



Cedarvale Park
181 Main Street S., Georgetown

**HERITAGE
INTERPRETATION
PLAN**

AUGUST 2021



*Panorama view of the present-day Cedarvale Community Centre
Source: A composition of photos taken by ATA staff in 2021*

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*Aerial view of Cedarvale School showing the dormitory at centre c. 1966
Source: Esquesing Historical Society*

EXECUTIVE SUMMARY

The Cedarvale Community Centre is one of three structures still standing at the Cedarvale Park site. The building is located along a narrow pathway against the hillside. It has been rebuilt and modified over time, leaving behind very little of the original structure. However, the site is of historical and national importance to various cultural communities and organizations.

On April 24, 2004, the Canadian House of Commons passed a resolution denouncing the former Ottoman Empire for the 1915 act of genocide against the Armenian population.

More recently, United States President Joe Biden issued a statement on April 24, 2021 recognizing the mass killing of approximately 1.5 million Armenians as genocide. The statement was issued on the 106th anniversary of the beginning of the campaign by the former Ottoman Empire. He stated: "Each year on this day, we remember the lives of those who died in the Ottoman-era Armenians Genocide and recommit ourselves to preventing such an atrocity from happening again."

To date, 32 countries including the U.S., Canada, France, Germany, Italy and Russia have formally recognized the Armenian genocide.

The story of the genocide that brought Armenian boys to the Georgetown Farm home remains culturally relevant today. It stands as a reminder to be vigilant and active in support of international human rights.

This Heritage Interpretation Plan aims to present these narratives on the site and honor the past through programming, landscapes and the built environment that is appropriate and authentic. It is the first step before any planning can be done on the site, as it sets to explore the history of the site supported by research and public engagements.

The primary purpose of the Heritage Interpretation Plan is to:

- Clarify stories and narrative themes to be presented
- Guide how the history of the site will unfold
- Serve as the foundation of the master planning
- Inform future planning and work

The main section of the Heritage Interpretation Plan is the core themes that are to be presented in a series of high-level considerations, with inspirations and examples to help convey the ideas. Together these provide a basis for future planning efforts.



*Sign listing current park facilities and associated organizations, located at the entrance to Cedarvale Park
Source: ATA, 2021*

1.0 INTRODUCTION

OVERVIEW

The Town of Halton Hills has decided to proceed with a new vision at Cedarvale Park based upon previous reports and studies prepared by ATA Architects Inc. This aligned with the Town's development strategies for recreational spaces. This vision includes removing the Cedarvale Community Centre and a new master plan for the Park while maintaining the existing recreational infrastructure, park, and trail network.

The Cedarvale Community Centre site is a historically important place that has links to the pioneering families of Georgetown, the Dominion Seed Company and the Georgetown Boys, orphans from the Armenian Genocide. It also allows for an important discussion to recognize that the land belongs to the indigenous people before being occupied or inhabited by early settlers.

The Heritage interpretation Plan is an opportunity to recognize the site's history and provide a way to recognize these narratives properly.



1960 Aerial Photograph of Cedarvale Park site (approximate boundary outlined)
Source: Courtesy of Town of Halton Hills

1.1 SCOPE

FOCUS OF THE PLAN

The Cedarvale Park Heritage Interpretation Plan (HIP) is to communicate the meaning and relationships of the culture, histories, people and experiences on the site. The aim is to integrate this heritage into the area through landscape and the built environment.

Most HIPs are based on a thematic framework which is important to communicate to various audiences.

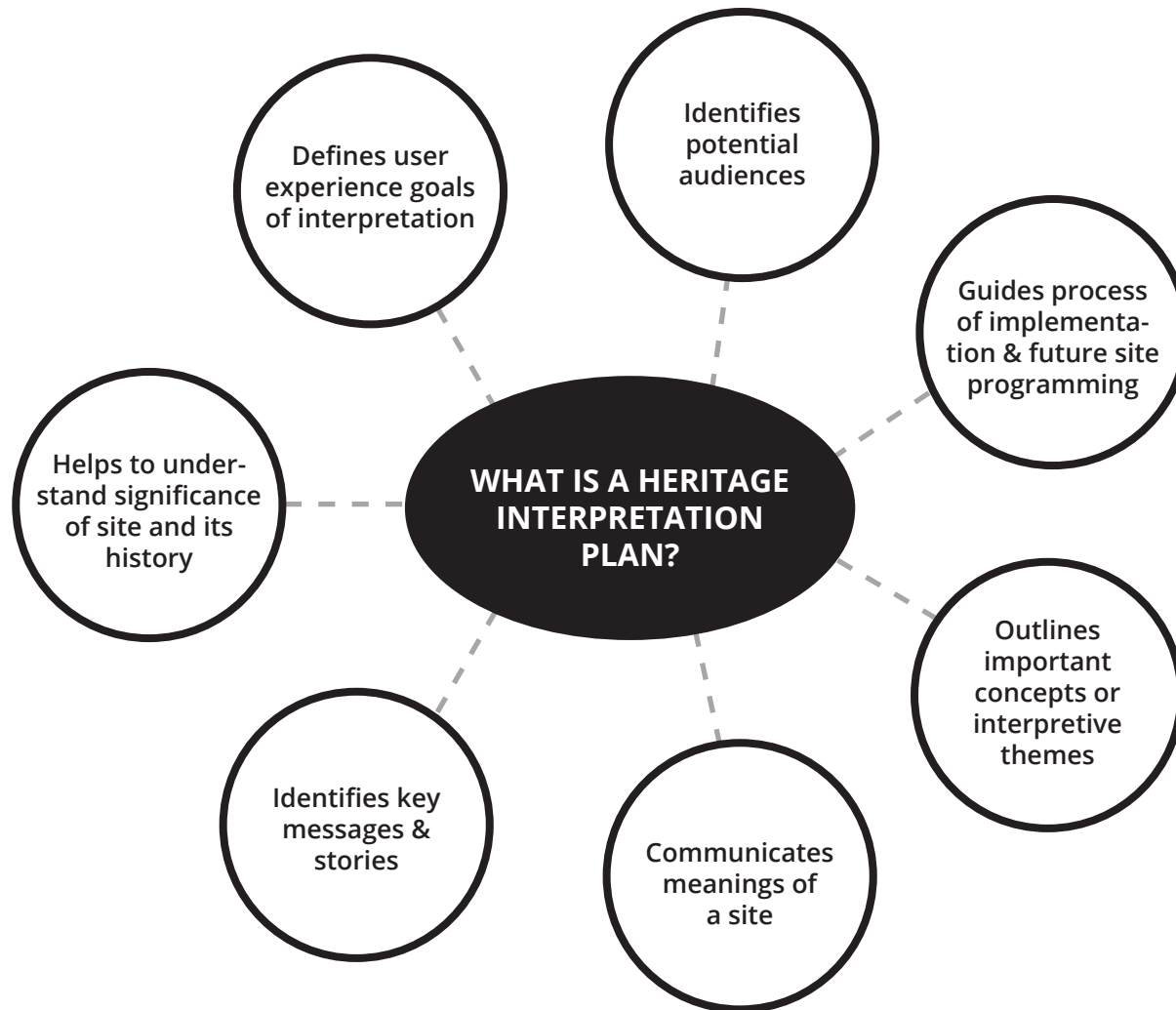
These frameworks help future designers, planners, cities and communities to organize context and engage partners in making decisions about how the experience is laid out in the physical space.

The HIP aims to:

- Identify the significance of Cedarvale Community Centre site to visitors of the park
- Serve as a guide for how the site heritage should be referenced and communicated through the park in the future

AREA OF FOCUS

The heritage interpretation plan is focusing on the Cedarvale Community Centre site, which is within Cedarvale Park. The park is located south of Main Street and is within a valley. This HIP will touch upon the Community Centre site and as well as some areas of the surrounding park.



*Diagram defining the role of a Heritage Interpretation Plan
Source: ATA, 2021*

1.2 WHAT IS A HERITAGE INTERPRETATION PLAN

The Heritage Interpretation Plan (HIP) communicates the significant meanings and relationships of a site. It lays out an overall vision or concept which uses interpretive themes that are important to be communicated to various audiences and visitors' experiences. The plan consists of an interpretative framework that is used to guide the development of events, activities, programs used by designers to plan and layout spaces and the built environment.

The plan uses a set thematic framework with goals that layout important information to present.

WHY A HERITAGE INTERPRETATION PLAN

A HIP is an important first step that informs the future interpretation, cultural educations, visitors' experience and planning of the site. It identifies the narratives to be told, identifies the potential audiences and outlines an interpretive framework. It ensures that the cultural heritage values and resources of the site are respected by future generations.

The plan recognizes that:

1. The site has cultural heritage values derived from association with the main three (3) narratives of the site.
2. A comprehensive heritage approach to heritage conservation is critical to outline how the overall development will embody and reflect the site's cultural value.

The HIP is based on extensive historical research and a comprehensive engagement process.



*View looking across the playing fields towards the building in Cedarvale Park. Left - Cedarvale Cottage Credit Valley Artisans; centre - Cedarvale Community Centre; right - Freeman-Bradley House.
Source: ATA, 2021*

2.0 CONTEXT

A BRIEF HISTORY

The 200-acre parcel of land (Lot 17, 9th Concession), that is present-day Cedarvale Park, was once a part of indigenous land held by Mississaugas of the Credit First Nation, and was first granted to James McMillan on March 3, 1826. James, in turn, sold the land on April 5, 1828, to John and Catherine Freeman, who first established a pioneer farm on the property. They were members of the Wesleyan Methodist Church at Kennedy's Meeting House in Georgetown, and John was the local Justice of the Peace. John Freeman's grandfather was William Black, a pioneer of Nova Scotia's Methodism. In 1840, John built the 1-1/2 storey stone section of what is now called the Freeman-Bradley house, followed in 1860 by a 1-1/2 storey brick section and a summer kitchen to connect the two. The 1861 census indicates the farm produced wheat, peas, oats, ground vegetables, hay and raised steers, cows, horses, sheep and pigs.

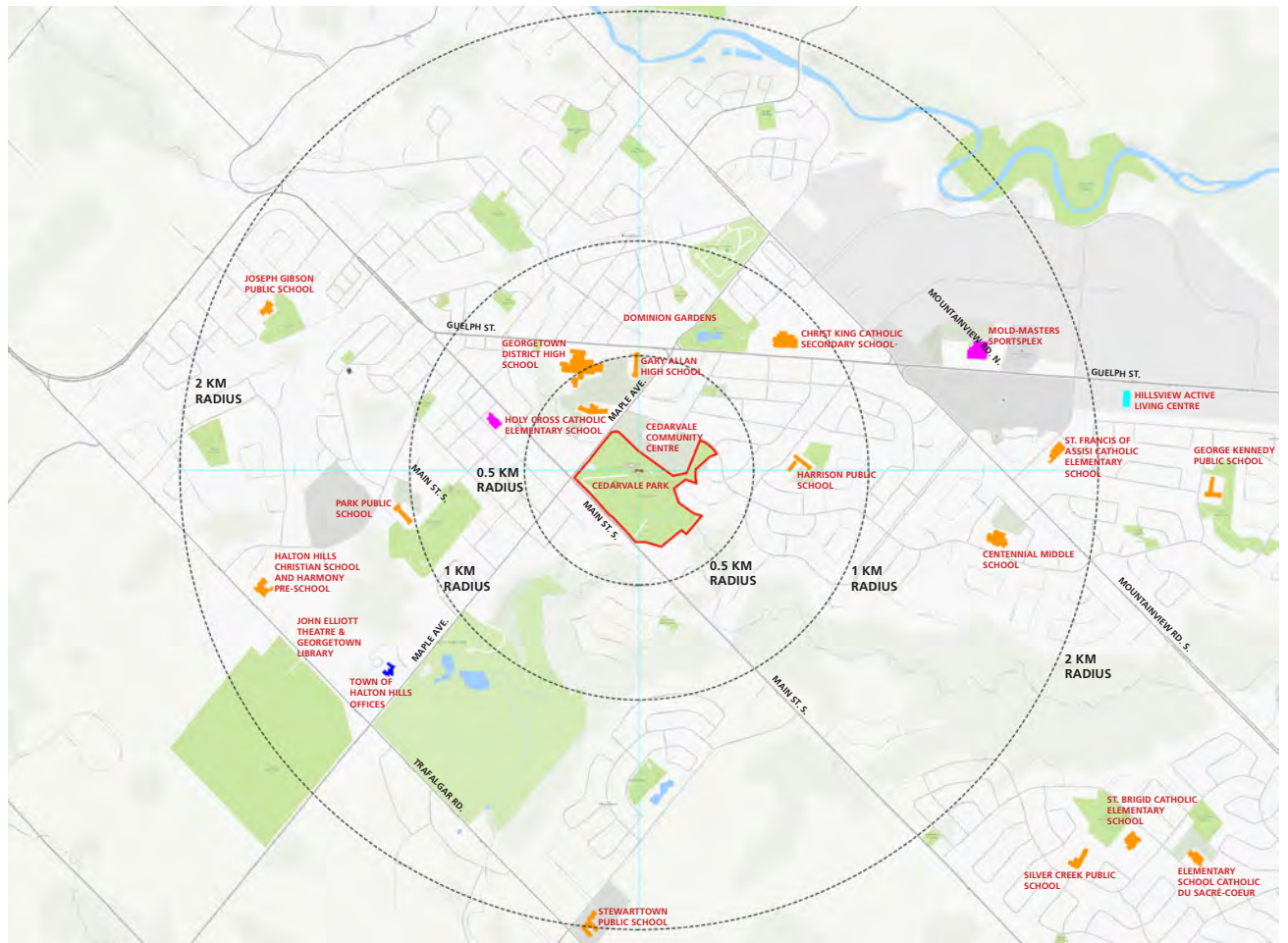
James Bradley was the next owner and is the one who named the land Cedar Vale Farm. James continued to farm the land but was also known as an important local millwright. In 1888, James was killed when an embankment collapsed while excavating for a new farm building. James' wife, Isabella, sold the property to their son, Thomas P. Bradley, in 1908. Thomas went on to sell a half interest to William Bradley in 1914. William established The Dominion Seed House in 1928 on land reserved from the sale to the Armenian Relief Association. The Seed House was a major business in the community and the largest mail-order seed business in Canada.

One hundred thirty-five acres of the original 200 acres was sold to the Armenian Relief Association on February 17, 1923. The land became home to the Armenian Boys' Farm Home. From 1923 to 1927, 109 orphan boys and 29 girls from various orphanages ranging in age from 8 to 12 were brought to and housed at the farm. A school was established in the home for the orphans with classes and a curriculum modelled after the Ontario School system.

The Armenian Relief Association of Canada transferred the land to the United Church of Canada on December 31, 1927. The Cedarvale School for Girls opened its doors on May 18, 1928. In 1966, the land was transferred to the Corporation of the Town of Georgetown and Cedarvale Park was established. The existing buildings

have been retained, the former Girls' School became a community centre, the Cedarvale Cottage is home of the Credit Valley Artisans and the Freeman-Bradley House is rented as a residence by the Town.

The Cedarvale Park today consists of 16.32ha (40.33 acres) of the original 200 acres Lot 17, 9th Concession. It is currently bounded by Maple Avenue to the north, Main Street (8th line) to the west, residential housing to the east and a property line through the trees to the south. The Silver Creek runs north to south through the western section of the Park and eventually becomes the West branch of the Credit and later the Credit River. The Silver Creek has had a significant impact on the formation of the topography of the Park, creating the embankments on the west and the floodplain to the east of the creek. Silver Creek has also been a significant site for the location of early settlement and industry throughout Georgetown. The Cedar Vale Farm once marked the southern edge of the Town, and now it is a significantly sized green space and public land in the centre of Georgetown.



Map indicating the location of schools and public buildings within a 2 km radius of Cedarvale Park.
 Source: ATA, 2018

2.1 THE SITE

The Community Centre is not the only structure within the park. There are two older farm homes, a 1 ½ storey cut stone building constructed in 1840 and a later red brick 1½ storey building constructed in 1860. A summer kitchen joins the two farm homes. There is also a one-storey cottage built in 1928, most likely by the United Church of Canada.

Cedarvale Park provides playfields, recreational areas and areas left in a natural state. The programs provided by the park include:

- a major and junior soccer fields
- playgrounds
- trails
- picnic areas
- off-leash area for dogs
- fitness course
- toboggan hills
- fishing
- school use physical education
- nature interpretation/enjoyment
- forest management
- frisbee disc golf course
- natural open space (e.g., Silver Creek restorative planting zones)
- outdoor event staging areas (e.g., Classics Against Cancer)

The Silver Creek runs west to east through the park. The creek continues on and eventually becomes the West Branch of the Credit and eventually the Credit River. The creek created the embankment to the west of the park and a floodplain to the east. The park falls within the Generic Regulation Limit of the Credit Valley Conservation Authority and is within the watershed boundary of the CVC. A flood plain extends out from the creek, and the park playing fields, main road access, and parking area fall within its boundary. Initial observations indicate the Cedarvale Community Centre is outside the flood plain.

The park is located on the northeast corner of Main Street South and Maple Avenue and abuts the Delrex subdivision. It connects to the Hungry Hollow trail system, which runs through Georgetown to Norval. The park is approximately 11 minutes

away on foot to the main commercial strip of Highway 7 (Guelph Street). There are a number of schools and complimentary public facilities (i.e. library, recreational centres, etc.) within a short distance of the park.

Based on the Georgetown Properties Matrix (December 20, 2016), the park and community centre are:

- within 2 km of a youth population.
- Less than 2 km from schools (Holy Cross Catholic Elementary School, Gary Allan High School, Georgetown District High School, Christ King Catholic Secondary School and Park Public School)
- Less than 2 km from the Georgetown branch of the Halton Hills Public Library.
- Less than 2 km from Mold-Masters SportsPlex and a GoodLife Fitness Centre.
- less than 2 km from Dominion Gardens and Park (this is located on the west side/beside Christ the King High School)
- located along active transportation routes (walkable/cycling routes/drop off/parking) from home and School.



Cedarvale Cottage
Source: ATA, 2021

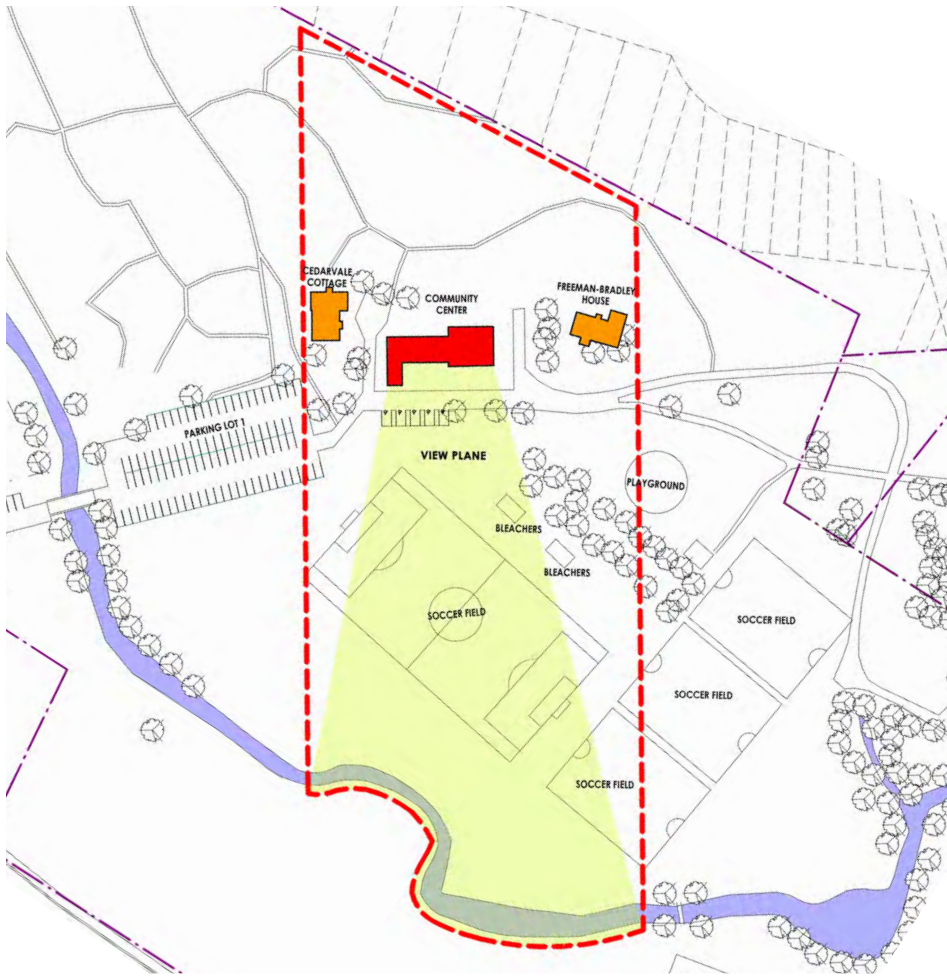


Cedarvale Community Centre
Source: ATA, 2021



Freeman-Bradley House
Source: ATA, 2021

2.2 HERITAGE DESIGNATION & STATEMENT OF SIGNIFICANCE



Map highlighting the heritage attributes (buildings and landscapes) of Cedarvale Park that are of heritage significance
Source: ATA, 2018

Cedarvale Park, which includes the Freeman-Bradley House, Cedarvale Community Centre and Cedarvale Cottage, located at 181, 183 and 185 Main Street South, were designated under Part IV of the Ontario Heritage Act with By-law No. 2010-0061. The by-law provides a description of the cultural landscape reason for designation, heritage attributes of the properties. ATA has also provided a statement of significance.

