



Donald A Wilson SS Boundary Review -- March 8, 2022 Webinar - Questions & Answers

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<p>A recent study published by the Ontario COVID-19 Science Advisory Table on June 4, 2021, found that periods of education disruption decreased student engagement in education, disproportionately affecting students from low socio-economic backgrounds, students with disabilities, racialized youth and newcomers.</p> <p>Can you explain why the only two options being considered disrupt the youngest and most vulnerable high school students, those in grades 9 and 10?</p>	<p>Thank you for your information/questions. Based on the staff analysis, the two options for consultation result in an improvement in the existing and projected enrolment pressure at Donald A Wilson SS while improving the utilization of both Sinclair SS and Anderson CVI. Input from the community provides additional information for staff to consider when developing the staff recommendation to be considered by the Board of Trustees on April 19, 2022. If either Option 1 or Option 2 were to be the staff final recommendation to the Board of Trustees, and if the Board of Trustees were to approve either option as its recommendation, current Grade 8, 9 and 10 (depending on the Option) students attending Donald A Wilson FI Program and residing within the Julie Payette or John Dryden attendance boundary areas would attend Anderson CVI for September 2022. Similarly, current Grade 8, 9 and 10 (depending on the Option) students attending the Regular Program and residing within the Robert Munsch or Ormiston (Holding) attendance boundary areas would attend Sinclair SS for September 2022. Trustees can approve one of the options, another option or decide not to approve any option however the September 2022 enrolment cannot all be accommodated at Donald A Wilson SS.</p>
<p>what are the considerations to decide between option 1 and 2?</p>	
<p>We are moving into the DWSS district this summer. It will be in the official revised smaller area and be walkable. Will my children be assured a space at DWSS or will they be sent to Anderson or Sinclair where they will have to be bussed?</p>	
<p>Will requests for additional information be responded to with the information requested being provided?</p>	
<p>What is your next step if the Trustees reject both current options on the table?</p>	<p>Information included in the February report to Trustees provides the rational and details of the two options for community input. Based upon that input staff will make a recommendation to Trustees in the April 19 2022 Report. Trustees can agree to the recommendation, or approve another option. If Trustees approve an alternative option, to the two options provided by staff, staff will have to review the approved solution and September 2022 enrolment to determine next steps.</p>
<p>So students could have less opportunities for French course options which would also mean that they would have less flexibility to possibly choose other courses related to what they hope to pursue as a career</p> <p>How will you ensure that there are Options ??</p> <p>I went to ajax high when it first started Fi and my options were limited and I missed out on other courses to take because of french being offered ONLY at certain times</p>	<p>Thank you for your question. An optimal number of students for an FI program is approximately 350; however, with the exception of Donald A Wilson SS, the board's existing FI programs are operating at under 350 per school. An optimal program size results in a more rounded FI program; however, staff recognize that the past two years have provided a challenge for in-school and virtual students and staff. We have a central committee in place that is specific to the recruitment and retention of French qualified teachers. This committee involves a variety of staff from our curriculum and People and Cultures Department. We have a wide range of strategies in place including reach out to all Faculty of Educations to attract new graduates, we offer a range of valuable professional learning supports for new teachers including providing courses to further French language competency and classroom teaching strategies (e.g., language coaching sessions specific to French language competencies). In addition, our New Teacher Induction Program is implementing further support specific to new French teachers including mentoring and professional learning courses. We are strongly committed to attracting and retaining new staff. This effort supports a variety of course offerings.</p>



