

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: October 21, 2025

SUBJECT: Unnamed North Oshawa SS Boundary Review **PAGE:** 1 of 13
(Windfields Farm Drive E. & Bridle Road) Oshawa

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
David Wright, Associate Director Corporate Services and Treasurer of the Board
Lisa Bianca, Head of Facilities Services
Lindsay Wells, Senior Manager, Development and Inclusive Design
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The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from all forms of discrimination, oppression, harassment and harm.

1.0 Strategic Links

The new Unnamed North Oshawa SS will open in 2026-2027 to provide high quality teaching and learning for every student within the local community in a safe, caring and respectful environment where people can thrive.

The process to establish the permanent boundary for this new school began on April 23, 2025, and included public consultation which provided opportunities to promote connected communities by welcoming and encouraging engagement from students, families, staff and community members.

2.0 Policy and Legislative Connections

[DDSB Regulation: School Boundaries](#)

3.0 **Abstract**

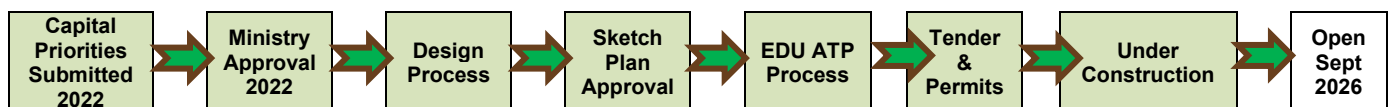
This is a compliance report required to finalize and determine a permanent attendance boundary for the Unnamed North Oshawa SS under the DDSB Regulation: School Boundaries. With significant population growth in Durham Region, the Durham District School Board (DDSB) is continuing to see increases in enrolment within the District. New schools are constructed to address the enrolment growth and support students within their home communities. Prior to the opening of a new school, a permanent attendance boundary is established for students attending the new school through a boundary review consultation involving the local community and partner schools that have been accommodating students from the areas of new development. To accommodate the existing and future secondary school enrolment in the north Oshawa area, the Unnamed North Oshawa SS will open in September 2026. The consultation process to establish the permanent boundary took place between April 2025 and September 2025. During the consultation, staff presented Appendix A1 as the proposed permanent boundary for feedback. School communities who participated in consultation proposed one alternate boundary option for staff consideration. After careful consideration and analysis, staff have prepared the final recommended attendance boundary included as Appendix A1 for the Board of Trustees' consideration and approval. The recommended boundary for consideration and approval remains the same as the initial proposed boundary for consultation.

4.0 **Purpose**

The purpose of this report is to provide the Board of Trustees with the results from the community consultation process that began in April 2025 and ended in September 2025, and to seek approval of the recommended permanent attendance boundary of the Unnamed North Oshawa SS with a planned opening of September 2026.

5.0 **Background and Context**

The Unnamed North Oshawa SS received Ministry of Education (Ministry) Capital Priorities funding in May 2022 and is currently under construction. The school has a Ministry Rated Capacity (MRC) of 1,387 pupils and will accommodate students from Grade 9 to Grade 12 by 2027-2028. At opening, the school will offer Grade 9 to Grade 11 programming, including Inclusive Student Services (ISS) placements. The school site is 14.94 acres.



Requests for funding to build the school were previously submitted to the Ministry's Capital Priorities program in 2015, 2016, 2017, 2019, 2021 and 2022, with funding being approved for the school in May 2022. Since 2015, three partner schools have been utilized to accommodate students from the proposed permanent boundary for the Unnamed North Oshawa SS.

Unnamed North Oshawa SS is part of a greenfield development area that is attractive to families. Greenfield development is the term used to describe development in what was previously large green spaces such as farmland. The new school will provide pupil accommodation for students residing in the north Oshawa development neighbourhoods, specifically located in the block south of Howden Road E, west of Townline Road N, north of Conlin Road E, and east of Thornton Road N, with an additional area south of Conlin Road E, west of Wilson Road N, north of Taunton Road E, and east of Thornton Road N, as outlined in the initial staff proposed boundary map (Appendix A1). There are three partner schools, O'Neill CVI, R.S. McLaughlin CVI, and Eastdale CVI, which are accommodating students residing in this new development (Kedron Planning area) until the new school opens in the 2026-2027 school year. In addition to the three partner schools, part of Maxwell Heights SS' existing boundary was included as part of the proposed permanent boundary, as both Maxwell Heights SS and the Unnamed North Oshawa SS will accommodate students from the Kedron Planning area (Appendix A2) currently under development, and the Columbus Planning area over the next few years.

North Oshawa has been experiencing rapid growth starting from the area north of Taunton Road East and moving up to the northernmost boundary line separating Oshawa from the Township of Scugog. At the most northern area of the boundary, students have historically attended Prince Albert PS at the elementary level and Port Perry HS at the secondary level in the Township of Scugog as these two schools are closer to the area between Columbus Road and the Oshawa-Scugog boundary.

5.1 Growth Boundaries and Partner Schools

As new homes are occupied, Growth Boundaries are identified and linked to Partner Schools to accommodate enrolment growth until funding is provided by the Ministry of Education for the construction of a new school. A permanent attendance boundary is established prior to the opening of the new school.

Partner schools are determined based on factors including available space, site size, use of portables, transportation (distance to school and space to accommodate buses), adequate parking, and washrooms to accommodate the projected number of students and staff.

Once the partner school is identified, students and their siblings attend their designated partner school. Any new families moving into an established growth boundary also attend the identified partner school until such time as the permanent boundary for the new school is established and the new school opens.

The proposed boundary of the Unnamed North Oshawa SS will encompass the immediate neighbourhood in the City of Oshawa. The proposed boundary is currently partnering at Eastdale CVI for the 2025-2026 school year.

6.0 Analysis

Based upon the proposed boundary, Table 1 below identifies the Partner Schools for the Unnamed North Oshawa SS, and Table 2 identifies the secondary schools and elementary feeder schools impacted by the proposed permanent boundary for the Unnamed North Oshawa SS.

Table 1 – Unnamed North Oshawa SS Partner Schools

School	Partner Schools
Unnamed North Oshawa S.S.	O'Neill C.V.I.
	R.S. McLaughlin C.V.I.
	Eastdale C.V.I.

Table 2 – Elementary Feeder Schools Impacted by Proposed Permanent Boundary of Unnamed North Oshawa SS

School	Feeder Elementary Schools	Area	Current Designated Secondary School
Unnamed North Oshawa S.S.	Unnamed Symington Steeplechase PS	Entire Boundary (Opening 2026)	Eastdale C.V.I.
	Sunset Heights P.S.	Growth Boundary North of Taunton Road West & Permanent Boundary north of the East Oshawa Creek	O'Neill C.V.I.
	Sherwood P.S.	Permanent Boundary West of Wilson Rd N	Maxwell Heights S.S.
	Elsie MacGill P.S.	Growth Boundary West of Wilson or North of Conlin Road East	Maxwell Heights S.S.
	Maamawi iyaawag P.S.	Entire Boundary	Eastdale C.V.I.
	Norman G. Powers	Growth Boundary North of Conlin Road East	Eastdale C.V.I.
	Northern Dancer P.S.	Entire Boundary	O'Neill C.V.I.
	Kedron P.S.	Entire Boundary	O'Neill C.V.I.
	Dr. S J Phillips P.S.	Growth Boundary North of Conlin Road East	Eastdale C.V.I. and O'Neill C.V.I.
	Beau Valley P.S.	Growth Boundary North of Conlin Road East (No Development to date)	Eastdale C.V.I.

Table 3 below identifies the current enrolments at the three partner schools and Maxwell Heights SS as of September 10, 2025.

Tables 4 and 5 below identifies the 2026-2027 and 2027-2028 enrolment projections for Unnamed North Oshawa SS, and the expected effect of the opening of the new school on the projected enrolments for the three partner schools and Maxwell Heights SS. Table 3 shows the opening year of Unnamed North Oshawa SS, where Grade 12s would remain at their current designated schools. Table 4 shows the second operating year of Unnamed North Oshawa SS, which is the first year that Grade 12 programming is available at the new school.

Grade 12 Students residing in the proposed boundary will remain at their current designated school for September 2026. Transportation will be provided based on eligibility. Younger siblings, if applicable, will attend the new secondary school upon its opening. Students whose families reside outside of the DSTS-established non-transporting zone will be provided transportation to the new school. If younger siblings choose to continue to attend their current designated school in 2026-2027, they will be considered as “out of area” and transportation will not be provided.

Table 3 – 2025-2026 Current Enrolments*:

School Name	Capacity	G.9	G.10	G.11	G.12	Total	Utilization	Portables
Eastdale CVI	1283	418	347	392	378	1535	120%	17
Maxwell Heights SS	1375	485	481	487	448	1901	138%	20
O'Neill CVI	1380	400	373	342	382	1497	108%	0
R.S. McLaughlin CVI	1191	313	331	283	337	1264	106%	9
Unnamed North Oshawa SS (under construction)	1387	0	0	0	0	0	0%	0

**O'Neill CVI cannot accommodate any portables*

**2025-2026 Current Enrolment data is from PowerSchool, as of September 10, 2025*

Table 4 – 2026-2027 Enrolment Projection:

School Name	Capacity	Total	Utilization	Portables
Eastdale CVI	1283	1504	117%	13
Maxwell Heights SS	1375	1753	127%	18
O'Neill CVI	1380	1266	92%	0
R.S. McLaughlin CVI	1191	1276	107%	6
Unnamed North Oshawa SS (under construction)	1387	813	59%	0

**O'Neill CVI cannot accommodate any portables*

**2026-2027 Enrolment Projection data is reflective of headcount*

Table 5 – 2027-2028 Enrolment Projection:

School Name	Capacity	Total	Utilization	Portables
Eastdale CVI	1283	1487	116%	13
Maxwell Heights SS	1375	1647	120%	16
O'Neill CVI	1380	1207	87%	0
R.S. McLaughlin CVI	1191	1261	106%	6
Unnamed North Oshawa SS (under construction)	1387	1139	82%	0

**O'Neill CVI cannot accommodate any portables*

**2027-2028 Enrolment Projection data is reflective of headcount*

The Unnamed North Oshawa SS is located in a mixed-use community (residential and commercial) area that is continuing to grow as a result of two approved City of Oshawa development plans: Kedron Planning area and Columbus Planning area. The Columbus Planning area is at the north boundary of the Kedron Planning area. As new home construction continues and homes are occupied, it is expected that one or more of the existing secondary partner schools may accommodate students from future growth boundaries once Unnamed North Oshawa SS exceeds its ability to accommodate incoming students.

There are currently 46 portables in use at the three partner schools and Maxwell Heights SS to accommodate enrolment growth pressures. The opening of Unnamed North Oshawa SS for the 2026-2027 school year results in a projection of 37 portables to be in use at the affected schools. By 2027-2028, two additional portables are projected to be able to be relocated to other schools to address growth-related needs. Maxwell Heights SS and Eastdale CVI will see a slight decrease in enrolment by 2027-2028 as the 2026-2027 larger Grade 12 cohort graduates.

Should the Board approve the recommended permanent boundary for the Unnamed North Oshawa SS, there will be sufficient time in late November and December 2025 for students who will be graduating from Grade 8 in June 2026 and residing within the proposed permanent boundary, to work with the Guidance Departments of the existing partner schools and Maxwell Heights SS, as students plan for their Grade 9 year at the new school in 2026-2027. In addition, there will be sufficient time to determine the number of ISS students and classes to allocate to the new school as part of the DDSB's ISS class review in the spring. DDSB's inclusive school model is part of this new school.

6.1 Consultation Process and Results

The Public Consultation Plan was developed in accordance with the DDSB Regulation: School Boundaries and a pre-consultation information report was presented to the Board of Trustees on April 22, 2025. Consultation began April 23, 2025, and ended on September 5, 2025. Two in-person public meetings were held at Eastdale CVI on May 6 and 15, 2025. A webinar public meeting was held on May 22, 2025. Staff presented the initial proposed boundary included as Appendix A1 throughout the consultation process. Following analysis of a community-presented alternative boundary suggestion, the recommended boundary for consideration and approval remains the same as the initial proposed boundary for consultation.

6.2 Community Input

6.2.1 In-person School Community Council (SCC) Meetings Input

Quick Facts

- DDSB presented SCC Executives with the opportunity to meet to discuss the proposed boundary, however no meetings were held, as no SCC Executive groups/partner schools requested a meeting.

6.2.2 In-person Public Consultation Meeting Input (Appendix B1 Summary)

Quick Facts

- 12 community members attended the first in-person public consultation meeting on May 6, 2025
- 4 question/comment letters were received
- 3 community members attended the second in-person public consultation meeting on May 15, 2025
- 0 question/comment letters were received

6.2.3 Webinar Input (Appendix B2 Summary)

Quick Facts

- 81 individuals registered for the webinar
- 15 individuals attended the webinar
- 10 questions/comments were received in the Q&A and all were responded to by staff during the webinar

6.2.4 Survey Input (Appendix B3 Summary)

Quick Facts

- 192 survey submissions were received

6.2.5 Email and Voicemail Input (Appendix B4 Summary)

Quick Facts

- 14 emails were received from community members regarding the boundary review consultation
- 0 voicemails were received

6.3 Community Concerns and Staff Input

The community, through consultation and emails requested that staff consider the following:

Will the new North Oshawa SS include a French Immersion Program?

Staff Analysis/Assessment:

No, the Unnamed North Oshawa SS will provide Regular Track programming. The course offerings at the new school will be similar to those offered across DDSB's other secondary schools. This boundary review will not impact the existing secondary school French Immersion Program boundary for R.S. McLaughlin CVI.

What details can you provide regarding transportation?***Staff Analysis/Assessment:***

Students who reside outside of the 3.2 km non-transporting zone from the school will be provided with transportation by DSTS. Students within the 3.2 km non-transporting zone will be expected to find their own form of transportation to the new school. The 3.2 km non-transporting zone is determined based on current road networks, keeping in mind that north Oshawa is still under development and all road networks may not be in place yet. Durham Student Transportation Services (DSTS) will establish bus routes after a permanent boundary is established.

If my child wanted to stay with the current school, what are the options?***Staff Analysis/Assessment:***

Upon approval of a permanent boundary for the Unnamed North Oshawa SS by the Board of Trustees, Grade 9 to 11 students residing within the approved permanent boundary will attend the Unnamed North Oshawa SS beginning in September 2026. The DDSB's Out of Area policy would apply for students attending a school outside of this area. Information can be found at [Register for School - DDSB](#).

I strongly recommend implementing an opt-in only policy for Grade 11 students as Grade 11 is a crucial year for university admissions. Grade 11 students in 2026-2027 should be given the option to choose whether they would like to stay at their current school with transportation provided, or move to the new North Oshawa SS.

Staff Analysis/Assessment:

Upon approval of a permanent boundary for the Unnamed North Oshawa SS, it is expected that current Grade 10 students who will be in Grade 11 in the 2026-2027 school year will attend the new school. Grade 12 students will remain at their current school in preparation for post-secondary pathways, as well as allowing them to graduate with their peers. DDSB's practice to open new secondary schools with Grades 9 to 11 programming has proven to be a successful model in the past and has, as a result, become the standard approach for all new DDSB secondary schools. Current Grade 10 students expected to attend the Unnamed North Oshawa SS as Grade 11 students in September 2026 make up 29% of the school population upon opening. Leaving the option for students to remain at their current school will result in limited course offerings for Grade 11 students, due to low enrolment. Allowing the option to remain at their current school with transportation provided will increase financial costs as additional buses would be required and portables must remain at the partner schools. If all current Grade 10 students choose to remain at their current school for Grade 11, the Unnamed North Oshawa SS will open at 42% utilization, while the three partner schools and Maxwell Heights SS will continue to be overutilized.

6.4 Community Proposed Options for Staff Analysis and Considerations

During the Boundary Review Consultation, one community-suggested boundary option was received for staff consideration.

6.4.1 Community Proposed Boundary Option:

The community proposed boundary option proposes to reduce the boundary so that students living within the area currently designated to Maxwell Heights SS (south of Conlin Road E, west of Wilson Road N, north of Taunton Road E, and southeast of Northfield Avenue remain at Maxwell Heights SS instead of being part of the Unnamed North Oshawa SS attendance boundary.

