

ATTENDANCE AREA REVIEW SUMMARY – RECOMMENDATION B



Addressing Space Challenges at Copperhaven School Pre-designating Undeveloped Areas in West Central and Shiloh to Brookwood School and Woodhaven Middle School

Designate Some Existing Neighbourhoods in Copperhaven’s Attendance Area to Brookwood School and Woodhaven Middle School

MAY 2022

Our Students Possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

BACKGROUND

On January 12, 2021, the Board of Trustees directed administration to conduct an attendance area review of all schools in Parkland School Division (PSD) in order to facilitate long-term planning and the effective use of our school facilities. Population demographics continue to shift with the communities of Spruce Grove, Stony Plain and Parkland County. Board Policy 2, Role of the Board requires the Board to review and approve the attendance areas for PSD schools (Policy 2(52)).

On January 18, 2022, the Board of Trustees received the *Student Attendance Area Study* conducted by Edmonton Public Schools, Infrastructure Planning. This [study](#) outlined a number of potential options for the Board to consider. Subsequently, the Board of Trustees directed administration to further explore a number for the recommendations for review of the Board of Trustees. A summary of the recommendations including which ones were being explored further can be found [here](#).

It is important that the attendance area review takes into consideration several factors including:

- impact on students and families,
- facility utilization,
- transportation,
- resource stewardship, and
- future growth.

While some attendance areas within PSD remain stable or slightly decline over time, a number of areas are experiencing significant and rapid growth. In particular, the communities of Stony Plain and Spruce Grove continue to grow. From the time of the last Attendance Area Review in 2014 in preparation of opening up both Prescott Learning Centre (2016) and Copperhaven School (2018), Spruce Grove’s first new schools since 2005, enrolment in Spruce Grove alone has increased from approximately 4,500 students to just over 5,300 students in 2022. Overall, PSD increased from around 10,400 to 11,900 in that same 8-year span. In fact, Spruce Grove is one of the fastest growing communities in the Province of Alberta, with a population growth of 10% from 2016 to 2021 (34,108 in 2016 to 37,645 in 2021 - Statistics Canada).

Copperhaven's first attendance area that resulted from the 2015 Attendance Area Review saw families that lived in the Copperhaven, Spruce Ridge, Harvest Ridge, Legacy Park and McLaughlin neighbourhoods who previously attended Woodhaven Middle School or Brookwood School.

The Student Attendance Area Study prepared by consultants had many references to the City of Spruce Grove and Town of Stony Plain's Area Structure Plans (ASP). These are geographical areas municipal planners and engineers use for planning and development. For the purposes of PSD's Attendance Area report, city and town neighbourhood names are referred to which are more commonly used by residents.

Current Attendance Area (Copperhaven School)



Copperhaven School



Greystone/Millgrove Attendance Area

Facility Considerations

Copperhaven School

Originally opened in 2018, Copperhaven School has also enjoyed significant growth from the first day it’s opened as Spruce Grove expands on both the east and west ends of the City. It’s interesting to note that during the 2014 Attendance Area Review, based on the current data and forecasts at the time, Copperhaven’s projected enrolment for the 2021-2022 school year was supposed to be around 630 students. As of April, 2022, the school is now home to approximately 750 students.

Brookwood School

Brookwood School has seen improvements to the front entrance, foyer, main office, staff room, and conference room. These range from modern furniture, to upgraded flooring and countertops. Furthermore, the school is spacious with large hallways and classrooms which are arranged in a pod-like, open-concept design.

Brookwood School is listed as Priority Two in Year Two of the Division’s annual three-year capital plan. The request submitted to the government is for a modernization of Brookwood School at an anticipated cost of \$12-14 million dollars.

