to assist in short-term and long-term planning for Port Hope High School. As mentioned earlier in this report, all local considerations are also balanced with system-wide factors and conditions.

We thank all involved in providing feedback to this process. Every submission was read and will be considered in the next phase of planning.

OUR CONTINUED COMMITMENT

Port Hope is a caring and vibrant community. KPRDSB will continue to strive to provide the best educational experience for the youth of Port Hope, and all its communities throughout the regions we serve.

Appendix A

Questions: *Online Survey Monkey and Focus Groups*

1) In your view what are the changes needed in the following areas over the next 3-5 years to revitalize the school?

Use the scale in each question to indicate the importance to revitalization of the school for the following items:

a) The building and school grounds

Critically Important	Very Important	Somewhat Important	Not Important
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b) Extra-curricular opportunities

Critically Important	Very Important	Somewhat Important	Not Important
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c) Courses/programmes

Critically Important	Very Important	Somewhat Important	Not Important
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d) Perceptions of the school

Critically Important	Very Important	Somewhat Important	Not Important
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e) Transportation

Critically Important	Very Important	Somewhat Important	Not Important
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f) Specialized services (e.g., For underrepresented populations, Accessibility, Resources, Counselling, and others)

Critically Important	Very Important	Somewhat Important	Not Important
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Please comment:

2) How important are community partnerships to revitalizing our school?

Critically Important	Very Important	Somewhat Important	Not Important
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Please comment:

3) What barriers do you see affecting opportunities for improved enrollment at the school?

Please comment:

4) What are the advantages/disadvantages to any proposed ideas you have for the school?

Please comment:

Appendix B

Stakeholder Group and Method for Feedback	Date/Time/Location	Advertising/Marketing/Comment
1) Mayor & Town Council: Google survey Email invitation	Week of Feb 04/19 <u>COMPLETED</u>	Contact Mayor's admin assistant for distribution to Port Hope city Counsellors
2) Students: Google survey 9s-12s >>> 7s/8s >>>	Week of Feb 04/19, computer lab and/or library, <u>COMPLETED</u> Week of Feb 11/19, computer lab and/or library <u>COMPLETED</u>	Advertising will occur internally and implemented by our SST team and classroom teachers in 7s/8s and 9s-12s
3) Community: Google survey + paper and pencil survey + Open forum	Tue, February 19/19 @ 5:30 during regional council meeting, library <u>COMPLETED</u>	Externally - Judy Malfara – Post on KPR website Internally – Post invitation to PHHS website - Post invitation to Edsby - Conducted at next regional council mtg, Twitter Google link - Karen
4) Teachers/Staff: Google survey	Mon, March 4/19, Staff meeting, library <u>COMPLETED</u>	Conducted at next staff meeting, email link
5a) Parent Council: Google survey + Open forum	Mon, March 18/19 @ 5:30 – 6:30, Library <u>COMPLETED</u>	Conducted by sending invitation to Parent Council chair who forwards it to the community as a whole
5a) Community Forum: Google survey + Open forum	Wed , March 20/19 @ 6:30 – 8:30, Main Gym <u>COMPLETED</u>	Conducted by sending invitation through numerous advertising channels
6) Parent/Teacher night: Paper & Pencil survey. Surveys distributed to parents, completed before leaving OR online survey	Wed, March 27/19 @ 6:00 pm, Main gym <u>COMPLETED</u>	Conducted during parent/teacher night at PHHS Advertised to parents through Synervoice and on school website + flyer sent home with progress reports
7) Associate schools and their Parent Councils: Google survey	Week of Feb 04/19 <u>COMPLETED</u>	Invite, through Associate School principals, staff, community and respective parent councils to provide input using the survey