Staff Analysis/Assessment

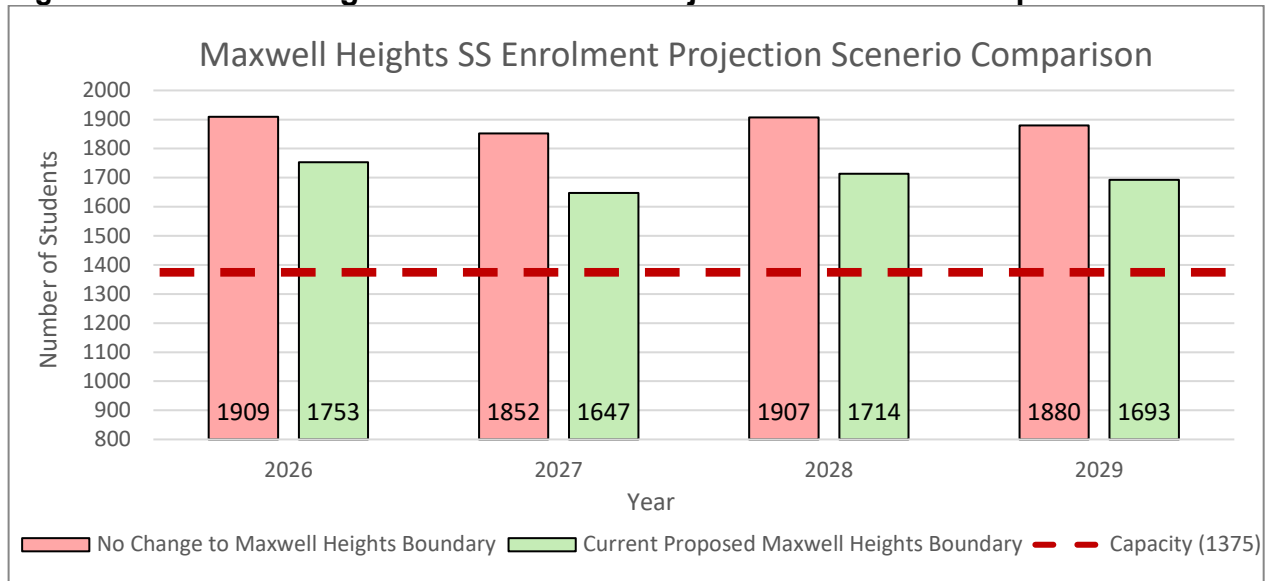
In response to rapidly growing enrolment at Maxwell Heights SS, staff have maximized the number of portables permitted on site by adding an additional fire hydrant, removing parking spots, and entering an agreement with the City of Oshawa to borrow parking spaces at the Delpark Homes Centre. As a result, Maxwell Heights SS can accommodate 24 portables on site. This number represents the absolute maximum and cannot be increased any further due to regulatory and site constraints.

If Maxwell Heights SS existing boundary remained unchanged, enrolment at Maxwell Heights SS will continue to increase resulting in a need for additional portables that cannot be met. This scenario would yield a projected total enrolment of 1,909 students in 2026-2027, at 139% utilization. In the 2027-2028 school year, Maxwell Heights SS' enrolment is projected to be 1,852 students, at 135% utilization.

Once the site reaches the maximum of 24 portables, Maxwell Heights SS will no longer be able to accept any more students, and new registrations would be overflowed to the nearest secondary school, Unnamed North Oshawa SS, with enough space to accept students.

While the enrolment pressure at Maxwell Heights SS would continue to increase, the Unnamed North Oshawa SS would be operating at a much lower utilization. This scenario would yield a projected total enrolment of 657 students (grade 9 to grade 11) at the new school in its opening year, at 47% utilization. In the 2027-2028 school year, the Unnamed North Oshawa SS' enrolment would be projected to be 934 students (grade 9 to grade 12), at 67% utilization until development in the growing Kedron and Columbus Planning Areas increase thereby impacting enrolment growth.

Figure 1 below provides an impact comparison of the Maxwell Heights SS enrolment with the existing attendance boundary and with the impact of the proposed Unnamed North Oshawa SS attendance boundary offsetting continued growth within the Kedron Planning Area.

Figure 1 – Maxwell Heights SS Enrolment Projection Scenario Comparison


7.0 Risks and Opportunities

With the opening of the Unnamed North Oshawa SS, there is an opportunity to redirect 9 portables in 2026-2027 to address accommodation pressures throughout the District and ensure that fewer students are in alternative learning spaces.

No risks have been identified with the opening of the Unnamed North Oshawa SS with the recommended boundary. However, if the approved Unnamed North Oshawa SS boundary does not include part of Maxwell Heights SS' current boundary, there will be the risk of the new school being underutilized for multiple years and Maxwell Heights SS continuing to face enrolment growth pressures. Maxwell Heights SS is nearing the maximum capacity of portables on its site, and if enrolment increases, new registrations at Maxwell Heights SS may be required to be overflowed to the Unnamed North Oshawa SS in accordance with the DDSB's overflow policy.

It is noted that some parents would prefer that their children remain at the existing secondary schools where they are comfortable and know all their teachers; however, the purpose of constructing and opening new schools is to ensure that children have the benefit of attending schools within their communities. Additional concerns expressed by community members have been addressed in section 6.4 above.

8.0 Financial Implications

There is potential for a reduction in transportation costs as a reduced number of buses will be required with the establishment of a new permanent boundary. There is also the potential for reducing portable acquisitions as excess portables will be relocated within the jurisdiction.

9.0 Communication/Implementation Plan

The process to establish a permanent attendance boundary includes a significant community consultation involving a variety of communications including reports to the Board of Trustees, staff presentations made available on DDSB's website, school-based communications utilizing impacted school and DDSB websites, as well as other forms of school notifications, such as social media, newsletters, and School Messenger.

There were several opportunities for families, staff, and community members to provide and receive communication throughout the consultation period:

- April 22, 2025, staff report to the Board of Trustees outlining the commencement of the Consultation Process
- Staff presentations were posted on the DDSB's website and made accessible through each impacted school website
- An opportunity for each SCC Executive to meet with DDSB staff; however, SCC Executives at the impacted schools chose to not meet with DDSB staff
- Public Consultation Meetings – May 6, and 15, 2025 (in-person meetings at Eastdale CVI), and May 22, 2025 (webinar)
- Email, voicemail, and survey with information on DDSB's website
- Opportunities for input were promoted through school newsletters, websites, and through DDSB social media.

9.1 Next Steps:

1. Pending approval, staff will post the approved recommendation and implementation timeline (September 2026) on social media and DDSB's website with a link included on all three partner schools (Eastdale CVI, R.S. McLaughlin CVI, and O'Neill CVI) and Maxwell Heights SS websites.
2. Staff will prepare letters for the three above-listed partner schools and Maxwell Heights to share with students and families regarding the approved boundary, the grade(s) impacted, and the timeline for September 2026 implementation. Information will also be available on the DDSB's website [Boundary and Program Reviews - DDSB](#).

9.2 Transition Plan:

Pending approval, the following transition plan to support students will be implemented:

- Partner school and Maxwell Heights SS administrators, Superintendents and System Lead will work together with SCCs to ensure any student and parent/guardian concerns are addressed and will provide supports for mental health and well-being of students and their caregivers who may be affected by these changes
- Provide updates on the progress towards opening the Unnamed North Oshawa SS

10.0 **Recommended Action**

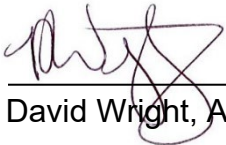
It is recommended that the Board of Trustees approve the permanent attendance boundary set out in Section 5 of this report and represented in Appendix A1. The permanent boundary of Unnamed North Oshawa SS reflects the geographic area considered during consultation. This permanent attendance boundary for Unnamed North Oshawa SS will be in effect as of September 2026.

11.0 **Appendices**

- Appendix A1 – Unnamed North Oshawa SS Initial Staff Proposed/Final Recommended Boundary for Approval
- Appendix A2 – Unnamed North Oshawa SS Proposed Boundary with current Secondary School Boundaries.
- Appendix B1, B2, B3, B4 – In Person Meetings, Webinar, Survey, Email, and Voicemail Summaries

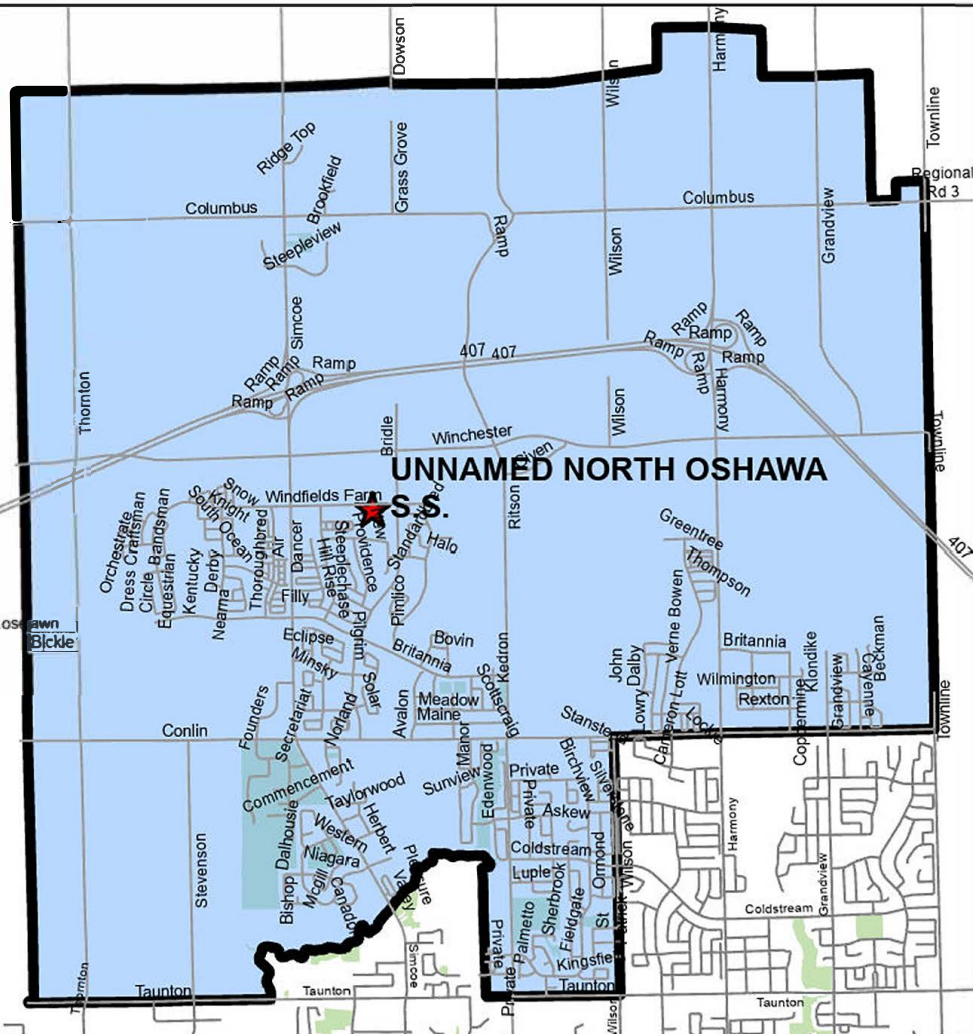
Report reviewed and submitted by:

Camille Williams-Taylor, Director of Education and Secretary to the Board

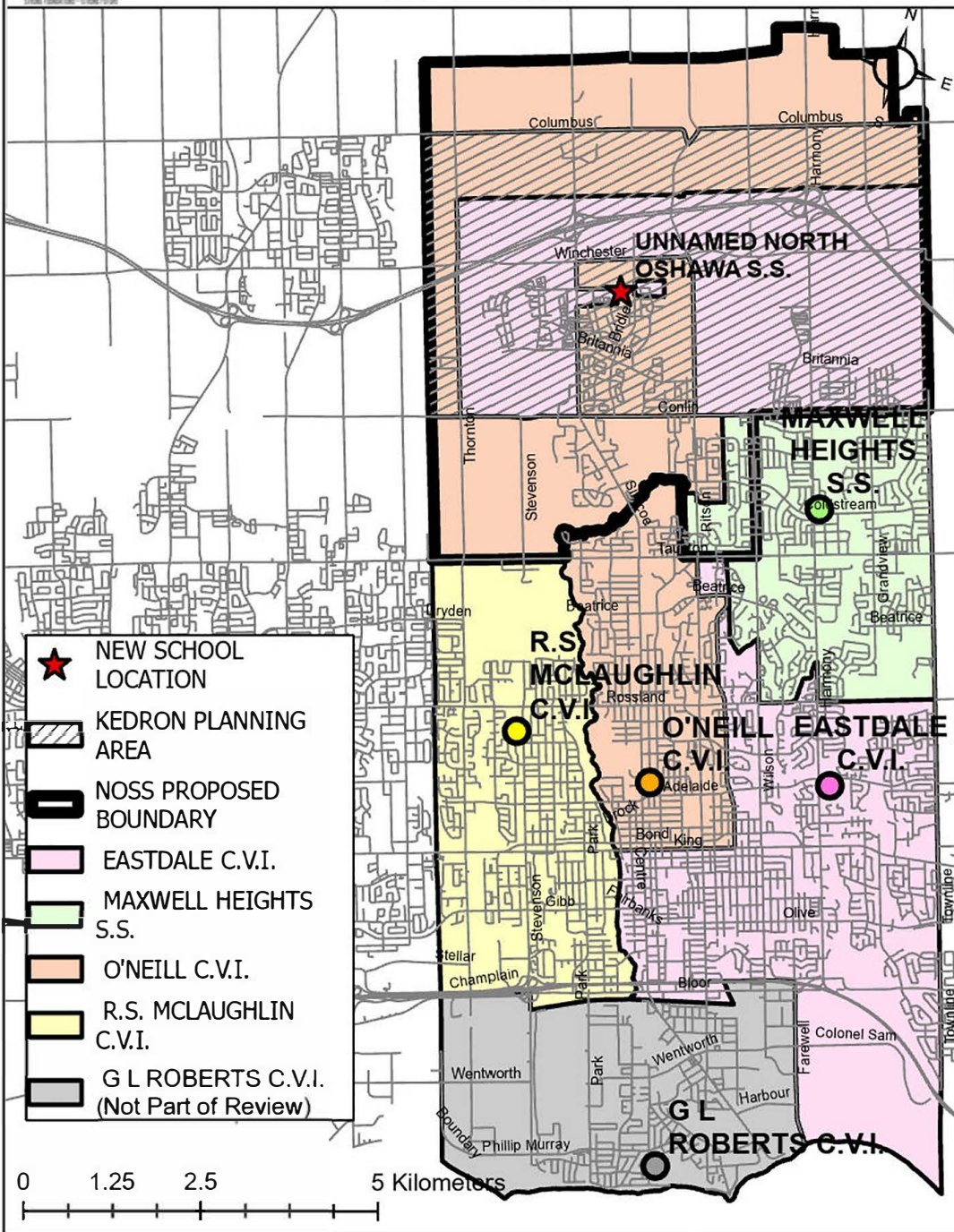


David Wright, Associate Director of Corporate Services and Treasurer of the Board

The Facilities Services logo features a stylized house icon with a red roof and blue/green outlines, with the text "FACILITIES SERVICES" below it. The DDSB Ignite Learning logo features a stylized flame icon and the text "DDSB Ignite Learning".



UNNAMED NORTH OSHAWA S.S (NOSS) PROPOSED BOUNDARY MAP CITY OF OSHAWA APPENDIX A2



Appendix B1 **Unnamed North Oshawa SS Boundary Review** **In-person Meeting Comments**

Two in-person public consultation meetings were held at Eastdale CVI on May 6, 2025, and May 15, 2025 to facilitate community comments and questions regarding the Unnamed North Oshawa SS. 4 comment sheets were submitted, and the comments are provided below.

Topic(s):	Comments
Extracurriculars	Excuse me, I have a suggestion! Indoor Activities Club: since there are a few kids (like yours truly) Don't Exactly like gym, sports, and whatnot, I would like to introduce indoor activities like art club, pottery club, music club, and game developing club!
Course Offerings, Extracurriculars, Specialized Programming	1. Please include Bangla as an official language 2. Please Introduce more coding courses 3. Include more science projects 4. Computer science course please 5. Robotics 6. More programing language (python, scratch, java) 7. Debate Club 8. Encourage kids to participate Math Olympiad 9. Coding competition or challenge 10. Physicis Olympiad 11. Include IB Proram and AP Program please 12. Chemistry lab please 13. Biology lab

Topic(s):	Comments
Specialized Programming, Remaining at current school, Course Offerings	Do we have all the courses in the current school, will be available in the new school. For example, O' Neill CVI has SHSM, if the new school doesn't have SHSM, can the student stay in their current home school. Moving Grade 11 students to the new school will definitely effect their curriculum, because they need to adapt in to the new school etc. some universities consider the GPA/mark from Grade 11. If my kid (will be in Grade 11 by 2026-2027) wanted to stay with the current school, what are the options? Currently we don't have a list of programs/courses in the proposed new school. Please consider revising the plan to move Grade 11 students to the new school, because we strongly think the new school/environment will affect their career.
Specialized Programming, Course Offerings, Extracurriculars, Policy	Here are my recommendations: 1. IB and/or AP program at the school. We have Ontario Tech/Durham College next door. Plus, we do not have a AP/IB program Public School in the region that I know of. 2. Bangla language program as a recognized foreign language program. We have a large Bangla/Bengali speaking diaspora here with no Bangla language program. There will be plenty of available teachers as well. 3. Coding Club: The school should have a focus on coding as it is near resources that can support it. [suggested by my daughter]. Particularly Game development, AI, & Cybersecurity can be a core focus. 4. Special Provision to stop bullying: There should be visible deterrents to bullying with dedicated room/resources.