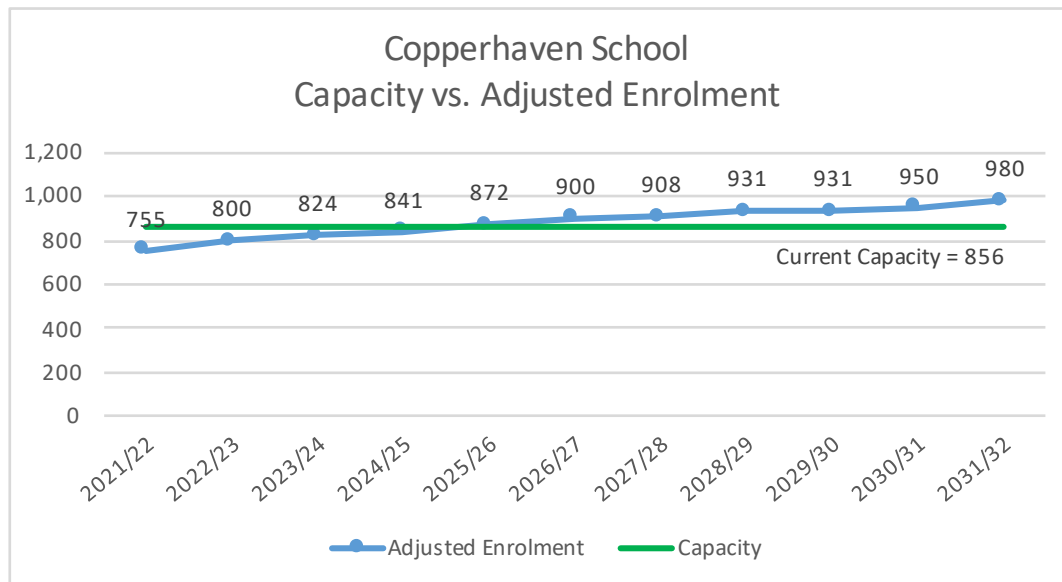
Deferred Maintenance (September 2021)	Current FCI	Last Year’s FCI
\$3,900,040	22.83%	24.01%

Woodhaven Middle School

Woodhaven Middle School was originally designed for 450 students in the core (no modular classrooms), and can now accommodate 885 students. At the time of the modernization announcement and at its peak, Woodhaven Middle School was home to over 620 students. Many of those students were relocated to Prescott Learning Centre and Copperhaven School during the last attendance area review. Phase 2 which consisted of the new construction on site was completed for the start of the 2021-22 school year. There is no deferred maintenance at Woodhaven as a result of the recent modernization.

Copperhaven Utilization Rates

Copperhaven School		2181				100% Net Capacity				856 90% Net Capacity				770	
		September 30 Enrolment					Projected Enrolment								
		Total Enrolment													
Grades	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Pre Kindergarten		26													
Kindergarten		86	97	88	72	83	85	86	88	92	95	97	101	99	102
Grade 1		79	84	88	87	72	83	85	86	88	92	95	97	101	99
Grade 2		66	82	72	91	85	70	81	83	84	86	90	93	95	99
Grade 3		56	67	84	79	95	89	73	85	87	88	90	94	97	99
Grade 4		77	58	61	87	79	94	88	73	84	86	87	89	93	96
Grade 5		64	87	64	68	97	88	105	98	81	94	96	97	99	104
Grade 6		64	57	89	62	65	93	85	101	94	78	90	92	93	95
Grade 7		52	72	57	88	64	67	97	88	105	98	81	93	95	97
Grade 8		47	47	67	61	85	62	65	94	85	102	95	78	90	92
Grade 9			56	47	50	60	83	61	64	92	83	100	93	76	88
Total	0	617	707	717	745	785	814	826	860	892	902	921	927	938	971
Total Severe Pre K/K		24	2	13	2	2	2	6	2	2	3	4	2	5	2
Total Severe 1-9		28	28	30	22	27	25	26	27	26	25	27	26	28	29
Adjusted Total	0	641	717	746	755	800	824	841	872	900	908	931	931	950	980