Port Hope High School Revitalization and Refresh

Community Input Session

March 20, 2019



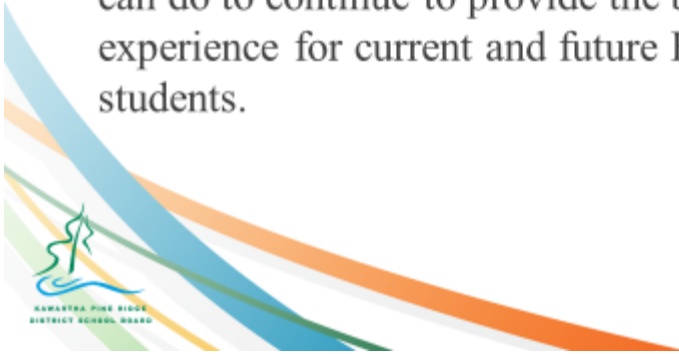
Agenda

1. Slide Presentation
2. Questions and Comments
3. An opportunity to fill out the survey
4. Post-session opportunity to ask questions



Background

The PHHS Revitalization and Refresh process is designed to elicit feedback from the community on the provision of programs and services at the school, and determine what we can do to continue to provide the best possible experience for current and future PHHS students.



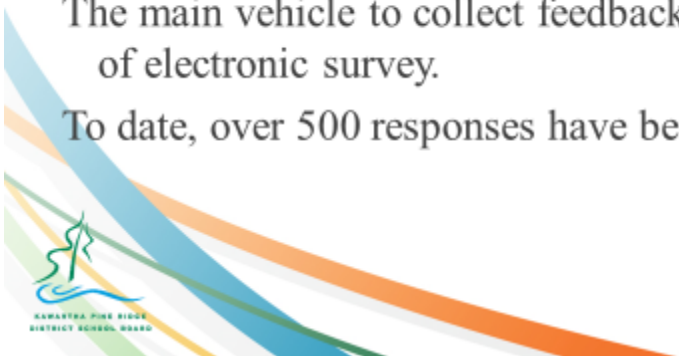
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Background

The PHHS Revitalization and Refresh began in February of 2019, and involves interactions with parents, students, teachers, Port Hope Town Council, and community members.

The main vehicle to collect feedback is by way of electronic survey.

To date, over 500 responses have been received.



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February 19, 2019 Meeting

At the February 19 meeting, we reviewed that some internet postings indicated that PHHS was to be closed were incorrect. There are no plans to close PHHS.

Questions and suggestions were also brought forward, as well as a request for another meeting.



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FACT:

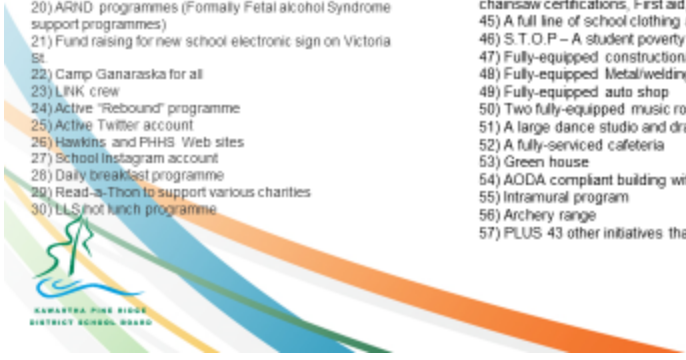
There are no plans
to close Port Hope
High School.



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Current Features (Cont'd)