SUMMARY REASON FOR DESIGNATION

Cultural Landscape

- Cedarvale Park and the building located within the Park is associated with the Freeman and Bradley families. The Freeman and Bradley families were significant farmers in the pioneer community of Georgetown.
- The Park is also associated with the Armenian Farm School which took over the Bradely farm and worked the land as a training ground for refugee children who became known as "The Georgetown Boys."
- Cedarvale Park is also associated with the United Church Girls' School, instrumental in adapting the farm to recreational pursuits.

Cedarvale Park is the site of Canada's first international humanitarian resettlement effort for orphans of the Armenian Genocide beginning in 1923.

Design/Physical Value

Freeman-Bradley House

The one and a half storey house is a fine example of the Gothic Revival style. It is clad with red brick laid in a Flemish bond pattern. It has a balanced symmetrical front facade with a central gable that is decorated with a delicate gingerbread bargeboard topped with a large finial. The central axis of the architectural design aligns the finial, the centre door and sidelights with a semi circular window in the gable to retain the central focus.

The house is connected to a second 1 1/2 storey sturdy stone structure. It is a simple design of cut stone.

The Freeman-Bradley House is associated with the agricultural part of Halton Region. Specifically, it is associated with the Freeman family, important farmers in the early pioneer community of Georgetown and later to the Bradley family who were successful farmers and business people in the community. They named the site Cedar Vale Farm. The agricultural operation continued on the site as the Armenian Relief Farm School until 1929, however, the majority of the farm activity had largely slowed by 1927. During that period the Freeman-Bradley house was part of the farm/school operations. The Cedarvale School for Girls, however, allowed the farm operations to continue to 1946 when the United Church sold a large section of the farm including the orchard and the barn.

Cedarvale Community Centre

The largest building, the Cedarvale Community Centre, was constructed in several phases from 1937 to 1977. Architecturally, the building reads visually as three separate structures. Neither of the three sections is architecturally significant. The only distinguishing feature is the mansard roof with its dormer windows.

The building is historically associated with the United Church's Cedarvale School for Girls that operated from 1930 to 1963, and not with the period in which the orphan Armenian Boys and Girls occupied the site as Armenian Relief Association Farm School (1923 - 1929).

Cedarvale Cottage

The Cedarvale Cottage, the one storey stucco building is charming in scale, but not architecturally significant. The building is associated with providing accommodation for the Cedarvale School for Girls staff.

Historical Value

The historical value of the Freeman-Bradley house contribute to the Cedarvale site firstly with their association with agriculture, both in regards to local Georgetown and Halton Region, as well as to business development and to the formation of the Dominion Seed House, the largest mail-order seed business in Canada, which has national importance.

In providing public facilities, the Cedarvale Community Centre removed any remaining fabric that was representative of the Armenian Relief Association, Farm School. The central two and a half storey with a black capped mansard roof is a 1954 addition reflective of the period when the United Church established the Cedarvale School for Girls. The third floor dormitory rooms and classrooms in the lower levels remain visible. Major changes such as the 1977 gymnasium - which converted the building to a community centre - compromised and complicated the building's history.

The Cedarvale Cottage which housed Farm School staff has minor historical significance. Its modest scale and renovations for community use have minimised its historical value as important part of the Farm School.

2.2 HERITAGE DESIGNATION & STATEMENT OF SIGNIFICANCE

Heritage/Associative Value

Descriptions of the Farm House site by Armenian boys detail the beautiful valley of the large willows, tall cedars and meandering stream. Prior to arrival of European settlers, the land was the territory held by the Mississaugas of the Credit (members of the Ojibway Nation). In the summer and fall they camped along the Credit River and its tributaries for its fisheries. The history of the site begins prior to 1826.

The site has international, national, provincial, regional, and local municipal importance. Its associative historical value during the period of settlement begins with Halton Region's agricultural past. Cedarvale was the farmstead of John and Catherine (Davis) Freeman, who were descendants of the founder of the Halton Village of Freeman. They were important members of the Wesleyan Methodist Church. John Freeman was a successful farmer, an activist, and also a local Justice of the Peace. The Cedar Vale name comes from the property's next owner, James Bradley. Although James died shortly after as a result of an accident on the farm, the family continued farming. The significance is that William Freeman Bradley started the Dominion Seed House in 1928, which became the largest mail-order seed business in Canada.

Five years prior, William and Thomas Bradley sold 135 acres to the Armenian Relief Association of Canada. The remaining portion of the land became the Dominion Seed House gardens.

The Province of Ontario and the Federal Government recognized the Ottoman Empire's campaign of harassment towards the Christian Armenian population which later evolved into genocide and orphaned thousands of children. International Relief Organizations were created in many countries to save these children from starvation, disease and death. The new state of Turkey did not want them to continue to live in the country. In 1924 there were approximately 140,000 Armenians relocated around the world.

With the assistance of various Christian organizations and the American Red Cross, the orphaned children were housed in camps and orphanages until they could be relocated to their new homeland.

In Canada, the Armenian Relief Association convinced the Canadian Federal Government to support the relocation of 109 Armenian boys and 39 girls to the Cedarvale Farm School in Georgetown.

The history of the Armenian boys and girls at Cedarvale has many associated themes:

1. The Armenian Refugee story is the first documented modern day example of genocide.
2. The persistent and courageous efforts of the Armenian Relief Association - an interfaith and inter-ethnic organization - to bring Armenian orphans to Canada.
3. An early twentieth century period in Canada in which there was strong prejudice against Asian ethnic minorities and refugees. This included rejection of the League of Nations efforts to facilitate refugee relocation after World War 1.
4. The relocation of women and girls reflected a period of gender bias in Canada wherein access to education for women was considered less important than access for men. This was reflected in the immediate relocation of girls to families for the purpose of undertaking domestic work.
5. The refugee program for the Armenian orphans was the beginning of Canada's role in international humanitarianism, international aid and peace keeping.
6. Immigration of ethnic groups other than Canada's founding nations began the start of a multi-cultural profile of the Province and the Country that rapidly progressed after World War 2. The somewhat overzealous attempts to 'Canadianize' the Armenian boys was part of an early 'melting pot' approach to new immigrants.
7. Canada's 'noble experiment' was successful in providing the Armenian orphans the freedom, safety and security needed to prosper and contribute to their new country.



Dominion Seed House c. 1936
Source: Halinet Halton Images

2.2 HERITAGE DESIGNATION & STATEMENT OF SIGNIFICANCE

8. The success of the Armenians in Ontario reflected the relatively 'open' society and commitment of Ontario families to the placement program. It acted as the precursor to modern-day foster homes aimed to protect children in Ontario.
9. The Armenian Boys Farm School at Cedarvale was the first of its kind in Canada. The humanitarian effort inspired others such as the French-speaking Notre Dame de Beauregard (1935, 1947-1977) and the Canadian Jewish Farm School (1927-1931).
10. The success of the Farm School was reinforced by the success of the children in adulthood and their development of Canadian pride. Many enlisted in the Canadian Armed Forces for World War 2.

Contextual Value

- The site itself is associated both with the Armenian Boys School and the Cedarvale School for Girls.
- The property also has two older structures, the Cedarvale Cottage and the Freeman-Bradley House, that relate to the long history of the site.
- Dominion Seed Company was located at Cedar Vale Farm
- Importance of Silver Creek in relations to Credit River and Indigenous community and early settlers

DESCRIPTION OF HISTORIC PLACE

CEDARVALE PARK	Address	181-185 Main Street South, Plan 1269, Part Block N (Georgetown) in the Town of Halton Hills
	Description of Property	<p>Amenities and Structures:</p> <ul style="list-style-type: none"> - The playing fields - Silver Creek and wooded areas - Freeman-Bradley House (built c.1840 / 1860) - Cedarvale School for Girls (established in 1930), now the Cedarvale Community Centre (established in 1966) - Cedarvale Cottage (built c. 1928/1929) for the Cedarvale School for Girls staff

HERITAGE VALUE

CULTURAL LANDSCAPE VALUE	An associative cultural landscape due primarily to its association with the Armenian Boy's Farm Home.
	An evolved cultural landscape due to its evolution from family farm, to farm school, to girl's school, to community recreation facility.
	<p>Large natural green area within the Georgetown community, providing passive and active recreation activities.</p> <ul style="list-style-type: none"> - Formerly farm land and orchards.
	<p>Site is located in the flood plain for Silver Creek.</p> <ul style="list-style-type: none"> - Armenian refugee boys swam in the Creek regularly. - Silver Creek is part of Credit Valley Conservation Authority and is ecologically important through its contribution to other waterways. - Many industries built close to the Creek took advantage of the natural water source. Several mills were set up along the Creek, including 'the Barbers' who used the Creek as an electric generator - part of which still exists. - The pastoral view westward to Silver Creek from the Freeman-Bradley House and the Cedarvale Community Centre has retained its idyllic character and is largely unchained from the period of the Armenian Farm School. - The site contains archaeological footprints of the original farm school.

2.2 HERITAGE DESIGNATION & STATEMENT OF SIGNIFICANCE

HERITAGE VALUE

DESIGN VALUE OF STRUCTURES ON THE PROPERTY: FREEMAN-BRADLEY HOUSE	Description of Building	Single detached 1 1/2 red brick 1860 house built in the gothic revival style known as "Ontario Gothic" with a typical central gable. The house is connected by a one storey wing to an earlier 1840 cut stone house.
	Architectural Details	<p>The 1860 portion of Freeman-Bradley House:</p> <ul style="list-style-type: none"> - 1 1/2 storey building form. - Constructed of red hand-made bricks laid in a Flemish bond pattern. - Ground floor windows have a header of bricks arranged in a flat angled pattern. - Second floor gable end window openings have a header of butt end bricks in a double row. - Centre gable is decorated with gingerbread bargeboard and a wooden finial with a semi-circular window opening. - Main entrance door is framed by side lights. <p>The 1840 portion of Freeman-Bradley House:</p> <ul style="list-style-type: none"> - 1 1/2 storey building form. - The windows are single hung wood frame windows with four panes (2 over 2). - Wood frame windows with plain stone lintels and lug sills. - Sawn stone exterior finish in a course pattern. - High gabled roof with plain soffit at the front and flush verge at the rear.
CEDARVALE COMMUNITY CENTRE	Description of Building	The original building is a 2 1/2 storey School for Girls with a rectangular frame structure and a stucco exterior finish. It was renovated in phases, using the foundations of the Armenian Boys Farm House as a community centre. A masonry gymnasium was added in 1979.
	Architectural Details	<p>2 1/2 storey building form.</p> <p>Original building has a 4-sided flat mansard roof with 4 dormers at the rear and 5 dormers on the front, all with flush eaves.</p>
CEDARVALE COTTAGE	Description of Building	The cottage is a 1 storey stucco detached building, dating back to the period of the Cedarvale School for Girls.

HERITAGE VALUE

HISTORICAL AND ASSOCIATIVE VALUE	The Cedarvale Farm is associated with early agricultural development in the Halton Region.
	The Farm was first owned by John and Catherine Freeman who were descendants of the founder of the Halton village of Freeman. <ul style="list-style-type: none"> - John Freeman was a local Justice of the Peace. - John and Catherine Freeman were important members of the Wesleyan Methodist Church at Kennedy’s Meeting House and Georgetown.
	Cedar Vale farm was named by important local millwright James Bradley. The name remains to this day.
	Associated with the William Bradley family who opened The Dominion Seed House which became the largest mail-order seed business in Canada.
	The Armenian refugee story is the first modern-day example of genocide.
	The site symbolizes Canada’s role through the persistent and courageous efforts of the Armenian Relief Association, and many international aid and volunteer organizations to help the Armenian refugee children following WWI.
	This site preserves the collective memory of this humanitarian effort, and the memory of the Armenian Genocide and helps to facilitate lessons in humanity, genocide, prejudice, Canadian history, and international affairs.
	The refugee program for Armenian orphans acted as the foundation of Canada’s reputation for international aid and peace keeping.
	The United Church School for Girls provided shelter and education as an early step in the development of the Canadian social safety net.
The farm placement program was a forerunner to the advent of the foster home system.	

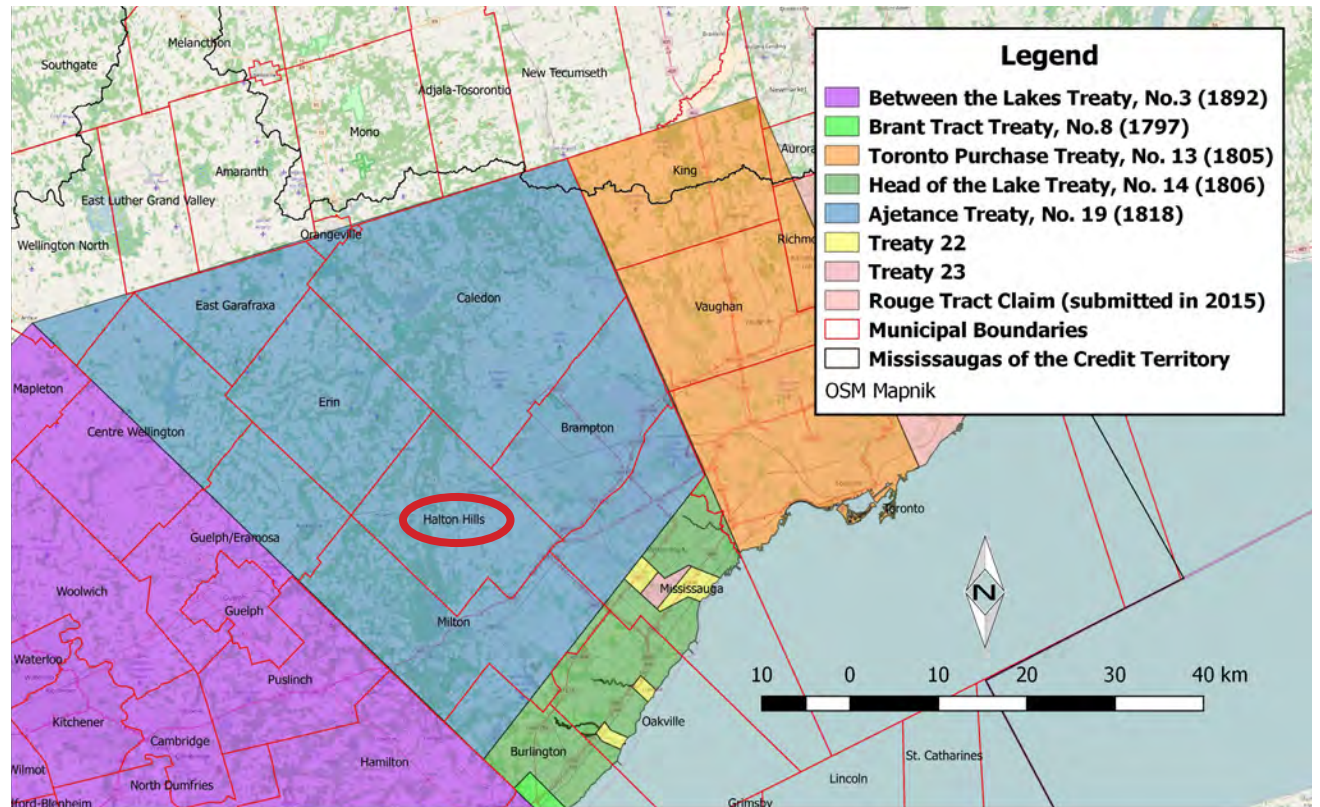
2.2 HERITAGE DESIGNATION & STATEMENT OF SIGNIFICANCE

HERITAGE VALUE

CONTEXTUAL VALUE	The Armenian Farm Home was the first of its kind in Canada.
	The farm school inspired the French-speaking Notre Dame de Beaugard (1935-1947-1977) and the Canadian Jewish Farm School (1927-1931).
	Cedar Vale Farm marked the southern boundary of Georgetown.
	William Bradley's sale of 135 acres preserved the rural retreat in the center of an expanded municipality.
	Cedarvale Park is a well-known landmark park with distinctive buildings in the Georgetown system of parks, operating under the direction of the Town of Halton Hills.
	Cedarvale Park provides an oasis of natural beauty within the Town of Halton Hills.

CHARACTER-DEFINING ELEMENTS AND HERITAGE ATTRIBUTES

LANDSCAPE, HISTORICAL, ASSOCIATIVE AND CONTEXTUAL ELEMENTS THAT CONTRIBUTE TO THE VALUE OF CEDARVALE PARK	Silver Creek.
	The combination of recreational facilities and natural regeneration areas.
	Freeman-Bradley House.
	Cedarvale Community Centre, School for Girls (Central Section).
	Cedarvale Cottage.
	The views westward to the Silver Creek from the Freeman-Bradley House and Cedarvale Community Centre.



Municipal Boundaries Related to the Ajetance Treaty, No. 19 (1818)

Mississaugas of the New Credit First Nation Treaty Lands Superimposed with Present-Day Municipal Boundaries
 Source: Mississaugas of the New Credit First Nation, <http://mncfn.ca/treaty19/>

2.3 ARCHAEOLOGY & INDIGENOUS ENGAGEMENT

Archaeology

Currently, there has not been any archaeological assessment conducted on the site or on the surrounding area. It will be important to complete this assessment ahead of any Master Plan implementation. Although there may be a lack of tangible evidence, this does not guarantee that there were no activities that occurred on site.

Indigenous Engagement

To date there has not been any engagement with any representatives of the Indigenous Nation(s) linked to the site. While there may not be evidence to demonstrate the site was occupied or inhabited by Indigenous peoples specifically, it is still crucial to include them in the planning process and in the interpretation of the land's significance.

INTERPRETIVE GOALS OF THE HIP



Diagram Identifying Interpretive Goals
Source: ATA, 2021

3.0 HERITAGE INTERPRETATION STRATEGY

Introduction

The Heritage Interpretation Plan for the Cedarvale Community Centre site is built on research and public engagement that was carried out in earlier phases that has been addressing a wide range of topics, themes and narratives. These have led to a set of Thematic Frameworks, which will be used to develop an overarching vision and concept for the site that will guide interpretation within the Cedarvale Community Centre area.

Interpretation communicates what is significant about a place, important events that occurred or the people who have lived. It highlights why this place is special and why it is valued. It is often a remembrance or reflection, celebration or commemoration of a place, event, an experience or tradition. Interpretation connects people and their experiences to a place or objects, tangible and intangible ideas, and values.

Interpretation results in following:

1. Giving significance to a cultural landscape
2. Enabling people to better understand their heritage
3. Bringing people together to experience and understand its heritage

In this interpretation plan, the framework aims to respond to a set of interpretive goals:

Reveal

Reveal the tangible and intangible history of the site and guide people to greater understanding

Insight

Provide a clear and concise explanation of the stories, experiences or ideas that are associated with the site

Communicate

Communicate the significance of the site to visitors of the park through innovative ways by demonstrating how the past, present and future are interconnected.

Sense of Place

Creating a sense of place by offering a different perspective of the site that is unique and distinct to the park.

Authenticity

Be authentic and sympathetic to the history of the site, culture and communities by representing the truth and its significance without altering its fabric

Access and understanding

Provide access to different experiences that will increase visitors' understanding of the place. The interpretation needs to allow visitors to move away from simple awareness to a deeper understanding of the stories, experiences, and ideas.



*Panorama view of the playing fields that are among the sports & recreation amenities offered at Cedarvale Park
Source: A composition of photos taken by ATA staff in 2021*

3.1 POTENTIAL AUDIENCES

The Cedarvale Park future development and planning will attract a wide range of local, national and international visitors. The following are the main potential audiences that will have an interest to the site:

The Georgetown Armenian Boys – Victims of Armenian Genocide Visitors

Renewed interest has been sparked in the past events surrounding the Armenian Genocide during WW1 due to its recent formal recognition as genocide by the US government, joining over 30 other countries in doing so. With the site's connection to this highly sensitive topic, there exist dedicated groups of experts and Canadian-Armenian descendants of survivors who have a deep interest in the site. They also have extensive knowledge of the site's history. This deep interest or direct relationship to the events encourages visitors to make dedicated trips to the site to connect to the deeper context. **The interpretation strategy should consider the opportunity for layered storytelling and universal experience that meet the needs of this group.**

Educators and Students

Sites of significant importance, such as Cedarvale Park, have opportunities to provide interactive learning and educational experiences. These groups tend to stay at the site for longer periods and usually connect through the current education curriculum. Visits from student groups can be a consistent audience base. From the layered history of the site, from early Canadian settlement to Canada's role in international refugee programs, there are opportunities to provide a full-day interactive experience. Further development and partnerships with government and institutional agencies, cultural groups are required to create these programs. The educational learning experience should draw from this heritage interpretive plan. **For an interactive learning experience, partnerships with government agencies and institutions are required. The creation of programs needs to be a layered experience in telling the whole narrative and themes of the site.**

Local Residents

Local residents are an important audience for Cedarvale Park, as they can be regular users. The Park is surrounded by single-dwelling homes and a new suburban area

being built around the site. The site is connected to the Hungry Hollow Trail that runs through Georgetown and Norval. In 2016, the population of Georgetown was reported to be 42,123, an increase of 4.8% and is projected to grow by 3.7% by 2031. The projected population growth, as well as policies implemented by the Town, indicates that more people are likely to engage with the site and surrounding Park on a regular basis. **The interpretation strategy needs to attract residents to the site. They are most likely to use and visit the site and surrounding Park regularly and are willing to connect to the historical pasts.**

Halton Hills Horticultural Society Members and Visitors

The dedicated group of experts and enthusiasts who are part of the Halton Hills Horticultural Society may be interested in the site and Park, drawing on past themes and narratives of early Canadian farming and the important role the Dominion Seed Company had to the community and Canada. The early history of the site and its role in the community encourage horticultural groups to use, interact and shape the site and surrounding Park, potentially through workshops, community gardens, etc. **The interpretive strategy should draw attention to historical links with local early history to draw in horticultural enthusiasts to the site.**

Sports and Recreation

Some of the main attractions throughout Cedarvale Park are the community soccer field, playground, nature trails and toboggan hills. With the exception of toboggan hills, these are mainly in use during the summer months. Diverse groups regularly use them for sports tournaments, gathering spaces and other events. **The interpretive strategy should consider this use to attract users that could generate revenue for the Town.**

Ontario Tourism

From an Ontario Tourism perspective, if creatively implemented, the site could become a historical attraction that Ontarians, Canadians and outside visitors experience visiting the area. **The interpretation strategy should consider accessibility to the greater public and marketing to increase the site's potential for tourism as part of the larger strategy for building tourism within Halton Hills.**

**THEMATIC
FRAMEWORK**

THEMES

**1 LIVED
EXPERIENCES**

The importance of the site
lived experience and history

**2 CONNECTING THE PAST &
UNDERSTANDING THE FUTURE**

The history and importance of the
Georgetown Boys and Canada's role.