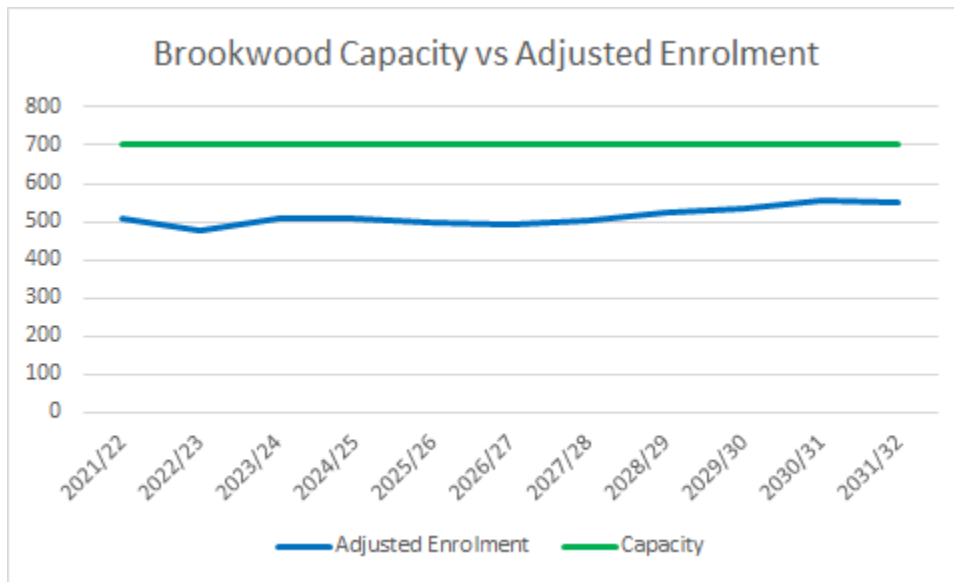


Legacy Park Residents Attending Copperhaven School

Neighbourhood	ECS	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Total
Legacy Park	5	0	5	3	4	3	4	6	4	5	39

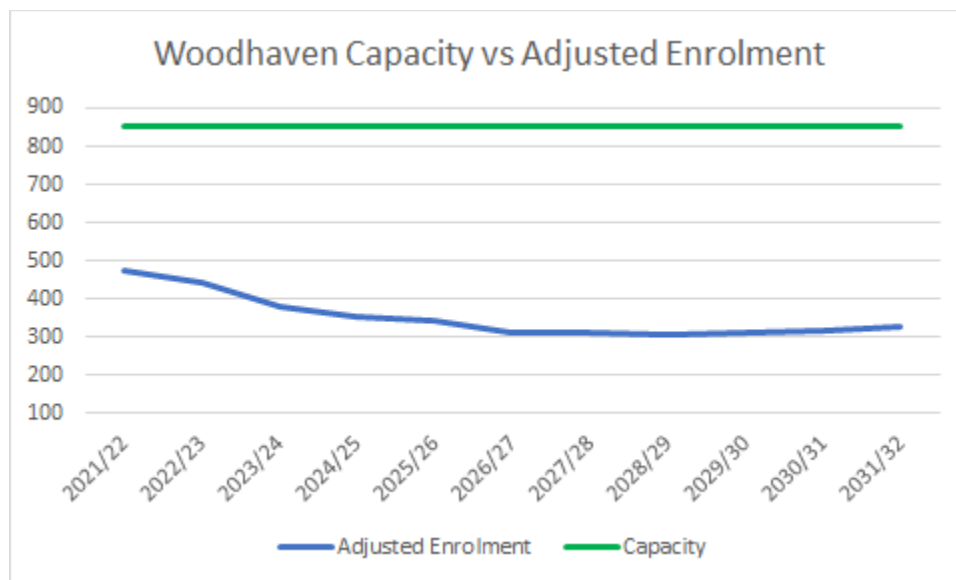
Brookwood Utilization

Year	September 30 Enrolment					1 Year	5 Year	10 Year
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2027/28	2032/33
Enrolment	778	513	524	502	496	469	466	492
Adjusted Enrolment	790	555	534	531	508	479	497	516
Capacity	705	705	705	705	705	705	705	705



