

## ARC Meeting #4 – Meeting Notes

Mississauga Field Office, Lyndwood Room

September 14<sup>th</sup>, 2016 6:30 p.m.

Item	Notes / Minutes
<b>Welcome</b>	Jane Mason welcomed the group back after the summer break and welcomed Michelle Rodrigues, alternate parent representative for The Woodlands, Trustee Brad MacDonald, Associate Director Scott Moreash and Controller Randy Wright.
<b>Follow-up</b>	<p><b><u>Vocational Report – see attached</u></b></p> <p>Jane Mason noted that this ARC asked for more information on vocational programming to ensure that the alternate location could accommodate any specialized spaces required for the VOC program and provide the right type of space for 21<sup>st</sup> century learning to enable VOC graduates to find gainful employment. She invited Scott Moreash to share the findings of his report.</p> <p>Scott Moreash advised that, in response to the request from the ARC, a team of resource personnel worked together to explore innovative program offerings for students in vocational programs across the Board, the province, nationally and internationally. He provided an overview of a report entitled “Exploring and Expanding Vocational Programs in the Peel District School Board” (attached), which summarizes the working group’s findings. He noted that vocational programs should prepare students for the world of work and that high youth unemployment rates in Peel indicate that there are many areas where we could improve. Scott commented on what the future holds for vocational programming.</p> <p>He indicated that the proposed VOC program at Glenforest should include some traditional vocational program offerings, however, employment opportunities for VOC students could be increased through the addition of innovative new programs such as a Self-Employment Program and Community Partnership Program, which are customized for individual students based on interest and skill. He added that other existing PDSB programs could be further expanded to meet vocational student needs and would engage other students at Glenforest S.S., e.g. Dual Credit programs, OYAP, and Co-Op/Work Experience programs. He also described two new innovative course offerings related to literacy development and transitioning to the workplace that would set this VOC program apart from traditional programs.</p> <p>In response to questions, Scott Moreash stated that most of these new programs would not require a lot of extensive resources or specialized space and that the move to Glenforest and the improvements that are proposed would provide an ideal opportunity to implement some innovative programming changes to further enhance the vocational program.</p> <p><b><u>Architect Report – see attached</u></b></p> <p>Jane Mason noted that a verbal report on the walk-throughs with the architect was provided at the ARC meeting in June and that an executive summary and drawings of the architects’ proposals had been developed over the summer. She stressed that,</p>

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	<p><b>for safety reasons, floor plans of the Peel District School Board are not made public</b> and asked the ARC members not to take photos of the drawings.</p> <p>She invited Randy Wright to present the architects’ report, pointing out that when renovations/improvements/additions are undertaken, the design evolves through engagement and consultation with the principals and staff, which means that the drawings will hopefully be enhanced with this input.</p> <p>Randy Wright provided background information, stating that the architects’ walk-throughs in June included Gordon Graydon, Glenforest and T.L. Kennedy Secondary Schools. Randy, by way of background, indicated that Planning Staff considered the Ministry Rated Capacity (MRC) and enrolment for each of the schools. He noted that T.L. Kennedy has sufficient space to accommodate the IBT and GDM programs, and that renovations and improvements could be undertaken to create appropriate space for the programs. While doing so, other improvements would also be made at T.L. Kennedy. He further noted that the MRC for Glenforest will be increased to approximately 1250-1300 pupil places and will require a 12-classroom addition to increase the school’s capacity. He talked about some creative renovations for specialized VOC space, including the creation of an exciting food services area surrounding the cafeteria. He also confirmed that the auditorium would remain, as it is not calculated as classroom space, and that the cafeteria, under this current proposal, would be enlarged slightly. Referring to the site plan for Glenforest, Randy Wright explained that the “kiss &amp; ride” on these drawings has been doubled to improve the traffic flow on Fieldgate, and added that the removal of portables would open up space for future parking. He noted that recommended building modifications for both T.L. Kennedy and Glenforest Secondary Schools would take into account ancillary area needs (e.g. classroom storage), operational area needs (e.g. administration and staff work space) and gross-up area needs (e.g. corridors, hallways, staircases, barrier free accessibility improvements). Program design for each project would be developed in consultation with the Principal and in accordance with the Ministry of Education Capital Standards and Space Template for Secondary School Design.</p> <p>In response to questions, Randy Wright explained that the architect confirmed that renovations at T.L. Kennedy could not be completed by September 2017.</p> <p>Randy Wright added that the renovations at T.L. Kennedy and at Glenforest must also meet the Ministry’s template and funding approval process.</p> <p>He noted that the current elevator is near the proposed addition and that the number of washroom spaces will be examined to ensure that the Code is met or exceeded with respect to washroom spaces and elevator accessibility. He advised that the architect is confident that work at both T.L. Kennedy and Glenforest S.S. could be completed for 2018 and that this architect firm has worked in both schools on previous projects.</p>
<p><b>Dialogue</b></p>	<p>Jane Mason asked the group to review the reports and look at the drawings and to reflect on the following questions to focus dialogue:</p>