**3 LIVING WITH
THE LAND**

The history and importance
of the land and river

Thematic Framework Diagram
Source: ATA, 2021

3.2 THEMES AND THEMATIC FRAMEWORK

The interpretive planning process uses themes to organize how interpretation is addressed at a site. These are simple concepts that help make the place easier to understand. Themes should answer questions such as:

“What are the main ideas and experiences that people should gain as they spend time at the site? How should the stories be told?”

Themes are high-level subjects or topics. There is often more than one theme to capture the important ideas and stories of the site, and they are often interconnected to each other.

The following are core themes of the site:

- **Lived Experiences**
- **Connecting the Past and Understanding the Future**
- **Living with the Land**

Each theme has been broken down into sub-topics that relate the history of the site to the key interpretive message of the theme. These defined themes and sub-topics are a reference point from which to draw stories, programs, ideas and direction for design elements. Possible ways to interpret the theme through the landscape, built environment, design objects and art, and programming have been broadly identified. Following an overview of each theme, ATA has presented several examples of potential ways each theme can be implemented across the Cedarvale site, for consideration in the future implementation of the plan.



Armenian Boys in Georgetown C. 1926
Source: Town of Halton Hills, 2021

3.3 THEMATIC FRAMEWORK: LIVED EXPERIENCE

Theme 1: Lived Experience

The 'Lived Experience' theme explores the lives of people who lived on the site. Over the past few hundred years, the Cedarvale Community Centre Site has been a place where different people, activities and events have taken place. The people who have lived here all have personal stories and experiences to share, regardless of whether they were ordinary people or prominent members of the community. While physical evidence of their lived experience may be lacking or it has been reworked in a way that has been difficult to interpret, the intangible values, customs, traditions and ideas they passed on are what remains.

This theme provides an opportunity to learn about the site and its significance through the stories and experiences of the people who lived here. This can be broken down into three parts:

1. The early narrative of the site represents stories that are important to early Canadian history. This includes the importance of the Dominion Seed Company.
2. The Georgetown Boys related to the Armenian genocide generates the most interest and greatest significance. This is one of the main reasons for the site designations.
3. The formation of the United Girls' School which transformed Cedarvale Community Centre and parkland into what is known today

These narratives span the European settlement of the site and will be the focus due to their importance to the cultural heritage designation of the site, in particular the site's involvement in Canada's first international humanitarian resettlement efforts for the orphans of the Armenian genocide. However, the entire history of the site can be considered for interpretation to include the lived experience of the indigenous people who inhabited the Georgetown area.

The purpose of this theme is to remember these intangible stories. They can inform the future and have universal meaning that relates to a broader audience.

Key Interpretive Message

The importance of the site lived experience and history.

Interpretive Elements

The "Lived Experience" theme creates the opportunity to connect the everyday life of the past to the present and future. This theme should bring a sense of life to the site, revealing traces and hints of people and activities that can be observed through landscapes, built forms and programming. As people move across the site, they encounter moments and spaces where stories relating to the history of its former inhabitants are shared. There is potential for many aspects of "Lived Experience" to be integrated into future developments, recreational facilities such as playgrounds, community centres, education, and spiritual amenities.

Landscape

Possible ways to interpret the “Lived Experience” theme through landscape include:

- Use embed markers, stone pavers or existing traces in the landscape.
- Use materials as traces to provide a contrast of new and existing
- Small gardens using native plants as commemorative aspects.
- Use different landscape objects such as benches, street furniture, street lightings to connect with different areas from certain views.
- Opportunities to incorporate the river to tell a story or experience

Built Environment

Possible ways to interpret the “Lived Experience” theme through the built environment include:

- Using existing historical resource buildings for interpretive content, activities or programs
- Using built structures such as pavilions or shelters to outline views on the site, offering areas for people to come gather
- Using shelters or temporary structures over archaeological sites, ruins or foundations to tell an interpretive story or experience

3.3 THEMATIC FRAMEWORK: LIVED EXPERIENCE



1 Using markers to outline existing traces in the landscape to connect to heritage of the site.



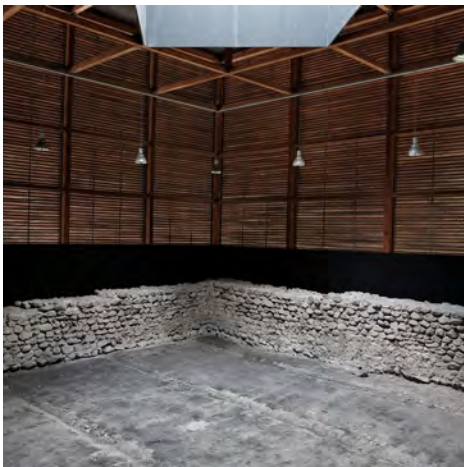
2 Recreating existing traces in the landscape through the use of lights, and markers. This allows visitors to connect to the local history of the site.



3 Placing markers, stone pavers within the landscape to outline the lived experience of the past.



4 Recreate past landscapes through small gardens featuring heirloom vegetables or native plants.



5 Build structures over floor or foundations to create spaces for people to gather.



6 Using built structures such as pavilions or shelters to outline views on the site.



7 Use existing historical resource building such as Freeman-Bradley House and Cedarvale Cottage.



8 Using shelters with existing traces can create an interactive experience to programs in the space.

Programing

Possible ways to interpret and communicate “Lived Experience” theme through programing include:

- Create partnerships to develop workshops and events that provide an opportunity to bring people together.
- Create art events and displays areas that provide an opportunity for stories and experiences to be shared
- Create digital content and displays that can be shared online via apps, websites or interactive displays.
- Create an interactive digital installation that takes advantage of the landscape, built environment, design objects and art.
- Create a digital database that collects the stories, experiences and knowledge of the site.

Design Objects and Art

Possible ways to interpret the “Lived Experience” theme through design objects and art include:

- Dedicated areas in the landscape or built environment to house digital or art displays for local communities, schools or events to share their stories, experiences or knowledge
- Sculptures, plaques

3.3 THEMATIC FRAMEWORK: LIVED EXPERIENCE



9 Creating workshops and programs that educates visitors in daily lived experience of previous site inhabitants.



10 Hosting a variety of workshops and programs in person or online shares information to a larger group of visitors.



11 Creating partnerships is important with different groups and organization that provides workshops and programs such as nature walks, and walking tours.



12 Create digital content that can be shared online via apps, websites or interactive displays that can be access by the public.



13 Create areas to display artwork, photographs of events to share stories of the site.



14 Displays can be free standing or integrated into the landscape, telling the stories, experiences or knowledge.



15 Creating sculptures are simple direct memorialization of events that occurred on the site.



16 Sculptures or plaques around the site allows users to explore the site.

3.3 THEMATIC FRAMEWORK: LIVED EXPERIENCE

Stories to Explore

The theme “Lived Experience” provides the opportunity to learn about the site and its significance through the perspective of former inhabitants. The following topics illustrate the types of stories that can be shared or revealed across the site.

- The story of the founding of the area, focusing on the first settlers and first families that helped grow the community of Georgetown. Interpretation can take visitors on a journey through the past, painting a picture of the settlement of Georgetown in the 1800s through a variety of media.
- Daily activities on the farmstead of the Freeman family, and how it varied with the seasons. Connect to their former home, which still stands on the site (the Freeman-Bradley House). Displays of objects that would have been used by early settlers can further support the telling of this story. Groups can be lead in crafting activities that self-sufficiency of pioneers necessitated.
- Explore the roles of different members of the early settler communities. Example: What would have been the duties of Peace of Justice such as John Freeman? The importance of a local millwright like James Bradley to early industries?
- Share the story of the Dominion Seed House as a successful local business operation of its time. The story can be traced through surviving documents such as correspondence, photographs, financial ledgers and seed germination logbooks, a collection of which are currently housed at the University of Guelph.
- Reveal the story of the Georgetown Boys, bringing to life their experience at the Farm Home. What did the daily schedule look like at a farm school? How were farm chores balanced with study? Such questions can be connected to educational programming for elementary students in which they draw a comparison between their own daily routines and chores at home.
- Create vignettes of parts of everyday life at the Farm School and United Girls School. Potential events include playing games, church picnics in the park, swimming in the river, digging a trench, helping prepare dinner, learning arithmetic, sports events, a friend leaving the school to go to another home, etc.

Examples of Possible Implementation of the Theme

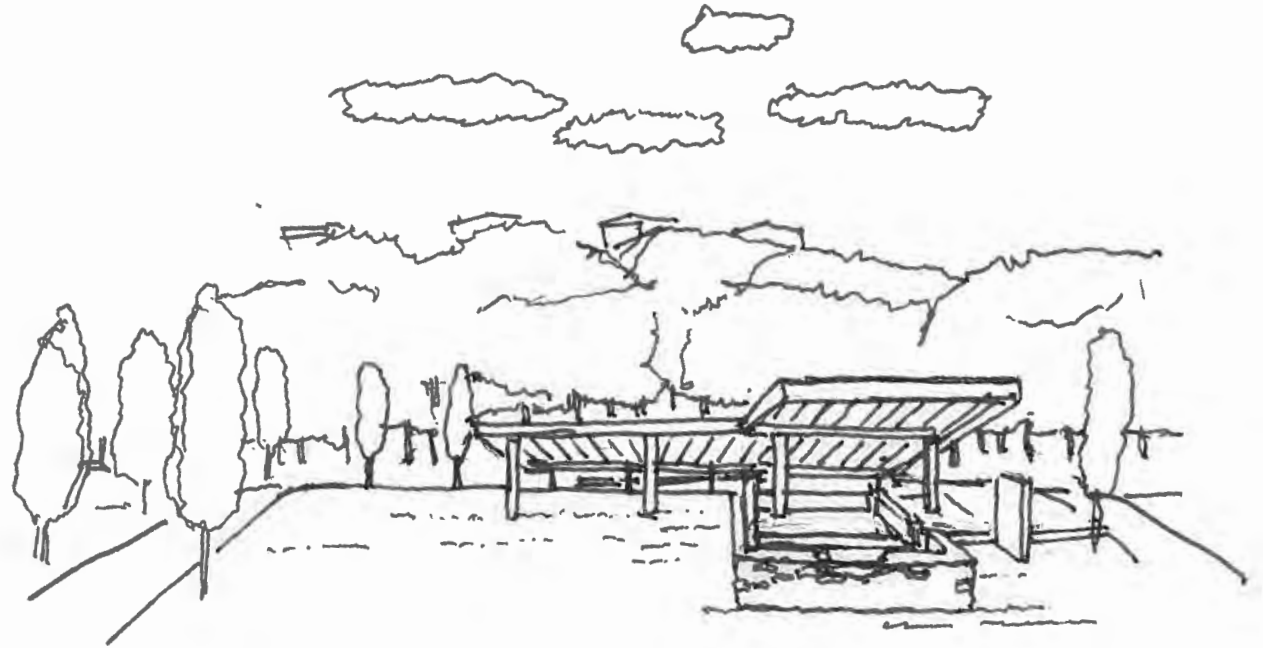
The following are examples of implementation of the theme at Cedarvale Park. These are preliminary in nature and can be used to help inform the design and planning process



FOUNDATION

The original farmhouse and the foundations of the original buildings under the gymnasium wing and the office block (or the adjacent ground area) are the most historical elements remaining on-site related to the Armenian boys. The existence of the original foundations is not for certain and can only be verified by excavation in the two areas at the time of demolition. Their existence and condition can't be known for certain. If verified, the walls could possibly be stabilized and conserved. For example, historical plaques or signage could be installed as free-standing elements inside the ruin or mounted to the stabilized foundation walls. One or both foundations could be used for gathering by nature groups, school groups and park users.

Further development of the foundation option would be to cover the foundations with open canopies. There could be some form of seating for visitors to sit, view the Park and contemplate the scale of the tragedy. If both foundations are uncovered, one could tell the story of the Armenians Boys and the other about the site's history before their arrival and after they left.



Platform / Floor / Stage (ATA, 2021)



View of Existing Community Centre (ATA, 2017)



View of Existing Community Centre (ATA, 2017)



Example: Pinchin Barn, City of Mississauga (ATA, 2018)



THE FLOOR (NEW HOMELAND)

The Georgetown Farm School provided a solid footing for the refugee boys to start their new lives in Canada. One option would be to create a floor in concrete at the existing community site. The floor could be a map of the journey and a platform for monitoring the site's history. The floor could also be interpreted as a stage. Instead of placing the floor on the ground, it could be suspended over the one or more of the original foundations with the opportunity to view into the remains and at the same time shelter it. The foundation(s) would be accessible below for limited use by schools groups and community organizations to continue preserving the structures.



Platform / Floor (ATA, 2021)



THE SCHOOL

The utilization of the Community Centre is challenging due to the costs involved in maintaining and operating the building, as noted in previous reports. There are numerous Ontario Building Code deficiencies that would need to be addressed as well as non-functional areas within the buildings. In utilizing the building as part of an implementation plan, the two existing wings would need to be demolished, and the building reduced in size and made more functional. That would require eliminating a floor and building a new second floor between the first and third, reducing the building intentionally to 2 storeys.

The intent of the demolition and rehabilitation measures would be to create a heritage hall and two levels of largely open space. The building could then be used to house an exhibit of the site's history and provide space for small meetings and gatherings. Washrooms and a catering kitchen would need to be included. The space created could be used for lectures and film presentations. Overlooking the Park, the reduced building would provide rentable space for various events. The building itself would just be recognized for its role as the United Church Girls' School. If the foundations under the gymnasium wing are retained, it could complement the building in a more passive role as a contemplative garden/space with related plaques associated with the Farm Home.



Large Scale Signage (ATA, 2021)



Front View of Existing Community Centre (ATA, 2017)



Rear View of Existing Community Centre (ATA, 2021)



HERITAGE HOUSE

The Freeman-Bradley House is currently rented as a residence. Is owned and maintained by the Town of Halton Hills. Because of its current use, there is limited incentive to undertake a restoration of the farmhouse. It is recommended that the Town in the long term as the Town grows in populations, reexamine other viable uses by marketing the property for potential uses. Due to the Remote nature of the Farmhouse in the park setting, the user would require an existing clientele and be a destination retailer. These operations would not be unique. Current examples include spas, salons, antique stores, B&B's and restaurants. A food service could help support public use of the parks and increase exposure to the park's heritage. The stone building and house could provide adequate space for small parties as well as an opportunity for an outdoor terrace and the supply of lunches for picnics in the park.

A private sector rental could support greater investment in the house and surrounding grounds. The house and stone building could also combine with the restaurants a gallery museum of the site's history with changing photographs and photomurals on the walls.



*The Freeman-Bradley House, January 20th, 1966 at Cedarvale Park
Source: Esquesing Historical Society*



Existing View of Freeman-Bradley House (ATA, 2021)



Existing View of Freeman-Bradley House (ATA, 2021)



*Canada We Thank c. Unknown
Source: Town of Halton Hills, 2021*

3.4 THEMATIC FRAMEWORK: CONNECTING THE PAST & UNDERSTANDING THE PRESENT

Theme 2: Connecting the Past & Understanding the Present

Cedarvale Park had been home to many different groups of people not just over the last two hundred years but the past thousands of years before that, each with their own distinct culture that has shaped the site. The theme “Connecting the Past & Understanding the Present” is an invitation to share people’s stories, experiences, and diverse cultures that have contributed to shaping the community present in Halton Hills today. It utilizes the narrative of the Georgetown Boys as a catalyst for bringing reflection on and truth to the events of the past.

This theme is examined primarily through the site’s connection to the narrative of the Georgetown Boys, orphans from the Armenian Genocide. The interpretation of the theme will examine three major points:

1. The story of the Georgetown Boys, including both events leading up to the arrival to their new homeland and integration into Canadian society after leaving the Farm School.
2. Connection to the shared experiences of many Canadians today as a nation of immigrants.
3. Canada’s historic role in relocating Armenian orphaned children and how this first effort influenced Canada’s future involvement in international humanitarianism.

As a community, people are beginning to acknowledge and understand the events during the Armenian Genocide on the Armenian community. This understanding has been brought back in most recently by the President of the United States, Joseph Biden, officially recognizing the mass killing of approximately 1.5 million Armenians as genocide. The statement was issued on April 24, 2021, which has sparked renewed conversation in connecting the events of the past to the present.

This interpretation plan presents an opportunity to create space to share and reflect on these events to bring understanding and truth to what took place in Armenia. The interpretive goal of this theme goes beyond solely conveying information. It seeks to help visitors to the site foster connections between the narratives presented and their own experiences. In particular, the experiences of being a refugee, being an

immigrant, new beginnings, and opportunities. Despite these being the experiences of orphans, many visitors will see themselves in the shared stories as they reflect on the shared Canadian experience of being a newcomer to the land.

Key Interpretive Message

The history and importance of the Georgetown Boys and Canada’s humanitarian role.

Interpretive Elements

“Connecting the Past & Understanding the Present” is a broad theme that can be interpreted through two separate spaces with contrasting qualities and intended uses. The first space is a large open public space where people can come together and share the stories, perspectives, and experiences of other people and cultures. The second creates smaller intimate spaces that allow for moments of more private reflection and understanding of the stories and events that occurred. The interpretation, programming and design language should support the envisioned uses of these spaces.

The way these stories, experiences and events are told can be in any form or media. The interpretation could also rely on an integrative design approach, meaning a combination of subtle and direct methods for delivering historical information, storytelling, and activities would convey the historical and cultural significance of the site.

Landscape

Possible ways to interpret the “Connecting the Past and Understanding the Future” theme through landscape include:

- Create flexible spaces where people can come together and connect
- Create intimate spaces where people can contemplate and reflect
- Use the natural landscape to create spaces that allow people to connect back to the experience.
- Using landscape furniture, lighting fixtures to outline and define space
- Use natural features, gardens, plants to outline and define spaces.

Built Environment

Possible ways to interpret the “Connecting the Past and Understanding the Future” theme through built environment include:

- Create sheltered spaces, incorporating existing elements of buildings, foundations floors, etc., to create learning spaces
- Create pavilions in the landscape that frame important moments that allows people to contemplate and reflect

3.4 THEMATIC FRAMEWORK: CONNECTING THE PAST & UNDERSTANDING THE PRESENT



1 Create flexible spaces where people can come together and connect, share stories and experiences.



2 Using the landscape to create intimate spaces where people can gather and contemplate. The space should be flexible enough to allow for multiple programs and events to occur.



3 Using the natural landscape to create spaces that connect back to the experiences of the past.



4 Integrating spaces within the landscape by using natural features, gardens, plants to outline and define spaces.



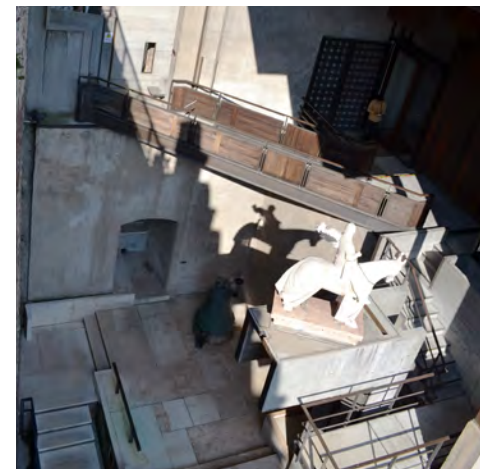
5 Build structures over floors or foundations to create spaces for people to gather.



6 The structure can be temporary, encloses spaces or allow for open air exhibits.



7 Building floor or pathways within and above the existing elements can connect visitors to the past.



8 Create structures that overlook/frame important moments, allowing people space to contemplate & reflect.

Programming

Possible ways to interpret the “Connecting the Past and Understanding the Future” theme through programming include:

- Create partnerships to develop learning events, workshops, walking tours/ nature walks that allows people to connect and foster understanding
- Create a digital database or a museum that presents the history of the site.

Design Objects and Art

Possible ways to interpret the “Connecting the Past and Understanding the Future” theme through design objects and art include:

- Create an interactive display that allows users to interact and connect to the digital database, which is full of photos, video and stories
- Create an interactive art installation or environment that takes advantage of the existing space.

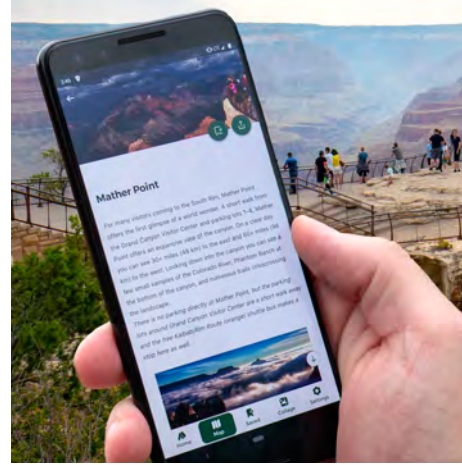
3.4 THEMATIC FRAMEWORK: CONNECTING THE PAST & UNDERSTANDING THE PRESENT



9 Create partnerships to develop interpretation planning of the site by integrating photographs, views and important spaces.