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<p>When you only have five high schools, why wouldn't ALL of these be reconsidered to optimize (minimize) bussing, student and staff movement...</p>	<p>Enrolment pressures at Donald A Wilson SS have been increasing over the past few years and are projected to increase even more. As a result of the Pandemic and the introduction of Virtual Learning, some of this pressure has been alleviated; however, the Board must plan for the potential return of all students to in-class learning. Given the limitations of space use, i.e., cafeteria, limitations on the number of portables that could be placed on the site and the limit on washroom capacity and parking, a solution for this coming September is needed. There is available space at both Anderson CVI and Sinclair SS to accommodate some students from Donald A Wilson SS as set out in both Option 1 and Option 2. The FI program in Whitby is growing due to demand. As with other FI programs, they are located in schools with available space. The two Options to relocate a part of the existing Donald A Wilson SS FI program to Anderson CVI supports this increasing demand while alleviating some of the enrolment pressure at Donald A Wilson SS. School Boards are funded for new school construction through the Ministry of Education. Typically it takes 7 to 10 years for a new school to be funded, constructed and opened. The Ministry of Education bases funding on students in the system "bums in seats" not just future growth and School Boards are required to utilize all current, nearby schools before the Ministry will contemplate new school approval.</p>
<p>Primary school French Immersion schooling was expanded 10 years ago, for example, Julie Payette Public School. Can you explain why this plan has only recently been shared with students and parents allowing for only a few weeks to consider impact?</p>	
<p>If we already moved FI once to only a short time ago how is the projection better this time to ensure no more disruption of the students and even the siblings that may get split between 2 schools. This area is still growing and a plan before the growth is needed</p>	
<p>I believe others have asked, but I'm not sure it has been answered- are there any plans for new school builds with Whitby's population projections?</p>	
<p>creating a more conducive learning environment with less congested schools and classrooms should be priority, even if this means moving to a new school.</p>	



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Do the projections include the two new subdivisions (i.e., new subdivision North of Taunton and Rossland/Taunton)? There would be a significant number of new students at Sinclair....	Growth forecasts from the Town of Whitby are considered in the Board's development of its enrolment projections. The Town's projections indicate a projected population of 193,000 by 2031. School Boards are funded for new school construction through the Ministry of Education. Typically it takes 7 to 10 years for a new school to be funded, constructed and opened. The Ministry of Education bases funding on students in the system "bums in seats" not just future growth and School Boards are required to utilize all current, nearby schools before the Ministry will contemplate new school approval.
Whitby's population is growing and changing quickly. You cannot even forecast what is going to happen in few years	
Is not Whitby expected to grow to 200,000 in 6 years? The current plan does not seem to support this expected growth. There are many current builds happening in Whitby, but I don't see that being considered, and that concerns me. Students were sent from Sinclair to DAW and now from DAW to Anderson. It seems like it is just a case of chasing the mouse instead of planning for the planned growth. Can you please speak to this concern and how planning could occur given the MoE funding restraints? TY	
How much is the city doing to support the overwhelming enrollment at DAW? Building a new school taking few years does not solve the current issue and will not solve the issue in coming years.	
What overlap would the Grove students have with the mainstream students?	The DDSB has three distinct Grove Programs at Anderson CVI in two areas of the school – one inside the building and two in the 3 portables. One is completely self-contained (so no overlap). The second program is new this year and has had no integration/overlap with our school. The third has students who on occasion may reverse integrate into a couple of mainstream classes. They do this after an extended period of time in the Grove Program and when the staff determine that the students are ready to attend a mainstream class or two. This is approximately 1-2 students per semester – max. Students who successfully integrate on a partial schedule eventually integrate fully into mainstream either at Anderson or at their home school (if Anderson is not their home school).
Will students who are "out of area" be told to go back to their home schools considering our grade nines are being moved due to High numbers?	Families can request through the school to attend an out of area school, this is reviewed by the school and space must be available to accommodate the student. This is an annual process to enter, or remain in the school. All out of area students will be reviewed individually. Please note for students who choose to attend an out of area school, school bus transportation is not provided.
Considering this is a new program at Anderson, how would this impact my student currently in Grade 10 at Donald A Wilson?	If Option 2 were to be the staff final recommendation to the Board of Trustees, and if the Board of Trustees were to approve Option 2 as its recommendation, current Grade 10 students attending Donald A Wilson FI Program and residing within the Julie Payette or John Dryden attendance boundary areas would attend Anderson CVI for Grade 11.