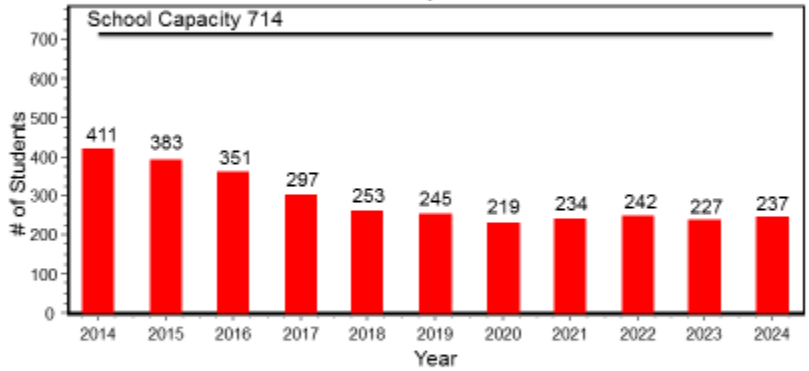
- 10) Float in past and upcoming Santa Claus parades
- 11) Europe trips (e.g., Virry Ridge, Italy, this year – Greece)
- 12) Community Partner Organizations (e.g., Rotary Club, Ganaraska Day Care, JBSC, Therapy dogs - PAWS)
- 13) Annual ski trip to Vermont
- 14) Quebec trip (7s – 8s) for all students and, St. Donat for FI students
- 15) Annual Terry Fox run, Food Drives to support local agencies.
- 16) Semi-Formal and Formal at Dalewood
- 17) Tape-A-Teacher Fundraiser for Rotary Interact club – Previous years. Car washes and other activities, "Socktober".
- 18) Dedicated FNMI focus (e.g., Native studies courses run annually, guest speakers, drumming circles, Inukshuks for Kenya fundraiser)
- 19) School Reach Academic Teams (Hawkins and PHHS)
- 20) ARND programmes (Formerly Fetal alcohol Syndrome support programmes)
- 21) Fund raising for new school electronic sign on Victoria St.
- 22) Camp Ganaraska for all
- 23) LNK crew
- 24) Active "Rebound" programme
- 25) Active Twitter account
- 26) Hawkins and PHHS Web sites
- 27) School Instagram account
- 28) Daily breakfast programme
- 29) Read-a-Thon to support various charities
- 30) LLS hot lunch programme
- 31) Gift Card Fundraiser
- 32) Connecting to Associate school – Ganaraska drama presentation
- 33) Promotional transition video (Link: https://hawkins.kprdsb.ca/Student%20Life/New_students)
- 34) PHHS promotional video 7-12 (<https://www.youtube.com/watch?v=qzW-YFyXO7U>)
- 35) Mental health Fair
- 36) SHSM, Dual credits, OYAP
- 37) A large and active student council
- 38) A new promotional pamphlet
- 39) Annual Christmas Craft Show (i.e., November 17th)
- 40) Active SBC and SRC school services and support
- 41) 30 hour famine event
- 42) S.T.E.A.M. (e.g., Euclid, Envirothon, Robotics) events
- 43) Active GSA
- 44) Certification courses (e.g., Working at heights, Food handling, chainsaw certifications, First aid, CPR, and others)
- 45) A full line of school clothing and fashion wear
- 46) S.T.O.P – A student poverty intervention group
- 47) Fully-equipped construction/wood working shop
- 48) Fully-equipped Metal/welding shop
- 49) Fully-equipped auto shop
- 50) Two fully-equipped music rooms
- 51) A large dance studio and drama room
- 52) A fully-serviced cafeteria
- 53) Green house
- 54) AODA compliant building with elevator
- 55) Intramural program
- 56) Archery range
- 57) PLUS 43 other initiatives that won't fit on this page



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Enrolment - Historical and Projected

**Total Enrolment Patterns 2014 - 2024
Port Hope HS**



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Enrolment - Historical and Projected