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	<ul style="list-style-type: none"> <li>• What parts of the report resonated with you?</li> <li>• What requires further clarification?</li> <li>• What are some things I will be thinking about as we finalize alternate options tonight?</li> </ul> <p>Jane also reviewed the ARC’s mandate, namely to provide feedback with respect to the Initial Staff Report and the options set out therein, and noted that the ARC may also present alternative accommodation option(s), including the rationale for the option(s).</p> <p>The full group then shared thoughts and questions that arose during the dialogue. The feedback included appreciation for the work being done on possibilities for the VOC program; the similarities to the innovative programming that is currently working well at Gordon Graydon; the need for principals to talk about the right programs to bring to the new space and the importance of including the principal of Gordon Graydon as well as the receiving principals in discussions around programs and space requirements. In response to questions about timing, Jane Mason explained the required steps and proposed dates leading up to Board approval. Randy Wright confirmed that, if the timelines are met, the work on the renovations and additions would be started in the summer of 2017.</p>
<p><b>Sharing of Correspondence</b></p>	<p>The ARC reviewed correspondence and Jane Mason provided an overview of the recent correspondence that had been circulated. She noted that some emails were related to the proposed timelines, with some wanting the timelines accelerated, but more not wanting the timelines to be moved up to 2017. Some correspondence addressed the location of the VOC and ASD programs.</p>
<p><b>Development of ARC feedback for staff</b></p>	<p>Jane Mason referred to the charts posted on the back wall of the meeting room pertaining to the development of ARC feedback for staff, including alternate accommodation options and rationale. Seeing agreement that the VOC and ASD programs be moved to Glenforest, she added that information to the charts.</p> <p>The options discussed by the group included the following:</p> <p><b>Chart 1 -</b></p> <p>With respect to the Initial Staff Report, the ARC supports:</p> <ul style="list-style-type: none"> <li>• The closure of Gordon Graydon Memorial S.S. and the repurposing of GGMSS as the Gordon Graydon Memorial Centre for Continuing and Adult Education</li> <li>• The relocation of the Enhanced Learning Program from Glenforest S.S. to the Woodlands and Lorne Park Secondary Schools</li> <li>• The relocation of the International Business and Technology program from Gordon Graydon Memorial S.S. to T.L. Kennedy S.S.</li> <li>• The relocation of the VOC and ASD programs to Glenforest S.S.</li> </ul>

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### **Chart 2 – Alternate Accommodation Option #1**

**Relocate the Graphic and Design Management program from Gordon Graydon Memorial S.S. to T.L. Kennedy S.S.**

#### **Rationale for Option 1:**

- Connects with Information & Communications Technology (ICT) and Business Administration SHSM
- Close to public transit
- Will enrich program offerings for local TLK students
- GDM program is aligned and integrates well with the IBT program at GGMSS and this should be replicated in new location
- Student in both programs have formed social and academic associations
- Students connect extra-curricularly, i.e. Robotics
- Space at TLK common/similar equipment/technology
- There is public support

### **Chart 3 – Alternate Accommodation Option #2a**

**Effective September 2017, grade 9 students in the ELP program at Glenforest S.S. will be directed to The Woodlands and Lorne Park S.S. Students in the ELP would be phased out of Glenforest S.S. and into their respective schools by September 2020.**

#### **Rationale for Option #2a:**

- Students currently at Glenforest S.S. in the ELP will graduate from Glenforest S.S.
- Responds to public feedback
- ELP student presence at Glenforest S.S. until 2020

### **Chart 4 – Alternate Accommodation Option #2b**

**Effective September 2017, grade 9 students in the ELP program at Glenforest S.S. will be directed to The Woodlands and Lorne Park S.S. Any grade 10, 11 or 12 student currently enrolled at Glenforest S.S. may opt to attend The Woodlands S.S. or Lorne Park S.S. (as per boundaries). Should students not exercise this option for 2017, they will complete their secondary education at Glenforest S.S.**