UNNAMED NORTH OSHAWA SS BOUNDARY CONSULTATION WEBINAR QUESTIONS & STAFF ANSWERS - May 22, 2025

The Questions/Comments below are imported verbatim from the May 22, 2025 Webinar as submitted by participants. Due to the low number of questions received, all questions were answered live.

#	Question/Comment Received at May 22, 2025 Webinar Session
1	I am curious as to why the small pocket just above Taunton between Ritson and Simcoe are not included in the new boundary? We are in that area but based on the map I was not able to zoom in enough to see if our Street/home is in or out of the new boundary.
2	Is there bell times for the new school?
3	Good Evening. My daughter will be moving to new school for grade 11 on 2026-2027. When will we come to know what are the SHSM options available in new school?
4	Is the 3.2 km bus boundary based on a particular route
5	Is the bus boundary map accessible to view
6	Could you share details on plan for teaching staff for new school? Like number of teacher for various courses. Thanks
7	What is the likely hood that the school with be able to have extra curriculars - both clubs and teams in the first year?
8	Will students have options to stay in their current school, if their expected SHSM course is not available in new school?
9	I joined late so sorry if this was already covered. I live so much closer to Maxwell Heights. How were the boundaries decided? Is there an chance it could be redrawn?
10	Is there any cut off time to decide on staffing/clubs/extra- curricular activities? As students need to complete their blue print for grade 11 courses by Feb 2026.



Unnamed North Oshawa Secondary School

Boundary Review Consultation Survey April 23, 2025 -September 5, 2025

The Durham District School Board (DDSB) invited students, parents/guardians, DDSB staff and members of the community to provide feedback on the proposed boundary option for the Unnamed North Oshawa Secondary School. Using an online survey tool, the questionnaire was launched on April 23rd, 2025, and closed on September 5th, 2025. 192 completed responses were received.

Participants (n=192)

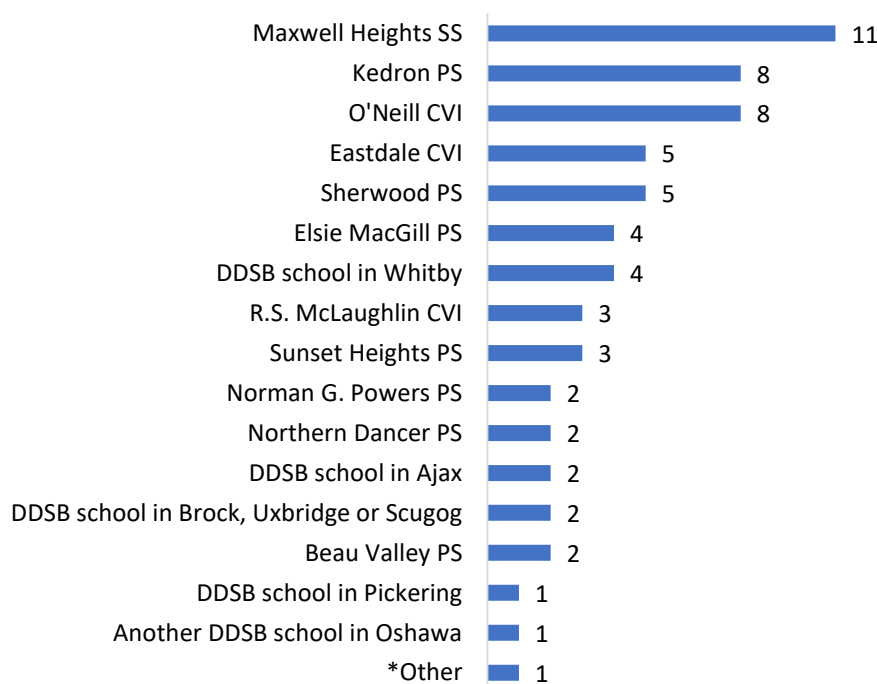
- 32 DDSB Students (grades K-8)
- 31 DDSB Students (grades 9-12)
- 104 Parents/Caregivers of a DDSB Student
- 4 Parents/Caregivers of a Future DDSB Student (e.g., pre-school age children)
- 14 DDSB Staff
- 7 Community Members (e.g., member of the public)

Figure 1

DDSB Students

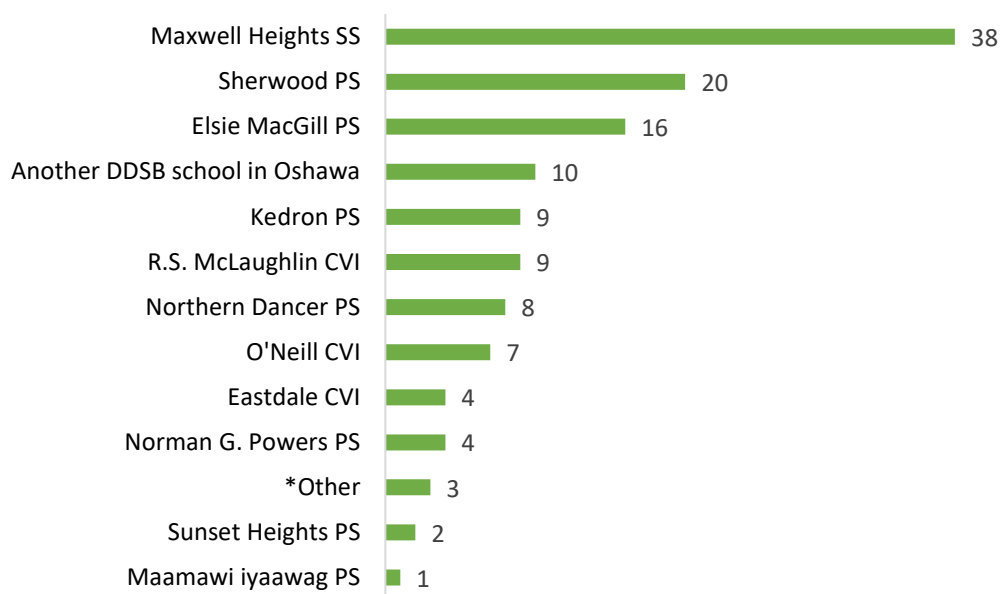
Which school do you currently attend?

n=63



*Other: Registered for Jeanne Sauve as Norther Dancer isn't available.

Figure 2
Parent/Caregivers of DDSB Students
Which school does your child/children currently attend?
 (Select all that apply)
 n=104



*Other: Coronation PS. Jeanne Sauve PS. Vincent Massey PS.

Multiple answers per participant are possible, since parents/caregivers can have children that attend different school.

Figure 3
Parents/Caregivers of Current & Future DDSB Students
Do you have pre-school age children that will be attending the DDSB in the foreseeable future?
 n=102

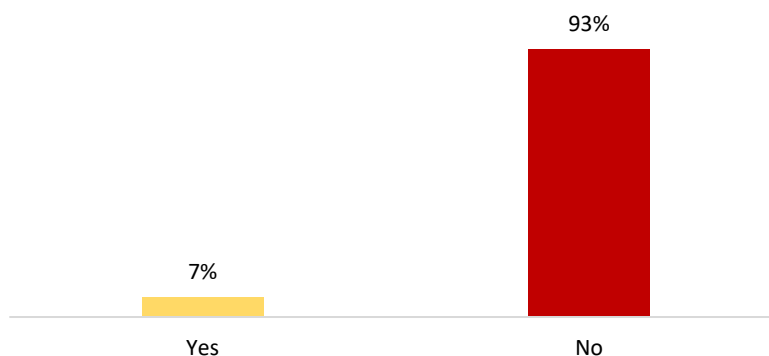
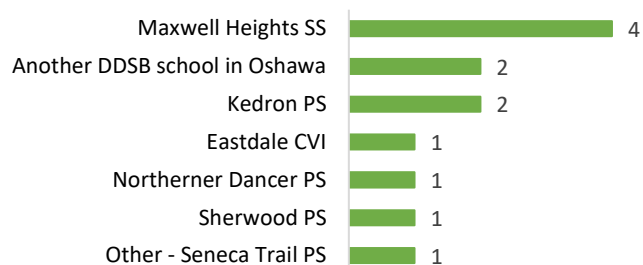


Figure 4
**Parents/Caregivers of Current & Future
 DDSB Students**
Which DDSB school did you plan on your child/children attending?
 (Select all that apply)
 n=10



Impact of Proposed Boundary

Figure 5
All Participants
**What would the impact be if the proposed boundary is adopted and students are relocated
 to the Unnamed North Oshawa SS, rather than attending their current partner school?**
 n=192

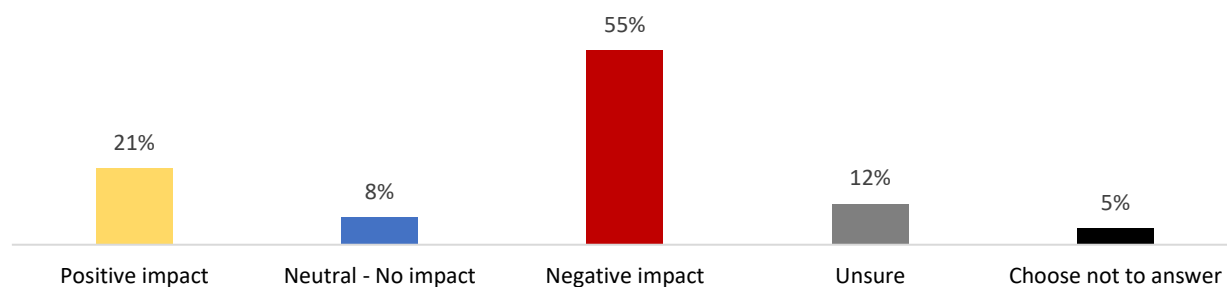
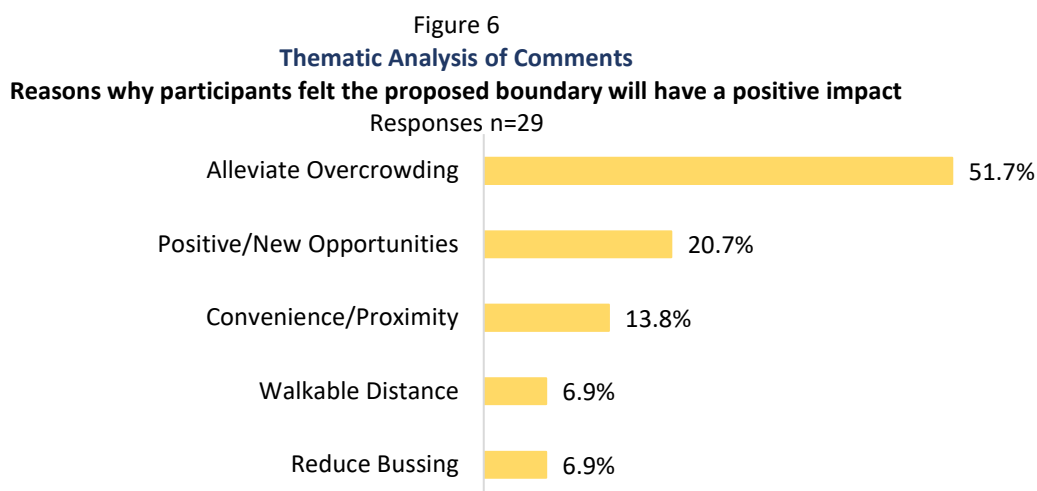


Table 1 Results by participant group:
**What would the impact be if the proposed boundary is adopted, and students are relocated to the Unnamed North
 Oshawa SS?**

Participant Group	Positive impact	Neutral No impact	Negative impact	Unsure	Choose not to answer
DDSB Students K-12 (n=62)	17.7%	14.5%	53.2%	8.1%	6.50%
Parents/Caregivers of Current and/or Future DDSB Students (n=108)	18.5%	4.6%	62.0%	12.0%	2.8%
DDSB Staff (n=14)	50.0%	0%	14.3%	21.4%	14.3%
Community member (n=7)	42.9%	14.3%	28.6%	14.3%	0%

Positive Impact – Why do you feel that way?

**Selected Comments:**Alleviate Overcrowding:

“Better balances enrolment across schools.” [Parent/Caregiver](#)

“As the student numbers would lower in other high schools and help with over populations.” [Parent/Caregiver](#)

“The school is overcrowded with several portables, nowhere to eat lunch as the cafeteria can not accommodate even 1/4 of the students.” [Parent/Caregiver](#)

“The school is very crowded and is very difficult to get to classes within 5 minutes because the hallways are always full, and no one can pass through. It also reduces all the remaining resources we have left. We have to share the laptops and chargers and return them at the end of the day because there isn't enough to pass around.” [Student, O’Neill CVI](#)

Positive/New Opportunities:

“Excited to be in a new school.” [Student, Norman G Powers PS](#)

“Is an amazing opportunity to learn.” [Student, Sunset Heights PS](#)

“More schools mean more education, which leads to a better future.” [DDSB Staff](#)

“New school, new students, new environment, new teachers which brings positive attitude.” [Parent/Caregiver](#)

As new change with new environment and new students who might be coming with positive attitude.” [Student, Sunset Heights PS](#)

“We are assuming the new school will be better equipped for my son’s education. My son wants to get into the trades, possibly an election. Since O’Neill is an Arts school and their tech class are limited. We are hopeful

the new school will have better program focusing on technology and technical programs. To better prepare him for post-secondary school...” [Parent/Caregiver](#)

Convenience/Proximity:

“Closer to home.” [Parent/Caregiver](#)

“The other schools are far.” [Student, Northern Dancer PS](#)

“School is closer to where we live.” [Parent/Caregiver](#)

Walkable Distance:

“Finally, a school within walking distance!” [Parent/Caregiver](#)

“Because i can walk to school every day and I like walking.” [Student, Eastdale CVI](#)

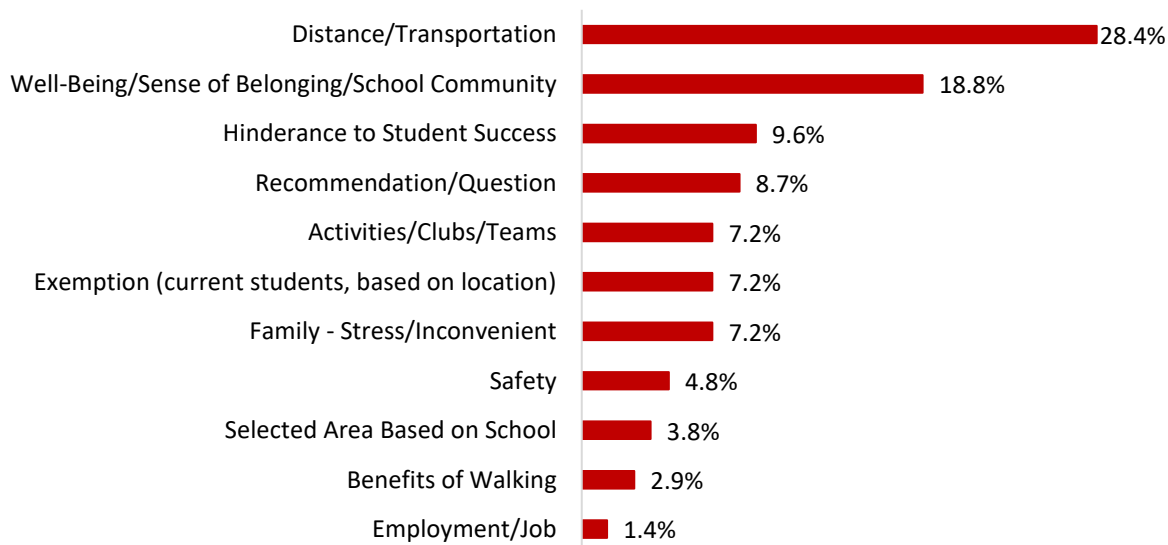
Reduce Bussing:

“Partner” schools are overcapacity. Students are being bussed considerable distance to attend a high school not near their homes.” [DDSB Staff](#)

“Many students are currently bussed to ECVI. Both ECVI and MHSS.” [DDSB Staff](#)

Negative Impact – Why do you feel that way?