Woodhaven Middle School Utilization

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2027/28	2032/33
Enrolment	633	467	451	417	425	398	323	293
Adjusted Enrolment	693	515	503	465	475	442	366	340
Capacity	855	855	855	855	855	855	855	855



Educational Considerations

Parkland School Division acknowledges that the topic of moving students and the possibility of interrupting family routines, a degree of apprehension, and in some cases anxiety, is experienced amongst students and parents/guardians. This is natural. A closer look into the negative impacts on academic and social-emotional outcomes is warranted. PSD conducted a thorough review of twenty-one studies conducted between 2000 and 2021 on the topic.

The two major findings include:

- Movement/transition between schools for elementary aged children (K to Grade 3/4) should have minimal impact, with interventions in place, and
- Recommend minimal movement for middle school children/youth (Grade 4/5 to 8/9). Should moves be required, additional interventions and supports should be in place.

A closer look in to the Literature Review can be found in the appendix.

Financial Considerations

The overall financial impact of this option is minimal to the Division as a whole. Base Instruction, Service & Supports, Community and Jurisdiction revenues would remain unchanged as they are based on WMA calculations which would not change regardless of where the students are designated.

Building Utilization Maintenance funding would benefit from increasing enrolments in Brookwood School and Woodhaven School as both schools are currently under the 85% utilization required to receive full maintenance funding. There is a \$20/m² difference in funding between utilized space and non-utilized space. Copperhaven School's funding would not decrease as the school's current enrolments plus expected growth would keep it above 85% utilized.

The allocation for the students from the new areas would follow the students to Brookwood School and Woodhaven School. The additional allocations would support education for the students.

In the short-term there would be no additional Transportation costs as existing buses would be able to accommodate the students. As the number of students increases in the area, additional buses would be added but it is assumed future funding would offset these costs.

Transportation Considerations

We currently have two buses that service the Legacy Park area. One transports students who live in that area and attend their designated school at Copperhaven. The other bus, with the earlier route time, services all other PSD students who head to school-of-choice programs like the Parkland Student Athlete Academy, Connections for Learning, French Immersion at École Broxton Park as well as high school students attending Spruce Grove Composite High School and Evergreen Catholic students who attend other schools in Spruce Grove. The earlier bus utilizes the Copperhaven bus transfer site to disperse students throughout the City of Spruce Grove.

Should there be an increase to the student population within the Legacy Park area in the next couple of years, PSD Transportation would still be able to accommodate the increased ridership without the need for an additional bus.

If Legacy Park attendance area was changed to Brookwood & Woodhaven the number of buses would stay the same. Ride times would increase by approximately 10 minutes and the pick-up times would be approximately 10 minutes earlier as the students would go through the Copperhaven transfer site to get to Brookwood School and Woodhaven Middle School.

If we keep the Legacy Park area assigned to Copperhaven there are no additional cost implications to the transportation budget. Transportation funding would remain the same as currently based on the funding criteria we have in place at this time.

Potential Legacy Students at Copperhaven

If Legacy Park residents' designated school becomes Brookwood/Woodhaven but they are permitted to continue to attend Copperhaven School as 'legacy' students, additional transportation fees may apply. The potential revenue for 39 riders' not attending their designated school would be \$26,445. The Board would have to decide whether or not a legacy scenario would apply AND whether or not fees would apply.

Potential McLaughlin Scenario

During the engagement of stakeholders currently living in the Legacy Park neighbourhood, the suggestion was made to explore the potential of moving students currently living in the McLaughlin neighbourhood rather than Legacy Park. PSD’s Regional Transportation system currently has two buses that service the McLaughlin neighbourhood in Spruce Grove. These buses provide transportation from residences in McLaughlin to the Copperhaven School bus transfer site. From there, they provide transfer bus services to students from Evergreen Catholic School Division and other PSD students on their way to ‘school-of-choice’ or programs of choice at various sites in the City of Spruce Grove.