#### **Rationale for Option #2b:**

- Provides choice for students and families – responds to public feedback

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- Is “family friendly” – siblings in ELP can attend neighbourhood school if they choose to do so
- Students in grades 10-12 in 2017 can graduate from school of choice
- May create space at Glenforest S.S. for any needed renovations, depending on other staff recommendations

### **Chart 5 – Alternate Accommodation Option #3a**

#### **Effective September 2018:**

- **The Vocational and ASD programs at Gordon Graydon Memorial S.S. be relocated to Glenforest S.S.**
- **The GDM and IBT programs at Gordon Graydon Memorial S.S. be relocated to T.L. Kennedy S.S.**
- **Gordon Graydon Memorial S.S. closes**

#### **Rationale for Option #3a:**

- Earlier timeline reduces anxiety for students and families
- Will help to prevent decreases in IBT and GDM enrollment at Gordon Graydon Memorial S.S.
- Greater retention of staff at GGMSS

### **Chart 6 – Alternate Accommodation Option #3b**

#### **Effective September 2018:**

- **The Vocational and ASD programs at Gordon Graydon Memorial S.S. be relocated to Glenforest S.S.**

#### **Effective September 2017:**

- **The IBT and GDM programs be relocated from Gordon Graydon Memorial S.S. to T.L. Kennedy S.S.**

#### **Rationale for Option #3b:**

- As per rationale for Option #3a
- Provides an additional year for renovations to accommodate the VOC and ASD programs

### **ARC’s Feedback to Staff:**

At the end of the protocol to review the above options, the ARC decided that the following feedback will be provided to staff:

**With respect to the Initial Staff Report, the ARC supports:**

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	<p>The closure of Gordon Graydon Memorial S.S. and the repurposing of GGMSS as the Gordon Graydon Memorial Centre for Continuing and Adult Education</p> <ul style="list-style-type: none"> <li>• The relocation of the Enhanced Learning Program from Glenforest S.S. to the Woodlands and Lorne Park Secondary Schools</li> <li>• The relocation of the International Business and Technology program from Gordon Graydon Memorial S.S. to T.L. Kennedy S.S.</li> <li>• The relocation of the VOC and ASD programs to Glenforest S.S.</li> </ul> <p><b>Additionally, the following alternate options and rationale will be provided to staff:</b></p> <p><b>1. Relocate the Graphic and Design Management program from Gordon Graydon Memorial S.S. to T.L. Kennedy S.S.</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Connects with Information &amp; Communications Technology (ICT) and Business Administration SHSM</li> <li>• Close to public transit</li> <li>• Will enrich program offerings for local TLK students</li> <li>• GDM program is aligned and integrates well with the IBT program at GGMSS and this should be replicated in new location</li> <li>• Student in both programs have formed social and academic associations</li> <li>• Students connect extra-curricularly, i.e. Robotics</li> <li>• Space at TLK common/similar equipment/technology</li> <li>• There is public support</li> </ul> <p><b>2. Effective September 2017, grade 9 students in the ELP program at Glenforest S.S. will be directed to The Woodlands and Lorne Park S.S. Any grade 10, 11 or 12 student currently enrolled at Glenforest S.S. may opt to attend The Woodlands S.S. or Lorne Park S.S. (as per boundaries). Should students not exercise this option for 2017, they will complete their secondary education at Glenforest S.S.</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Provides choice for students and families – responds to public feedback</li> <li>• Is “family friendly” – siblings in ELP can attend neighbourhood school if they choose to do so</li> <li>• Students in grades 10-12 in 2017 can graduate from school of choice</li> <li>• May create space at Glenforest S.S. for any needed renovations, depending on other staff recommendations</li> </ul>
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	<p><b>3. Effective September 2018:</b></p> <ul style="list-style-type: none"> <li>• <b>The Vocational and ASD programs at Gordon Graydon Memorial S.S. be relocated to Glenforest S.S.</b></li> <li>• <b>The GDM and IBT programs at Gordon Graydon Memorial S.S. be relocated to T.L. Kennedy S.S.</b></li> <li>• <b>Gordon Graydon Memorial S.S. closes</b></li> </ul> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Earlier timeline reduces anxiety for students and families</li> <li>• Will help to prevent decreases in IBT and GDM enrollment at Gordon Graydon Memorial S.S.</li> <li>• Greater retention of staff at GGMSS</li> </ul> <p>Following the exercise, several questions were raised with regard to staffing, program choice and program viability at Glenforest S.S. and Gordon Graydon Memorial S.S. during the transition phase. It was suggested that, although it is not within the ARC's mandate, that the ARC's report to staff should include a statement requesting additional staffing and resources to support the transition, i.e. <i>"Following Board approval, that Board staff provide appropriate resources and staffing, including the addition of staff to ensure program viability and program choice, to Glenforest S.S and Gordon Graydon Memorial S.S during the transition phase."</i> Jane Mason was asked to finalize the wording for this additional item of feedback.</p> <p>Jane Mason congratulated the group on their hard work over the course of the meetings to arrive at this feedback for staff. The feedback for staff responds to public input, provides some choice for students and families, will result in building modifications and improvements at Glenforest and T.L. Kennedy Secondary Schools and enhances the recommendations in the Initial Staff Report.</p>
<p><b>Next Steps</b></p>	<p>Referring to a slide, Jane Mason explained the timelines and next steps leading to the Board approval of the Final Staff Report:</p> <ul style="list-style-type: none"> <li>November 9<sup>th</sup>, 2016 ARC meeting #5</li> <li>November 23<sup>rd</sup>, 2016 Final Public Meeting</li> <li>December 12<sup>th</sup>, 2016 Final Staff Report submitted to the Board of Trustees</li> <li>January 2017 Public Delegations</li> <li>January/February 2017 Final Staff Report presented to the Board of Trustees for approval</li> </ul> <p>In terms of next steps, Jane Mason advised that she will write a report to capture the group's feedback to staff and will send it to the ARC members in mid-October for feedback. It will then be sent to the Director, Associate Directors and Controller Wright.</p>