Figure 7
Thematic Analysis of Comments
Reasons why participants felt the proposed boundary will have a negative impact
 Responses n=208



Selected Comments:Distance/Transportation:

“Maxwell is walking distance. On the other-hand, new unnamed school will require school bus.” [Student, Elsie MacGill PS](#)

“...instead of a 15-minute walk it will be a 15 minute bus ride...” [Student, Maxwell PS](#)

“Right now, I walk to Sherwood and I want to walk to Maxwell. The new school is really far away I will have to take the bus.” [Student, Sherwood PS](#)

“Commuting distance to the new school is more that double the distance to Maxwell. The new school is not walking distance.” [Parent/Caregiver](#)

“...Boundary... is too far from this proposed new school. I do not want my children to be bussed and need them to be within walking distance to their school.” [Parent/Caregiver](#)

“...The proposed school is also 3 times Farther away from our home, making transportation more complicated.” [Parent/Caregiver](#)

“it makes zero sense, and will negatively impact students who currently walk to Norman G Powers PS, to have them attend the new Unnmamed North Oshawa SS rather than Maxwell Heights SS, when they could walk to Maxwell Heights rather than having to take a bus...What a waste of resources!!” [Community member](#)

Well-Being/Sense of Belonging/School Community:

“Because I'd have two years of high school left and wouldn't be able to graduate with the friends I've had since JK and my entire school career.” [Student, O'Neill CVI](#)

“Separating me from all my peers and friends would change my social circle, therefore changing my ability and working and mental health of myself.” [Student, Maxwell Heights SS](#)

“The top two indicators of a healthy school and predictor of positive student behaviour is CONNECTEDNESS and whether each student has at least one CARING ADULT in the school whom they are comfortable approaching when they need help. Students should not be forced to switch high schools in the middle of their high school career if they have already developed these strong connections.” [DDSB Staff](#)

“Our kids will be in grade 12 and 10...They are farm kids. Our kids have always gone north to school (as their home school) - Prince Albert Public school and Port Perry high school. Forcing them to an urban school, with no known classmates would be absolutely detrimental to their mental wellbeing.” [Parent/Caregiver](#)

“Built up friendships and relationships with teachers and students over the first two years of high school and then have to change to a new school. It's difficult for kids who have social anxiety and trouble meeting new people - only just starting to be comfortable at the end of grade nine.” [Parent/Caregiver](#)

Hinderance to Student Success:

“Performing Arts program at O'Neill...” [Student, O'Neill CVI](#)

“You are separating me from a unique learning opportunities at my current school where I've learned to grow and flourish with my current classmates and peers.” [Student, Maxwell Heights SS](#)

“Many will be moving in there grade 11 year after they've been at there current school for 2 years. Some struggle to be successful and a change like this could impact them.” [DDSB Staff](#)

“This is a hinder to my child’s learning experience and is a barrier to their access to schooling.” [Parent/Caregiver](#)

“If she is moved, I cannot see her handling this change well and she will probably drop out which is concerning.” [Parent/Caregiver](#)

“my older daughter currently attends Maxwell and has special needs...but she has integrated well into Maxwell and I do not want to change that. Changes schools will set her back.” [Parent/Caregiver](#)

“I would like to express my strong opposition to the idea of transferring my son to the new North Oshawa school. I believe such a move would negatively impact him academically...My son is entering Grade 11—a critical academic year—as universities consider these marks in admission decisions. Adjusting to a new school environment, with unfamiliar teachers and peers, would place unnecessary stress on him at a time when his focus should be entirely on his studies.” [Parent/Caregiver](#)

Recommendation/Question:

“Why bus kids who can currently walk?” [Parent/Caregiver](#)

“Unsure if this will be a modified program school as well...” [Parent/Caregiver](#)

“Requesting the area part of the medallion and field gate communities south of Britannia be a part of Maxwell area due to proximity to the school.” [Parent/Caregiver](#)

“I urge you to keep the Elsie MacGill catchment within Maxwell Heights. It's the option that makes the most sense for student well-being, for families, and for the community as a whole.” [Parent/Caregiver](#)

“The new high school boundaries should be the same as the elementary school boundaries feeding it. This would move the New HS boundary East of Wilson to the Hydro Field West of Wilson.” [Parent/Caregiver](#)

“I respectfully urge the board to reevaluate this decision and consider alternative sites that would offer a safer environment for our young people to learn and grow. Ensuring secure access to education is essential not only for academic success but also for fostering community trust and parental peace of mind. Thank you for your time and attention to this matter. I would appreciate any updates or opportunities for public input as the planning process continues.” [Parent/Caregiver](#)

“Forcibly relocating these students to other schools and tearing them away from the place where they have grown so much and experienced so much success is cruel and can be especially harmful to those of adolescent age. I pose these questions to the committee:

- 1) What are the VALUES of the DDSB?

2) What action is more aligned with these values - forcing a school change in the middle of high school for all families just to balance the numbers on the first year of the new school's opening, or letting individual families decide and being flexible with the numbers for a few years?" [DDSB Staff](#)

Family – Stress/Inconvenience:

"Have younger siblings that would attend Elsie and would not be able to watch them if take longer to get home." [Parent/Caregiver](#)

"I have a younger child in Sherwood public school which this will bot impact as greatly, but still makes drop offs and pick ups more challenging with the schools being farther away." [Parent/Caregiver](#)

"There may also be times in the winter if buses are cancelled, we are not able to provide transportation to our children." [Parent/Caregiver](#)

"We r working parents so impossible to drive kids everyday to school." [Parent/Caregiver](#)

"This has brought extreme uncertainty from parents' perspective... I can work with my kid's anxiety however this 6kms distance for a high schooler with no transportation commitment is harsh." [Parent/Caregiver](#)

Exemption (current students, based on location):

"i want to have an option to stay at my current school." [Student, O'Neill CVI](#)

"Uprooting my child after only one year in high school is unfair. She should be grandfathered in." [Parent/Caregiver](#)

"Overall, if you're going to create a new school then that's great! Just don't let the people that are currently attending Maxwell have to switch." [Parent/Caregiver](#)

"Please consider grandfathering in the attendance so students who began at a Maxwell can finish off their last two years of school there rather than cause disruption and cause setbacks to kids in what is a very important year for grades when considering university." [Parent/Caregiver](#)

"...For my daughter to start her high school career at Maxwell Heights only to then be moved to a brand new unestablished school after one year is unfathomable to me for students at this feeder school who've already faced so much disruption..." [Parent/Caregiver](#)

Activities/Clubs/Teams:

"sports teams and clubs here that cant be brought over." [Student, R.S. McLaughlin CI](#)

"I enjoy the dance team." [Student, Maxwell Heights SS](#)

"If I join a team or a club at the new school, I don't know how I will get home after because the bus will have left already." [Student, Sherwood PS](#)

"I am also apart of teams and clubs at Maxwell and would have to leave the extra circulars I have come to love and look forward too." [Student, Maxwell Heights SS](#)

“The strain this puts on finding alternative transportation to meet extra curricular sport commitments.”

[Parent/Caregiver](#)

“The new school is over 4 km away, and relying on a school bus could interfere with his ability to return home in time for his religious classes, which begin shortly after school ends.” [Parent/Caregiver](#)

“Maxwell Heights offers unique programs that have helped their student population to thrive. For example, the competitive dance team (Maxwell Dance Company) is unique and has been very successful over the years, helping countless students feel connected to the school and improve their confidence. Student-athletes are also very committed to their school teams and breaking them up would be heartbreaking.” [DDSB Staff](#)

Safety:

“We have significant concerns about the safety and environment surrounding the school's location. Specifically, the area's high crime rates and its densely populated nature raise serious questions about the overall security and well-being of students. As parents, our foremost priority is ensuring our child's safety, and we feel that the current environment in the vicinity of the school presents too many risks.” [Parent/Caregiver](#)

“The route is treacherous as it is underdeveloped and missing a sidewalk along the east side of Ritson Road, and the north and south sides of Conlin Rd east of Ritson - please see my email dated April 24, 2025, for more detail.” [Parent/Caregiver](#)

“Concerns about closeness in proximity to the university and college and my kid’s personal safety in that area.” [Parent/Caregiver](#)

“...we don't trust on bus fair as kids do lot of stuff that they shouldn't be.” [Parent/Caregiver](#)

Selected area based on school:

“Families like mine chose to live here because Maxwell Heights is nearby, walkable, and already well regarded.” [Parent/Caregiver](#)

“When we purchased our home, we chose this location with specific schools in mind for our children's long-term stability.” [Parent/Caregiver](#)

“We purchased this home with the current boundaries in place.” [Parent/Caregiver](#)

Benefits of Walking:

“Walking to school builds independence for our kids and reduces traffic and busing needs for the district.” [Parent/Caregiver](#)

“I am concerned about the elimination of daily exercise walking to school, the carbon footprint and added traffic caused by additional buses.” [Parent/Caregiver](#)

“Our son (currently in Grade 7) is looking forward to the independence of walking to Maxwell each day. As his parents, we welcome the physical activity that this walk will provide. Going to a walking school also affords him the flexibility to easily attend extracurriculars before and after school.” [Parent/Caregiver](#)

Employment/Job:

“Currently I can walk to school and if I move to the new school I would have to bus, which will affect my after-school job.” [Student, Maxwell Heights SS](#)

“My child is currently within walking distance to Maxwell SS and works at store beside Maxwell SS. Walking there after school.” [Parent/Caregiver](#)

Unsure of Impact – Why do you feel that way?

There were insufficient responses to conduct a thematic analysis of the comments made by participants that selected “Unsure” to the question of “What would be the impact if the proposed boundary is adopted?”

Comments:French/French Immersion:

“I am a French immersion student at MCVI and my elementary school is not in the boundaries however MCVI is my home school.” [Student, R.S. McLaughlin CI](#)

“Will this be French immersion school? I would like my child to continue French.” [Parent/Caregiver](#)

“I am not sure my daughter would be transferred as she is in French Immersion.” [Parent/Caregiver](#)

“My child is currently attending R.S. McLaughlin in the French immersion program. No details on this are noted in any of this email. Will my child have to still move to the new school, or can he stay at McLaughlin for French? Or is French Immersion going to be offered at the new school? He is currently in grade 9 and would be starting grade 11 when the new school is slated to open. Please address this issue in your planning process!”

[Parent/Caregiver](#)

Need More Information/Don't Know:

“Do not see Jeanne Sauve on the list so unsure how this will impact my child, but we do reside in the Windfields area.” [Parent/Caregiver](#)

“Because I really don't know.” [Parent/Caregiver](#)

“There seems to be a lot of feeder schools which makes the new school feel like a dumping ground instead of a school providing an education service for kids that reside in the area. It's uncertain whether the new school will have the capacity for what seems to be a wide range of areas.” [Parent/Caregiver](#)

Program Offerings:

“...if the new school will value the arts like O'Neill does.” [Parent/Caregiver](#)

“My child is in the gifted program. I am unsure if she will still attend ONEill for that or if she will need to go to the new school.” [Parent/Caregiver](#)

Transportation/Bussing:

“This will depend on if my student would still get bussed to school.” [Parent/Caregiver](#)

“Will there be school buses for this zone I will not be able to drive my child to and from school each day.”
[Parent/Caregiver](#)

Student Well-Being:

“At the same time, a number of those students in grade 10 moving to grade 11 will be reluctant to do so and thus will be less likely to engage within the new school. They have spent half their high school career building relationships and comfort in the culture of their school...” [Parent/Caregiver](#)

Exemption:

“I can understand requiring students in 9th grade to move but students going into 10th grade should at least have the opportunity to request to remain at their existing high school with consideration or a review of the circumstances for those students conducted on a case-by-case basis.” [Parent/Caregiver](#)

Hinderance to Student Success:

“On the other hand, not having a grade 12 class advances the 11th grade students into a senior leadership position that many are not ready for and from experience has the risk of affecting the behaviour of those students in a negative way.... forcing the to change, as they enter the years where marks begin to be considered for university may put extra stress and anxiety on them for those 2 critical years. Some will also be potentially working towards athletic scholarships and with no grade 12 class varsity teams will ostensibly less competitive and thus there would be less opportunity for those 11th grade students the make their case for scholarships.” [Parent/Caregiver](#)

Impact Family:

“It may provide negative impact to parents work commute/ siblings school pick up after school.”
[Parent/Caregiver](#)

New Facility:

“Moving to a new school will give access to newer and updated facilities.” [Parent/Caregiver](#)

Doesn't Apply:

“My son will not be impacted as he is not in the catchment area for the new school.” [Parent/Caregiver](#)

Neutral Impact – Why do you feel that way?

There were insufficient responses to conduct a thematic analysis of the comments made by participants that selected “Neutral” to the question of “What would be the impact if the proposed boundary is adopted?”

Comments:

“I will be in grade 12 when this change will occur, which will have no effect on me.” [Student at Eastdale CVI](#)

“My child will stay at Maxwell as she will enter grade 12 in sept 2026.” [Parent/Caregiver](#)

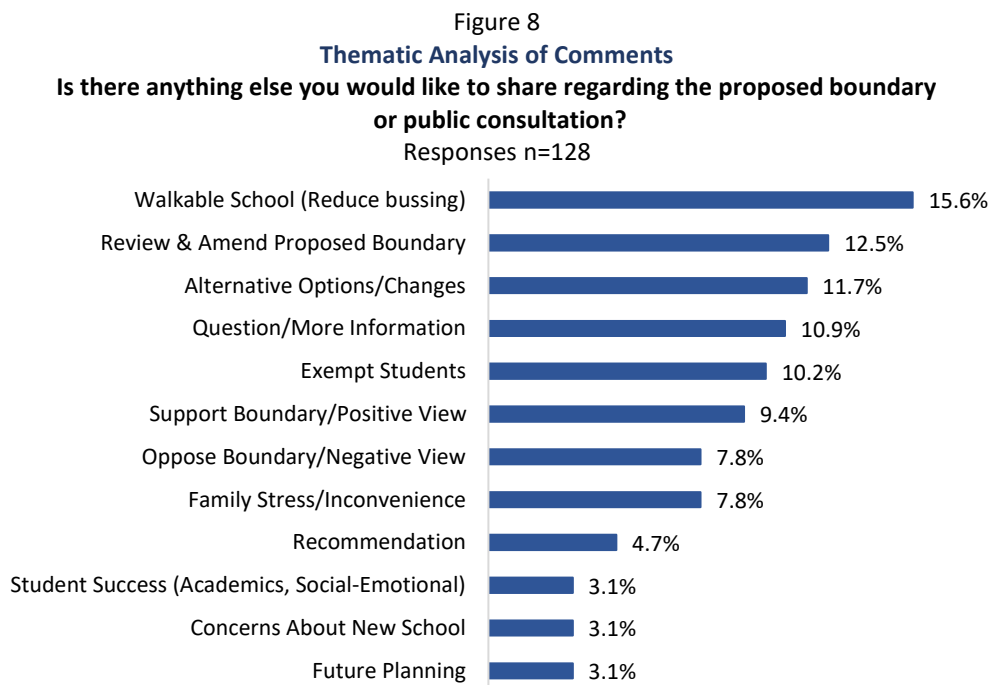
“Maxwell heights is currently so overcrowded, getting a new space is essential.” [Parent/Caregiver](#)

“Given current boundaries I feel this will have a positive impact on Maxwell High school. And quality of education will improve for students.” [Parent/Caregiver](#)

“My son is currently in Grade 2, however, it would be nice to have a newer school that is also closer to us.” [Parent/Caregiver](#)

“Most students might find it easy since they can openly talk to other students but some including me find it hard to interact in a new environment so i wouldn't really say its positive or negative since there are always exceptions.” [Parent/Caregiver](#)

Please provide any additional comments about the proposed boundary realignment:



Selected Comments:Walkable School/Reduce Bussing:

“Having kids go from a within walking distance school to move them to an area that would require transportation is unacceptable and irrational.” [Parent/Caregiver](#)

“Save taxpayers money and allow kids to walk to their local high school.” [Parent/Caregiver](#)

“I understand it is all about numbers, but to have students who could walk to Maxwell Heights in less than 15 minutes, have to then be bussed to the unnamed school because to walk would be over an hour is absolutely absurd.” [Parent/Caregiver](#)