Projection of Total Enrolment: All Programs

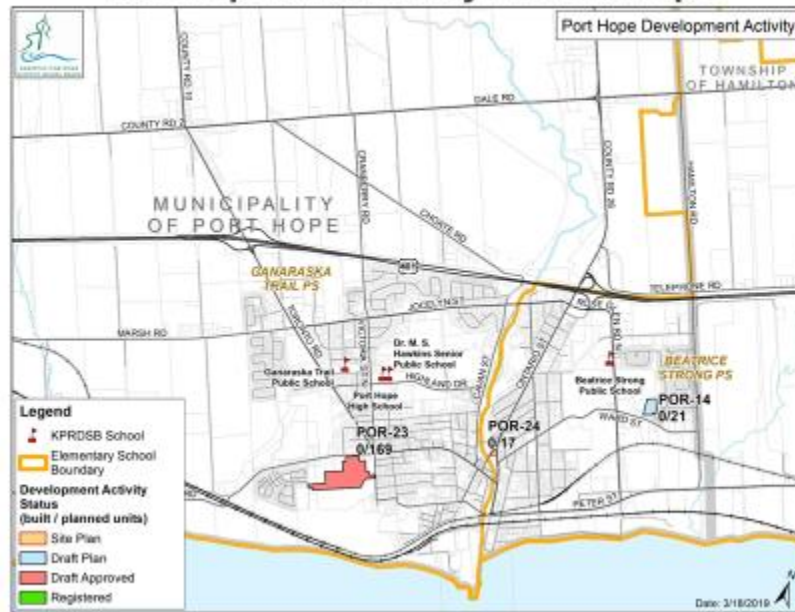
Year	Grades				Total
	9	10	11	12	
2014	71	89	102	139	411
2015	75	81	99	128	383
2016	71	74	83	123	351
2017	49	71	73	104	297
2018	50	48	69	86	253
2019	64	49	48	84	245
2020	46	63	49	61	219
2021	61	46	63	64	234
2022	57	81	46	78	242
2023	52	56	61	58	227
2024	55	51	56	75	237
2025	58	53	51	71	231
2026	49	56	53	67	225
2027	57	48	56	69	230
2028	45	55	49	70	219
2029	53	44	55	61	213



Includes all programs at PHHS

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Development Activity in Port Hope



Students Attending CCI from Port Hope Catchment

49 students from the Port Hope HS catchment attend Cobourg CI.

- 31 are in Board Programs - French Immersion Grades 11 or 12, and/or in the International Baccalaureate Program (Gr.9-12) and eligible for bussing
- 5 Students are in a specialized education program and eligible for bussing
- 13 Regular Program students not typically eligible for bussing



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Capture Rate within PHHS Catchment for all Schools

Capture Rate by Grade
Year: 2018/2019

Age	#	Grade	In Regular Program			In Board Programs			Accounted in KPROSE	Not Accounted in KPROSE								
			At PHHS, or family school	Attending other KPR Schools	Subtotal	At PHHS, or family school	Attending other KPR Schools	Subtotal										
12	125	7	60	48%	3	2%	83	50%	25	20%	1	1%	26	21%	89	71%	36	29%
13	160	8	91	57%	1	1%	92	58%	16	10%	0	0%	16	10%	108	68%	52	33%
14	155	9	48	31%	7	5%	55	35%	1	1%	12	8%	13	8%	68	44%	87	56%
15	140	10	45	32%	4	3%	49	35%	2	1%	13	9%	15	11%	64	46%	76	54%
16	170	11	67	39%	5	3%	72	42%	0	0%	8	5%	8	5%	80	47%	90	53%
17	150	12	84	56%	4	3%	88	59%	0	0%	12	8%	12	8%	100	67%	50	33%

*Secondary Enrolments include some pupils older than 17, but the Population includes only children up to the age of 17.



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Other considerations

- Boundary/Catchment Area Changes
- Programming changes eg. IB



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Reasons for not choosing PHHS

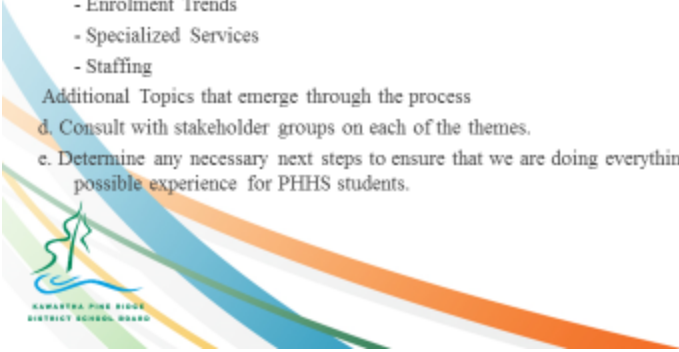
- Friends are going elsewhere.
- Specialized Programming eg. IB
- Regular Programming (more variety)
- Extra-curricular (eg. Sports)
- Choosing another education system.