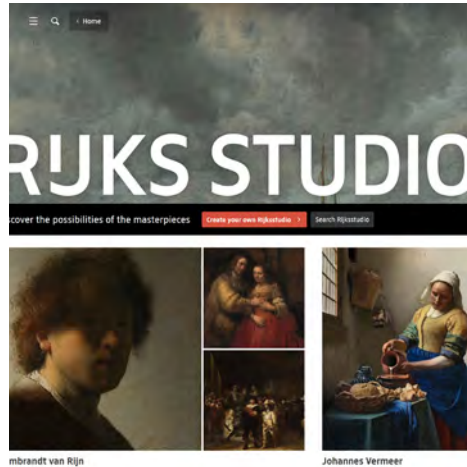
10 Creating a digital database that can be accessible via QR codes to enhance visitors experience.



11 By integrating technology, information can be accessed by anyone and can be used to crowd source additional stories, and experiences.



12 Create digital displays highlighting stories, photography, art that allows visitors to interact with past.



13 Create a digital database, which is full of photos, videos and stories that allows visitors to explore the past.



14 Create pavilions in the landscape that frame important moments that allows people to contemplate and reflect.

3.4 THEMATIC FRAMEWORK: CONNECTING THE PAST & UNDERSTANDING THE PRESENT

Stories to Explore

“Connecting the Past & Understanding the Present” is a more contemplative theme intended to help audiences draw connections between themselves and the former inhabitants of the Cedarvale site. The following topics can be used as starting points to invite visitors to share their own experiences.

- Exploration of the rich culture of the Armenians (or other past occupants of the site) through their histories, values, traditions, language, art, music and dance. This can be connected to the importance placed on maintaining the Georgetown boy’s Armenian language skills at the school, with the need to assimilate to “Canadian” culture.
- Recounting of the events leading up to orphans’ arrival to their new homeland. Inviting visitors to the site to share their own stories of how they came to Canada.
- The emotional challenges shared by immigrants such as missing one’s home and loved ones, feelings of being a stranger, and the difficulties tied to integrating oneself to a different culture.
- The feelings of hope and opportunity new beginnings represent.
- Recognizing the various groups in Canada who were instrumental to rehoming efforts of the orphaned Armenian children.
- Highlighting Canada’s involvement in other prominent international humanitarian aid and peacekeeping missions, both in the past and present.
- Celebrating notable contributions and accomplishments of people in the Town of Halton Hills who are immigrants to Canada.

Examples of Possible Implementation of the Theme

The following are examples of implementation of the theme at Cedarvale park. These are preliminary in nature and can be used to help inform the design and planning process



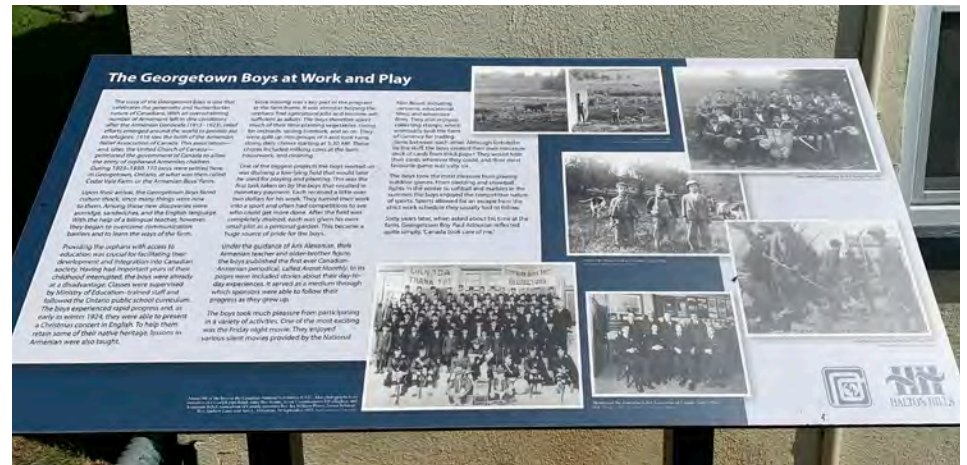
DIGITAL MUSEUM

The story of the history of the site, particularly that of the Armenian refugee boys could be presented as an audio-visual presentation. It would involve organizations with a history of the park such as the Zoryan Institute, the United Church of Canada and the potential to include active Canadian organizations involved in human rights such as CHRIO, the Canadian Human Rights International Organization.

There was a total of 103 children in total that stayed at the Farm School. Most stayed in Canada and there are numerous stories of their success following leaving the School. There is therefore a wealth of history to be told in a film documentary. The digital museum could be separate from or part of any of the options outlined in recognizing and interpreting the history of the site.



Collage of photos and documents through which the story of the Georgetown Boys could be told
Source: Composed by ATA with images from Zoryan Institute and Esquesing Historical Society



Existing Monumental Plaques (ATA, 2021)



MONUMENTS

The history of the site in regard to the refugee Armenian boys is recognized by a range of Provincial Plaques that are located on route to the Cedarvale Community Centre. In addition, there is an additional plaque on legs in front of the entrance wing to the building that combines text and photographs about the Armenian boys. Directly above the exterior walls are two pewter bronze plaques. The largest of these is titled "The Georgetown Armenian Boys" and was erected by the Georgetown Armenians boys Association with the assistance of the Ontario Ministry of Citizenship and Culture on July 1, 1984. Below it is a smaller heritage plaque titled "Cedarvale Park" installed by Heritage Halton Hills that designates the property in 2010.

The Town of Halton Hills has allotted funding for the eventual demolition of the existing community centre. The existing building is not related to the history of the Armenian refugee boys, but rather to the United Church Girls' School. The building regardless, provides a visual connection to the site's history. Once demolished, where do these plaques go to best tell the story to the public?

The first of these options is a continuation of use of plaques or monuments. The use of monuments is the simplest and least expensive approach.

The location and quality of the plaque is important. The most appropriate location if the building is removed would be the raised terrace area where the central three-story portion of the community centre is now located. The view to the commemorative plaque would be outward to the park, the original farm fields of the school. Given the importance of the site history to Canada, the plaque or plaques should be mounted on a solid base, preferably of stone. It should be adequately sized so that text and photographs can be separated and illustrations provided adequate visual space around each.

The other common form of monument is a sculpture or brass relief that depicts the Armenian Boys at the Farm School. There are numerous large scale bronze sculptures around the world that depicts the refugee crisis, from World War II. There are pictures available to contribute to the sculpture. The boys walking to Georgetown is one example of a positive and striking image.

As a replacement to the existing building a sculpture monument provides a concrete and compelling story and may more directly represent the cultural heritage of the site. The sculpture pieces would likely still require a descriptive plaque either part of or separate from but complimentary to the sculpture.



Sculpture (ATA, 2021)



View of existing parking lot with adjacent playing fields, at Cedarvale Park (ATA, 2021)



Existing Pathway to Community Centre (ATA, 2021)



View of existing parking area looking towards park entrance (ATA, 2021)



THE PATH (THE VOYAGE)

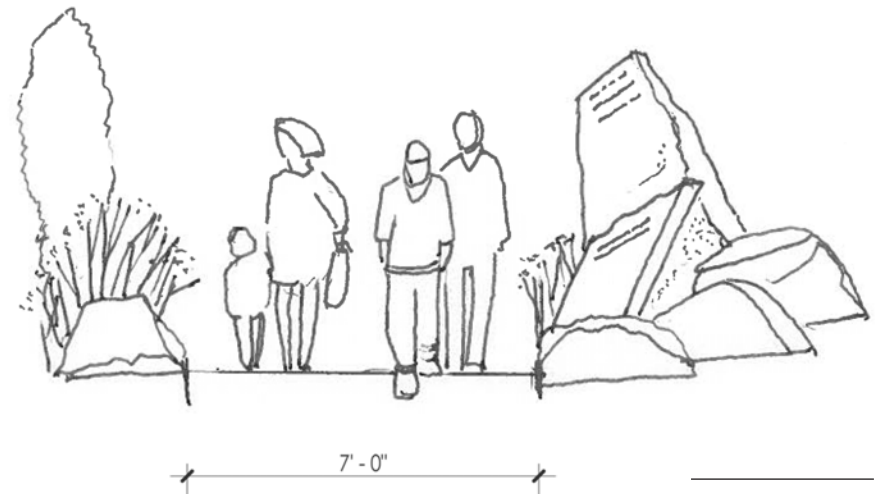
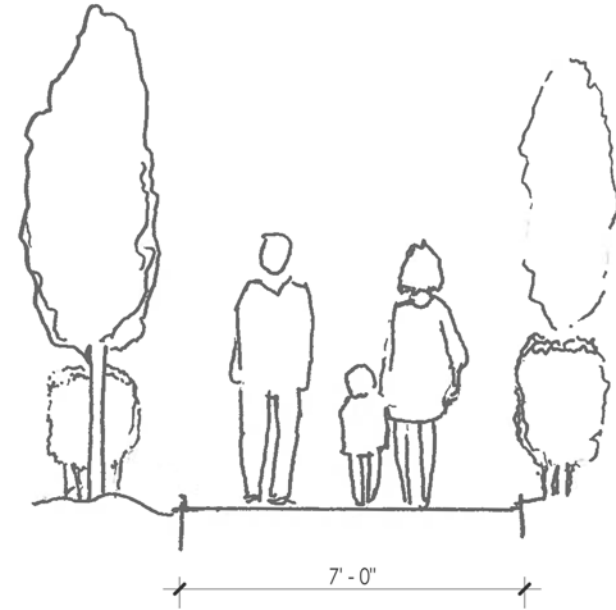
The current pathway to the community centre is not clearly defined. There should be a clear definition between the parking area and the route to where the Farm School was sited. A transition is needed if the cultural heritage value of the property is to be understood by the public. The compelling story to be implemented is that of 100 refugee children saved in Canada (Georgetown) out of a genocide that killed 1.5 million. In order to appreciate the scale of the tragedy and importance of the site, there is a need to separate the experience getting to Cedarvale Park from the experience of being in the park.

The parking lot is currently an open space, that feels part of the park. The edges of the parking are ill defined and the large parking area is not landscaped or subdivided into small sections. As a result, there is no strong sense of arrival on reaching the park. In contrast the winding descent into the park and crossing of the bridge provides more of a sense of anticipation.

The implementation of a wayfinding system is essential. The pedestrian route to the site requires definition and separating from any driveway. The landscape treatment may be continuous, identifying a single theme to the site. The pathway may also evolve as progressively as an individual reaches the building site(s).

The simplest approach would be to introduce signage and a street lined walkway. There are numerous cultural heritage themes that can be present. One theme of the Armenian boys' stay at the Farm School is the story of their journey from the refugee camps to Canada. It is a story about the tragedy of war and the plight of refugees. An interpretation of this theme would be a rough pathway. Along it could be shifting slabs, slabs rising up with vertical panels with statistics regarding the journey (numbers of refugees, numbers of people killed, locations of camps and the locations of where they stalled and the nature of the journey to Canada and Georgetown). Along the Path, the vegetation could be thorny and not conducive to venturing into the planting between the slabs. Eventually the pathway could open up to the clearing, pavilion or foundation in which the positive experiences at the Farm School are outlined.

In order to have an effective interpretation of the site's history, there will be a need to have a design that begins at the parking lot and ends at the memorial. It will require the coordinated services of an exhibit curator, an architect or exhibit designer, a landscape architect and others.



Voyage / Path (ATA, 2021)



*Detailed view of the Georgetown Boys working at the Cedarvale Farm c.1920
Source: Esquesing Historical Society*

3.5 THEMATIC FRAMEWORK: LIVING WITH THE LAND

Theme 3: Living with the Land

The theme “Living with the Land” considers the way the people have used the land over hundreds and thousands of years for survival and agriculture and the impact of these activities. It is about recognizing the important role the land and surrounding landscape has held in the lives of the former inhabitants of the Cedarvale Park site, as people who lived off the land.

In exploration of the impact of the landscape of Cedarvale Park on the lives of people who lived there, the theme will highlight the following stories:

1. Its long history as a site for farm operations spanning from the early settlers to the Georgetown Boys Farm School
2. The former Dominion Seed House and its significance to the agricultural history of Canada
3. The evolution of the role of the Credit River over the history of human settlement

Central to this theme is the exploration of the complex relationships that have existed between these groups people and the land. The relationship of Indigenous cultures to the land was one of spiritual connection, rooted in the belief that people are stewards of it. For European settlers land was related to through concepts of ownership and mastery over it. For all, the land was a source of sustenance. Owning land two hundred years ago provided security, a source of income and food. It allowed early settlers to live self-sufficiently. For the Armenian orphans, land held a similar sense of security, as well as that of a positive future.

As important as the land itself are features such as waterways and rivers. The connection of the site to the Silver Creek (a branch of the Credit River) is an important sub-theme for the interpretation. Historically the river has been a source of life and played an important role in early settlements. Not only has it allowed for agricultural farming, but it was also a place of gathering, method of transportation and trade, and source of power for early industries. Over time its role has evolved to one of recreational use, with well-documented moments on the site where it is linked to recreational activities and events.

Key Interpretive Message

The history and importance of the land and river.

Interpretive Elements

As the “Living with the Land” theme examines the relationship between people and the landscape, the interpretive content is intended to be spread across the Cedarvale Park in a network of features and elements that tell the stories of the site. Visitors’ experiences are directed as they move across the site in a way that they become aware of the narratives present. Views are used to frame important features and elements of the landscape. Pathways guide visitors’ progress through the site and surrounding parkland, following the trails and movements of past inhabitants. Places of gathering focus attention to or highlight specific landscape moments connected to the past. Elements should be designed tactically and strategically linked to the goals of this HIP.

Landscape

Possible ways to interpret the “Living with the Land” theme through landscape include:

- Using embed marks or wayfinding signs to outline different boundaries and spaces in the landscape
- Connecting to existing trails to integrate the land and surrounding area
- Create pathways to different areas of the Park that hold significant meaning
- Create natural landscapes, gardens, plantings that frame views that hold significant meaning

Built Environment

Possible ways to interpret the “Living with the Land” theme through built environment include:

- Create pavilions, gateways or structures that frame views that hold significance to the Park cultural heritage

3.5 THEMATIC FRAMEWORK: LIVING WITH THE LAND



1 Create pathways to different areas of the Park that hold significant meaning.



2 Create a Seed Library by allowing the public to participate in growing and planting native plants, fruits and vegetable that relates to the theme of living with the land.



3 Create gardens and plantings that frame views that hold significant meaning.



4 Integrating spaces within the landscape by using natural features, gardens, plants to outline and define spaces.



5 Build structures or pavilions that frame views of the landscape that hold significance.



6 The structures can recreate or frame important moments.



7 Create pathways within the landscape and with existing elements can connect visitors to the past.



8 Create pavilions in the landscape that frame important moments that allows people to contemplate and reflect.

Programing

Possible ways to interpret and communicate the “Living with the Land” theme through programing include:

- Create programs that integrate and use the land and surrounding park — using views, timelines, plaques, and signage to describe activities and events on the site.
- Hold events or workshops that invite communities or potential audiences to interact with the past
- Run interpretive heritage walks

Design Objects and Art

Possible ways to interpret the “Living with the land” theme through design objects and art include:

- In partnership, create and develop the augmented reality that uses images and stories to experience how people lived with the land over the past 200 years.
- It can be implemented via QR code, websites, digital displays, interactive displays
- Place physical markers, plaques and sculptures integrated with digital technology to enhance the experience.

3.5 THEMATIC FRAMEWORK: LIVING WITH THE LAND



9 Create programs that integrate and use the land and tell a story such as a time line of the landscape.



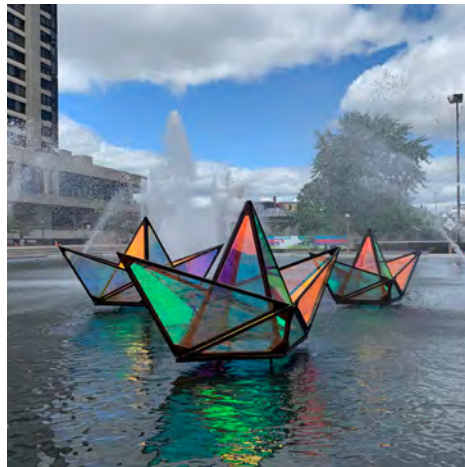
10 Telling the story of the landscape such as in "Storyboard on the Landscape" by Ekistics Planning & Design, can frame important views & history of the site by integrating photographs, timelines and views.



11 Holding events such as farmers markets or seed library workshops can help tell the story of the early agricultural history of the site.



12 Using design objects such as frames, portals, gateways to frame meaningful views of the landscape.



13 Commissioning art and objects within the landscape can enhance visitors' experience.



14 Art objects can provide visitors the experience of what events or stories on the landscape had occurred.

Stories to Explore

This theme examines the lives of the people in relationship to the land, considering the different ways they have used it, modified it, and the cultural impacts of these activities. The following stories serve as potential topics of exploration in relationship to Cedarvale site:

- Remembering past farming operations through depictions of agricultural landscapes of the past. Recreate through elements such as garden beds with heirloom crops and reestablishments of former orchards.
- Story of the Dominion Seed House and the importance of mail-order seeds to Canadians. Connect to programming related to seeds (seed library, harvesting, etc.)
- The draining of the field in front of the Farm Home by the Georgetown Boys. Utilizing the story to convey a sense of the physical changes that have occurred to the site in adaption of the land for suitability farming. Contrast with interpretive elements that depict or overlay views prior to modifications of the site.
- Conveying the story of the Credit River and its important role in the lives of early settlers in the Halton Region, through its use as a means of transportation, trade, and industry (mills).
- The use of the river as a swimming hole by the boys during summer months. Connect to the broader themes of the evolution of the Credit river to a primarily recreational use.
- Native American's ideas of stewardship of the land. Connect to interpretive programming that focuses on environmental education.
- Tracing the geological forces that have shaped the physiography of the Georgetown area, which lies below the Niagara Escarpment, connecting it to how this has influenced human settlement patterns and uses of the land.

Examples of Possible Implementation of the Theme

The following are examples of implementation of the theme at Cedarvale Park. These are preliminary in nature and can be used to help inform the design and planning process



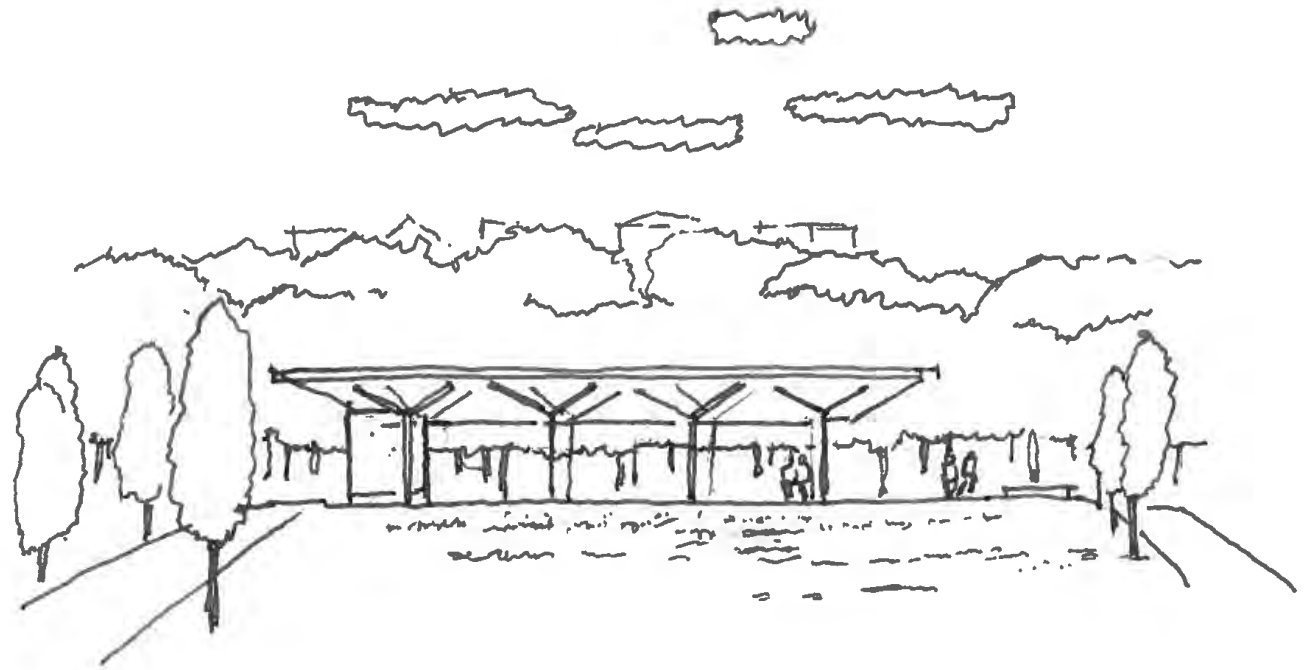
PAVILION

Parks frequently have pavilions. Cedarvale Park is generally open in character except for the vegetations along the creek and the hillside. There is a light open shelter near the children's play area. It is not large enough to create a significant landmark in the Park or a gathering place for events. A new large open pavilion housing a memorial could also be used as a shelter and gathering place for events and activities in the Park. It would be located where the current three-storey community centre is situated and would provide an elevated view of the Park and any activities therein. In the opinion of ATA Architects, the length of the pavilion should approximate the central block of the existing building.

An option would be to have the pavilion, particularly enclosed with the inclusion of folding or sliding wall panels, to increase weather protection and its use. Such a structure could be used for:

- Nature programs for school children
- Art in the park events
- The father day gathering
- Picnics
- Wedding chapel
- Soccer meets
- Snowshoe + cross country ski rental in the winter

The opportunities are broad, but ongoing maintenance would be relatively low in comparison to the existing building. If programs were further developed for the Park, a separate washroom building might be a consideration.