Dealing with approximately 120 students, redirecting to Brookwood School and Woodhaven Middle School would require an additional bus to transport students from their residence to a transfer site (site TBD) and then on to Brookwood or Woodhaven.

To transport students from McLaughlin to Brookwood / Woodhaven we would have to operate another bus route at an approximate cost of \$68,000 per year. This bus route would complement the existing route in getting students to the schools. If you were to “legacy” the grades 7-9 students (37) to Copperhaven we would still have capacity on the existing routes that go to Copperhaven school.

McLaughlin neighbourhood residents attending Copperhaven School:

Neighbourhood	ECS	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Total
McLaughlin	14	15	13	14	14	8	7	19	11	5	120

*Note: There are a total of 234 PSD students that live in McLaughlin. Besides Copperhaven School, these students attend Brookwood School, Connections for Learning, École Broxton Park School, Greystone Centennial Middle School, Memorial Composite High School, Millgrove School, Prescott Learning Centre, Spruce Grove Composite High School, Stony Plain Central School and Woodhaven Middle School.

Legacy Opportunities for Students – Legacy Park

The following scenarios that may be considered by the Board of Trustees when addressing residents of Legacy Park and/or McLaughlin neighbourhoods in Spruce Grove who are designated to Copperhaven School.

CURRENT STATE – NO CHANGES. CURRENT PROJECTIONS

Currently, Copperhaven School has 745 students enrolled, and is at 87% capacity. Current projections indicate that the school will exceed capacity by the 2025-2026 school year.

SCENARIO 1 - ALL COPPERHAVEN STUDENTS LIVING IN LEGACY PARK ARE MOVED

This scenario would see Legacy Park being re-designated to Brookwood and Woodhaven with no opportunity for any students currently enrolled in Copperhaven to remain there (legacy students). If this scenario were adopted and implemented in the 2023-2024 school year, the overall attendance at Copperhaven School would be reduced by 30 students. This scenario would not have a significant impact on the current enrolment at Copperhaven School

SCENARIO 2 - ALL LEGACY PARK ARE ALLOWED TO AGE OUT AT COPPERHAVEN SCHOOL

This scenario would see Legacy Park community be re-designated to Brookwood and Woodhaven, but permit all students who currently attend Copperhaven to remain there until they complete Grade 9. Any new students moving into the area would be designated to Brookwood/Woodhaven. By gradually allowing the current Legacy Park students to ‘age out’ at Copperhaven School, enrolment would be reduced from 30 Legacy Park students attending Copperhaven in 2023-24 to zero Legacy Park students attending Copperhaven School by 2030-31.

SCENARIO 3 - ANY GRADE 7 – 9 STUDENTS LIVING IN LEGACY PARK ARE ALLOWED TO AGE OUT AT COPPERHAVEN SCHOOL

This scenario would see the thirteen Grade 7-9 students living in Legacy Park to remain at Copperhaven School until they complete Grade 9 but moving the seventeen Grade 2 to Grade 6 students to Brookwood and Woodhaven respectively, for the 2023-2024 school year. It is important to note that, of the Middle Years aged students remaining at Copperhaven School, a total of two families would have younger siblings (4 students) who could be offered the opportunity to also remain as legacy students at Copperhaven School.

SCENARIO 4 - NO STUDENTS ARE ALLOWED TO LEGACY AT COPPERHAVEN BUT HAVE FIRST RIGHT TO CHOOSE SCHOOL-OF-CHOICE

This scenario would see Legacy Park re-designated to Woodhaven and Brookwood, but, given sufficient availability of space and resources at each grade level, Legacy Park residents who currently attend Copperhaven School would have the first right to choose Copperhaven School as their School-of-Choice. If the remaining communities designated to Copperhaven School continue to grow, this availability may decrease each year.