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	<p>She indicated that, by the next ARC meeting on November 9, staff will have the ARC report and will have written a Staff “draft” Final Report. The “draft” report will include a Community Consultation section that will reference the ARC report. She added that the ARC report will be appended to the final document that will be submitted to the Board.</p> <p>At the November 9 meeting, ARC members will hear the recommendations of the Staff “draft” Final Report. At that meeting, this group will also discuss the most appropriate format for the public meeting to ensure that the public has an opportunity to provide feedback on the Staff “draft” Final Report.</p> <p>Jane Mason asked members to submit any ideas about gathering that public feedback to her by email so that options can be brought to the group for discussion and decision on November 9th.</p> <p>At the Nov 23rd public meeting, the ARC will present its feedback and the staff will review with the public, the recommendations from the Staff “draft” Final Report. In the Staff “draft” Final Report, Board staff may amend their proposed option(s) included in the Initial Staff Report. The recommended option(s) must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which contains a timeline for implementation.</p> <p>At the public meeting, members of the public will have an opportunity to reflect on the information and provide feedback. Staff will then capture all public input, including the ARC report in a Community Consultation section of the Final Staff Report which will be submitted to the Board of Trustees for receipt at the December 12th meeting. Once this report is submitted, the ARC is officially dissolved.</p> <p>The process then requires time for the public to decide if they would like to delegate the board (usually a 10 minute presentation – can be made in support of, or disagreement with the recommendations.) Board staff will submit the Final Staff Report, including the compiled feedback from the public delegations, to the Board of Trustees through the Director of Education. The Final Staff Report will go to a Regular Meeting of the Board with a presentation by staff, where the recommendation(s) will be debated, accepted, defeated, adjusted or changed. The Trustees will make the final decision. If the Board resolves to close a school, the Board must provide clear timelines for the school closure.</p> <p>Jane Mason advised that the notes from this meeting will be posted on the board’s website early next week. She invited the members to use these meeting notes, and to share the ARC’s final feedback to the PDSB Staff with their respective school communities, School Councils and staff.</p>
<p><b>Next Meeting</b></p>	<p>The next meeting will be held on: <b>Wednesday, November 9, 2016</b> Mississauga Field Office – Lyndwood Room <i>(A light dinner will be available at 6:00 p.m.)</i></p>
<p><b>Adjournment</b></p>	<p>The meeting adjourned at 8:35 p.m.</p>

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### Present:

Sharleen Bayovo, City Planner, City of Mississauga  
Bianca Bielski, Manager, Planning & Accommodation Support Services  
Suzanne Blakeman, Senior Planner, Planning & Accommodation Support Services  
Robert Crocker, Trustee (ad hoc member)  
Paul DaSilva, Superintendent of Education  
Anthony Edwards, Superintendent of Education  
Paul Freier, Principal, T.L. Kennedy S.S.  
Dana Guterres, Planning Officer, Planning & Accommodation Support Services  
Peter Hill, Principal, Lorne Park S.S.  
Sue Lawton, Trustee (ad hoc member)  
Jane Mason, Chair of the Public Accommodation Review Committee  
Brad MacDonald, Trustee  
Janet McDougald, Trustee, Chair of the Board (ad hoc member)  
Scott Moreash, Associate Director, Instructional Support Services  
Rose Piacentino, Parent Representative, Lorne Park S.S.  
James Pope, Parent representative, T.L. Kennedy S.S.  
Cheri Riddell, Principal, Glenforest S.S.  
Jan Rodman, Parent Representative, Gordon Graydon Memorial S.S.  
Michelle Rodrigues, Parent Representative (Alternate), The Woodlands S.S.  
Patricia Rossall, Superintendent of Education  
Jeff Schust, Principal, Gordon Graydon Memorial S.S.  
Donna Skells, Parent Representative, Glenforest S.S.  
Rosemary Stiglic, Principal, The Woodlands S.S.  
Stacy Wilson, Principal, Continuing & Adult Education Centre  
Randy Wright, Controller of Planning & Accommodation

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## ***Exploring and expanding vocational programs in the Peel District School Board***

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### **Background**

In the spring of 2016, a vocational work team consisting of the following resource personnel was formed in order to explore innovative program offerings for students in vocational programs in the Peel District School Board:

- Judith Beriault, Coordinating Principal, Alternative Programs Support Services
- Sharon Cook, Instructional Coordinator – Secondary, Special Education Support Services
- Elana Gray, Research Officer, Curriculum & Instruction Support Services
- Lee MacGregor, Instructional Coordinator – Guidance, Curriculum & Instruction Support Services
- Ryan Machete, Coordinator, Special Education Support Services
- Angela Mashford-Pringle, Chief Researcher, Curriculum & Instruction Support Services

This report is a summary of the findings of this vocational work team.

### **Summary of vocational work team findings**

The purpose of vocational programming in Peel is to prepare students for the world of work. Students with identified special education needs factor high in youth unemployment rates in Peel. Those youth who are employed in Peel Region frequently work in areas such as transportation, warehousing, accommodation and food services. Other international jurisdictions have embraced “innovative programming” to ensure that students in vocational programs have the greatest number of pathways available to them.

Based on employment trends, a newly-visioned vocational program at Glenforest S.S. should include “traditional” vocational offerings such as food services, landscaping, transportation, cosmetology, woodworking, etc. in order to encourage employment opportunities for students.

In addition, other school settings in Peel and internationally have begun to research innovative programs for a wide variety of students, and with the replication of these programs at Glenforest and beyond, employment opportunities for vocational students can also be expanded.

1. **Self-Employment Program** – This is a student-centered program that customizes a self-employment opportunity for students built around their individual skills. Psycho-vocational assessments are used to identify student strengths, and a business plan is developed by each student in order to set the groundwork for a small business in order to create meaningful and skills-based employment for students. Vocational students are paired with SHSM and/or Regional Program students in a mentoring relationship. Leadership programs such as DECA are designed to assist in building leadership and entrepreneurial skills for both mentors and mentees in this program.

2. Community partnership programs (e.g. Peel Career Assessment Services) – In partnership with PCAS, an established career services provider in Peel, a student’s abilities are assessed and a training program is individually designed in a Work Experience/Co-Op model where both employment skills and specific job-related skills are taught both at school and in the work experience placement. Students are then connected to PCAS for job placement in the Peel community.

Both of these innovative programs are customized for individual students based on interest and skill.

Other existing programs in Peel District School Board schools can be further expanded to meet the needs of students in vocational programs to ensure engagement of the diverse student population at Glenforest S.S. in order to maximize use of existing space at the school:

- Dual Credit programs (e.g. Introduction to Industrial Trades, Introduction to Construction, Acting Skills, Media, etc.)
- OYAP (e.g. drywall skills, construction, Personal Service Worker, nurse practitioner, ECE worker, etc.). While limited OYAP programs already exist for students in vocational programs, this is an area that can be greatly expanded. Further information about OYAP can be found at: <http://oyap.com>.
- Co-Op/Work Experience programs, currently offered at all PDSB secondary sites.