Open Pavilion (ATA, 2021)



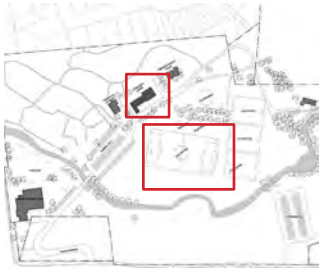
View of Existing Open Shelter in Cedarvale Park (ATA, 2021)



View Across Park to Existing Community Center (ATA, 2021)



Elevated View of Cedarvale Park taken from the Existing Community Centre (ATA, 2021)



FARM OPERATIONS

There is an opportunity to reflect both the farm operation and the fact that the Dominion Seed Company was on the adjacent land by the establishment of either:

1. garden plots
2. floral displays/butterfly garden
3. small formation of fruit trees (representing the orchard now lost)

The flower gardens and fruit trees could be part of the site development related to the memorial. Their maintenance could share Halton Hills parks and recreation department and the local horticultural society.



Open Pavilion Reflecting Agricultural Roots (ATA, 2021)



Existing view across the landscape at Cedarvale Park (ATA, 2021)



Open areas surrounding existing community centre provide opportunities for establishing garden beds (ATA, 2021)



Example of gardens planted at a Heritage Cottage in Cambridge, ON, maintained by the local horticultural society.



THE RIVER

The river the Armenian boys played in and made a swimming hole was also significant to the farm operation. At the current time, it is naturalized, and there is only a single bench along the watercourse. Sitting and picnicking along the waterway could be further encouraged with additional amenities. The role of the river could be reimagined in plaquing or signage.



*Georgetown boys swimming in the river at the Cedarvale Farm School
Source: Zoryan Institute*



View Silver Creek through Cedarvale Park (ATA, 2021)



View of the naturalized river banks (ATA, 2021)



View of single existing bench alongside the water (ATA, 2021)



*Panorama view into the Park taken from the parking area; centre - Cedarvale Community Centre; right - Cedarvale Park playing fields
Source: A composition of photos taken by ATA staff in 2021*

4.0 IMPLEMENTATION AND MANAGEMENT

Introduction

The Heritage Interpretation Plan's primary goal is to integrate heritage interpretation into the landscape, built, design/art, and programming elements that will be part of the new master plan and any future planning and design work for Cedarvale Park. This section lays out a plan of action and highlights important considerations to aid the implementation process. A set of guiding principles has been outlined, which have helped inform the development of this plan and should continue to direct the future planning, design and development of the site. The existing site and interpretation plan present a number of strengths and challenges which have been identified; these are areas that can either be leveraged and built upon, or will need to be addressed with consideration. Following this, a three-phase implementation approach is outlined beginning with the development of an initial design concept based on a collaborative process that engages the community, and the progression through increasingly detailed interpretive planning, design and content development phases that are delivered over a long-term period. The section concludes with information on potential sources of funding and partnerships that can be explored further which could be of benefit to the successful realization of the project.

4.1 GUIDING PRINCIPLES FOR INTERPRETATION

This section provides a summary of a set of guiding principles that will help the implementation progress. These principles below inform a more detailed interpretive planning, content development, design and implementation process. These should be used as to start a dialogue and collaboration with different audiences.

Involve the local communities, partners, and user groups

Involving local communities, partners, and user groups helps secure the success of the implementation plan. They will feel empowered to participate and share knowledge and insight into the implementation design and planning process.

Interpretive contents are based on research and open to the public

Content developed is based on research, including oral histories, stories, experiences that offer insight on various themes. They are also to be stored and shared with the public in a way that is easy to access.

Use the built heritage and cultural landscape for place-making

It is important to include the existing heritage buildings and cultural landscapes during the design and planning process to enhance place-making.

Create relatable content

Creating content, especially historical themes, that is relatable helps audiences connect to the areas, objects and building. Planning interpretive content, design, and programs should consider what is relevant and relatable to the greater audience.

Integrate interpretation into the landscape and built environment

Interpretive content should be seamless throughout the design, either as part of the landscape or built environment. The landscape and built spaces should be carefully planned to help narrate the interpretation. The experiences should be cohesive and seamless.

Create spaces that support programming

Creating flexible spaces that support various programs, content, or activities helps maintain and use the space efficiently. Having a mixture of open and closed spaces, whether permanent or semi-permanent, opens the space for multiple functions.

Create a cohesive concept and experience

Create a cohesive concept and experience that attracts audiences to want to come to the site. The design should support a seamless experience of the interpretive content.

4.2 INTERPRETIVE STRENGTHS AND CHALLENGES

Below are some strengths and challenges that are present in the interpretation plan.

Strengths

Location

The site's location within a park allows direct access by the primary residents of the area to come and use the space. The open space means a variety of events can be held.

Existing Buildings and Infrastructure

The site already has existing heritage buildings that attract certain audiences. Existing infrastructure is already present on the site, which will help in future planning.

Potential audiences

Many local communities, partners, and user groups know the various themes and will support the interpretive process.

Challenges

Existing Community Centre

The existing community centre currently does not meet the needs of the community. Saving or salvaging the building is not sustainable. Alternative solutions should be looked into.

Funding

To support the large-scale implementation of this plan, funding sources will need to be obtained.

Public Interest

The interpretive process may be seen as an academic process, which makes it difficult to engage with certain audiences or community groups.

3 PHASE IMPLEMENTATION STRATEGY



4.3 IMPLEMENTATION STEPS AND CONSIDERATIONS

A variety of planning and design processes will be required in the successful development and heritage interpretation of Cedarvale Park. An implementation strategy consisting of three phases has been proposed to move from this plan to the realization of the future vision for the site. The following approach begins with an extensive community outreach phase that builds on this Heritage Interpretive Plan, and together they inform a detailed planning and design process that would be carried out in steps.

Phase 1: Preliminary Design and Community Outreach

Phase 1 builds upon the work already prepared in the Heritage Interpretive Plan, which focuses on engaging with different local communities, partners and user groups. At the same time, it works to bring forward preliminary design and planning for the site for community input. This also gives a chance to highlight to the public and local communities temporary installations, programs and events. This can create excitement to the overall project as well as making local communities, partners, and user groups empowered to participate and make them take ownership of the space.

Phase 1 does not require substantial infrastructure, funding or administrative support.

Phase 1 will be City-led with substantial collaboration with partners to plan, coordinate and deliver interpretation during the design and planning process.

The intent of this phase is to involve as many audiences as possible to participate and gain as much input and perspective from the beginning of the process in order to inform Phase 2. It involves high-level planning and audience engagement.

Phase 2: Design Development and Planning Process

Phase 2 continues at the end of Phase 1, where the design concept is developed. The goal of implementation through this phase would be to embed the heritage of the site and the themes identified in the interpretation plan into the design and planning process of elements for the landscape, built environment, programming and/or design objects and art.

This phase would expect to occur over 12 months, which the goal is to create a preferred design concept for the site and surrounding area. The selection of a preferred plan will allow the Town and Region to go through all necessary steps to proceed through the development process, notify the public and the continuation of securing funding sources. A business case should be developed in order to maximize the potential of the site and surrounding park.

Part 3: Detailed Design and Realization of Project

Phase 3 focuses on the integration of heritage interpretation into the detailed planning and design of programs, the built environment, landscape and design objects and art. This include coordination, planning design and construction that would move the project from a conceptual interpretation phase to realization of the project.

This final phase is longer than Phase 2 and expected to be detailed. It is expected that this phase would continue for another 12 to 24 months. A core team of consultants would prepare the required documents and tendering it out to the public. Activities such as programming, events, community outreach will continue from Phase 1, to once spaces are built until construction is complete.

4.4 FUNDING

While there are always some actions that can be taken to interpret the cultural heritage of a site at a low cost, the ones that would have the most wide-reaching and long-term impact, such as many of the interpretive elements identified within the heritage interpretation strategies in Section 3, will require funding. There are a number of the federal and provincial government as well as corporate grants and programs that offer support for cultural heritage projects and initiatives that the Corporation of the Town of Halton Hills and its partners would be eligible to apply for. The following list represents potential resources that could be leveraged based on the direction the project design concept takes during its development.

The list is not exhaustive and is meant as a starting point for the exploration of funding opportunities to help show that there is potential for the large-scale implementation of the interpretation plan to be financially feasible. For each possible funding source, there is a column that identifies which different component of the interpretive plan would be eligible under the grant. Three grant programs offered by the federal and provincial government and its agencies have been highlighted below as being potential primary sources of funding in the implementation of the plan. The construction or renovation of physical spaces is a focus of all three as that can represent the largest upfront investment, with the funds of each covering varying types of projects components. They have also been highlighted based on their role in supporting comparable projects in the past. However, it is encouraged that all funding opportunities are assessed and explored.

Note: Due to the changeable nature of many grant programs, the specific ones listed below may no longer be available by the time of project implementation. However, as government organizations generally remain unchanged, the funding programs may evolve into new ones but with similar objectives.

Possible Funding Opportunities

Canada Cultural Spaces Fund (CCSF)

Under the Canada Cultural Spaces Fund, the federal government proposes to invest some \$54 million over the period between 2018 to 2028 to provide communities with spaces that directly support arts or heritage programming. The advantage of this Fund is that it specifically focuses on supporting art and cultural heritage facilities such as museums, theatres, art galleries, performance centres and creative hubs, to name a few. The CCSF aims to contribute to projects which seek to improve community access to local history, projects that preserve and celebrate Canadian history, and projects which provide improved physical space that benefit art and heritage organizations. These objectives relate strongly to the goals outlined within the plan and the vision for the potential interpretation of the Cedarvale Community Centre area of the park.

The fund covers expenses related to the development of facilities: new construction, renovations, and acquisition of equipment, including administrative projects costs. It can also assist with feasibility studies in the start-up or planning stage of projects that meet the eligibility criteria. The limitations of the CCSF are that the eligible work must be directly connected to development that facilitates art/heritage programming.

An example of a comparable project in Ontario which received funding under the CCSF that allowed for its successful realization is the Peterborough County Agricultural Heritage Building. It was awarded \$970,000 in 2016 for the construction of a new facility that would allow the Lang Pioneer Village Museum to operate year-round and celebrates the region's rich local agricultural history. The Museum is owned and operated by the city municipality, the Corporation of the County of Peterborough. It offers a museum space, community gathering spaces, workshop for heritage conservation work as well as a space for the growth of the Ontario Federation of Agriculture's educational programming.

Investing in Canada Infrastructure Program (ICIP)

The Investing in Canada Infrastructure Program is a cost-sharing program between the federal and provincial governments committing to an investment of \$33 billion over ten years in infrastructure across four categories. Of these the Community, Culture & Recreation Infrastructure stream is most relevant to the implementation of the ideas identified in the Cedarvale Heritage Interpretation Plan. The goals of the fund is the building of spaces that offer fundamental services, programs and activities to the community based on identified regional gaps, provide improved accessibility and foster social inclusion. These objectives align with the intention of the Town's development strategy for recreational spaces as part of its new master plan for Cedarvale Park, opening up the ICIP as a potential funding source. The advantage of the ICIP over the Canada Cultural Spaces Fund is that it allows for funds to be allocated to a larger variety of project types, thereby supporting recreational, site work or other community components that do not directly relate to arts or heritage programming.

The program is broken down into two funding categories based on project type and size. The "Multi-Purpose Category" supports large-scale projects that involve the new construction of facilities, or significant renovations to or expansions of existing ones. The "Rehabilitation and Renovation Category" assists smaller scale projects such as renovations or upgrades to existing facilities that improve functionality and/or accessibility, as well as the new construction of small infrastructure projects. Eligible under this are site components such as ramps, parking, wayfinding and signage, and outdoor spaces for recreation such as playing fields or public spaces like community squares. All costs directly related to project planning and implementation can be covered under the ICIP fund if incurred after the project is approved.

An example of a local project with which the subject plan shares similarities that has recently been approved for funding under the Community, Culture & Recreation stream of the ICIP is the High Park Visitor and Nature Centre in Toronto. The High Park Nature Centre and City of Toronto were awarded \$4.3 million to support renovations to the existing Nature Centre and its expansion with the construction

4.4 FUNDING

of a new Visitor Centre. The High Park project meets the goals of the ICIP fund as it seeks to improve park facilities for its many recreational users in the community, enhance accessibility of the park, provide spaces for community collaboration, and create spaces for heritage interpretation such as educational programming and exhibits related to promoting the park's natural and human heritage.

Ontario Trillium Foundation Grants

The Ontario Trillium Foundation was established by the Government of Ontario to lend support to non-profit organizations in the provision and delivery of programs and services that benefit communities within Ontario. Eligible projects fit into one of the six action area which the OTF invests in, of which "Inspired People: Enriching people's lives through arts, culture and heritage" is the area that may be most relevant to the heritage interpretation components of the Cedarvale site. The OTF has grants available that have potential to be accessed at different stages of the project: the Seed Grant can be utilized in the start-up stage to develop a specific strategy or plan or conduct a feasibility study; the Capital Grant supports infrastructure development projects; and the Grow Grant can help a successful program expand and develop further.

The Capital Grant fund is most suitable to the implementation of the Cedarvale interpretation plan, as it is intended to fund the building or improvement of community spaces. The grant covers expenses related to new construction, renovations, equipment acquisition, land purchases, and their development. The advantage of the OTF grant is that it can be used in combination with other government grants as supplementary funding for parts of the project that may not be covered by other sources. Many of the elements identified for potential interpretation of the site could be eligible based on their relevance to the project goals (ie. preservation of heritage, increased educational and engagement opportunities with the history of the site, etc.) The big limitation of the fund is that the primary applicant must be an eligible not-for-profit organization; however, this requirement could inspire collaborations with local groups that could prove to be enriching to the project.

The Peterborough County Agricultural Heritage Building is an example of a heritage facility project that utilized a \$150,000 Capital Grant from the OTF to complement the funding received from the federal government under the Canada Cultural Spaces Fund. As the Museum is owned by the municipal government of Peterborough, the project leveraged their partnership with the Ontario Federation of Agriculture to be eligible, providing space within the new facility for the Federation's arts, culture and heritage educational program delivery to schools.

LEGEND - INTERPRETIVE ELEMENTS

- | | | |
|------------------------------------|------------------------------------|--------------------------------|
| 1 New Construction | 5 Art / Design Objects | 9 Outdoor / Park Space |
| 2 Renovations / Maintenance | 6 Renovations / Maintenance | 10 Wayfinding & Signage |
| 3 Educational Programming | 7 Events | |
| 4 Monument / Memorial | 8 Start-Up / Planning | |

POSSIBLE FUNDING OPPORTUNITIES CHART

PROGRAM NAME	FUNDED BY	INTERPRETIVE ELEMENTS	OVERVIEW	ELIGIBILITY	AMOUNT AVAILABLE	MORE INFO / OTHER
Legacy Fund - Building Communities Through Arts & Heritage Program	Government of Canada	2, 4, 5, 9	Fund for community projects that are commemorative of 100th anniversary or greater of local historic events/people. Can be used for the transformation, including renovations and restoration, of existing buildings or outdoor spaces that are directly connected to the commemoration. Transformation can also be through the installation of art/design objects, or monuments.	<ul style="list-style-type: none"> - Municipal Administrations/ Agencies - Non-profit Organizations - Other 	Maximum 50% of eligible project costs up to \$500,000	https://www.canada.ca/en/canadian-heritage/services/funding/building-communities/legacy-fund.html
Community Anniversaries - Building Communities Through Arts & Heritage Program	Government of Canada	4, 5, 6	Fund for community events (non-recurring) that are commemorative of 100th anniversary or greater of local historic events/people. Eligible projects involve local artists, craftspeople, and/or heritage specialists and can also include the commission of objects that celebrate the heritage such as statues or murals.	<ul style="list-style-type: none"> - Municipal Administrations, Agencies, or Authorities - Non-profit organizations - Local Aboriginal government or organization 	Maximum \$25,000	https://www.canada.ca/en/canadian-heritage/services/funding/building-communities/anniversaries.html
Local Festivals - Building Communities Through Arts & Heritage Program	Government of Canada	6	Fund for festivals or events that promote and celebrate local art and heritage and engage the community. Primary event component must be that of arts or heritage programming. Examples: performers, visual artists, creators, heritage educators, heritage presentation, etc.	<ul style="list-style-type: none"> - Non-profit organizations - Local Aboriginal government or organization 	Maximum 100% of eligible expenses up to \$250,000.	https://www.canada.ca/en/canadian-heritage/services/funding/building-communities/festivals.html
Canada Cultural Investment Fund	Government of Canada	7	Broken down into three components of which "Strategic Initiatives" is likely most applicable to the interpretation plan. Fund supports projects that involve at least 3 partners, and directly benefit art or cultural heritage organizations. Fund addresses development of business practices and new initiatives which can include operational management, technology costs, and marketing.	<ul style="list-style-type: none"> - Non-profit organizations - Post-secondary education institution - Heritage organization 	Maximum 50% of eligible project expenses. 75% for exceptional circumstances. Maximum \$50,000 for a grant; \$1,000,000 for a contribution.	https://www.canada.ca/en/canadian-heritage/services/funding/cultural-investment-fund.html

4.4 FUNDING

POSSIBLE FUNDING OPPORTUNITIES CHART (CONTINUED)

PROGRAM NAME	FUNDED BY	INTERPRETIVE ELEMENTS	OVERVIEW	ELIGIBILITY	AMOUNT AVAILABLE	MORE INFO / OTHER
Canada Cultural Spaces Fund (CCSF)	Government of Canada	1, 2, 5, 8	Fund supporting the development of physical spaces for the arts, creative disciplines, and/or cultural heritage. The fund can be used to assist with expenses related to the development of facilities: new construction, renovations, acquisition of equipment, and feasibility studies.	<ul style="list-style-type: none"> - Non-profit organizations - Provincial or municipal government or agency 	Maximum 50% of eligible project costs up to \$15 million for new construction or renovation; up to \$5 million for specialized equipment; up to \$500,000 for feasibility studies.	https://www.canada.ca/en/canadian-heritage/services/funding/cultural-spaces-fund.html
Canada History Fund	Government of Canada	3, 6, 7	Fund aimed at the development of educational programming initiatives that are centered on improving knowledge of Canadian history, civics and or public policy. Eligible project include the development of learning material, educational programs and activities (including workshops or conferences), media tools, and the building of networks/partnerships in that sector.	<ul style="list-style-type: none"> - Organizations that deliver programming focused on Canadian history/civics - Post-secondary educational institution - Municipal governments are not eligible but there is potential to team up with partner to develop educational material 	Up to 75% of eligible costs related to the development, implementation, and marketing of the project. Up to 15% of funding can be towards covering related administration costs.	https://www.canada.ca/en/canadian-heritage/services/funding/canada-history-fund/program-details.html
Celebrate Canada	Government of Canada	6	Provides funding for events and activities organized occurring on one of four holidays that celebrate Canadian culture & diversity. Canadian Multiculturalism Day (June 27) may be relevant to the interpretation of the Cedarvale site, celebrating Canada as a country of immigrants, connecting it to the Georgetown boys, and Canada's role international humanitarianism. Eligible expenses include programming, equipment, supplies, promotion, and administrative costs.	<ul style="list-style-type: none"> - Municipal governments - Educational Institutions - Non-profit organizations - Corporations (proposed project must be non-commercial) 	Maximum 100% of eligible expenses up to \$50,000 per year.	https://www.canada.ca/en/canadian-heritage/services/funding/celebrate-canada.html

LEGEND - INTERPRETIVE ELEMENTS

- | | | |
|------------------------------------|------------------------------------|--------------------------------|
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| 4 Monument / Memorial | 8 Start-Up / Planning | |

POSSIBLE FUNDING OPPORTUNITIES CHART (CONTINUED)

PROGRAM NAME	FUNDED BY	INTERPRETIVE ELEMENTS	OVERVIEW	ELIGIBILITY	AMOUNT AVAILABLE	MORE INFO / OTHER
Commemorate Canada	Government of Canada	3, 4, 5, 6, 7	Initiatives that celebrate or commemorate aspects of Canadian history (people, places, events, etc.) that are nationally significant. Eligible projects include activities, events (excluding festivals/fairs), educational material or media, commemorative objects such as plaques or monuments, and associated implementation and administrative expenses.	<ul style="list-style-type: none"> - Provincial or municipal government or institution - Non-profit Organization - Educational institution 	Maximum 100% of eligible expenses. Maximum \$10,000 in grants for monuments or plaques.	https://www.canada.ca/en/canadian-heritage/services/funding/commemorate-canada/application-guidelines.html#a5
Green and Inclusive Community Buildings (GICB)	Government of Canada	1, 2	The objective of the program is to increase the availability of and/ or improve the condition of existing community buildings (includes community centres and cultural facilities), while advancing the government’s climate plan. It provides funding for either new construction or renovation. New build projects must be constructed to be net-zero carbon. Eligible existing building renovations consist of retrofits, repairs and upgrades that improve the building’s environmental efficiency, energy performance, and accessibility or safety standards.	<ul style="list-style-type: none"> - Provincial, regional or municipal government; or public sector organizations owned by them - Non-profit organizations - Indigenous government bodies 	<p>Available funding is dependent on the size of the retrofit projects.</p> <p>New construction projects are eligible for funding between \$3 million to \$25 million.</p>	https://www.infrastructure.gc.ca/gicb-bcvi/index-eng.html?mc_cid=01022b1992&mc_eid=cf3ca5cbfe
Green Municipal Fund – Community Buildings Retrofit	Federation of Canadian Municipalities; funded by the Government of Canada	2, 8	An initiative designed to help support the retrofit and/ or recommissioning of existing community buildings to improve the building’s energy performance and reduction of greenhouse gas emissions. There is a variety of available funding options under the Green Municipal Fund depending on the needs of a project, some which cover initial planning through feasibility studies, analysis and monitoring, and others which cover the retrofit or recommission capital project. The GHG Impact Retrofit Capital Project covers costs such as improvements to the building envelope, equipment replacement, and addressing building maintenance issues.	<ul style="list-style-type: none"> - Municipal governments - Municipal partners 	80% of eligible costs as a combination of a loan and grant, up to maximum of \$5 million (25% of which is received as a grant)	<p>https://fcm.ca/en/funding</p> <p>https://data.fcm.ca/documents/programs/GMF/cbr/cbr-application-guide-gmf.pdf</p>