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<p>Changing school in the middle of program may cause sever damages to education process of students. This is proven and studied by many researchchers. Grade 9 or 10 students at DAW are going to be sacrificed here.</p>	<p>Thank you for your comment. Your input will be included in the overall information collected from this Webinar and summarized in the Trustee Recommendation Report to Board on April 19, 2022.</p>
<p>Grade 11 is a very important year for any students so asking present day grade 10 students to move to Anderson with no clear indcation of what options and classes would be available seems to be potentially limiting options as they plan for post secondary outcomes.</p>	
<p>Both of your two options are considering forced transfer of Grade 9 students</p>	
<p>My son currently walks to DAW, and now you want to bus him to ACVI? how is that in line with Ministry directives to support physical and outdoor activity?</p>	
<p>Based on the proposed changes it appears DAW will continue to operate over capacity, what else is being put in place to ensure the safety of students and staff?</p>	
<p>1- the current student at DAW should get option to leave or stay</p>	
<p>Can we challenge the way the DDSB chooses boundaries based on feeder schools? Logistically and financially, students living within walking distance to the high school, should be given the choice to walk, not told to be bussed.</p>	
<p>The options could be combined so that Brooklin students in grades 8, 9 and 10 could be sent to Anderson in addition to grade 8s of the Julie Payette and Robert Munsch. This would enable students around Anderson to walk to school and the Wilson students who under the proposal have to be bussed could continue to walk.</p>	
<p>Why would your STARTING point, not be a 3.2km radius around the schools so students can WALK? Whitby's high schools actually line up "relatively" nicely into 4 pseudo-equal grids for SSS/HSHS/ACVI/DAW...maximize walking, minimize bussing.</p>	
<p>by only lowering the numbers slightly for capacity at DA, this could mean that more regular stream students go to DA instead of going into the FI program. Have you considered this when looking at numbers you're looking to achieve at DA for 2022-2023</p>	
<p>Will you consider grandfathering grade 9 and 10 FI students especially given that you will given that you will need many more FI teachers for both schools to run viable programs initially.</p>	



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<p>You will need experienced FI teachers to get a new program off the ground. We have already dealt with a shortage of FI teachers at Wilson, limiting course availability needed for university. If it comes down to seniority, you will have newer teachers at Anderson.</p>	<p>Thank you for your question. We have a central committee in place that is specific to the recruitment and retainment of French qualified teachers. This committee involves a variety of staff from our curriculum and People and Cultures Department. We have a wide range of strategies in place including reach out to all Faculty of Educations to attract new graduates, we offer a range of valuable professional learning supports for new teachers including providing courses to further French language competency and classroom teaching strategies (e.g., language coaching sessions specific to French language competencies). In addition, our New Teacher Induction Program is implementing further support specific to new French teachers including mentoring and professional learning courses. We are strongly committed to attracting and retaining new staff.</p>
<p>Please clarify if the FI teachers who are employed to teach at D A Wilson grade 12, will be employed separately to teach my son in the grade 9 at Anderson in year 2022-2023. My daughter has had very capable teachers during her 4 years at D A Wilson and I would like to know if the one for example math teaches will be assigned to one specific address/school or will be teaching at both schools please during the same school year?</p>	
<p>While it has been stated tonight there will be a job for FI teachers at Anderson CVI this does not mean that the staff will be teaching a subject that they are most qualified for - IMO speaking the language does not mean you can appropriately teach any high school FI subject. Splitting the FI teachers between two schools suggests that there may be courses that will not be offered to students depending on which school they attend. Will the proposed student numbers at ACVI allow for course choices?</p>	
<p>There are many questions within the Q&A that express concern about the quality of their children's education, can you provide assurances that, any implemented changes, will not negatively impact the quality of education students will receive.</p>	
<p>Is the quality of the FI Program that is going to be offered at Anderson going to be considered compared to the quality of the FI Program that is being offered at DAW?</p>	
<p>So, concerning the options for FI children...which option would provide for the best quality of teachers and courses sections for FI students?</p>	
<p>Given this is a new program at Anderson - and surplus teachers and additional teachers can apply, are you taking into consideration that the larger the number of students at Anderson the more likely more experienced teachers will also teach at Anderson?</p>	



