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.
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.
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:

<table>
<thead>
<tr>
<th>Area</th>
<th>Critically Important</th>
<th>Very Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building and school grounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Extra-curricular opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses/programmes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perceptions of the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Transportation</td>
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<tr>
<td>Specialized services</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Importance Level</th>
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</thead>
<tbody>
<tr>
<td>Critically</td>
</tr>
<tr>
<td>Very</td>
</tr>
<tr>
<td>Somewhat</td>
</tr>
<tr>
<td>Not</td>
</tr>
</tbody>
</table>

Please comment:

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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

<table>
<thead>
<tr>
<th>Stakeholder Group and Method for Feedback</th>
<th>Date/Time/Location</th>
<th>Advertising/Marketing/Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) Mayor &amp; Town Council:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Google survey</td>
<td>Week of Feb 04/19</td>
<td><strong>COMPLETED</strong></td>
</tr>
<tr>
<td>Email invitation</td>
<td></td>
<td>Contact Mayor’s admin assistant for distribution to Port Hope city Counsellors</td>
</tr>
<tr>
<td><strong>2) Students:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Google survey 9s-12s &gt;&gt;&gt;</td>
<td>Week of Feb 04/19, computer lab and/or library, <strong>COMPLETED</strong></td>
<td>Advertising will occur internally and implemented by our SST team and classroom teachers in 7s/8s and 9s-12s</td>
</tr>
<tr>
<td>7s/8s &gt;&gt;&gt;</td>
<td>Week of Feb 11/19, computer lab and/or library <strong>COMPLETED</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **3) Community: Google survey + paper and pencil survey + Open forum** | Tue, February 19/19 @ 5:30 during regional council meeting, library **COMPLETED** | Externally - Judy Malfara – Post on KPR website  \nInternally – 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 **COMPLETED** | Conducted at next staff meeting, email link |
| **5a) Parent Council: Google survey + Open forum** | Mon, March 18/19 @ 5:30 – 6:30, Library **COMPLETED** | 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 **COMPLETED** | 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 **COMPLETED** | 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 **COMPLETED** | Invite, through Associate School principals, staff, community and respective parent councils to provide input using the survey |
Appendix C

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.

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.
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.

FACT:

There are no plans to close Port Hope High School.
The Purposes of this Meeting

1. To provide additional data points in response to requests from the last meeting.
2. To elicit feedback about other ideas to consider other programs and services at PHHS, by way of the online survey.

Feedback from this meeting and the rest of the process will be gathered and reported on in June.

Current Features

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
- J. Boys Soccer (FALL) – Rob Darrel
- Sr. Boys Soccer (FALL) – OFSSA Janelle – Jim Spencer
- Golf Club – Bob Hamilton
- J. Girls Rugby (FALL) – Megan McDermott
- JV Girls Basketball (FALL) – Scott Bruce

Winter
- Wrestling (Nov-Feb) – Kegan McDermott
- Swimming (Nov-Feb) – Krista Coughler, Hannah Wallace, rankapp
- J. Sr. Boys Basketball (Nov-Feb)
- J. Girls Volleyball (Nov-Feb)
- Sr. Girls Basketball (Nov-Feb)

Spring
- Track & Field (March-June) – Scott Bruce, Krista Coughler
- Beach Volleyball (one day tournament – Karen Watson
- 3 Pitch Tournaments – 3 day tournaments – Karen Watson

Clubs
- Varsity Tennis – Paul Vezina
- Ski Club – Mary Hagen
- Smugger’s 4lık – Gord Kanasoff
- Hooters Club – Megan McDermott
- Drama/Improv Club – Belinda Dorey, Pat Papp
- WOSSA/ACPSA
- Dance Club – Pat Papp, Addison Taskin (Student)
- School Read – Jim Spencer
- Environmental Club – Krista Coughler
- GSA Club – LaShawnne, Akessa Day (Hawthorne)
- Photography Club – Ben Rankapp
- Reading Club – Jim Heltman
- Photography – Rob Darrel
- Star Wars Club – Sharon Quinnes

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Current Features (Cont’d)

10) float in past and upcoming Santa Claus parades.
11) Europe trip (e.g., Venice, Italy this year – Greece)
12) Community Partner Organizations (e.g., Rotary Club, Ganaraska Day Care, BSCS, Therapy dogs, PAWZ)
13) Annual ski trip to Vermont
14) Quebec trip (7th – 8th) for all students and St. Donat for Fl students
15) Annual Terry Fox Run. Food Drives to support local agencies.
16) Semi-Formal and Formal at Oakwood
17) Take-A-Teacher Fundraiser for Rotary Interact club – Previous years: Car washes and other activities, “DIY KENYA.”
18) Dedicated FMF focus (e.g., Native studies courses run annually, guest speakers, drumming circles, trunks for Kenya fundraiser)
19) School Reach Academic Teams (Hawkins and PHAG)
20) ABD programs (formerly Fetal Alcohol Syndrome support programs)
21) Fundraising for new school electronic sign on Victoria Day
22) Camp Ganaraska for all
23) LINK crew
24) Acme “Rebound” programme
25) Acme Twitter account
26) Hawkins and PHAG Web sites
27) School Instagram account
28) Daily breakfast program
29) Read-a-Thon to support various charities
30) School lunch programme