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Areas of Focus for the Refresh

- a. Gather past reviews and collate the information.
- b. Document current supports/enhancements in place at PHHS.
- c. Determine themes for consultation, including but not limited to:
 - Programming for all students
 - Extra-curricular opportunities
 - Community Partnerships
 - Building and Property
 - Funding
 - Transportation
 - Enrolment Trends
 - Specialized Services
 - Staffing
- Additional Topics that emerge through the process
- d. Consult with stakeholder groups on each of the themes.
- e. Determine any necessary next steps to ensure that we are doing everything we can to provide the best possible experience for PHHS students.



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Online Survey and Timelines

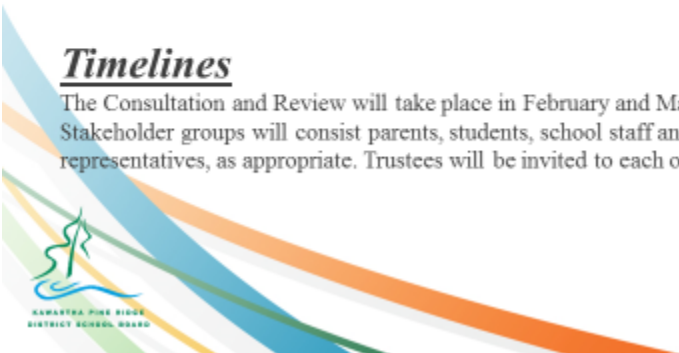
URL for Online Survey:

<https://goo.gl/forms/RW8UToAEhEbHdyVA2>

This link can be emailed to you. Please feel free to forward it to anyone interested in providing feedback.

Timelines

The Consultation and Review will take place in February and March of 2019. Stakeholder groups will consist parents, students, school staff and community representatives, as appropriate. Trustees will be invited to each of the meetings.



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Focus Groups

Stakeholder Group and Method for Feedback	Date/Time/Location	Advertising/Marketing/Comment
1) Mayor & Town Council: Google survey Email invitation	Week of Feb 04/19 COMPLETED	Contact Mayor's admin assistant for distribution to Fort Hope city Councillees
2) Students: Google survey 9a-12a >>> 7a/8a >>>	Week of Feb 04/19, computer lab and/or library, COMPLETED Week of Feb 11/19, computer lab and/or library COMPLETED	Advertising will occur internally and implemented by our SST team and classroom teachers in 7a/8a and 9a-12a
3) Community: Google survey + paper and pencil survey + Open forum	Tue, February 18/19 @ 5:30 during regional council meeting, library COMPLETED	Externally - Judy Malina - Post on KPR website Internally - Post invitation to PHSIS website - Post invitation to Edsby - Conducted at next regional council mtg, Twitter Google link - Karen
4) Teachers/Staff: Google survey	Mon, March 4/19, Staff meeting, library COMPLETED	Conducted at next staff meeting, email link
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6) Parent/Teacher night: Paper & Pencil survey. Surveys distributed to parents, completed before leaving OR online survey	Wed, March 27/19 @ 6:00 pm, Main gya	Conducted during parent teacher night at PHSIS Advised to parents through Synovoice and on school website + flyer sent home with progress reports
7) Associate schools and their Parent Councils: Google survey	Week of Feb 04/19 COMPLETED	Invite, through Associate School principals, staff, community and respective parent councils to provide input using the survey

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Questions and Comments

We would like everyone to have the opportunity to speak once before moving on to a second round of questions/comments.

We will also be available after the public session to speak one on one with anyone who would like that opportunity.