“I think the borders should be relooked at as, many of these students can walk and attend part-time jobs Busing them will affect them and if there's no bus then I don't know how they will get there as it's way too far to walk.” [Parent/Caregiver](#)

“It is not well thought out and unreasonable to move students who can walk to Maxwell but would now have to be bussed to the new school and separated from the friends they grew up with.” [Parent/Caregiver](#)

“Ease of the kids to get to school without a bus should be a strong consideration and all boundaries should be accordingly realigned.” [Parent/Caregiver](#)

“It also does not make sense to require students who have been walking to Maxwell Heights for 1 or 2 years already, to suddenly have to take a school bus to the Unnamed school for their remaining years. This is an unnecessary extra expense for the board, as well as an unnecessary increase in our carbon footprint.” [DDSB Staff](#)

Review & Amend Proposed Boundary:

“Please switch the boundaries so if you are closer to Maxwell heights you can continue going there and not disrupt.” [Student, Maxwell Heights SS](#)

“I believe decisions about school boundaries should take into account not just capacity, but also the real-life impact on students and families.” [Parent/Caregiver](#)

“The boundary should not split up cohorts of students.” [Parent/Caregiver](#)

“A new population analysis should be done before any boundaries are adjusted to adjust for the recent growth in the area.” [Parent/Caregiver](#)

“I have lived at this address for the last 21 years. Stayed here because of the proximity to both elementary and secondary schools. Now I have to either move or my children lose an hour a day on a bus. Please reconsider.” [Parent/Caregiver](#)

“I am writing to express serious concerns regarding the current zoning plans for the new high school and the expectation that students from neighborhoods outside the immediate surrounding area will attend a school

located in a high-crime zone... it is deeply troubling that families from safer, nearby subdivisions may be required to send their children to a school in an area that poses known safety risks. I strongly urge the board to reconsider the zoning decisions and prioritize safety in determining which neighborhoods are assigned to this new school.” [Parent/Caregiver](#)

“Feeder schools should be within the boundary area of their secondary schools. Period.” [Community Member](#)

Alternative Options/Suggestion:

“Maxwell Heights boundary needs to be adjusted to include Luple Avenue and Northfield on the south side of Coldstream so our kids can walk to school within their own neighbourhood.” [Student, O’Neill CVI](#)

“Boundary boarder should be Conlin rd and anything north goes to new school. And east to Taunton and west to Thornton.” [Parent/Caregiver](#)

“Use Conlin to be the break of define boundary. North of Conlin go to new school, south remain at Maxwell.” [Parent/Caregiver](#)

“...Ritson is a main road, anything east of Ritson road should go to Maxwell Heights SS, because, its a safe residential area east of Ritson road to Maxwell Heights SS.” [Parent/Caregiver](#)

“The proposed boundary should not include Sherwood public school or the streets south of it. The older neighborhood has a more convenient access to Maxwell Heights.” [Parent/Caregiver](#)

“I'd like to suggest that east of Harmony, with either Britannia or Winchester as the north Boundary, feed into Maxwell due to closer proximity to that school.” [Parent/Caregiver](#)

“I think that adding that small section south of Coldstream between to Ritson and Wilson make no sense... it should be split even north and south of Coldstream straight till harmony south stays at Maxwell north moves to the new school.” [Parent/Caregiver](#)

Questions:

“I am a student who is in grade 11 right now but i am studying grade 10 courses, next year i will be in grade 12 but will be studying all grade 11 courses. What would happen to someone like me if i were to switch schools ?” [Student, Eastdale CVI](#)

“It would be good to have a better understand of how the boundaries are identified and selected.” [Parent/Caregiver](#)

“It may be helpful if we get to know school timings and bus facility options to make arrangements.” [Parent/Caregiver](#)

“Will there be a boundary review for elementary schools as my child isn’t even able to register for our home school northern dancer.” [Parent/Caregiver](#)

“Does this impact French immersion students? Please clarify on the website and consultation materials.” [Parent/Caregiver](#)

“yes you could share how it impacts students in the gifted program.” [Parent/Caregiver](#)

“Will free busing be available?” [Parent/Caregiver](#)

“Will this be enough to help with over population of other schools. Example Eastdale now has 15 portables for this coming school year. Is this truly enough to offset the population?” [Parent/Caregiver](#)

“How will students who would normally have a short walk to school be getting themselves to the new school. Will bussing be provided?” [Parent/Caregiver](#)

“The boundary is expected to follow a straight line from Conlin, but instead it curves inward to include a small rectangular section that shouldn't be part of the designated area. I don't understand why the boundary doesn't continue straight, excluding that section as it logically should.” [Parent/Caregiver](#)

“I was surprised and shocked at how large the catchment area is for this newly proposed high school and why it is coming so far south of Conlin road, especially on the East side.” [Parent/Caregiver](#)

“I'm not too sure why the small area of west of Wilson from north of Taunton is selected in this boundary? It could be from north of Coldstream Dr so that there's not too much concern on this long distance?”
[Parent/Caregiver](#)

Exempt Students:

“I feel grade 12s should also be allowed to switch if they like.” Student, [Eastdale CVI](#)

“At least allow the option to choose which school our children will attend if they are physically closer.”
[Parent/Caregiver](#)

“My suggestion is to leave the current students enrolled in their secondary school to graduate.”
[Parent/Caregiver](#)

“Grade 11 is a difficult year with many new courses and more difficult subjects. It is important for students to not have to change schools and disrupt their learning after completing two years at a first school.”
[Parent/Caregiver](#)

“At a minimum, any child currently attending Maxwell, and their siblings in elementary school, regardless of age, should be permitted to continue at Maxwell.” [Parent/Caregiver](#)

“I hope the board will remain open to individual circumstances and make exceptions where appropriate, particularly for students already well-established in their current school communities.” [Parent/Caregiver](#)

Support Boundary/Positive View:

“The boundary is perfect no changes needed” [Student, Sunset Heights PS](#)

“The new school opening would be a lot better for me as it is in walking distance from my home and would improve my grade 12 year a lot more if i didn't have to worry about missing the bus or waiting for it.” [Student, Eastdale CVI](#)

“insisting everyone else goes to the new school is the best plan. Avoid bowing to any public pressure to keep younger siblings of grade 12 students in the buildings.” [DDSB Staff](#)

“I think proposed boundary area for new unnamed secondary school is really good and I hope it will remain same as proposal.” [Parent/Caregiver](#)

Oppose Boundary/Negative View:

“This boundary change needlessly complicates transportation logistics.” [Parent/Caregiver](#)

“I do not support this new boundary it does not even make sense to me.” [Parent/Caregiver](#)

“No, as stated the boundary doesn't make as much sense for those students living south of Conlin Road.” [Parent/Caregiver](#)

“Smaller schools are better all around. I would rather my child go to ONeill with his older brother, then have to go to a large school in a dangerous and busy area.” [Parent/Caregiver](#)

“The boundary doesn't make sense. The boundary shouldn't include those east of Ritson and south of Conlin. I'm sure the new development at the Windfield farm area will fill the new school.” [Parent/Caregiver](#)

“The boundaries are not always making sense. Kedron community... has cut out the subdivision next to Kedron Golf Course so those attending Kedron PS are now out of boundary. This makes no sense as this subdivision is across the street and literally called KEDRON.” [Parent/Caregiver](#)

Family Stress/Inconvenience:

“That I feel uncomfortable going to this new school and it makes my anxiety go very high.” [Student, Maxwell Heights SS](#)

“I think moving kids from around this area up to that new school is of no benefit and is in fact going to create greater stress and challenges with our family.” [Parent/Caregiver](#)

“My kids do lots of sports and now I would have to drive and take time off work to get them there and or back. The economy sucks as it is and now I have to miss work so my kids can participate at new school when they could have walked to Maxwell.” [Parent/Caregiver](#)

“She has experienced significant issues with socialization and peers and a disruption in her high school life with a magnitude such as this will potentially have devastating affects on her mental health.” [Parent/Caregiver](#)

Recommendation:

“It is hard to understand for us that which streets are covered and which not, better send map with all the small streets names too.” [Student, Sunset Heights PS](#)

“I would like to propose that you should offer search by postal code, rather than a map. It's really frustrating to determine if we fall in the new zone or not.” [Parent/Caregiver](#)

“Transit options to the school should be expanded and considered, particularly from new development homes on Harmony Road.” [Parent/Caregiver of a future DDSB Student\(s\)](#)

“This is the first thing I have seen for public consultation despite there being public meetings apparently. I attend parent council meetings and it was never mentioned.” [Parent/Caregiver](#)

“I'm very concerned that the population of Maxwell Heights is not set to decrease at all. It seems very unsustainable.” [Parent/Caregiver](#)

Student Success (Academic, Social-Emotional):

“I feel that changing schools 1/2 way through my high school career would have a negative impact. Trying to make new friends and the challenges involved with that, along with leaving behind the clubs/groups/teams we've been a part of would also negatively impact me.” [Student, O'Neill CVI](#)

“It is not reasonable or fair to expect students to commute to a school environment where crime is a persistent issue and where their physical safety and emotional well-being may be compromised. Every student deserves access to a safe learning environment, and school placements should reflect that fundamental principle.” [Parent/Caregiver](#)

“Factors like walking distance, transportation issues, academic pressure—especially for older students—and family routines should be considered.” [Parent/Caregiver](#)

Concerns About New School:

“I hope the new school does not impact the resources available to the other schools.” [Parent/Caregiver](#)

“With all the new construction north of Conlin, this new school will already be overcrowded.” [Parent/Caregiver](#)

“Hoping this new school will provide students with a supportive learning environment by reducing numbers and increasing access to programming and services.” [Parent/Caregiver](#)

“...we are worried about school teachers assignment and SHSM and other programs that are offered in other high schools. Hope new school will satisfy all the students need.” [Parent/Caregiver](#)

Future Planning:

“I feel these boundaries are the result of poor planning and not looking at the changed demographics in the surrounding areas. Additional school should have been built long before and adding portables to limited land space is not the answer! Perhaps more Urban planners are needed.” [Parent/Caregiver](#)

“...a relook at all of the secondary school boundaries should be accordingly considered. Particularly given builders have paused, much of the area going up to Winchester is unlikely to be built and occupied anytime soon.” [Parent/Caregiver](#)

“Columbus is projected to grow significantly as well. Within the boundary for the new secondary school is where this growth will occur. Plans should start now for a secondary school in Columbus to accommodate future growth and relieve pressures on the unnamed secondary school in north Oshawa.” [DDSB Staff](#)



Appendix B4

Unnamed North Oshawa SS Boundary Review Email and Voicemail Summary

The Unnamed North Oshawa SS Boundary Review consultation period took place from April 23, 2025 to September 5, 2025. During the consultation period, 14 emails were received from community members regarding the boundary review. 0 voicemails were received from community members regarding the boundary review. The following pages presents the emails received, verbatim, unless personal information was shared, which has been omitted.

French Immersion

1. Good afternoon,

I received an email from R.S. McLaughlin CVI this afternoon, with information about proposed boundaries for the new North Oshawa Secondary School, and re-drawing the boundaries for the other secondary schools affected.

I've looked through the website, but I haven't been able to tell: is this proposed change/update just applicable to English-stream students, or are those in French Immersion also affected?

2. Hello,

I have gone through the new proposed high school plan and there is an important component missing from the plan. That is the french immersion program that is at Jean Sauve PS and RS McLaughlin schools.

There needs to be a high school in north Oshawa that offers French Immersion curriculum to accommodate the growing community in North Oshawa. Are there any plans on expanding french immersion and bringing it to a high school in North Oshawa (ie. Maxwell or new school)?

3. Hello,

My daughter currently attends RS McLaughlin (French Immersion) grade 9.

Will the new school also have French immersion? Or will she be staying at her current school

Remain at current school

4. I, like many, moved just north of Taunton in the new subdivisions by Sorbara, Medallion, Fernbrook, Paradise, Greenpark and Treasure Hill. These are the new homes on the north side of Taunton. My child goes to Norman G public and most of her friends will be going to Maxwell high school. I would like the boundary to include north of Taunton upto Britannia (new road just north of Taunton).

This northern section is sparse and not densely populated as it is being built up.

4. Continued

Please take a drive by and see what I mean by it being a natural extension of the boundary.

Who I am-I am a 25-year real estate agent veteran practicing in the North Oshawa neighbourhood living and investing my property taxes in the Maxwell neighbourhood for over 15 years and I have moved into the new neighborhood like many new families paying property taxes and raising families.

Forcing families that have spent tremendous amounts of money to stay close to this pocket to take a bus or drive long distances to the new school is unfair and quite frankly a slap in the face for those families that paid a hefty premium in house price to be close to the amazing schools surrounding Maxwell. I can't tell you the importance this decision is in a multi-million-dollar home investment for families that work and save up 20 plus years to buy their dream home and have a choice to move ANYWHERE and stay in the North Oshawa neighborhood for the kid's continuity with friends in school.

What is even worse is the high property taxes, which are horrendous for the lack of services in the new neighborhood, but there are plenty in the Maxwell community that I have invested in six figures in property taxes to finally enjoy the schools and library and recreation centre, but then forcing my kid to leave it. For example, My child walks to Delpark recreation after school to study and be with her friends.

As you can tell I am very upset at this new boundary and I am capable and able to express the opinion of many families who cannot write as eloquently, nor have time to give you feedback because they are too busy feeding their families. This boundary MUST be altered.

Your response and acknowledgment of my feedback would be greatly appreciated.

-
5. my child currently attends maxwell. she has friends who are remaining at maxwell. this will disrupt her life. are students who are already at maxwell doomed to change schools? seems entirely wrong.
-
6. Good afternoon. I have received a notice that my daughter will be forced to change schools. How can I go about keeping her in the school she is currently attending. It would be way too difficult for her to change. How can I request to be grandfathered into her current school?
-

7. Good afternoon,

I would like to express my strong opposition to the idea of transferring my son to the new North Oshawa school. I believe such a move would negatively impact him academically, socially, and physically. We live much closer to Maxwell Heights, which allows him to walk to school when necessary, especially if I am at work. In contrast, the new school is over 4 km away, and relying on a school bus or public transportation could interfere with his ability to return home in time for his religious classes, which begin shortly after school ends. My son would be entering Grade 11 in 2026-2027—a critical academic year—as universities consider these marks in admission decisions. Adjusting to a new school environment, with unfamiliar teachers and peers, would place unnecessary stress on him at a time when his focus should be entirely on his studies. Moreover, when we purchased our home, we chose this location with specific schools in mind for our children's long-term stability. We live between Wilson and Ritson, and I strongly feel the school boundary should not begin at Wilson. Keeping him at Maxwell also ensures he's home in time to care for his two younger sisters, who finish school at the same time, while both my husband and I are at work. For all these reasons, I respectfully request that he be allowed to remain at Maxwell Heights.

I strongly urge the board to consider the voices of parents and students who will be directly affected. While I understand the need for boundary adjustments due to growth and capacity, I believe flexibility and consideration for individual circumstances—like proximity, transportation challenges, academic priorities, and family dynamics—should also play a key role in these decisions. It would be helpful if future consultations allowed for more individualized considerations or exceptions, especially for students already settled into a particular school community during important academic years.

8. Dear Durham District School Board Trustees,

I am writing to you today, as a concerned parent within the DDSB, to formally present critical concerns and a strong recommendation regarding the planned transition of students to the Unnamed North Oshawa Secondary School (NOSS) in September 2026. My analysis of various publically available studies and reports suggest significant academic, socio-emotional, and logistical disruptions that would disproportionately affect Grade 11 students during this pivotal pre-university year.

Key Concerns: The Impact on Grade 11 Students

Grade 11 is a crucial year for university admissions, particularly for highly competitive programs like science and engineering. Forcing a relocation at this juncture presents several major challenges:

8. Continued

- **Significant Academic Disruption:** Grade 11 marks are vital for early university offers and conditional acceptances across Canadian universities. Evidence consistently links forced school transfers to declines in academic performance and disruption of cumulative learning, which could jeopardize students' ability to meet stringent admission requirements.
- **Erosion of Extracurricular and Social Capital:** Sustained involvement and leadership in extracurricular activities are essential components of a strong university application. A mandatory move severs established peer networks and student-teacher relationships, making it incredibly difficult for students to re-establish meaningful engagement and leadership roles in a new environment.
- **Loss of Specialized Program Continuity:** Students enrolled in specialized programs, such as Specialist High Skills Majors (SHSM) and Cooperative Education (Co-op), face substantial disruption, as the continuity and transferability of these programs are not guaranteed at a new school.
- **Uncertainty and Operational Hurdles:** New school openings inherently present challenges including increased commute times, potential teacher staffing shortages (especially in specialized subjects), and the establishment of a full range of courses and extracurricular activities. Crucially, the DDSB has yet to provide transparent plans or guarantees regarding these vital resources at NOSS, compelling families to commit to a move without essential information about their future educational environment.