4.4 FUNDING

POSSIBLE FUNDING OPPORTUNITIES CHART (CONTINUED)

PROGRAM NAME	FUNDED BY	INTERPRETIVE ELEMENTS	OVERVIEW	ELIGIBILITY	AMOUNT AVAILABLE	MORE INFO / OTHER
Investing in Canada Infrastructure Program (ICIP)	Government of Canada & Government of Ontario (cost-sharing agreement)	1, 2, 9, 10	The ICIP is broken down into several streams; the Community, Culture & Recreation Infrastructure stream is most relevant to the interpretive elements identified in the plan. It is intended for the both large scale and smaller scale infrastructure projects involving the construction of new facilities or renovations to existing ones. Improvements to accessibility or functionality of the building and/or site are also eligible.	<ul style="list-style-type: none"> - Municipal or regional governments - Public sector institutions - Non-profit organizations - First Nations Communities 	Maximum 73.3% of eligible project costs (40% federal cost share and 33.3% provincial cost share) up to \$50 million for multi-purpose category; up to \$5 million for rehabilitation and renovation.	<p>Most recent intake is now closed. Future application intake openings are yet to be announced.</p> <p>https://www.infrastructure.gc.ca/plan/icp-pic-INFC-eng.html https://pub-southgate.escribemeetings.com/filestream.ashx?DocumentId=6825</p>
National Cost-Sharing Program for Heritage Places	Government of Canada	3, 5, 10	Funding program for protection of heritage places that have been formally recognized by the Government of Canada as a site of National Historic Significance. The program has three project categories for application. 1) Preparatory Assistance projects assists with start-up costs related to the preparation of planning documents such as interpretation plans, conservation plans, building or site condition assessments, etc. 2) Conservation projects that help cover costs related to the preservation and protection of the heritage resource. New buildings or modern additions are not eligible under this program. 3) Presentation projects assists with the development or programming and presentation media that helps communicate the historic importance of the site and reasons for designation.	<ul style="list-style-type: none"> - Non-profit organization - Provincial, regional or municipal government 	Up to 50% of eligible costs up to: maximum \$10,000 under Category 1 and 3; up to maximum \$100,000 under Category 2.	<p>https://www.pc.gc.ca/en/culture/clmhc-hsmbc/ppf-csp</p> <p>Site must first be designated for National Historic Significance, which is a process that takes a minimum of 2 years. It is likely the Cedarvale site would meet the criteria as a place that is "most explicitly and meaningfully associated or identified with events that are deemed of national historic importance,"(https://www.pc.gc.ca/en/culture/clmhc-hsmbc/ncp-pcn/evaluation) based on its history connected to the Georgetown Boys Farm School.</p>

LEGEND - INTERPRETIVE ELEMENTS

- | | | |
|------------------------------------|------------------------------------|--------------------------------|
| 1 New Construction | 5 Art / Design Objects | 9 Outdoor / Park Space |
| 2 Renovations / Maintenance | 6 Renovations / Maintenance | 10 Wayfinding & Signage |
| 3 Educational Programming | 7 Events | |
| 4 Monument / Memorial | 8 Start-Up / Planning | |

POSSIBLE FUNDING OPPORTUNITIES CHART (CONTINUED)

PROGRAM NAME	FUNDED BY	INTERPRETIVE ELEMENTS	OVERVIEW	ELIGIBILITY	AMOUNT AVAILABLE	MORE INFO / OTHER
Capital Grant – Ontario Trillium Foundation	Agency of the Government of Ontario	1, 2	The Capital Grant supports projects that improve or build community infrastructure. The grant covers expenses related to new construction, renovations, equipment acquisition, property purchases, and their development.	<ul style="list-style-type: none"> - Registered charity - Non-profit organizations - First Nations communities - Municipalities with population under 20,000 - Other organizations are eligible to apply such as larger municipalities if in collaboration with an eligible applicant. 	Maximum \$150,000, minimum \$5,000 per year	https://www.otf.ca/our-grants/community-investments-grants/capital-grant#funding-coverage
Seed Grant – Ontario Trillium Foundation	Agency of the Government of Ontario	8	Can be used for initial planning and development of strategy, feasibility studies.	(same as above)	Maximum \$75,000, minimum \$5,000 per year	https://www.otf.ca/our-grants/community-investments-grants/seed-grant#funding-coverage
Ontario Cultural Attractions Fund (OCAF)	Government of Ontario	6	An investment program designed with the purpose of increasing tourism within Ontario, the fund is intended to support the development and expansion of events and activities related to arts, culture and heritage presentation or preservation. Eligible projects must be limited time events that are new initiatives and distinct from the organizations ongoing programming. Example of eligible events include festivals, exhibitions, performances, etc. Funding acts as an investment a portion of which must be repaid from the revenue generated by the event.	- Non-profit arts, culture or heritage-focused organization	Varies based on the applicants annual operating budgets and size of project expenses. Repayment amount is calculated based on the project's budget and earned revenue.	https://www.ocaf.on.ca/wp-content/uploads/2013/05/OCAF-Program-Guide-August-6-2013.pdf
Community Museum Operating and Pay Equity Grants	Government of Ontario	3, 7	Annual grant for eligible operational costs. These include staff salaries, maintenance, the building / preservation of collections, development of educational programs and exhibits, etc.	- Eligible community museums that meet criteria established under Regulation 877 of the Ontario Heritage Act, and the Ontario ministry's "Standards for Community Museums in Ontario."	Varies	http://www.mtc.gov.on.ca/en/awards_funding/funding.shtml

4.4 FUNDING

POSSIBLE FUNDING OPPORTUNITIES CHART (CONTINUED)

PROGRAM NAME	FUNDED BY	INTERPRETIVE ELEMENTS	OVERVIEW	ELIGIBILITY	AMOUNT AVAILABLE	MORE INFO / OTHER
Heritage Organization Development Grant (HODG)	Government of Ontario	3, 7	Grant for eligible heritage organization whose primary objective is the promotion and/or conservation of their community's heritage and operate a year-round or seasonal facility. Covers operational costs such as staff salaries, operation or maintenance of facility, and the development and delivery of programs, events and exhibits, etc.	<ul style="list-style-type: none"> - Non-profit organizations - Affiliated organizations of Ontario Historical Society that meet criteria established under Regulation 879 of the Ontario Heritage Act 	Maximum \$1545 per year.	http://www.mtc.gov.on.ca/en/awards_funding/funding.shtml
American Express Foundation - Cultural Heritage Funding	Private Corporation	3, 5, 6	Foundation offers financial support to organizations and projects that preserve and celebrate the arts and cultural history.	<ul style="list-style-type: none"> - Not-for-profit organizations 	Unspecified	https://www.americanexpress.com/ca/en/corporate-and-social-responsibility.html
TD Friends of the Environment Foundation	Private Corporation	3, 9, 10	The Foundation provides funding in support of a wide range of environmental initiatives with a focus on environmental education and enhancing green spaces. Examples of eligible projects include habitat restoration/naturalization, community gardens, improvements to trails/parks, schoolyard and urban greening initiatives, citizen science and environmental education programs. The foundation does not fund infrastructure and capital costs, construction of shade structures or playgrounds, ornamental landscaping, administration/operating expenses, among others.	<ul style="list-style-type: none"> - Municipal governments - Registered charities - Primary, secondary and post-secondary educational institutions - Indigenous groups 	Needs based, no set maximum or minimum. In 2020 the foundation funded 479 projects across the country totalling \$3,478,098 in grants.	https://www.td.com/ca/en/about-td/ready-commitment/funding/fe-f-grant/
TD Bank - TD Ready Commitment	Private Corporation	undefined	Eligible applications present innovative solutions to that year's problem statement that falls under one of the four categories defined by the program: "Financial Security, Vibrant Planet, Connected Communities, and Better Health."	<ul style="list-style-type: none"> - Non-profit organizations - Registered charities - Community organizations 	Available grants between \$375,000 up to \$1 million	https://www.td.com/ca/en/about-td/ready-commitment/funding/the-ready-challenge/
This Place Matters	National Trust Canada	2, 3, 4, 5, 9, 10	A fundraising tool designed to help organizations raise money for projects involving the protection, restoration or adaptation of their historic place. It takes the form of a crowdfunding competition presented by the National Trust for Canada, an organization for the support of Canadian heritage.	<ul style="list-style-type: none"> - Non-profit organizations - Provincial or municipal government or agency 	One national prize of \$60,000 for a big project and \$30,000 for a small project. First place regional prizes of \$30,000 (x3) for big projects and \$15,000 (x2). Community Builder prize of \$10,000.	Competition may not run every year. https://thisplacematters.ca/

4.5 PARTNERSHIPS

There are a number of potential community partners that the Town of Halton Hills could collaborate with on the future implementation of the interpretation plan. Engaging community partners not only in the planning and design stage, but in the future programming and interpretation activities of the site, can be beneficial to the successful delivery of the project.

A partnership can allow the project to leverage the resources of both parties and bring to it a level of expertise. There are different types of resources each group has access to that they can potentially bring to the project; these include not only financial but ones related to audience reach, program material, knowledge, time, infrastructure, size of site, and location. Some potential partners may possess a level of expertise on relevant cultural and historic subjects that would serve to enhance the programmatic elements of the interpretation plan.

A partnership could also be considered based on the financial benefits to both parties. Not only does it allow for a sharing of costs, it can also open up the project's eligibility for accessing a broader range of funding resources that otherwise the Town on its own may not meet the eligibility requirements for. One such federal government grant, listed in the previous section, is the Canada Cultural Investment Fund. Designed with the goal of encouraging collaboration and sharing of resources between community partners and not-for-profit arts and heritage organizations, it requires that eligible projects involve at least three applicants with the lead applicant being the former. Further benefits include that it helps better root the project into the community and promotes greater recognition.

An example of a successful partnership for educational programming in heritage interpretation is the collaboration between the Fanshawe Pioneer Village, a heritage museum in London, Ontario, with the Canadian Military Heritage Society who came together in a partnership agreement to develop an WWI Education Day for highschool students. Fanshawe provided the site and handled promotion to schoolboards, as well as scheduling, while the Canadian Military Heritage Society developed the educational programming material and delivered the presentation. Each group utilized the resources readily available to them in a partnership that was mutually beneficial to both.

Another example of a type of partnership in heritage interpretation that has seen success in nearby municipalities has been between heritage centers and conservation authorities. The Toronto Regional Conservation Authority (TRCA) owns and operates the Black Creek Pioneer Village as well as being the umbrella organization under which many other community or interpretation centers are operated. The potential for a similar partnership with the Credit Valley Conservation Authority (CVC) could be explored.

The following is a list of partnerships that can be further investigated:

- School Boards
- Universities & Colleges
- Historical Societies & Organizations
- Museums
- Art Galleries
- Performance Arts Groups
- Heritage Performers (Ex. Re-enactment groups)
- Heritage Specialists
- Multi-cultural Groups
- Conservation Authorities
- Corporate Organizations

4.6 CONCLUSION

The future redevelopment of Cedarvale Park provides an opportunity to bring increased public awareness to and understanding of the complex history of the site, and its significance to not only the community but to the nation. As the first of many steps in the long process of implementation, this interpretation plan provides a general strategy to help guide future planning and design work. The plan has identified key themes and approaches to aid heritage interpreters, planning and design professionals, project managers, site programmers and community partners in communicating the stories that are important to the site. Before the project moves forward, seeking consultations with specific user groups that have a deep cultural interest in and connection to the history of the site such as the Armenian Canadian community and Indigenous peoples groups, is recommended. The application of the proposed strategies outlined in this plan will allow for the Cedarvale site's heritage to be properly recognized and more accessible to visitors, while also contributing to an enhanced experience of the park.

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APPENDIX

BIBLIOGRAPHY

COST ESTIMATE

EXISTING PLANS

ALEXANDER TEMPORALE CV

RYAN LEE CV

ALEXANDRA HUCIK CV

APPENDIX BIBLIOGRAPHY

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Theme 3

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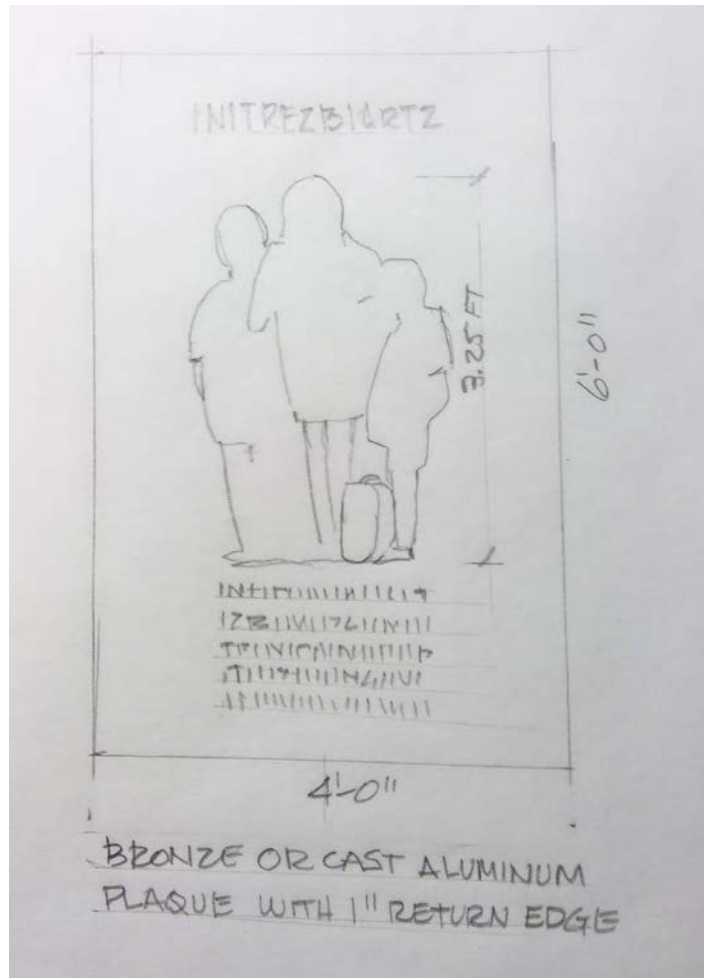
HISTORICAL PHOTOS COURTESY OF:

Zoryan Institute

Esquesing Historical Society

The United Church of Canada Archives

Town of Halton Hills



Sketch of Proposed Plaque for Cost Estimate (ATA, 2021)



Sketch of Proposed Sculpture for Cost Estimate (ATA, 2021)

**APPENDIX
COST ESTIMATE**

1 Unit Cost \$ 10,500.00
2 Unit Cost \$ 21,000.00

Concrete Work \$ 24,000.00

1 Child \$26,000.00
3 Children \$60,000.00

The implementation plan outlines two major steps required prior to any costing of the work or programs to be implemented in the park. They are the consultation and design phase. Without a detailed design concept, it is not possible to provide accurate budgeting. Rather, ATA has provided costing estimates of potential components in order to provide some guidance. These are Class D level cost estimates and can vary considerably based on the eventual design.

Signage/ Plaques

Given the historical importance of the site, locally, provincially, federally and potentially internationally, the current signage is inadequate. A large scale of signage is one solution. To supply and install an aluminum plaque approximately 48" wide, and 72" high with raised lettering and artwork, a minimum of two signage units would be recommended.

Architectural concrete freestanding walls to support the sign plaques, 2 units.

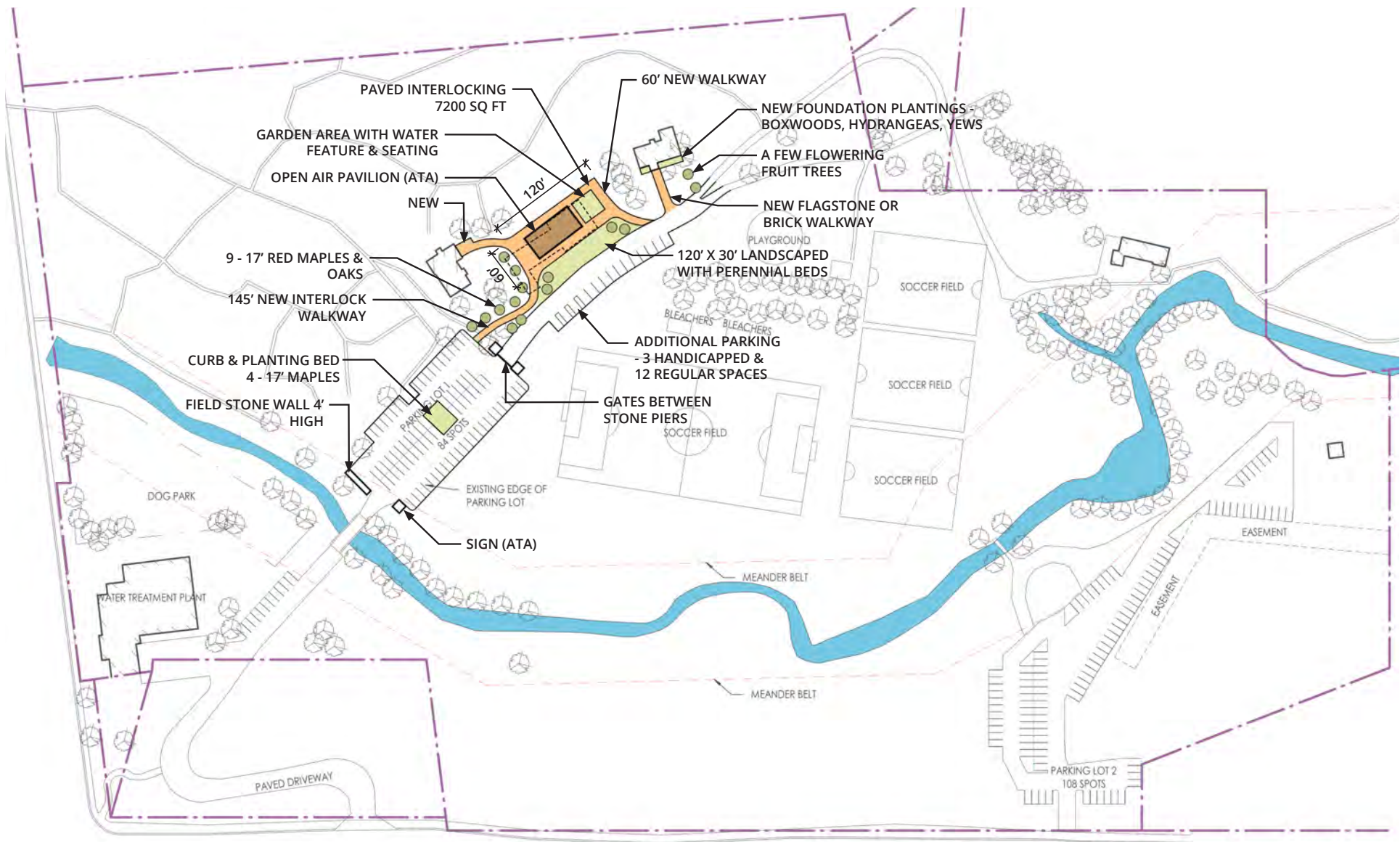
Estimate \$55,000.00 – \$69,000.00

Sculpture

Events and individuals are often memorialized in life size bronze sculpture. For the purpose of costing, ATA proposed the image of three refugee children cast at the height of 4 ft, 3.5 ft and 2.5 ft. Cost increases with height and level of activity. The estimate is based on standing children without extra items (ie. Baggage or a suitcase). The cost includes the design, but excludes a base, plaquing, paving, lighting, seating and a backdrop wall.

Note: Contemporary sculptural interpretation of the site theme, by a known artist can be significantly greater, costing into the hundreds of thousands.

Estimate \$26,000.00 – \$60,000.00



Site Plan of Landscape Design Concept for Costing Estimate (ATA, 2021)

APPENDIX
COST ESTIMATE

1. Concrete unit pavers, 7,200 sq.ft	\$ 167,250.00
2. Concrete sidewalk, 1,400 sq.ft	\$19,500.00
3. Trees, 70mm (17)	\$12,750.00
4. Concrete curbing, 280 linear ft.	\$7,225.00
5. Perennial planting 360 sq.ft.	\$2,500.00
6. Asphalt paving	\$65,875.00
7. Stonework, gate post + walls	\$25,000.00
8. Heritage foundation planting	\$5,000.00
9. Water feature	\$20,000.00
10. Benches (10)	\$30,000.00
<u>Subtotal</u>	<u>\$355,100.00</u>
Design Contingency 20%	\$71,000.00
<u>Subtotal</u>	<u>\$426,100.00</u>
Construction Contingency 10%	\$42,610.00
<u>Total</u>	<u>\$468,710.00</u>
Budget Cost	\$475,000.00

Landscape/ Site Improvements

ATA prepared a framework landscape design concept of the community center site for costing purposes only. It can be considered a partial concept only in that more could be done or less depending the eventual direction. It did not include demolition and regrading of the existing site, the restoration of the farmhouse or concepts for development of the full interpretation.