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<p>Would there be an option to make the boundaries for both French Immersion and Regular programs equitable? It seems that the FI Boundaries drastically change with only minor for the regular program.</p>	<p>Thank you for your question. French Immersion boundaries are generally larger than the Regular program boundaries as the number of optional French Immersion programs in the Board are lower than the required Regular programs. In this case, Whitby Secondary's boundary includes all of Whitby, whereas the Regular program boundary includes the neighbourhood around the school, made up of elementary feeder school boundaries.</p>
<p>Will the distance option not be considered at all in the option?</p>	
<p>The last years have been chaotic for students. Will the grade 8s not know which school they are attending next year until after the April board meeting? This seems like added stress on top of the stress of moving to high school and the pandemic.</p>	<p>Thank you for your comment. Should the Trustees approve the staff recommended option on April 19, 2022, schools, students and parents/guardians will be informed of any changes after that date. Trustees can approve one of the options, another option or decide not to approve any option however the September 2022 enrolment cannot all be accommodated at Donald A Wilson SS. The community consultation process is consistent with past practice, allowing 1 month for input.</p>
<p>Given the late review, condensed consultation, and the limited options presented, Trustees have no ability to ask the DDSB to consider other options - correct? No time is available for additional review?</p>	
<p>What about sports?</p>	<p>All secondary schools offer a range of sports. Please go to the school's website or contact the school for more information.</p>



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<p>Student mental health is a concern as all have just settled in thru the pandemic particularly for thr grade 10s. they are no longer in their primary school cohorts and have developed deep friendships from other schools. this group will be most impacted. is this being considered in the decision?</p>	<p>Thank you for your input. Certainly, as part of the DDSB's transition process, the mental health and well being of students is a leading consideration. We will be intentional in the transition supports for all students impacted by the change. Relationship building and facilitating a sense of school community, connectedness and belonging across all learning spaces are key commitments throughout this process. We will include your suggestions in the Recommendation Report.</p>
<p>Is grandfathering grade nines and tens not even an option? The board has been really focused on mental and social well being but this consideration is not being given to the present DAW STUDENTS-</p>	
<p>student wellness?? I don't see how moving possibly two groups of students to "restart" their high school time with a entire new group of students and teachers is focusing on students wellness</p>	
<p>There is no option provided in this entire proposal to the current Grade 9 at DAW. They are basically are going to be forced to leave without any option. This is not right! It is just fair to let the current grade 9 at DAW also have an option here. Changing school in the middle of program may cause sever negative impacts to education process of students. This is proven and studied by many researchers. Grade 9 or 10 students at DAW are going to be victimized here. They will lose all of their connections and all the reputations that they have built within the entire school community. This is tribble! and as a family we really sacrificed things to avoid changing schools for our children. I really expect to receive some clear answer to my point above. In addition, here are my two suggestions to resolve the issue: 1-the the current students at DAW (grade 9 and 10) should get an option to leave or stay 2-in a long-term the only reasonable solution is to let Brooklin has its own FI program</p>	
<p>In all situations, the students that are already admitted to DAW and studied there for one or two years, should not be forced to leave the school. This will cause emmotional and mental health damages to the students. I cannot believe, even DDSB entertaining this proposal!</p>	
<p>I am curious to know this and please answer me here online today! Has been any study done at DDSB regarding the emotional and mental health damages to the students when they are forced to leave their school? For a student at these ages, all they have as their life investment are their connection, friends, reputations, and the way that they have stablished themselves within their school's community. You cannot just take all of their achievements from them by forcing them to change their school. This is so wrong! These students should have a saying here. They should be allowed to decide if they want to stay or leave.</p>	