Strong Recommendation: Implement an Opt-In Only Policy for Grade 11 Students

Given these significant risks, as a DDSB parent I strongly request that the DDSB implement an opt-in only policy for all Grade 11 students concerning the move to NOSS in September 2026. These students should be given the option to remain at their current designated partner school to complete both their Grade 11 and Grade 12 years, with transportation provided. For families who wish to embrace the new school environment, an opt-in mechanism should be established, allowing Grade 11 students to voluntarily transfer to NOSS.

This policy aligns with the DDSB's own precedent of excluding Grade 12 students from mandatory moves, and with other provincial opt-out policies for graduation requirements. It prioritizes student well-being and future post-secondary prospects by:

- Minimizing academic disruption during a critical pre-university year.

8. *Continued*

- Preserving vital social-emotional stability and established relationships.
- Ensuring continuity in extracurricular activities and specialized programs crucial for university applications.
- Empowering students and parents with choice in a decision that profoundly impacts their educational and personal trajectories.

Call for Transparent Communication

I respectfully request clear and transparent communication from the DDSB on how the findings and recommendations presented in this report will be integrated into the decision-making process. It is imperative that parents and students, as the most impacted stakeholders, receive proper assurance that these inputs are thoroughly shared with and considered by the Board of Trustees and any relevant decision-making committees.

We urge the Durham District School Board to give serious consideration to these concerns and, most importantly, to the recommendation to provide Grade 11 students with the choice to remain at their current schools. This will ensure a truly supportive and equitable transition for all affected senior students.

Thank you for your time and attention to this critical matter.

9. Good Morning DDSB Team,

This email is to formally present significant concerns and a critical recommendation regarding the planned transition of students to the Unnamed North Oshawa Secondary School (NOSS) in September 2026, particularly concerning the Grade 11 cohort. I have done an analysis based on various available sources, detailed in the attached report, highlighting potential adverse effects on these senior students at a pivotal stage of their academic and personal development.

Summary of Key Concerns:

The relocation of Grade 11 students to a new school environment introduces a complex array of challenges that can profoundly impact their educational journey and future prospects:

9. Continued

- **Academic Disruption:** Research indicates that school changes, especially late in high school, can lead to declines in academic performance and disrupt learning continuity, as students must adapt to new curricula, teaching styles, and grading systems.¹
- **Social and Emotional Strain:** The transition can cause significant stress, breaking down established peer networks and student-teacher relationships. This often results in feelings of loneliness, a decline in self-concept, and increased depressive symptoms, which can persist and negatively affect academic engagement.⁴
- **Logistical Challenges:** Adjusting to new daily schedules and potentially longer commute times can introduce physical and mental stressors, reducing opportunities for adequate sleep, physical activity, and time for homework, directly impairing academic readiness.⁸
- **Impact on Post-Secondary Prospects:** The complexities of a school transfer can adversely affect university admissions. This includes challenges with compiling consistent transcripts from multiple schools, difficulty securing strong, personalized recommendation letters from new teachers, and significant disruption to ongoing participation in specialized programs (like Co-op or AP/IB) and extracurricular activities crucial for applications.¹¹ Access to consistent career counseling services, already strained, may also be further compromised.¹⁹

Overarching Policy Recommendation: Prioritize Senior Student Stability

While we acknowledge the DDSB's provision for current Grade 10 students (future Grade 12s) to remain at their existing schools, we strongly urge the Board to extend a similar, or even more flexible, policy to the incoming Grade 11 cohort.

I would like to make a case that all Grade 11 students be excluded from the mandatory move to the Unnamed North Oshawa Secondary School in September 2026. Instead, these students should be given the option to remain at their current designated partner school to complete their Grade 11 and Grade 12 years, with transportation provided. For families who wish to embrace the new school environment, an opt-in mechanism should be established, allowing Grade 11 students to voluntarily transfer to NOSS.

This approach would:

- **Minimize Academic Disruption:** Allowing continuity in curriculum and academic support during a crucial pre-university year.
- **Preserve Social-Emotional Well-being:** Protecting existing peer networks and student-teacher relationships.

9. *Continued*

- Ensure Post-Secondary Readiness: Preventing fragmentation of academic records and ensuring uninterrupted participation in vital programs and activities.
- Empower Families: Providing choice in a decision that profoundly impacts their children's educational and personal trajectories.

We believe this policy aligns with the DDSB's stated commitment to the "mental health and well-being of students and their caregivers" 21 by proactively addressing the most significant sources of potential adverse effects for this vulnerable cohort.

The attached report further outlines comprehensive, student-centered mitigation strategies to support all students during this transition, should the mandatory relocation proceed for Grade 11 students.

We urge the Durham District School Board to give serious consideration to these concerns and, most importantly, to the recommendation to provide Grade 11 students with the choice to remain at their current schools. This will ensure a truly supportive and equitable transition for all affected senior students.

Thank you for your time and consideration of this critical matter.

**email attachment on pages to follow*

An Evidence-Based Assessment of Potential Impacts on Senior Secondary Students Following the Opening of Unnamed North Oshawa Secondary School

I. Executive Summary

This report provides an evidence-based assessment of the potential adverse effects on senior secondary students, specifically those in Grade 11, following the planned opening of the Unnamed North Oshawa Secondary School (NOSS) in September 2026. While the Durham District School Board (DDSB) has made a commendable provision for current Grade 10 students (future Grade 12s in 2026–2027) to remain at their existing schools, Grade 11 students will be relocated. This transition, occurring at a critical juncture in their academic and personal development, carries significant risks. Research indicates potential declines in academic performance, increased psychological distress, and substantial logistical challenges. Furthermore, the complexities introduced by a school transfer can adversely affect crucial elements of the university admissions process, including transcript consistency, quality of recommendation letters, and continuity of specialized programs and extracurricular activities. This report validates parental concerns by drawing upon empirical studies and outlines a series of comprehensive, student-centered mitigation strategies to ensure a supportive and equitable transition for all affected senior students.

II. Introduction: Context and Purpose

Background: DDSB's New High School and Boundary Review

The Durham District School Board (DDSB) is actively preparing for the opening of the Unnamed North Oshawa Secondary School (NOSS) in September 2026. This new facility,

located at 245 Windfields Farm Drive East and Bridle Road in Oshawa, is a strategic response to the escalating secondary school enrolment in the rapidly expanding north Oshawa area, particularly within the Kedron Planning area.¹ The primary objective of NOSS, which is projected to have a Ministry Rated Capacity (MRC) of 1387 pupil places, is to alleviate overcrowding and reduce the reliance on portable classrooms at the existing partner schools that have been accommodating this growth: O'Neill CVI, RS McLaughlin CI, Eastdale CVI, and Maxwell Heights SS.¹ The DDSB is currently engaged in a boundary review consultation process, inviting community input on the proposed permanent boundary for NOSS, with a final decision by the Board of Trustees anticipated in October 2025.¹

Clarification of Student Relocation for 2026-2027

The proposed boundary plan for the 2026-2027 school year outlines specific provisions for student relocation. Students entering Grade 9, Grade 10, or Grade 11 who reside within the newly designated boundary will attend the Unnamed North Oshawa Secondary School.¹ It is imperative to note a critical detail within this plan: the DDSB's proposal explicitly states that **current Grade 10 students, who will be in Grade 12 in 2026-2027, would remain at their designated partner school with transportation provided to graduate with their peers.**³ This provision directly addresses and partially mitigates the initial parental concern regarding Grade 12 students being compelled to move in the inaugural year of NOSS. However, it unequivocally confirms that Grade 11 students will be relocated to the new school. Furthermore, for the subsequent 2027-2028 school year, the new school's program will expand to include Grade 9 to Grade 12 students residing in the proposed boundary, meaning the Grade 11 cohort moving in 2026-2027 will complete their Grade 12 year at NOSS.³ The discrepancy between the parental concern, as expressed in the query, regarding Grade 12 students being moved and the DDSB's explicit provision for them to remain at their current schools in 2026-2027, suggests a potential communication gap or misunderstanding. This divergence in information can contribute significantly to parental anxiety, even if the DDSB's plan partially addresses one specific concern. The existence of such a gap highlights the importance of clear, unambiguous, and widely disseminated communication from the DDSB to ensure that all families are fully informed about the precise implications of the boundary changes for their children.

Purpose of this Report

This report is formally presented to articulate and validate the concerns of parents regarding the potential adverse effects of this transition on senior students, specifically the Grade 11 cohort in 2026-2027 and subsequent Grade 12 students from 2027-2028 onwards. The focus is on the challenges associated with adjusting to a new school environment, schedule, and commute during a critical period of their secondary education. By drawing upon robust

educational and psychological research, this document aims to provide an evidence-based analysis of the academic, social-emotional, logistical, and post-secondary implications of such a transition. The ultimate purpose is to inform the DDSB's decision-making process and to propose actionable recommendations designed to mitigate these potential adverse effects, thereby ensuring a supportive and equitable transition for all affected students.

III. Understanding the Dynamics of High School Transitions

The relocation of students to a new high school, even when part of a planned boundary adjustment, introduces a complex array of challenges that can significantly impact their academic performance, social integration, and emotional well-being. These effects are particularly pronounced for students in their senior years of high school, given the heightened stakes associated with post-secondary planning.

Academic Implications of School Transfers

Research consistently indicates that school changes can negatively affect students' educational outcomes.⁵ This impact is not uniform across all grade levels; studies show that students who transfer late in high school, such as those entering Grade 11, face harsher academic consequences than their younger counterparts who transfer earlier in their academic careers.⁵ This finding is particularly relevant for the DDSB's plan, as Grade 11 students are at a pivotal stage for university applications and prerequisite course completion. A quantifiable measure of this impact is observed in academic performance. Each school change a student experiences has been associated with an average deficit of 0.02 GPA points in the year of the change when compared to students who do not transfer.⁷ While this figure may appear small in isolation, its significance cannot be underestimated in a competitive academic landscape where every percentage point can influence eligibility for desired post-secondary programs. The negative effects on academic performance are further amplified when school changes are accompanied by additional stressors, such as concurrent shifts in social, residential, or familial environments.⁷ Although the DDSB's boundary change constitutes a "group move," the inherent stress of adapting to an entirely new school environment for Grade 11 students, who are already under pressure to maintain strong academic records, remains a critical consideration.

The act of transferring schools also introduces significant disruption to learning continuity. Students are required to adjust to new curricula, different teaching styles, and potentially varied grading systems.⁸ This adjustment period can lead to initial academic struggles as students strive to catch up with new lessons and understand the expectations of their new teachers.⁸ The timing of this disruption in Grade 11, a year crucial for establishing a strong

academic record for university admissions, significantly amplifies these negative academic impacts. Students may experience a dip in grades precisely when their performance is most scrutinized by post-secondary institutions, potentially affecting their final year's academic standing and university eligibility. This is not merely an inconvenience but a direct threat to their competitive standing. The DDSB's focus on accommodating growth must therefore be balanced with a robust plan to prevent any inadvertent compromise to the academic trajectory of these senior students during their most critical high school years.

Table 1: Potential Academic Impacts of School Transfer on Senior Students

Impact Area	Specific Challenge for Senior Students (Grade 11)	Supporting Research
General Academic Decline	Measurable average deficit of 0.02 GPA points in the year of transfer; increased risk of academic struggle. ⁷	⁷
Specific Vulnerability of Late Transfers	Students transferring in Grade 11 face harsher academic consequences than those transferring earlier. ⁵	⁵
Curricular and Pedagogical Disruption	Need to adapt to new curricula, teaching styles, and grading systems, leading to initial difficulty in catching up and meeting expectations. ⁸	⁸
Time to Re-stabilize Academic Performance	Academic struggles may persist beyond the immediate adjustment period, potentially affecting critical final year grades. ⁹	⁹

This table visually summarizes the direct academic risks, making the argument more digestible and impactful for the DDSB. It provides a quick reference for the quantitative and qualitative academic concerns, emphasizing that these are not speculative but supported by research on student mobility.

Social and Emotional Well-being

Changes in school environments are well-documented sources of instability and stress for adolescents.⁷ The transition to high school, even a natural progression from middle school, coincides with significant biological, social, and cognitive changes in young people. This period is inherently stressful and can disrupt students' academic performance and

social-emotional well-being.⁹ The removal of a familiar environment and the breakdown of established social networks can lead to profound stress and adjustment problems.⁶ The transition to a new high school frequently disrupts existing peer networks and strong connections that students have formed over several years.⁹ Students may experience feeling "lost in a sea of strangers" and find it challenging to make new friends, which can lead to significant feelings of loneliness.⁸ These feelings are not necessarily temporary; they can persist into later high school years and contribute to a decline in general and social self-concept, as well as an increase in depressive symptoms.⁹ Maintaining positive peer relationships is a crucial protective factor that helps students navigate transitions successfully.⁹

Furthermore, the quality of student-teacher relationships is significantly impacted by school transitions. Students often report feeling less supported by teachers immediately following a high school transition.⁹ New teachers may be perceived as "cold, impersonal, and unreceptive" to students' developmental needs, making it difficult for students to quickly form new supportive bonds.¹¹ Yet, positive and affective student-teacher relationships are widely recognized as critical protective factors for school adjustment, fostering academic commitment, motivation, and overall positive social-emotional well-being.¹¹ The disruption of these established, supportive relationships can thus hinder a student's adaptation and overall success.¹⁰

The combined impact of academic pressure (especially in senior years), the emotional strain of losing established social ties, and the need to rebuild trust and rapport with new teachers creates a significant cumulative psychological burden for transferring senior students. This is not merely temporary discomfort; it can lead to tangible and persistent declines in mental health indicators such as loneliness and depressive symptoms.⁹ These psychological challenges, in turn, can negatively affect academic engagement and performance, creating a feedback loop of struggle.¹⁰ Therefore, the DDSB's stated consideration for the "mental health and well-being of students and their caregivers"³ must translate into specific, robust psychological support mechanisms that recognize the heightened vulnerability of senior students during this multifaceted transition.

Table 2: Key Social and Emotional Challenges for Senior Students During School Transition

Challenge Area	Specific Impact for Senior Students	Supporting Research
Increased Stress and Anxiety	School changes are sources of instability and stress, coinciding with significant adolescent developmental changes. ⁷	⁷
Disruption of Peer Networks	Loss of established friendships, feeling "lost," and difficulty making new friends. ⁸	⁸

Feelings of Loneliness and Isolation	Increased reports of loneliness ⁹ and potential for these feelings to persist into later high school years. ⁹	
Decline in Self-Concept & Depressive Symptoms	Negative impact on general and social self-concept, and increased frequency of depressive symptoms. ⁹	
Challenges in Re-establishing Teacher Relationships	New teachers may be perceived as cold or impersonal, leading to students feeling less supported overall. ⁹	
Impact on Sense of Belonging	Difficulty forming bonds quickly can lead to a decreased sense of school community and connectedness. ⁹	

This table provides a clear, categorized overview of the non-academic but equally critical impacts on student well-being. It helps the DDSB understand the psychological toll of such a transition, which can have long-lasting effects beyond academic performance.

Logistical Challenges

The relocation to a new school introduces a range of logistical challenges that extend beyond mere inconvenience, directly affecting student well-being and academic readiness. Students will need to adapt to a new daily schedule, including different bell times, class lengths, and school-specific protocols.⁸ The DDSB has acknowledged that aligning bell times across schools for transportation efficiency may require significant adjustments to student and family schedules.¹³

A primary logistical concern is the impact of commute times. Longer commute times have a documented negative correlation with academic achievement, a relationship particularly evident for Grade 10 literacy.¹⁵ Extended travel can introduce or exacerbate mental and physical stressors, such as air pollution exposure and bullying on buses.¹⁵ Critically, longer commutes reduce opportunities for essential health-promoting activities like physical activity and adequate sleep, and limit time available for homework or even breakfast.¹⁵ Specifically, school bus travel has been linked to reduced sleep durations due to earlier wake-up times, which directly impairs academic performance.¹⁵

The DDSB is planning to establish bus routes after the permanent boundary is approved in

October 2025.³ However, school transportation is a complex logistical operation, requiring intricate coordination of buses, routes, drivers, and schedules, and is subject to fluctuating student populations and traffic patterns.¹⁷ A growing student population, as is the case in North Oshawa, can necessitate more bus routes and lead to increased traffic on roads, potentially resulting in longer travel times for buses.¹³ The cumulative effect of these factors is that the commute is not simply a means to an end; it directly contributes to reduced sleep, increased stress, and decreased time for essential activities, directly impairing academic performance and overall well-being, particularly for senior students who already face high academic demands. This necessitates proactive and detailed transportation planning that prioritizes student welfare over mere efficiency.