The introduction of new and innovative course offerings at the school will begin to set this vocational program apart from other “traditional” programs:

- Language Live – literacy development
- Transitioning to the Workplace

It is important to ensure that we expand opportunities for vocational students in Peel by replicating other non-vocational programs currently planned in other PDSB schools and from other jurisdictions, but also important to revision a vocational program as *different* and innovative as we begin to create a new vocational program at Glenforest S.S.

***Prepared and submitted by:***

*Scott Moreash, Associate Director, Instructional Support Services*

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## **INVENTORY/CONSOLIDATION REPORT**

**GORDON GRAYDON MEMORIAL S.S.** 1490 OGDEN AVENUE, MISSISSAUGA, ON,  
**T.L. KENNEDY S.S.** 3100 HURONTARIO STREET, MISSISSAUGA, ON  
**GLENFOREST S.S.** 3575 FIELDGATE DRIVE, MISSISSAUGA, ON

## **Executive Summary**

### **Introduction**

In early June 2016, the Peel District School Board engaged Stafford Haensli Architects (SHA) to provide a space inventory and space assessment review of Gordon Graydon Memorial, Glenforest and T.L. Kennedy Secondary Schools. The purpose of the space inventory and space assessment review was to confirm the feasibility of relocating all existing programs from Gordon Graydon Memorial Secondary School to Glenforest and/or T.L. Kennedy Secondary Schools.

SHA was also requested to analyze all available information for Gordon Graydon Memorial, Glenforest and T.L. Kennedy Secondary Schools and to translate that into an inventory of instructional program spaces and proposed design options for Glenforest and T.L. Kennedy Secondary Schools. This was in response to the Peel District School Board's recommendation to close Gordon Graydon Memorial Secondary School.

Following are the conclusions regarding Gordon Graydon Memorial, Glenforest and T.L. Kennedy Secondary Schools.

### **Gordon Graydon Memorial S.S. - Conclusions**

1. SHA confirms that all students enrolled in the instructional programs presently located at Gordon Graydon Memorial Secondary School can be accommodated in existing, renovated and/or new constructed spaces at T.L. Kennedy and Glenforest Secondary Schools.
2. SHA also confirms that all required steps, including design, municipal approvals, tendering and construction, can be completed to facilitate the relocation of Gordon Graydon Memorial Secondary School students for September 2018.

## T.L. Kennedy S.S. - Conclusions

1. SHA confirms that, as per the Board's Initial Staff Report, all students enrolled in the IBT program presently located at Gordon Graydon Memorial Secondary School can be accommodated in existing and/or renovated spaces at T.L. Kennedy Secondary School. In addition, SHA confirms that, as proposed at the June 15, 2016 meeting of the ARC, all students enrolled in the GDM program presently located at Gordon Graydon Memorial Secondary School can be also be accommodated in existing and/or renovated spaces at T.L. Kennedy Secondary School.
2. SHA also confirms that all required steps, including design, municipal approvals, tendering and construction, can be completed to facilitate the relocation of Gordon Graydon Memorial Secondary School IBT and GDM students to T.L. Kennedy Secondary School for September 2018.

## Glenforest S.S. - Conclusions

1. SHA confirms that all students enrolled in the Vocational and ASD programs presently located at Gordon Graydon Memorial Secondary School can be accommodated in existing, renovated and/or new constructed spaces at Glenforest Secondary School. The additional instructional spaces will allow for the reduction of long-term portable use at Glenforest Secondary School. This analysis takes into account a single lunch period at Glenforest Secondary School.
2. SHA recommends the construction of a new, improved "Kiss and Ride" along the west perimeter (Fieldgate Drive) of the Glenforest Secondary School site to increase the "car stacking capacity" to 60 vehicles, reducing the traffic flow obstructions on Fieldgate Drive during peak hours. This will double the capacity of the current "Kiss and Ride" and result in sufficient school bus loading spaces to serve the increased enrolment at the school.
3. SHA confirms that all required steps, including design, municipal approvals, tendering and construction, can be completed to facilitate the relocation of Gordon Graydon Memorial Secondary School Vocational and ASD students to Glenforest Secondary School for September 2018.

### Notes:

- (i) Recommended building modifications for both T.L. Kennedy and Glenforest Secondary Schools would take into account ancillary area needs (e.g. classroom storage), operational area needs (e.g. administration and staff work space) and gross-up area needs (e.g. corridors, hallways, staircases, barrier free accessibility improvements).
- (ii) Program design for each project would be developed in consultation with the Principal and in accordance with the Ministry of Education Capital Standards and Space Template for Secondary School Design.