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Please fill out the survey by March 31

URL for Online Survey:

<https://goo.gl/forms/RW8UToAEhEbHdyVA2>

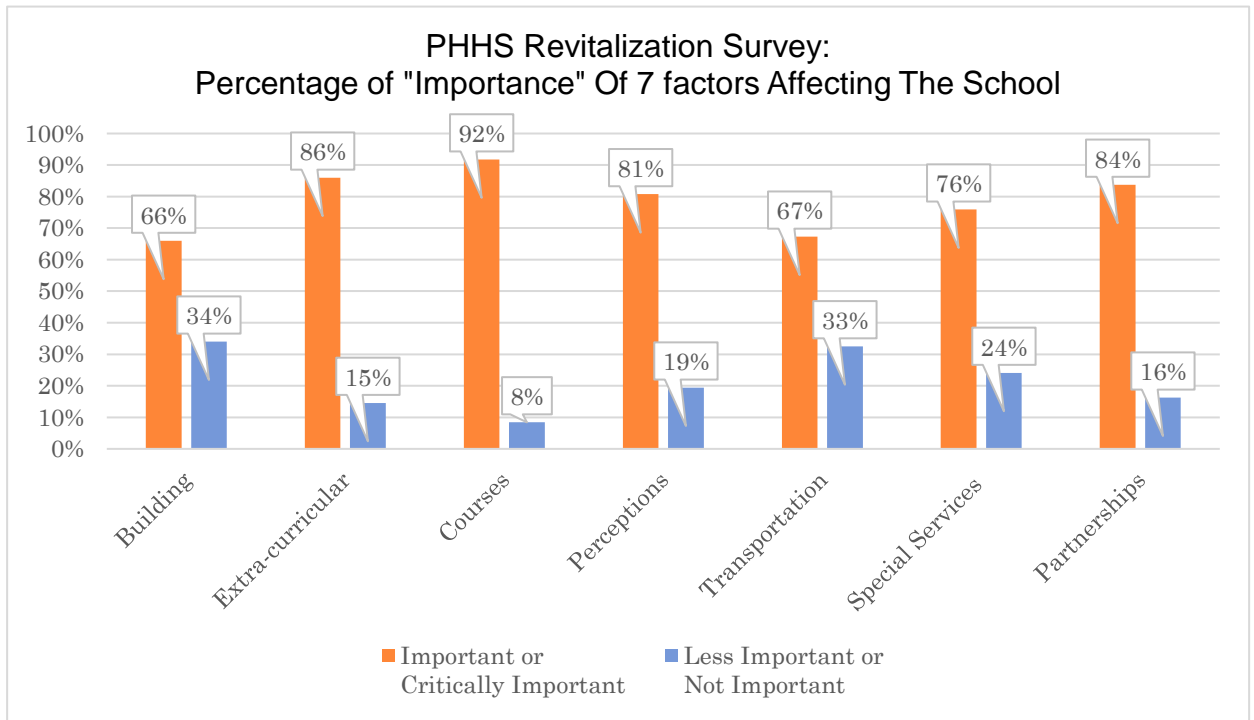
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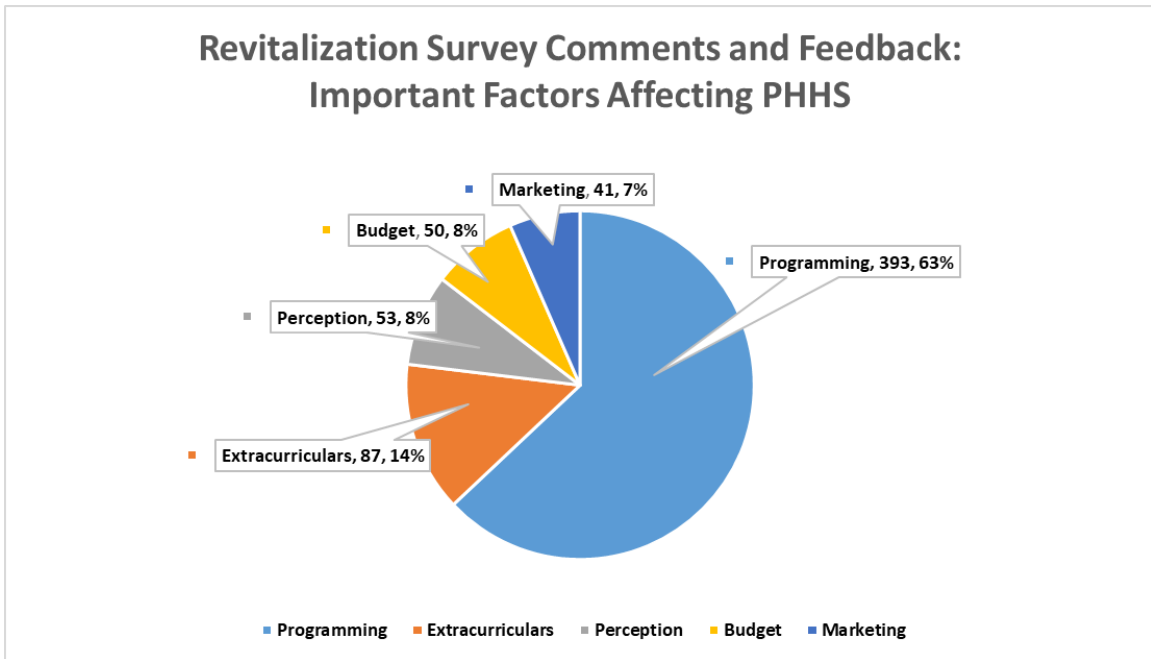
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Appendix D1