Table 3: Logistical Challenges and Their Potential Effects on Senior Students

Challenge Area	Specific Impact for Senior Students	Supporting Research
Adjustment to New Schedules/Routines	Need to adapt to new bell times, class structures, and daily school protocols, impacting personal and family routines. ⁸	⁸
Increased Commute Times	Longer travel durations due to new routes and potential traffic, leading to physical and mental stressors. ¹³	¹³
Reduced Time for Essential Activities	Less time for sleep (due to earlier wake-ups), homework, physical activity, and breakfast, directly impacting academic readiness and health. ¹⁵	¹⁵
Uncertainty Regarding New Routes	Lack of concrete information on specific bus routes and schedules until after boundary approval can create anxiety for families. ³	³

This table quantifies the practical challenges and directly links them to student well-being and academic outcomes. It highlights that logistical issues are not minor inconveniences but can have substantial negative consequences.

IV. Impact on Career and University Prospects

The transition to a new high school during the senior years, particularly Grade 11, can introduce significant complexities that directly affect a student's career and university prospects. The cumulative nature of university admissions, which relies on consistent academic records, sustained extracurricular involvement, and strong, informed recommendations, makes senior-year school transfers particularly disruptive.

University Admissions Process

Canadian universities typically require official high school transcripts from all institutions attended.¹⁸ While Ontario's education system facilitates credit transfer between secondary schools, ensuring consistency and completeness across multiple transcripts can pose a significant logistical challenge for students and their families.²¹ Some universities may also employ sophisticated methods to compare marks from different high schools, such as analyzing the average grade drop between high school and first-year university performance to adjust for perceived differences in academic rigor.²⁵ A fragmented academic record, or one showing a dip in performance during the transition, could therefore be subject to closer scrutiny.

Recommendation letters are another crucial component of university applications, providing insights into a student's work ethic, character, and potential beyond academic grades.¹⁸ A school transfer, especially late in high school, can disrupt the long-standing relationships students have cultivated with their teachers and guidance counselors.⁹ This makes it challenging for new teachers, who may have limited time to observe and understand a student's full capabilities, to provide truly comprehensive and personalized insights in their recommendation letters.²⁹ Less impactful recommendation letters can disadvantage a student in competitive admissions processes.²⁹

Extracurricular activities, including clubs, sports teams, volunteer work, and employment, are vital for demonstrating a student's engagement, leadership skills, and personal development on university applications.¹⁸ A school transfer can severely disrupt a student's ongoing participation in these activities, making it difficult to maintain continuity or re-establish leadership roles in a new environment.⁸ While some universities, such as the University of British Columbia (UBC), state flexibility for disruptions outside a student's control and consider activities across multiple years in personal profiles³¹, the onus remains on the student to adapt and demonstrate continued engagement, which adds another layer of stress during an already demanding period.

The cumulative effect of fragmented transcripts, less personalized recommendation letters, and disrupted extracurricular involvement creates a significant disadvantage for senior students in competitive university admissions. Each of these individual challenges, while seemingly minor in isolation, combines to make a student's overall application profile appear less coherent or robust compared to peers who have experienced a stable high school journey.³⁵ This directly impacts their "overall competitiveness" for desired programs. The DDSB must therefore provide explicit, proactive support to help transferring senior students

navigate these complex application requirements, ensuring their academic and personal achievements are accurately and compellingly presented.

Table 4: Impact of School Relocation on University Application Components

Application Component	Specific Impact for Senior Students	Supporting Research
Transcripts	Logistical challenges in compiling consistent, complete official transcripts from multiple schools; potential for perceived academic inconsistency. ¹⁸	¹⁸
Recommendation Letters	Difficulty obtaining strong, personalized letters from new teachers/counselors who lack long-term knowledge of the student. ⁹	⁹
Extracurricular Activities	Disruption of ongoing participation and leadership roles; challenge in re-establishing involvement and demonstrating sustained commitment in a new school. ⁸	⁸
Personal Statements/Essays	Need to articulate challenges of transition and how they were overcome, adding a layer of complexity to application narratives. ³¹	³¹

This table directly addresses the core parental concern about university prospects by breaking down how each application component can be negatively affected. It provides a structured overview of the specific challenges students will face.

Specialized Programs and Experiential Learning

Specialized programs and experiential learning opportunities, such as Co-operative Education (Co-op), are integral to the Ontario Secondary School Diploma (OSSD) and critical for students' career exploration and post-secondary pathways.³⁷ Co-op courses allow students, primarily in Grades 11 and 12, to earn credits through work placements, providing invaluable hands-on experience and connections between classroom learning and the real world.³⁷ The relocation of Grade 11 students to NOSS introduces a significant risk of disruption to

these programs. An ongoing co-op placement could be severely impacted or terminated, and securing a new, equivalent placement at the new school might prove difficult, especially if NOSS has different community partners or program structures.³⁸

While Ontario's education system generally allows for credit transfer between secondary schools²⁴ and post-secondary institutions⁴⁴, the actual transferability of credits for specialized programs depends on specific factors such as course similarity, relevance, grades, and the timing of the courses.⁴⁴ Advanced Placement (AP) or International Baccalaureate (IB) programs also have specific transfer credit policies that vary by university.⁴⁵ Critically, some school boards, like the Toronto District School Board (TDSB), explicitly state that school transfers are

not granted based on programming availability for AP, IB, and other specialized programs, but only in exceptional circumstances.⁴⁹ This policy suggests a potential for students to lose access to or continuity within their chosen specialized pathways if the new school does not offer an exact equivalent.

The potential for Grade 11 students to be forced to abandon their specialized programs or co-op placements due to relocation poses a direct threat to their chosen academic and career pathways. This could lead to a loss of earned credits (if not fully transferable), missed experiential learning opportunities crucial for skill development and resume building, and a significant setback in their career exploration and post-secondary preparation. This directly impacts students' long-term career suitability and university prospects by potentially forcing them into less aligned pathways or delaying their progress towards specific post-secondary goals. The DDSB needs to proactively guarantee the continuity of *all* specialized programs for transferring students.

Access to Career Counselling Services

Effective career counseling is essential for high school students, particularly in their senior years, as they navigate complex decisions regarding post-secondary education and career pathways. It helps them assess career suitability, make informed course choices, explore various post-secondary options (university, college, apprenticeship, work), and identify scholarship opportunities.⁵⁰

However, even without a school transfer, Ontario's high school guidance counseling system faces significant systemic challenges. Guidance counselors often operate with high student-to-counselor ratios, sometimes hundreds of students per counselor, which severely limits the time available for personalized advice.⁵² This can result in students making uninformed course or career choices, missing out on valuable scholarship opportunities, and experiencing lower academic and career confidence due to a lack of tailored support.⁵³

A school transfer for a Grade 11 student will inevitably disrupt their relationship with their existing guidance counselor.⁵³ Building trust and rapport with a new counselor takes time⁵⁴, potentially delaying critical post-secondary planning and application support during Grade 11, which is a crucial period for these activities. This exacerbates an existing systemic weakness

within the guidance support system. The relocation means students lose the (already potentially limited) established personalized guidance they might have had, and must restart building rapport with a new, potentially equally overwhelmed, counselor precisely when they need it most for university applications and career planning. This creates a significant vulnerability for senior students' ability to access timely, personalized, and comprehensive career and post-secondary planning support, potentially leading to suboptimal decisions or missed opportunities that affect their long-term trajectories.

V. DDSB's Current Transition Planning and Identified Gaps

The DDSB has articulated a commitment to supporting students and families through the transition associated with the new school opening. This section reviews the DDSB's stated plans and identifies areas where further detail and specific strategies are needed, particularly for senior students.

DDSB's Stated Commitment to Transition Support

The DDSB acknowledges that "changes because of the proposed boundary shifts will be a transition for students and families".³ The Board has stated that the "mental health and well-being of students and their caregivers who may be affected by these changes are among the district's leading considerations".³ Furthermore, the DDSB commits to being "intentional in the transition supports for all students impacted by the change," with a focus on "relationship building and facilitating a sense of school community, connectedness and belonging across all learning spaces".³ The DDSB also provides publications like "Refining My Pathways," designed to assist parents and students in navigating high school, particularly Grades 11, 12, and beyond, emphasizing support from teachers and guidance staff.⁵⁰

Review of General Transition Strategies

Drawing from best practices and strategies employed by other school boards, a comprehensive approach to student transition typically includes:

- **Preparation and Routine:** Encouraging students to establish new routines, ensuring adequate sleep, and offering opportunities to tour the new school in advance to reduce anxiety.⁵⁵ Some boards, like WRDSB, guide students in creating transportation plans and practicing their commutes.⁵⁶
- **Social Integration:** Promoting participation in extracurricular activities, clubs, and sports as a key method for students to connect, make new friends, and build a sense of

belonging.⁸ The implementation of buddy systems and peer mentoring programs is also a recommended strategy.⁸

- **Academic and Mental Health Habits:** Encouraging the development of good study habits, organization skills, and proactive mental health routines, such as healthy sleep patterns, engaging in physical activity, fostering social engagement, and practicing positive self-talk.⁵⁶
- **Comprehensive Support Systems:** Providing a robust network of support staff, including teachers, guidance counselors, student success teachers, social workers, and child and youth workers, to assist students with academic, social, and emotional needs.⁵⁶ Open and consistent communication between parents, students, and school staff is highlighted as vital for a smooth transition.⁵⁵

Identified Gaps and Insufficiencies for Senior Students

While the DDSB's general commitment to "intentional transition supports"³ and existing guides⁵⁰ are positive, the provided information lacks specific, detailed strategies tailored to the unique, heightened vulnerabilities of Grade 11 students facing an unplanned school transfer. Many existing transition guides and best practices are primarily focused on the Grade 8 to Grade 9 transition.⁵⁶ While valuable, these do not fully address the distinct academic, social, and post-secondary pressures faced by students in their penultimate year of high school.

There is no explicit detail in the provided DDSB information on how the Board plans to specifically mitigate the risks identified in previous sections for senior students, such as:

- Ensuring the continuity of specialized programs and co-op placements, which are critical for career pathways.⁴⁹
- Proactively managing the complexities of university application documents, including transcript consistency and securing strong recommendation letters for transferring students.²³
- Providing enhanced, personalized career counseling support, especially given the existing systemic challenges within the guidance system.⁵²
- Addressing the specific academic and mental health impacts of potentially increased commute times for senior students.¹⁵

The DDSB's plan to exempt current Grade 10 students (future Grade 12s) from the initial move in 2026–2027³ is a positive and responsive step, indicating an awareness of the sensitivities of the graduating year. However, the Grade 11 students *will* be moving, and they will form the Grade 12 cohort in the new school in 2027–2028. The current plans do not explicitly detail the transition supports for this specific cohort as they progress into their final year within a new environment. The DDSB's current statements, while positive, appear to lack the necessary granularity and specific, tailored interventions required to address the complex, multi-faceted challenges faced by senior students (Grade 11s) who

are undergoing an unplanned school transfer. Without specific, targeted strategies, the DDSB risks underestimating and inadequately addressing the potential adverse effects on these students' academic performance, mental health, and post-secondary prospects, despite their stated commitment to well-being.

Table 5: Overview of DDSB's Proposed Student Relocation Plan and Current Transition Supports

Aspect	DDSB's Current Plan/Commitment	General Best Practices / Identified Gaps for Senior Students
NOSS Opening	September 2026 ¹	Fixed timeline, requires proactive planning for transition.
Grades Affected (2026-2027)	Grade 9, 10, 11 move to NOSS; Current Grade 10 (future G12) remain at partner schools. ³	G11 students are a high-vulnerability cohort for academic/post-secondary impacts.
DDSB General Commitments	Mental health and well-being are leading considerations; intentional transition supports; relationship building, community, belonging. ³	Lacks specific, granular strategies for senior students' unique needs.
Existing DDSB Guides	"Refining My Pathways" for G11/12 and beyond. ⁵⁰	General guidance may not suffice for unplanned transfers; contrasts with detailed G9 transition plans from other boards.
Transportation	DSTS will establish bus routes after boundary approval (Oct 2025). ³	Potential for increased commute times, impacting sleep, study time, and well-being. ¹⁵ Need for early, detailed communication.
Specialized Programs	Not explicitly detailed in current transition plans.	High risk of disruption to co-op placements, AP/IB continuity, and specific pathways. ⁴⁹
University Applications	Not explicitly detailed in current transition plans.	Challenges with multi-school transcripts, recommendation letters, extracurricular continuity. ²³
Career Counseling	Supported by general guidance staff. ⁵⁰	Existing high counselor-to-student ratios may be exacerbated, limiting personalized support. ⁵²

This table provides a concise summary of the DDSB's plan and its stated supports, allowing for a direct comparison with the identified gaps and the unique, heightened needs of senior students. It visually highlights areas where current plans may require more specific development.

VI. Recommendations for Mitigating Adverse Effects

Overarching Policy Recommendation: Prioritizing Senior Student Stability

Given the extensive evidence detailing the profound academic, social-emotional, and logistical challenges associated with school transitions during critical senior years, and acknowledging the DDSB's commendable provision for current Grade 10 students (future Grade 12s in 2026-2027) to remain at their existing schools³, this report strongly recommends extending a similar, or even more flexible, policy to the incoming Grade 11 cohort.

Recommendation 1: Exclude Grade 11 Students from Mandatory Relocation with an Opt-In Provision.

The most impactful mitigation strategy would be to **exclude all Grade 11 students from the mandatory move to the Unnamed North Oshawa Secondary School in September 2026**. Instead, these students should be given the **option to remain at their current designated partner school** to complete their Grade 11 and Grade 12 years, with transportation provided. For families who wish to embrace the new school environment, an **opt-in mechanism** should be established, allowing Grade 11 students to voluntarily transfer to NOSS. This approach would:

- **Minimize Academic Disruption:** Allow students to maintain continuity in their curriculum, teaching styles, and established academic support systems during their crucial pre-university year, directly addressing concerns about GPA declines and learning disruptions.⁵
- **Preserve Social-Emotional Well-being:** Protect existing peer networks and student-teacher relationships, which are vital protective factors against stress, loneliness, and declines in self-concept during adolescence.⁹
- **Ensure Post-Secondary Readiness:** Prevent fragmentation of academic records, facilitate stronger recommendation letters from long-term teachers, and ensure uninterrupted participation in specialized programs and extracurricular activities critical for university applications.⁵
- **Empower Families:** Provide families with agency and choice in a decision that profoundly impacts their children's educational and personal trajectories, fostering trust

and reducing anxiety.⁵⁵

This policy would align with the DDSB's stated commitment to the "mental health and well-being of students and their caregivers" ³ by proactively addressing the most significant source of potential adverse effects for this vulnerable cohort. It recognizes that while new school openings are necessary for growth, the stability of senior students must be paramount.

Targeted Academic and Post-Secondary Support

1. **Proactive Individualized Academic Counseling:** Implement a robust program of individualized academic counseling for all Grade 10 students (who will be Grade 11 transferees) immediately. This program should include a thorough review of their academic progress, current course selections, alignment with graduation requirements ⁵⁰, and specific university/college prerequisite requirements. This early intervention can help identify and address potential academic gaps or misalignments before the transition occurs.
2. **Dedicated Post-Secondary Planning Support:** Assign dedicated guidance counselors or "transition coaches" specifically to the cohort of Grade 11 students moving to NOSS. These individuals should work proactively with students and their families to:
 - Assist with the compilation and submission of consistent and complete academic transcripts from all previous high schools, ensuring all records are accurately transferred to NOSS and subsequently to post-secondary institutions.²¹
 - Facilitate the securing of strong, personalized recommendation letters from previous teachers and counselors. This may involve providing new NOSS teachers with comprehensive student profiles and historical academic/extracurricular context to enable them to write informed letters.²⁹
 - Provide tailored guidance on how to effectively address the school change in university application components, such as personal statements or essays, allowing students to contextualize any potential academic dips or extracurricular disruptions positively.³¹
3. **Specialized University Application Workshops:** Offer workshops specifically designed for transferring senior students. These workshops should focus on navigating Canadian university application portals, understanding how various institutions evaluate applications with multi-school records, identifying scholarship opportunities, and strategies for presenting a compelling personal and academic profile despite the transition.