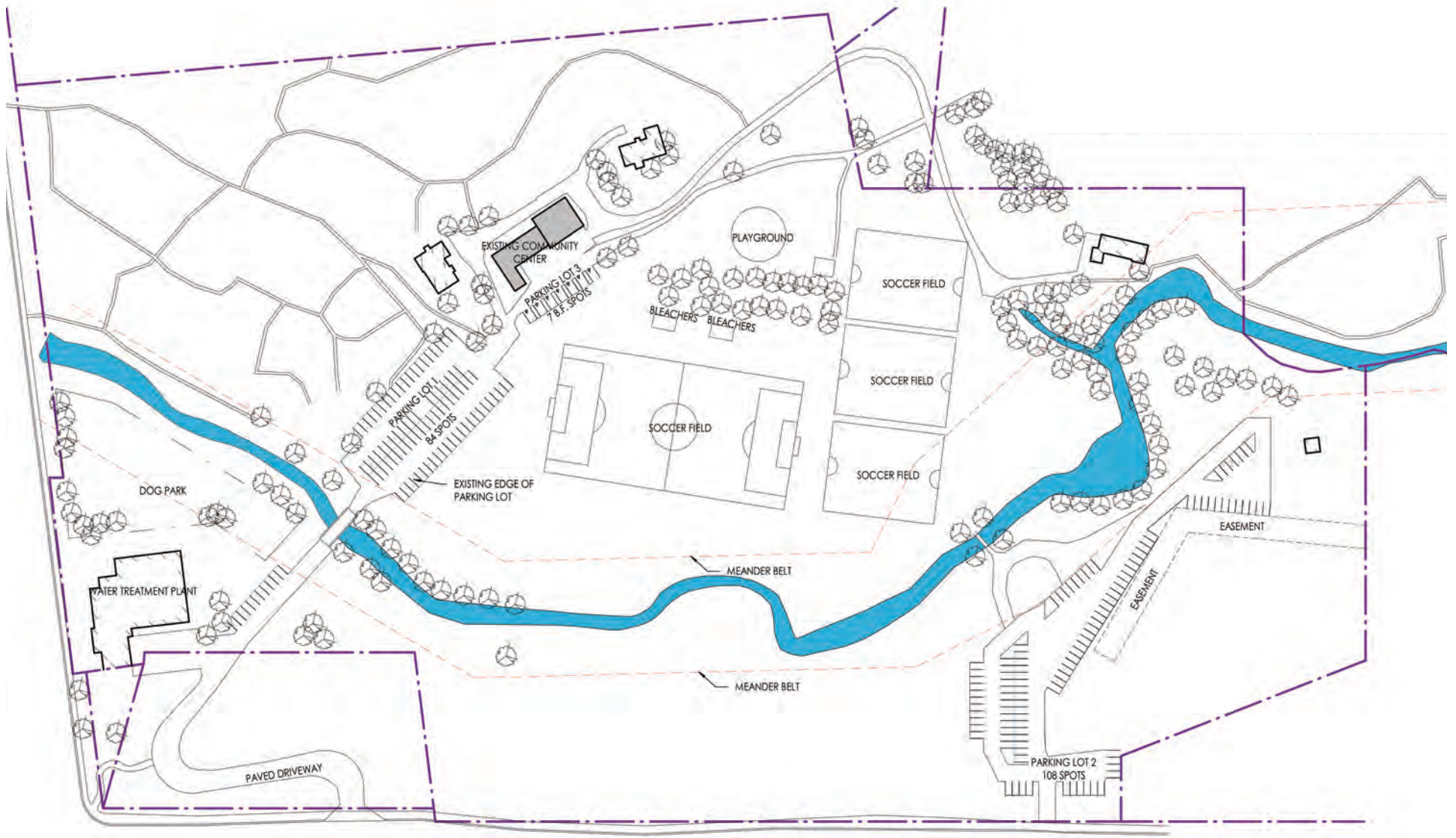
Estimate \$475,000.00

Pavilion

For the purpose of costing the landscape design, ATA proposes an open pavilion of 1500 sq.ft that is architecturally designed and not a prefabricated structure. Cost does not include for a partially enclosed building

Estimate \$300,000.00 - \$525,000.00

HST is excluded in the above estimates. The cost estimate are for construction cost only and professional fees, permits, town staff management costs are not included.

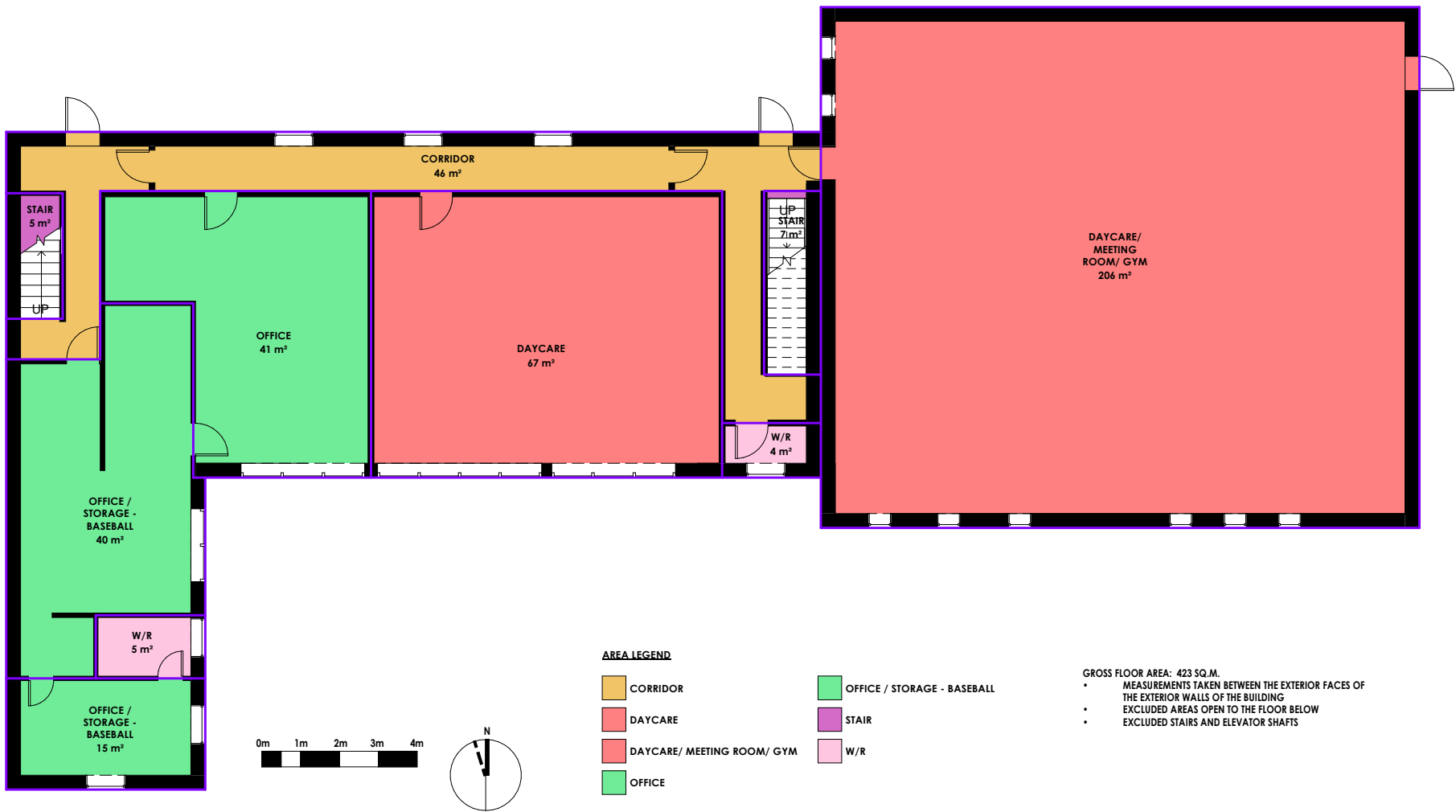


Site Plan of present-day Cedarvale Park (ATA, 2018)

APPENDIX
PLANS OF EXISTING CEDARVALE
COMMUNITY CENTRE

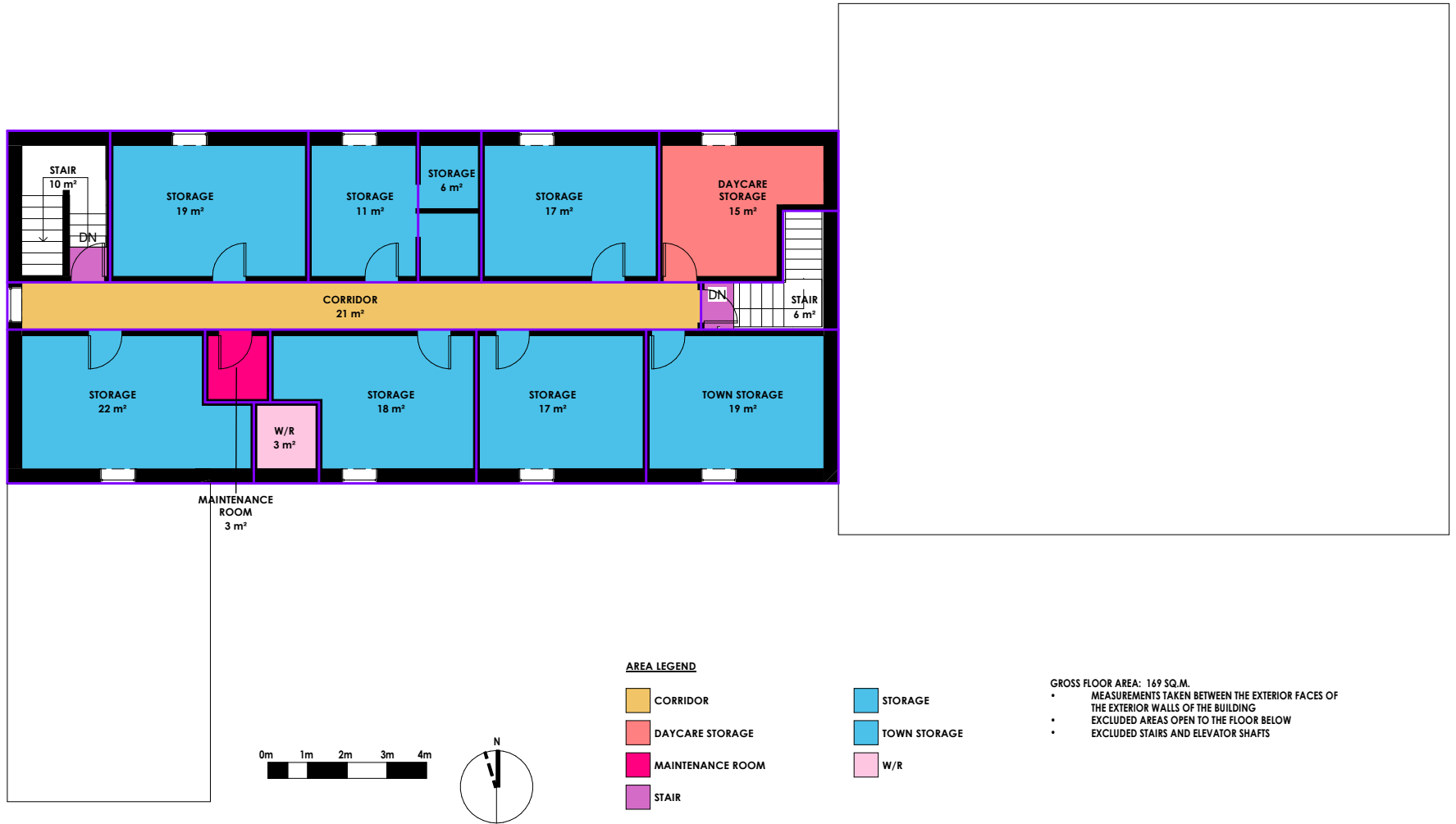


Existing Ground Floor Plan of Cedarvale Community Centre (ATA, 2018)

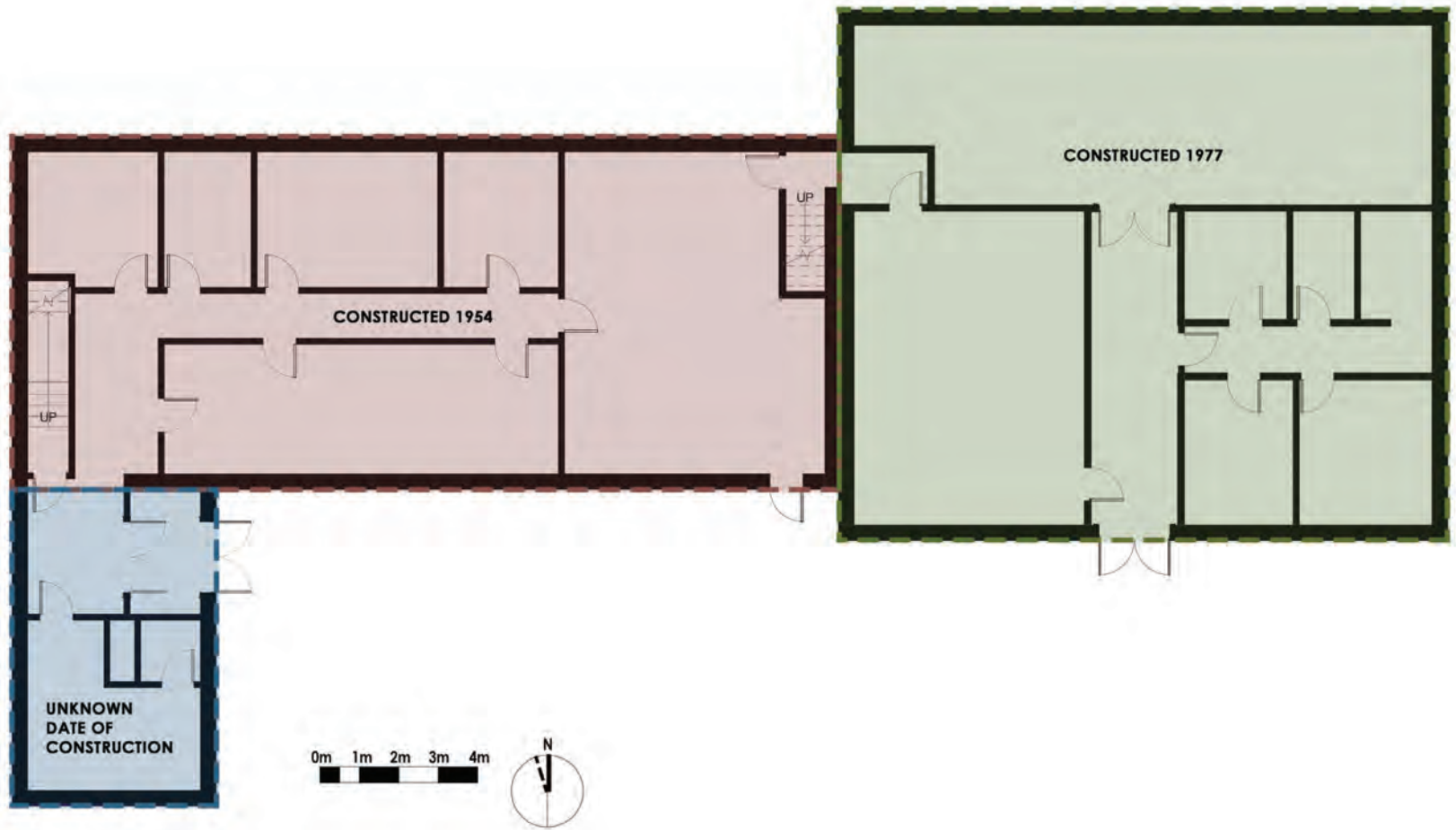


Existing Second Floor Plan of Cedarvale Community Centre (ATA, 2018)

APPENDIX
PLANS OF EXISTING CEDARVALE
COMMUNITY CENTRE



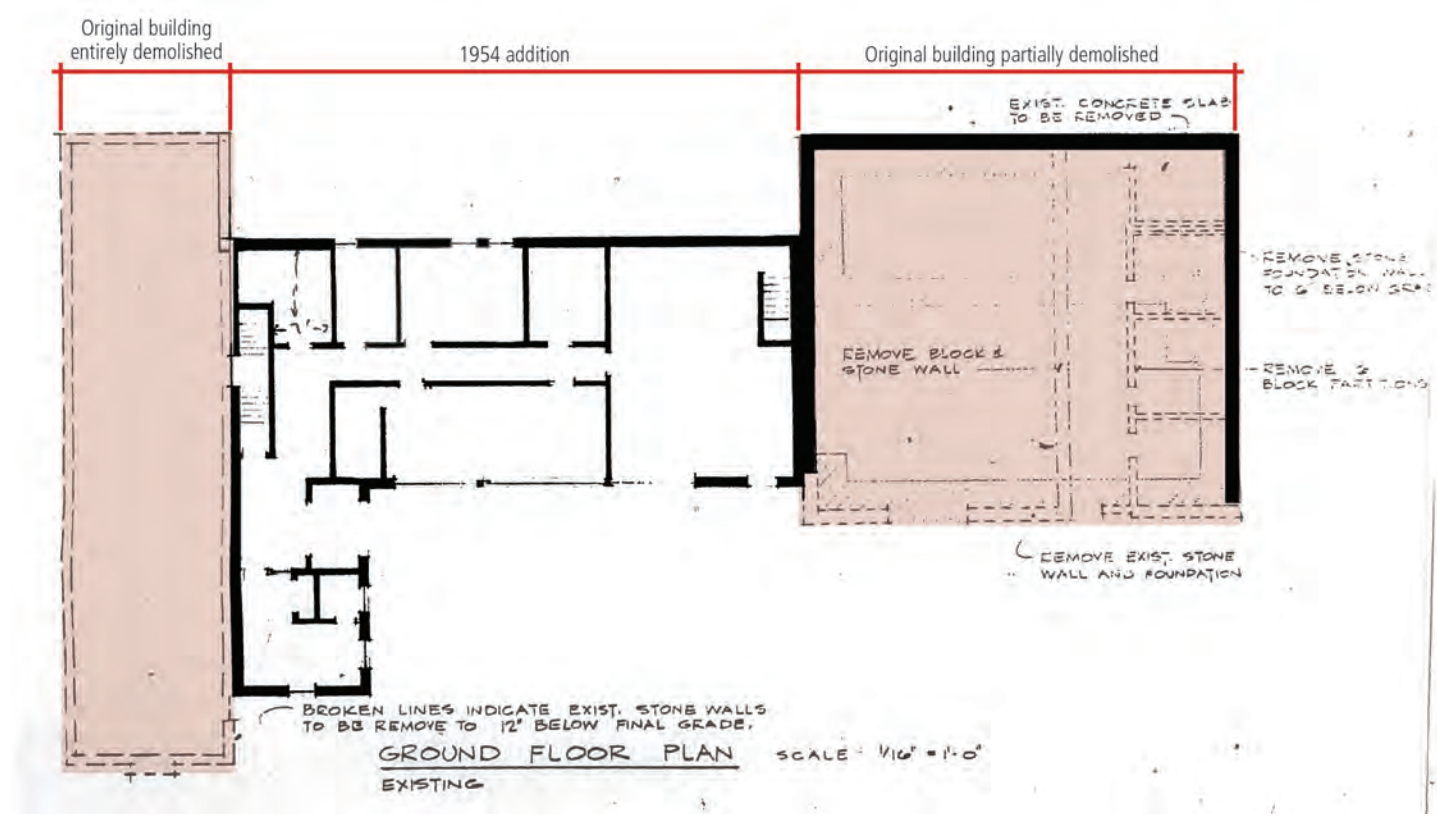
Existing Third Floor Plan of Cedarvale Community Centre (ATA, 2018)



Existing building diagram of the Cedarvale Community Centre with estimated construction dates
 Source: ATA Architects Inc., 2018

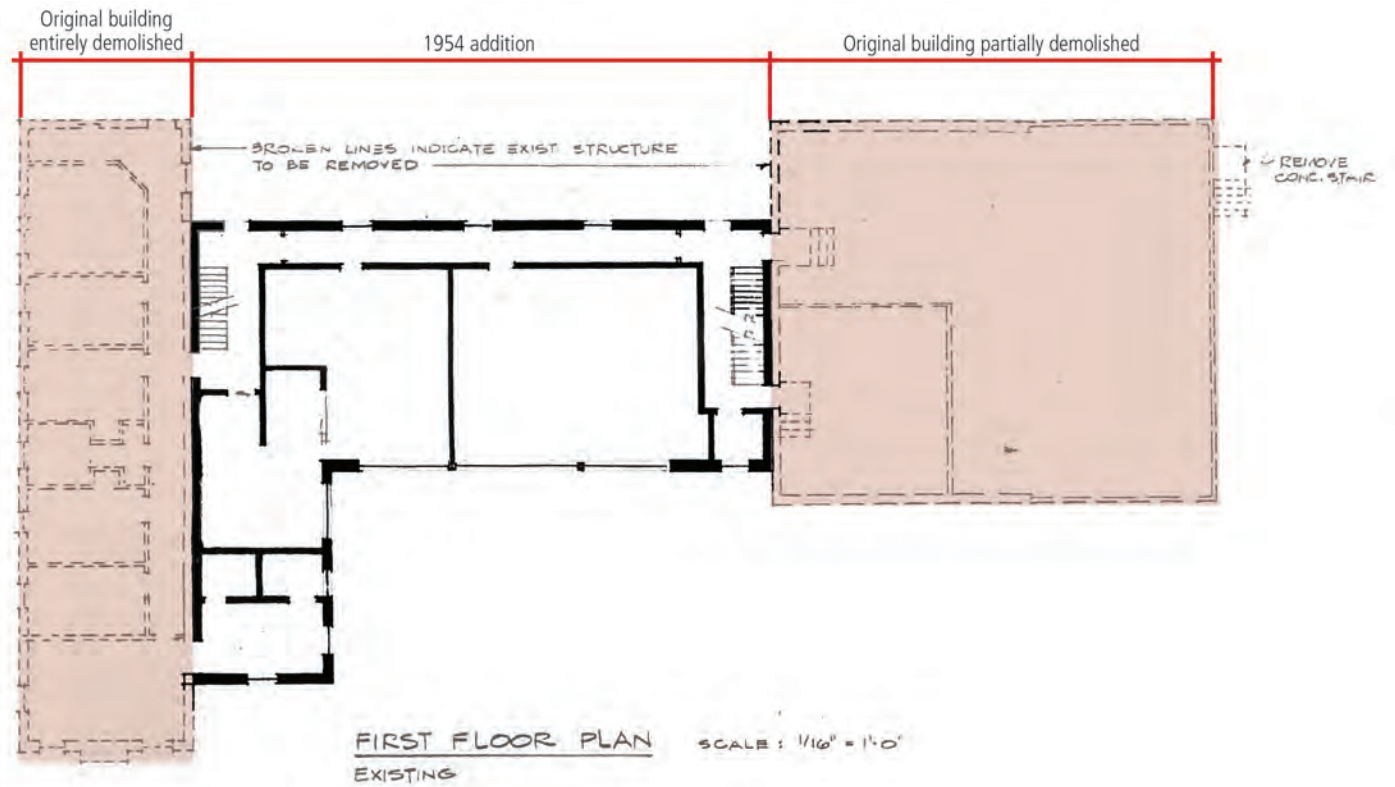
APPENDIX
PLANS OF EXISTING CEDARVALE
COMMUNITY CENTRE

The Cedarvale Community Centre development in providing public facilities removed any remaining fabric, that was representative of the Armenian Relief Association, Farm School. The central two and a half storey with a black capped mansard roof is a 1954 addition reflective of the period when the United Church established the Cedarvale School for Girls. The third floor dormitory rooms and classrooms in the lower levels remain visible. Major changes such as the 1977 gymnasium in converting the building to a community centre have compromised and complicated the building's history.