Code	Building	Extra-curricular	Courses	Perceptions	Transportation	Special Services	Partnerships
Important or Critically Important	66%	86%	92%	81%	67%	76%	84%
Less Important or Not Important	34%	15%	8%	19%	33%	24%	16%



Appendix D2



Appendix E

**Dr. Hawkins and Port Hope High School
What We Have and What We Do**

Overall, the facilities - shops, 3 gyms + equipment, weight/cardio room, spectacular new learning commons, spacious open-air courtyard, large well-equipped classrooms, unique building layout, wide hallways, assistive/learning technologies in all learning spaces, AODA accessible, well-maintained grounds, fantastic track and new beach volleyball court, access to/proximity to alternative learning sites and numerous other positives - at PHHS/Hawkins are nothing short of remarkable. Importantly, the pride and effort our custodial staff take in maintaining the building and grounds as a top-notch school are also second to none. It is a pleasure to work with a highly dedicated and very professional staff whose commitment to improving the lives of students both personally and academically makes our school the quintessential example of what a 7-12 school can be.

+++++ **WHAT WE DO** +++++

- 1) Spartan Race with police and fire services involved
- 2) Open house (7-8, 9-12) and Parent/teacher nights
- 3) Active Parent council
- 4) Transition events/activities (e.g., GT kindergarten information night)
- 5) Special events (e.g., fire demonstration, La Jeunesse choir)
- 6) Upgrades to facilities (e.g., recertification of climbing wall, new outdoor beach volleyball, new learning commons)
- 7) Ragnar Sports Relay
- 8) Float your Fanny Down the Ganny – Hawkins Community Booth – April, 2017
- 9) Active teams & Clubs in all semesters including those below as well as a long history of COSSA and OFSSA winners:

Fall

- Cross Country (FALL) – Hannah Wallace (coach), Karen Watson (driver)
- Jr. Boys Soccer (FALL) – Rob Demill
- Sr. Boys Soccer (FALL – OFSAA June) – Jim Spencer
- Golf Club – Gord Atanasoff
- Jr. Girls Rugby (FALL) – Kegen McDermott
- Varsity Girls Basketball (FALL) – Scott Bruce

Winter

- Wrestling (Nov-Feb) – Kegen McDermott
- Swimming (Nov-Feb) Krista Coughler, Hannah Wallace, Pat Papp
- Jr. /Sr. Boys Basketball (Nov-Feb)
- Jr. Girls Volleyball (Nov-Feb)
- Sr. Girls Volleyball (Nov-Feb)