Enhanced Social-Emotional Integration Programs

1. **Structured Peer Mentorship/Buddy Systems:** Establish a robust peer mentorship

program that connects incoming Grade 11 students with established, positive peer mentors from the existing student body at NOSS well in advance of the school opening. This can significantly aid in building social connections quickly and fostering a sense of belonging.⁸

2. **Pre-Transition Social Events and Orientations:** Organize multiple social events and comprehensive orientation sessions specifically for affected Grade 11 students and their families at NOSS prior to and during the first semester. These events should be designed to foster a sense of community, allow students to meet new peers and staff in a relaxed setting, and familiarize themselves with the new environment.⁵⁵
3. **Proactive Mental Health and Well-being Services:** Ensure readily accessible and highly visible mental health support services at NOSS, staffed by counselors specifically trained in adolescent transitions and stress management. Proactive outreach to identify students who may be struggling with adjustment is crucial, recognizing that emotional struggles can persist beyond the immediate transition period.⁹
4. **Teacher Professional Development on Transition Impact:** Provide mandatory professional development for all NOSS teachers on the social-emotional and academic impacts of school transitions on senior students. This training should emphasize strategies for quickly building supportive teacher-student relationships, identifying signs of distress, and creating an inclusive classroom environment that promotes a sense of belonging.⁹

Seamless Transition for Specialized Programs

1. **Guaranteed Program Continuity:** The DDSB must issue a clear commitment and detailed plan ensuring that students currently enrolled in specialized programs (e.g., Specialist High Skills Major (SHSM), Dual Credit, Ontario Youth Apprenticeship Program (OYAP), Advanced Placement (AP), International Baccalaureate (IB)) can continue their studies without disruption or loss of credits at NOSS.²⁴ This may necessitate individualized pathway planning for each affected student to ensure their unique academic goals are met.
2. **Co-op Placement Assurance:** Proactively engage with existing co-op employers of transferring students and identify new, equivalent opportunities within the NOSS community to ensure continuity of experiential learning placements. A clear, transparent process for transferring co-op credits and experiences must be established and communicated to students and families well in advance.³⁸

Addressing Logistical Challenges

1. **Detailed and Early Transportation Plan Communication:** Provide clear, comprehensive, and early communication to affected families regarding new bus routes,

schedules, and estimated commute times, well before the October 2025 boundary decision. Given the documented negative impacts of longer commutes on academic performance and well-being¹⁵, the DDSB should actively explore and implement strategies such as staggered start times or additional bus routes to minimize the travel burden on senior students' sleep and academic time.

2. **Familiarization with New School Environment:** Offer multiple, structured opportunities for students to visit NOSS, tour its facilities, understand the school layout, and familiarize themselves with the new daily schedule before the official opening in September 2026.⁵⁵ This can significantly reduce anxiety and help students mentally prepare for the transition.

Proactive and Transparent Communication

1. **Dedicated Information Hub:** Create a centralized, easily accessible online portal or a dedicated section on the DDSB website specifically for the NOSS transition. This hub should serve as a single source for all relevant information, frequently asked questions, and clear contact points for parents and students.
2. **Regular Town Halls and Q&A Sessions:** Host frequent, well-publicized town hall meetings and Q&A sessions, both in-person and virtually, specifically for parents and students of the affected Grade 10 (future Grade 11) cohort. These sessions should be designed to be interactive, allowing ample opportunity for questions and direct feedback from the community.
3. **Formal Feedback Mechanism:** Establish a formal, accessible, and transparent mechanism for parents and students to provide ongoing feedback and voice concerns throughout the entire transition process. This ensures that their input is actively considered in ongoing adjustments to mitigation strategies and that the DDSB remains responsive to evolving needs.

VII. Conclusion

The opening of the Unnamed North Oshawa Secondary School represents a necessary and strategic initiative by the Durham District School Board to address the escalating enrolment in the region. However, the decision to relocate Grade 11 students to this new facility in its inaugural year, while providing a temporary reprieve for Grade 12 students, introduces significant and multi-faceted challenges.

The evidence presented in this report underscores that school transitions, particularly during the high-stakes senior years of high school, carry documented risks to academic performance, social-emotional well-being, and logistical stability. These risks can, in turn, adversely affect crucial career and university prospects, including the complexities of transcript management, the quality of recommendation letters, and the continuity of

specialized programs and extracurricular activities. The existing systemic challenges within the guidance counseling system further compound these vulnerabilities.

While the DDSB has expressed a commendable commitment to student well-being and intentional transition supports, the analysis suggests that these general assurances may not be sufficient to address the unique, heightened pressures faced by senior students undergoing an unplanned school transfer. The strategies typically applied to younger grades' transitions, while valuable, often lack the specificity and intensity required for this critical cohort.

By proactively implementing the detailed recommendations outlined in this report—including individualized academic and post-secondary support, enhanced social-emotional integration programs, guaranteed continuity for specialized programs, meticulous logistical planning, and transparent, ongoing communication—the DDSB can significantly alleviate parental concerns. Such a comprehensive and student-centered approach will ensure that the transition to NOSS does not inadvertently compromise the academic trajectories, mental health, or future opportunities of its senior students. Investing in a truly seamless and supportive transition for this vulnerable cohort is not merely a matter of operational efficiency or compliance; it is an essential investment in their future success, the reputation of the new school, and the overall well-being and trust within the Durham District School Board community.

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Comments on Proposed Boundary

10. Hello,

I was a pleasure talking with you and the information you provided was very helpful.

I liked the change it will reduce the travel time for kids and the new school is much closer to our house (Conlin Rd E/Simcoe St N)

Thanks

Transportation

11. Hello

My daughter going to attend new high school in 2026 in north Oshawa. She is in Kedron public school.

My question is how about the transportation?

Do u have those details to provide.

Please give me a update

12. Hi there

My child is a student at Elsie Macgill, and will be in Grade 9 - school year 2029.

We are in walking distance to Elsie Macgill, Jeanne Suave, and Maxwell Heights.

For families with multiple children, this will create conflicts with school pick-up/drop off schedules, even where bussing is being provided to the New North Unamed SS.

I think this would be more beneficial to have students within walking distance attend the schools that are close by and revise the boundary to Ritson road and/or with the current boundary in line with Kedron PS.

13. Good afternoon,

I am writing to express my feedback regarding the new North Oshawa Secondary School that is being built and the corresponding boundary review that has been released for it.

13. Continued

My daughter is currently finishing grade 8 and will be entering Maxwell Heights next year, with her brother who is currently in Grade 10.

We understand that our block of housing (Ritson/Coldstream) has been included in the new boundary for the Unnamed school so It is expected that she would then relocate to the new school for grade 10.

I have huge concerns with this and do not want my daughter attending this new school

Right now, my son walks to Maxwell and it is approx 2 km, a 20-25 min walk. He can walk or ride his bike however we are not available to drive or pick up. Being this close still allows him the chance to attend before/after school activities whether it be for school clubs/teams or extra work. If they attended the new school, it would be over a 1 hr walk, and over 6 km. I understand they would be entitled to busing however this is not ideal. This would not afford them the options I noted above and their school community is very important as my children have always been on their school teams.

This new school is simply too far away to travel.

I attended the recent meeting that was held and had a chance to speak to the planners there. When asked why our southernmost area was included in the boundary for the new school, and why other areas were not as Maxwell is overcrowded and this new school does not seem to be alleviating their numbers much, they confirmed that Maxwell Heights is not even a partner school for the new unnamed school which means that Maxwell children should not be forced out of their current home school.

Thank you

Sidewalk Safety

14. ATTN: Durham District School Board

Yesterday, i read your email about the catchment area for the Unnamed North Oshawa SS. While my Maxwell Heights student will be graduating in 2026 and is unaffected, i am writing to express concern for the safety and wellbeing of the children who live in my neighbourhood, and who are slated to attend the new school.

14. Continued

The walking distance from my neighbourhood has changed from 1.5km to Maxwell Heights, to 4.3km, a 186% distance increase. As this distance exceeds the 3.2km minimum for Board-provided transportation, you will no doubt be providing bus transit for students living here. However, my greater concern is about those times when students miss the bus, or need to reach the school outside of the provided transportation.

Durham Regional Transit does not currently service Ritson Road, which runs through our neighbourhood. It is reasonable, then, to expect that many students will be compelled to walk part, or all, of the hour-long route.

At present, due to missing sidewalk infrastructure, the route to the new high school is incomplete and unsafe.

A PEDESTRIAN FATALITY WAITING TO HAPPEN

Pedestrians approaching the Conlin and Ritson intersection from the south or the east, within your proposed catchment area, must traverse ditches and a two-foot wide curbless gravel shoulder abutting the narrow roadway in order to arrive at the signal light crossing. The next closest crossing is at Ritson and Coldstream, but i expect many of the children in my neighbourhood to walk the quieter and shorter route diagonally through Conlin Meadows Park and out the front entrance of Kedron Public school, which is precisely where the only existing curbed sidewalk (on the opposite side of the road, no less) comes to an end.

Despite the Durham Region's own engineering guidelines, there is no sidewalk on the east side of Ritson Road from Ritson Fields Park just north of Ormond Drive, to Britannia Road (where students may cross over to continue their walk). Over a decade ago, concerned parents at Kedron Public School appealed to the Durham Region to install the missing sidewalk for the safety of their children, but their appeals fell on deaf ears: they were told by the Region that they would grade the ditch and install the "platform" (upon which the City of Oshawa could then build the sidewalk) in the "fullness of time," whenever they decided to widen Ritson Road to accommodate more traffic. Over a decade later, that road widening project (which the Region and City have admitted is separate from, and not reliant on, the sidewalk construction) is not slated to begin for a number of years yet. The children of the parents who originally raised their concern have since aged completely out of Kedron Public School.

When i approached my city councillor about the issue, i was told they would not consider building a sidewalk unless i personally petitioned both the City and the Region. So i did just that, collecting 390 signatures of residents, business owners, medical staff,

14. Continued

and park renters, on a petition that i delivered to both levels of government in the fall of 2024. (The City of Oshawa, who insisted on me submitting my original copies, promptly lost the petition. Thankfully, i had delivered the originals to the Region, since their duty to construct the platform precedes the City's duty to construct the sidewalk.)

DDSB REFUSES INVOLVEMENT

Unfortunately absent from the petition are the signatures of the staff, administration, and parents of Kedron Public School. When i approached the school's Principal and asked if he could post the petition at the reception desk or in the staff room, he refused, telling me i would need to contact DDSB Communications for permission. i promptly contacted the Director's Office of Communications and Public Relations, both via the email form on the DDSB website and by phone, but did not receive a response. It has been over two years.

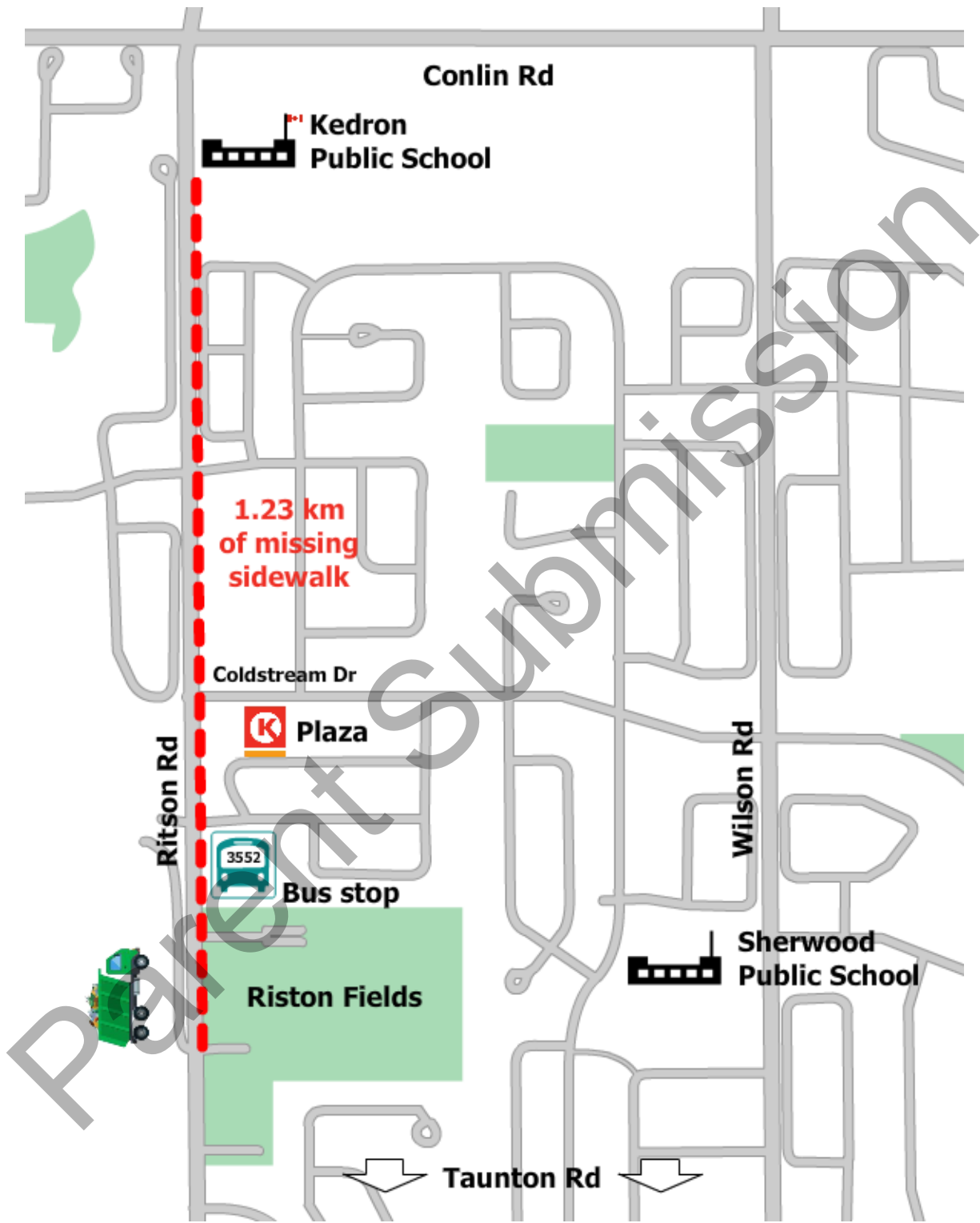
However now, with your catchment area for the new school defined, i encourage you to join me in entreating both levels of government to finally construct the missing sidewalks for the safety of your students and the other residents in my neighbourhood. My communications have been with Ward 1 city councillor Rosemary McConkey and Ward 1 Regional councillor John Neal. (Ward 2 city councillor Jim Lee signed the petition, but Ward 2 Regional councillor Tito-Dante Marimpietri did not respond to my attempts to reach out). Councillors McConkey and Neal last wrote to me on February 2nd to tell me that the motion to construct the missing sidewalk (my petition only includes Ritson Rd from Ritson Fields Park to Conlin Rd) had been approved by the Mayor and was passed unanimously at the Committee meeting, and would be addressed at the Mayor's Budget.

As the warm spring weather brings about baby birds, flower buds, and road construction, this is an ideal time to voice your support for the sidewalk, and to further insist on the remaining missing pedestrian infrastructure to be installed on Conlin Road and the east side of Ritson north of Conlin to facilitate your students' (and my vulnerable neighbours') safe passage to their exciting new destination.

Thank you for your support in this matter! i have attached copies of my original position for your further information. (Note: the DRT bus stop indicated on the map has since been relocated; as mentioned, there is currently no DRT bus service on Ritson Road.)

**email attachments on pages to follow*

14. Continued



Petition to install the missing sidewalk on Ritson Rd N

Petition summary and background	For decades , the City of Oshawa and the Region of Durham have ignored their own engineering design criteria, failing to install a much-needed sidewalk on the east side of Ritson Rd between Ormond Dr and Conlin Rd. The road connects multiple residential buildings and houses to a public school, a commercial plaza, a DRT bus stop, a church, and a large park. Presently, the pedestrian way comprises a dirt path, an elevated path flanked by ditches, and a two foot gravel shoulder along the busy arterial roadway, which borders another long ditch. Development along Ritson Rd has been recently, and is continually being approved by the City without sidewalks in the site plans. Warren Munro, the Commissioner of Development Services at the City of Oshawa, assures residents that a sidewalk will be constructed “in the fullness of time.” The missing sidewalk is already decades late. The time to build it is now.
Action petitioned for	We, the undersigned, are concerned Durham Region residents who urge our municipal and regional leaders and staff to act now to install the missing sidewalk on the east side of Ritson Rd between Ormond Dr and Conlin Rd.
Disclaimer	By signing this petition, the residents acknowledge that the petition may become public as part of a Regional or Municipal Council or Committee agenda.
Petition Organizer	(Oshawa Ward 1)

[illegible]