Enrolment - Historical and Projected

Total Enrolment Patterns 2014 - 2024

Port Hope HS

School Capacity 714

<table>
<thead>
<tr>
<th>Year</th>
<th># of Students</th>
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<tbody>
<tr>
<td>2014</td>
<td>411</td>
</tr>
<tr>
<td>2015</td>
<td>383</td>
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<tr>
<td>2016</td>
<td>351</td>
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<td>2020</td>
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<td>2021</td>
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<td>2022</td>
<td>242</td>
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<tr>
<td>2023</td>
<td>227</td>
</tr>
<tr>
<td>2024</td>
<td>237</td>
</tr>
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Educating for Success!
## Enrolment - Historical and Projected

Projection of Total Enrolment: All Programs

<table>
<thead>
<tr>
<th>Year</th>
<th>9</th>
<th>10</th>
<th>11</th>
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<td>2014</td>
<td>71</td>
<td>89</td>
<td>102</td>
<td>139</td>
<td>411</td>
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<td>2015</td>
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<td>2020</td>
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<td>2021</td>
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<td>71</td>
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<tr>
<td>2029</td>
<td>53</td>
<td>44</td>
<td>55</td>
<td>61</td>
<td>213</td>
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</table>

Includes all programs at PHHS  
Educaing for Success!

### Development Activity in Port Hope

![Map of 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

Capture Rate within PHHS Catchment for all Schools

<table>
<thead>
<tr>
<th>Capture Rate by Grade</th>
<th>Year: 2018/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Children living in PHHS Catchment</td>
<td>In Regular Program</td>
</tr>
<tr>
<td>Age</td>
<td>#</td>
</tr>
<tr>
<td>12</td>
<td>120</td>
</tr>
<tr>
<td>13</td>
<td>150</td>
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<td>14</td>
<td>155</td>
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<td>15</td>
<td>140</td>
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<tr>
<td>16</td>
<td>170</td>
</tr>
<tr>
<td>17</td>
<td>150</td>
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</tbody>
</table>

*Secondary Enrollment includes some pupils older than 17. The Population includes only children up to the age of 17.
Other considerations

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

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.
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/RW8UToAEhEbhHdyVA2](https://goo.gl/forms/RW8UToAEhEbhHdyVA2)

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

<table>
<thead>
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<th>Stakeholder Group and Method for Feedback</th>
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<tr>
<td>1) Mayor &amp; Town Council: Google survey</td>
<td>Week of Feb 19</td>
<td>Contact Mayor’s admin for distribution to Port Hope city councillors.</td>
</tr>
<tr>
<td>Feedback</td>
<td>COMPLETED</td>
<td></td>
</tr>
<tr>
<td>2) Students: Google survey</td>
<td>Week of Feb 19, computer lab and library, COMPLETED</td>
<td>Advertising will occur internally and implemented by our SSS team and classroom teachers in 5th and 6th.</td>
</tr>
<tr>
<td>3) Community: Google survey + paper and pencil survey + Open forum</td>
<td>Two, February 19 @ 5:30 during normal council meeting, library COMPLETED</td>
<td>Sent out to Judy Mallen - Post on EPS website. Internally: - Post invitation to EPS website - Post invitation to Edible - Conducted at next regional council meeting, Twitter Google link - Email.</td>
</tr>
<tr>
<td>4) Teachers/Staff: Google survey</td>
<td>Mon, March 4 @ 5:00, Staff meeting, library</td>
<td>Conducted at next staff meeting, email link.</td>
</tr>
<tr>
<td>5) Parent Council: Google survey + Open forum</td>
<td>Mon, March 18 @ 5:30 - 6:30, Library</td>
<td>Conducted by sending invitation to Parent Council chair who forwards it to the community as a whole.</td>
</tr>
<tr>
<td>6) Community focus: Google survey + Open forum</td>
<td>Wed, March 20 @ 5:30 - 6:30, Main Gym</td>
<td>Conducted by sending invitation through numerous advertising channels.</td>
</tr>
<tr>
<td>7) Parent-Teacher night: Paper &amp; Pencil survey</td>
<td>Wed, March 20 @ 6:00 pm, Main gym</td>
<td>Conducted during parent-teacher night at EPS.</td>
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<tr>
<td>8) Associate schools and Deir Parent Council: Google survey</td>
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<td>Invited through Associate School principals, staff, community and respective parent councils to provide input using the survey.</td>
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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.

Educating for Success!
Please fill out the survey by March 31

**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.
Appendix D1

<table>
<thead>
<tr>
<th>Code</th>
<th>Building</th>
<th>Extra-curricular</th>
<th>Courses</th>
<th>Perceptions</th>
<th>Transportation</th>
<th>Special Services</th>
<th>Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important or Critically Important</td>
<td>66%</td>
<td>86%</td>
<td>92%</td>
<td>81%</td>
<td>67%</td>
<td>76%</td>
<td>84%</td>
</tr>
<tr>
<td>Less Important or Not Important</td>
<td>34%</td>
<td>15%</td>
<td>8%</td>
<td>19%</td>
<td>33%</td>
<td>24%</td>
<td>16%</td>
</tr>
</tbody>
</table>

PHHS Revitalization Survey: Percentage of "Importance" Of 7 factors Affecting The School
Appendix D2

Revitalization Survey Comments and Feedback: Important Factors Affecting PHHS

- Programming, 393, 63%
- Extracurriculars, 87, 14%
- Perception, 53, 8%
- Budget, 50, 8%
- Marketing, 41, 7%
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 – OFSSA 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
- 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-YFyX07U
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