Spring

- Jr. Badminton (March-April) Karen Watson & Jim Spencer
- Sr. Badminton (March-April) Karen Watson & Jim Spencer
- Tennis (April-May) Orlene Kokocinski
- Jr. /Sr. Girls Soccer (March-May) Jim Spencer
- Jr. Boys Rugby (March-June) Kegen McDermott
- Boys Baseball (March-June) Karen Watson
- Track & Field (March-June) Scott Bruce, Krista Coughler
- Beach Volleyball (one day tournament) – Karen Watson
- 3 Pitch Team (1 to 3 day tournaments) – Karen Watson

Clubs

- Archery Club Paul Desbarbieux

- Ski Club – Mary Hewgill
 - Smuggler’s Notch - Gord Atanasoff
 - Robotics Club - Kegen McDermott
 - Drama/Improv Club – Belinda Dooley / Pat Papp
 - Music/Orchestra –
 - Dance Club – Pat Papp, Maddison Taylor (Student)
 - School Reach - Jim Spencer
 - Environmental Club - Krista Coughler
 - GSA Club – Lauren Knapp, Alexia Day (Hawkins)
 - Audio-Visual Club – Belinda Dooley/Pat Papp
 - Reading Club – Jen Harnden
 - Photography – Rob Demill
 - Star Wars Club – Sharon Sharpe
- 10) Float in past and upcoming Santa Claus parades
 - 11) Europe trips (e.g., Vimy Ridge, Italy, this year – Greece)
 - 12) Community Partner Organizations (e.g., Rotary Club, Ganaraska Day Care, JBSC, Therapy dogs - PAWS)
 - 13) Annual ski trip to Vermont
 - 14) Quebec trip (7s – 8s) for all students and, St. Donat for FI students
 - 15) Annual Terry Fox run, Food Drives to support local agencies,
 - 16) Semi-Formal and Formal at Dalewood
 - 17) Tape-A-Teacher Fundraiser for Rotary Interact club – Previous years: Car washes and other activities, “Socktober”,
 - 18) Dedicated FNMI focus (e.g., Native studies courses run annually, guest speakers, drumming circles, Inukshuks for Kenya fundraiser
 - 19) School Reach Academic Teams (Hawkins and PHHS)
 - 20) ARND programmes (Formally Fetal alcohol Syndrome support programmes)
 - 21) Fund raising for new school electronic sign on Victoria St.
 - 22) Camp Ganaraska for all
 - 23) LINK crew
 - 24) Active “Rebound” programme
 - 25) Active Twitter account
 - 26) Hawkins and PHHS Web sites
 - 27) School Instagram account
 - 28) Daily breakfast programme
 - 29) Read-a-Thon to support various charities
 - 30) LLS hot lunch programme
 - 31) Gift Card Fundraiser
 - 32) Connecting to Associate school – Ganaraska drama presentation
 - 33) Promotional transition video (Link: https://hawkins.kprdsb.ca/Student%20Life/New_students)
 - 34) PHHS promotional video 7-12: <https://www.youtube.com/watch?v=qzW-YFyXO7U>)
 - 35) Mental health Fair
 - 36) SHSM, Dual credits, OYAP
 - 37) A large and active student council
 - 38) A new promotional pamphlet
 - 39) Annual Christmas Craft Show (i.e., November 17th)
 - 40) Active SBC and SRC school services and support
 - 41) 30 hour famine event
 - 42) S.T.E.A.M. (e.g., Euclid, Envirothon, Robotics) events
 - 43) Active GSA
 - 44) Certification courses (e.g., Working at heights, Food handling, chainsaw certifications, First aid, CPR, and others)

- 45) A full line of school clothing and fashion wear
- 46) S.T.O.P – A student poverty intervention group
- 47) Fully-equipped construction/wood working shop
- 48) Fully-equipped Metal/welding shop
- 49) Fully-equipped auto shop
- 50) Two fully-equipped music rooms
- 51) A large dance studio and drama room
- 52) A fully-serviced cafeteria
- 53) Green house
- 54) AODA compliant building with elevator
- 55) Intramural program
- 56) Archery range
- 57) **PLUS 43** other initiatives that won't fit on this page