Ground Floor Plan diagram of the Cedarvale Community Centre renovations, 1979
 Source: Alan Zeegan

APPENDIX
PLANS OF EXISTING CEDARVALE
COMMUNITY CENTRE



Second Floor Plan diagram of the Cedarvale Community Centre renovations, 1979
Source: Alan Zeegan

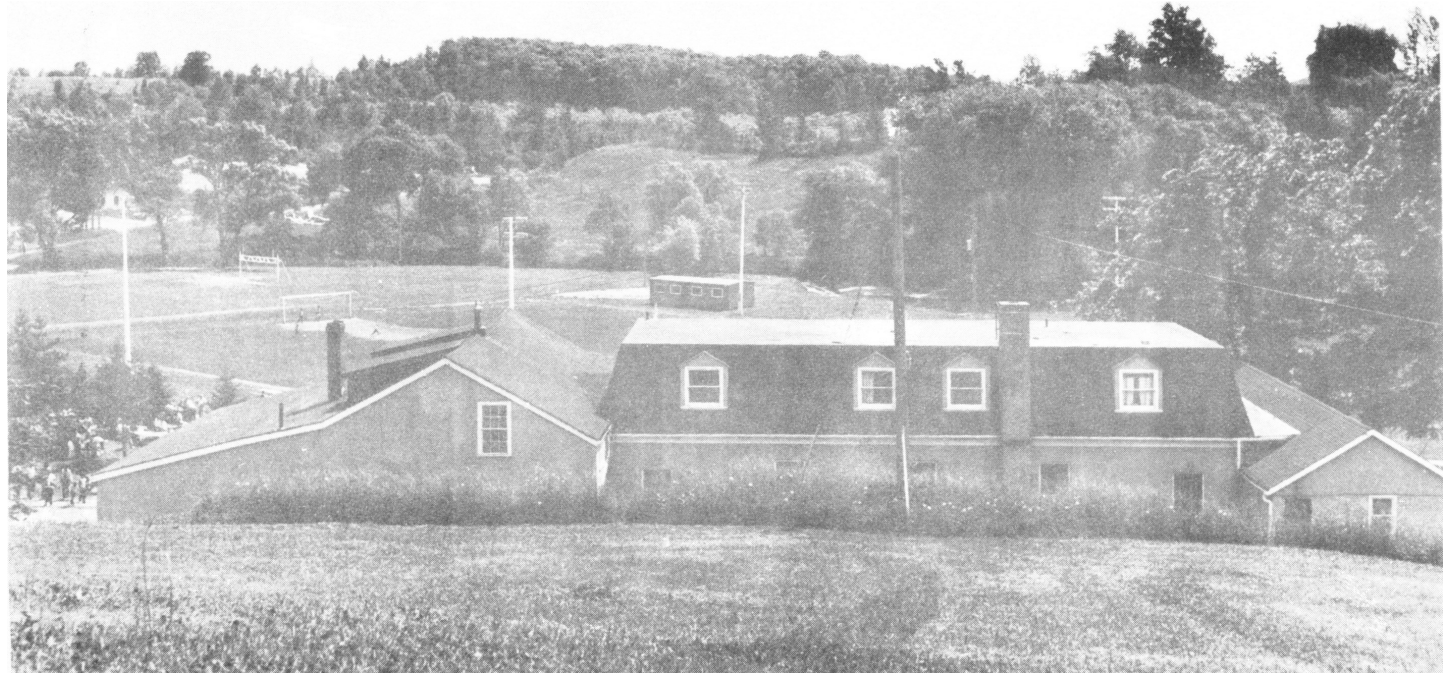


*Photograph of the Cedarvale Community Centre with the east and west wings original to Cedarvale Farm School still intact.
Source: Esquesing Historical Society*

**APPENDIX - PLANS OF EXISTING
CEDARVALE COMMUNITY CENTRE**



*Panorama view of the front facade of the present-day Cedarvale Community Centre
Source: A composition of photos taken by ATA staff in 2021*



*1973 rear view of the Cedarvale Community Centre during the "Georgetown Boys"
50th Anniversary Picnic
Source: Zoryan Institute*

**APPENDIX - FLOOR PLANS OF
EXISTING COMMUNITY CENTRE**



*Panorama view of the rear facade of the present-day Cedarvale Community Centre
Source: A composition of photos taken by ATA staff in 2021*

Alexander Louis Temporale, B.Arch., O.A.A., F.R.A.I.C

Education

University of Toronto, B.Arch.

Background

Alexander Temporale has had a long history of involvement in heritage conservation, downtown revitalization, and urban design. As a founding partner of Stark Temporale Architects, Mr. Temporale was involved in a variety of restoration projects and heritage conservation studies, including: the Peel County Courthouse and Jail Feasibility Study, the Brampton Four Corners Study and the Meadowvale Village Heritage District Study. The study led to the creation of the first heritage district in Ontario.

His involvement and interest in history and conservation resulted in a long association with the heritage conservation movement, as a lecturer, resource consultant, and heritage planner. He was a member of the Brampton Local Architectural Conservation Advisory Committee, a director of the Mississauga Heritage Foundation, and chairman of the Mississauga LACAC Committee. As a member of LACAC, Alex Temporale was also a member of the Architectural Review Committee for Meadowvale Village. He is also a former Director of the Columbus Centre, Toronto and Visual Arts Ontario. Mr. Temporale has been a lecturer for the Ontario Historical Society on Urban Revitalization and a consultant to Heritage Canada as part of their “Main Street” program.

In 1982, Alexander Temporale formed his own architectural firm and under his direction the nature and scope of commissions continued to grow with several major urban revitalization studies as well as specialized Heritage Conservation District Studies. His work in this field has led to numerous success stories. The Oakville Urban Design and Streetscape Guidelines was reprinted and used for approximately 20 years. The study of the Alexander Homestead (Halton Region Museum Site) led to the Museum’s rehabilitation and a significant increase in revenue. The Master

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Plan reorganized the site and its uses, as well as facilitating future growth. During this time, Alex received numerous awards and his contribution to architecture was recognized in 2007 in becoming a Fellow of the Royal Architectural Institute of Canada. Many projects have become community landmarks, received awards or been published. These include Lionhead Golf Clubhouse, Brampton; the Emerald Centre, Mississauga; St. David's Church, Maple; Gutowski Residence, Shelburne; Martin Residence, Mississauga and Stormy Point, Muskoka, to name a few.

Mr. Temporale is recognized at the OMB as an expert in urban design and restoration architecture. He is a member of the advisory committee of Perspectives, a journal published by the Ontario Association of Architects. He is a frequent author on design issues. He has also authored numerous urban design studies and heritage studies for a variety of municipalities i.e. Brantford, Grimsby, Brampton, Flamborough and Burlington. The firm has been a recent recipient of the Lieutenant Governor's Award for Excellence in Conservation and the National Heritage Trust's Award for Heritage Rehabilitation of Oakville's historic Bank of Montreal Building. Below are other previous offices held:

Past Offices

- > Jurist, 2010 Mississauga Urban Design Awards
- > Chairman, Mississauga Local Architectural Conservation Advisory Committee
- > Director, Visual Arts Ontario
- > President, Port Credit Business Association
- > Director, Brampton Heritage Board
- > Director, Mississauga Heritage Foundation
- > Director, Columbus Centre
- > Director, Villa Columbo, Toronto
- > Resource Consultant, Heritage Canada

Heritage Assessment and Urban Design Studies

- > High Park Forest School Retrofit Feasibility Study, Toronto
- > 2494 Mississauga Road Heritage Impact Assessment, Mississauga
- > 1187 Burnhamthorpe Road East Heritage Assessment, Oakville
- > 103 Dundas Street Heritage Assessment, Oakville
- > 3060 Seneca Drive Heritage Assessment, Oakville
- > 491 Lakeshore Road (Captain Morden Residence) Heritage Assessment, Oakville
- > 2347 Royal Windsor Drive Heritage Assessment, Oakville
- > 107 Main St. E. Heritage Assessment, Grimsby
- > 74 & 76 Trafalgar Road Heritage Assessment and Urban Design Brief, Oakville
- > 7005 Pond Street Heritage Assessment, Meadowvale
- > 7015 Pond Street (Hill House) Heritage Assessment, Meadowvale
- > 44 and 46 Queen Street South Heritage Assessment, Streetsville
- > 264 Queen Street South (Bowie Medical Hall) Heritage Assessment, Streetsville
- > Fred C. Cook Public School Heritage Assessment, Bradford West Gwillimbury
- > Harris Farm Feasibility Study, City of Mississauga
- > Benares Condition Assessment Report, City of Mississauga
- > Lyon Log Cabin Relocation, Oakville, Ontario
- > 42 Park Avenue Heritage Assessment, Oakville, Ontario
- > The Old Springer House Heritage Assessment, Burlington, Ontario
- > 2625 Hammond Road Heritage Impact Study, Mississauga, Ontario
- > 153 King Street West Heritage Assessment, Dundas, Ontario
- > Brampton Civic Centre Study, Brampton, Ontario
- > 139 Thomas Street Heritage Impact Study, Oakville, Ontario
- > Historic Alderlea Adaptive Reuse and Business Case Study, Brampton, Ontario
- > Trafalgar Terrace Heritage Impact Study, Oakville, Ontario
- > Binbrook Heritage Assessment, Glanbrook, Ontario
- > Fergusson Residence, 380 Mountainbrow Road, Burlington, Ontario, Heritage Assessment
- > Canadian Tire Gas Bar, 1212 Southdown Road, Mississauga, Ontario, Heritage Assessment
- > Donald Smith Residence, 520 Hazelhurst Road, Mississauga, Ontario, Heritage Assessment

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- > Hannon Residence, 484 Brant Street, Burlington, Ontario, Heritage Assessment
- > Bodkin Residence, 490 Brant Street, Burlington, Ontario, Heritage Assessment
- > Fuller Residence, 8472 Mississauga Road, Brampton, Ontario, Heritage Assessment
- > 1953 Creditview Road, Chinguacousy Township, Brampton, Ontario Assessment
- > Historic Meadowvale Village Inventory/Heritage Assessment Study (Stark Temporale)
- > Brampton Four Corners Urban Design Study (Stark Temporale)
- > Erindale Village Urban Design Study (Stark Temporale)
- > Oakville Downtown Urban Design and Site Plan Guidelines Study
- > Burlington Downtown, Urban Design and Façade Improvement Study
- > Burlington East Waterfront Study
- > Victoria Park Square Heritage District Study, Brantford
- > Bullock's Corners Heritage Conservation District Study, Town of Flamborough
- > Brant Avenue Heritage Conservation District Study, Brantford
- > Urban Design Guidelines for Infill Development, Town of Oakville
- > 111 Forsythe, OMB Urban Design Consultant, Town of Oakville
- > Trafalgar Village Redevelopment, Urban Design Consultant, Town of Oakville
- > Eagle Ridge (Three Condominium Towers) Development, Urban Design Consultant
- > Trafalgar Market Redevelopment, Urban Design Consultant, Town of Oakville
- > St. Mildred Lightbourne Private School Expansion, Urban Design Consultant, Town of Oakville
- > OPP Academy (Art Deco Heritage Building), Feasibility Study, City of Brampton
- > Kennedy Road, Victorian Farmhouse Study, City of Brampton
- > Chisholm Estate Feasibility Study, City of Brampton
- > Urban Design Guidelines, Hurontario and 403, Housing for Ontario Realty Corporation, Mississauga
- > Urban Design Study Canadian General Tower Site, Oakville
- > Port Credit Storefront Urban Design Study (Townpride)
- > Port Credit Streetlighting Phases I and II, Lakeshore Road
- > Urban Design Study for the Town of Grimsby Downtown Area
- > Clarkson Village Community Improvement Study as a member of the Townpride

Consortium

- > Richmond Hill Downtown Study, as a member of the Woods Gordon Consortium
- > Heritage Building, 108 – 116 Sparks Street, Ottawa, Feasibility Study for National Capital Commission
- > Niagara Galleries Project, Niagara-on-the-Lake, Design Concept/Feasibility Study
- > Aurora Library/Public Square Study (Townpride)
- > Oakville Dorval Glen Abbey Study of High Density Residential
- > Halton Regional Museum (Feasibility Study and Master Plan) Phase I construction including conversion of the Alexander Barn to Museum and Exhibits Building to Visitor Centre.

Partial List of Heritage Restoration Projects

- > St Mark's Church Restoration/Rehabilitation, Hamilton
- > Pinchin Barn Foundation Repairs & Landscape Improvements, Mississauga
- > Stewart Memorial Church Heritage Grant Application Package, Hamilton
- > 126-128 Lakeshore Road East Façade Restoration, Oakville
- > Oakville Radial Railway Station, Contract Drawings, May construction start, Oakville
- > Old Springer House, Addition Design, Burlington
- > 505 Church and Wellesley, Schematic Design, Rehabilitation and Addition, Toronto
- > Adamson House Roof Repair, Mississauga
- > Restoration/Maintenance of 4 City of Mississauga Properties, Adamson Estate, Restoration Benares Historic House, Derry House and Chappell Estate
- > The Old Springer House Renovation and Replacement of Existing Banquet Hall, Burlington, Ontario
- > Historic Bank of Montreal Building, Restoration and Addition, Oakville, Ontario
- > Fergusson House Restoration, Burlington, Ontario
- > Bovaird House Window Restoration, Brampton, Ontario
- > Vickerman Residence Renovations Design, Oakville, Ontario
- > Ontario Agricultural Museum, Master Plan Revisions (Stark Temporale with Prof. Anthony Adamson)
- > Restoration of Lucas Farmhouse and Women's Institute (Stark Temporale with Prof. Anthony Adamson).

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- > Backus Conservation Area, Master Plan of Historical Museum (Stark Temporale)
- > Peel County Courthouse & Jail Feasibility Study (Stark Temporale)
- > Port Credit Streetscape Improvements (Stark Temporale)
- > Miller Residence, Stone Farmhouse, Brampton (Stark Temporale)
- > Salkeld Residence, Brick, Late Victorian, Brampton (Stark Temporale)
- > Bridges Residence, Brick, Late Victorian, Brampton (Stark Temporale)
- > Graff Residence, Brick, Late Victorian, Brampton (Stark Temporale)
- > Sheridan Day Care Centre, Late Victorian Farmhouse (Stark Temporale)
- > St. Paul's Church Renovation/Restoration, Brampton (Stark Temporale)
- > McInnis Residence, Second Empire Style Renovation/Addition, Brampton (Stark Temporale)
- > Shore Residence, Main Street, Victorian Addition/Renovation Brampton (Stark Temporale)
- > Watts Residence, Late Victorian, Renovation and Addition, Brampton
- > Faculty Club Renovations and Interiors, Heritage Building, University of Toronto
- > Cawthra Elliot Estate Conference Centre (Feasibility Study; Restoration and Renovations), Mississauga
- > Springbank Centre for the Visual Arts, Renovation Phases I-IV, Mississauga
- > Wilcox Inn Renovations and Restoration, Mississauga
- > Chappel Riverwood Estate, Restoration and Alterations Concepts for residential use
- > Thomas Street Mews, Streetsville, conversion of existing heritage residence to shops
- > Owens-Baylay House, Mississauga, relocation and renovation to designated Century Farmhouse
- > Queen Street Store, Streetsville, exterior restoration and renovations/addition
- > Atchinson Residence, Brick Late Victorian, Brampton
- > Cameron Residence, Design Victorian, Brampton
- > Reid Residence, Victorian Farmhouse, Caledon
- > Stonehaven Farm, restoration of stone heritage building, Ajax
- > National Competition: Spark Street Mall (Honourable Mention)

Ryan C. Lee, M. Arch, B. Arch Sci. CAHP Intern (Associate)

Education

Master of Architecture/Ryerson University/ Toronto, Ontario/ 2013-2016
Bachelor of Architectural Science/ Ryerson University/ Toronto, Ontario/ 2009-2013

Associations

- > Intern Architect OAA (Ontario Association of Architects)
- > Intern CAHP (Canadian Association of Heritage Professional)
- > Member TSA (Toronto Society of Architects)
- > Member ACO (Architectural Conservancy Ontario)

Heritage Assessment/Impact Study

- > 7593 Creditview Road Heritage Assessment | Brampton, Ontario | Heritage Impact Assessment
- > 181 Main St. Interpretation Plan | Georgetown, Ontario | Interpretation Plan
- > 181 Main St. Heritage Assessment | Georgetown, Ontario | Heritage Assessment
- > 66 Queen St S Heritage Impact Assessment | Mississauga, Ontario | Heritage Impact Assessment
- > Cedarvale Park Heritage Assessment | Georgetown, Ontario | Heritage Assessment (Design)
- > Lowville Schoolhouse | Burlington, Ontario | Impact Study (Design)
- > 5780 Cedar Springs Road Assessment | Burlington, Ontario | Heritage Assessment
- > James McClure Farm Assessment | Mississauga, Ontario | Impact Study (Design)
- > 7887 Churchville Road Assessment | Mississauga, Ontario | Heritage Impact Assessment

Heritage Restoration

- > Guelph Bible Conference Centre | Guelph, Ontario | Renovation/Restoration
- > Auchmar Estate Coach House | Hamilton, Ontario | Renovation
- > Lowville Schoolhouse| Burlington, Ontario| Renovation
- > 915 North Service Road | Mississauga, Ontario | New Construction

Publications

- > The Future of the Past: Toronto's Palimpsest Thesis publication and presentation at Ryerson University in Toronto, Canada| Winter 2016
- > Inundation 3 - Design research presentation at Cilwung Merdeka in Jakarta, Indonesia and exhibition at Ryerson University in Toronto, Canada| Summer 2015
- > Siloe Playground and Community Centre: A Public Intervention Design publication in Una Nueva Luz: A New Light Architectural Intervention in Cali's Comuna 20 at Ryerson University in Toronto, Canada| Fall 2013
- > Water Science Centre - Design Presentation at China Three Gorges University in Yi Chang, Hubei, China | Summer 2012

Speaking Engagements

- (2018) - National Trust Conference: Opportunity Knocks - National Trust for Canada
- The Future of the Past: The Story of Toronto's Palimpsest

Alexandra Hucik, M.Arch, BAS (Intern Architect)

Education

Master of Architecture | University of Waterloo | Cambridge, ON | 2020

Bachelor of Architectural Studies, Honours Co-op | University of Waterloo | Cambridge, ON | 2011 – 2016

Background

Alexandra is a recent graduate of the University of Waterloo Master of Architecture program. She also holds a Bachelor of Architectural Studies from the University of Waterloo, where one of the main themes of study of the undergraduate program is cultural history and theory. As a graduate student, she assisted Professor Robert Jan van Pelt in the teaching of the course “Cultural History II: Pre-Renaissance to Reformation” in Fall 2017.

Since joining ATA Architects, Alexandra has worked closely with Mr. Temporale on the preparation of several heritage assessment reports, as well on the design development of 347 Queen St. S., the work on which has related to obtaining heritage approval.

Prior to this, Alexandra worked at several architecture studios across the GTA, where she contributed to various residential and institutional projects in the post-secondary, K-12 education and civic building sectors. This includes work on design concept presentation for Heritage Committee approval for two residential projects located within the Meadowvale Village Heritage Conservation District with Strickland Mateljan Design Associates.

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Heritage Assessment/Impact Study

- > 7605 Creditview Road Heritage Impact Assessment, Brampton, ON
- > 7593 Creditview Road Heritage Impact Assessment, Brampton, ON
- > 12 Rosegarden Drive Cultural Heritage Assessment, Brampton, ON

Heritage Projects

- > 7605 Creditview Road | Churchville, Brampton ON | New Construction
- > 347 Queen Street South | Streetsville, Mississauga, ON | New Construction
- > 1092 Old Derry Road | Meadowvale Village, Mississauga, ON | New Construction
(Strickland Mateljan Design Associates)
- > 7004 Second Line West | Meadowvale Village, Mississauga, ON | Addition
(Strickland Mateljan Design Associates)