<i>Legacy Park Neighbourhood</i>	2022 /23	2023 /24	2024 /25	2025 /26	2026 /27	2027 /28	2028 /29	2029 /30	2030 /31	2031 /32
Current state - No Change	785	814	826	860	892	902	921	927	938	971
S.1 -If all Legacy Park moves (No "Legacy" students)	785	774	786	820	852	862	881	887	898	931
S.2 -"Legacy" all current students and allow them to "age out"	785	805	811	841	870	876	892	927	904	932
S.3 - "Legacy" students in 7-9, K-6 move to BW/WH	785	788	794	824	852	862	881	887	898	931
S.4 – First right to choose Copperhaven for Legacy Park.	785	790	799	830	861	869	887	907	901	932

Copperhaven Capacity = 856



= Above Capacity



= 90 % Capacity

Key Assumptions:

- Average of 4 students per grade
- Enrolment data is based on student head-count
- Scenario 4 is based on an average of Scenario 1 and 2

Legacy Opportunities for Students – McLaughlin

Although the McLaughlin neighbourhood was not in the consultant’s original recommendations, during the engagement of stakeholders currently living in the Legacy Park neighbourhood, the suggestion was made to explore the potential of moving students currently living in the McLaughlin neighbourhood rather than Legacy Park. The following chart indicates the projected enrolment at Copperhaven School based on moving students from McLaughlin.

CURRENT STATE – NO CHANGES. CURRENT PROJECTIONS

Currently, Copperhaven School has 745 students enrolled, and is at 87% capacity. Current projections indicate that the school will exceed capacity by the 2025-2026 school year.

SCENARIO 1 - ALL COPPERHAVEN STUDENTS LIVING IN MCLAUGHLIN ARE MOVED

This scenario would see McLaughlin being re-designated to Brookwood and Woodhaven with no opportunity for any students currently enrolled in Copperhaven to remain there (legacy students). If this scenario were adopted and implemented in the 2023-2024 school year, the overall attendance at Copperhaven School would be reduced by 104 students.

SCENARIO 2 - ALL MCLAUGHLIN ARE ALLOWED TO AGE OUT AT COPPERHAVEN SCHOOL

This scenario would see McLaughlin community be re-designated to Brookwood and Woodhaven, but permit all students who currently attend Copperhaven to remain there until they complete Grade 9. Any new students moving into the area would be designated to Brookwood/Woodhaven. By gradually allowing the current McLaughlin students to ‘age out’ at Copperhaven School, enrolment would be reduced from 104 McLaughlin students attending Copperhaven in 2023-24 to zero McLaughlin students attending Copperhaven School by 2030-31.

SCENARIO 3 - ANY GRADE 7 – 9 STUDENTS LIVING IN MCLAUGHLIN ARE ALLOWED TO AGE OUT AT COPPERHAVEN SCHOOL

This scenario would see the thirty-four Grade 7-9 students living in McLaughlin to remain at Copperhaven School until they complete Grade 9 but moving the one hundred Grade 2 to Grade 6 students to Brookwood and Woodhaven respectively, for the 2023-2024 school year.

SCENARIO 4 - NO STUDENTS ARE ALLOWED TO ‘LEGACY’ AT COPPERHAVEN BUT HAVE FIRST RIGHT TO CHOOSE SCHOOL-OF-CHOICE

This scenario would see McLaughlin re-designated to Woodhaven and Brookwood, but, given sufficient availability of space and resources at each grade level, McLaughlin residents who currently attend Copperhaven School would have the first right to choose Copperhaven School as their School-of-Choice. If the remaining communities designated to Copperhaven School continue to grow, this availability may decrease each year.

Copperhaven School Adjusted Enrolment Scenarios

<i>McLaughlin Neighbourhood</i>	2022 /23	2023 /24	2024 /25	2025 /26	2026 /27	2027 /28	2028 /29	2029 /30	2030 /31	2031 /32
Current projections - No Change	785	814	826	860	892	902	921	927	938	971
S1 - McLaughlin - No legacy	785	694	706	740	772	782	801	807	818	851
S2 - McLaughlin - Legacy all students	785	798	791	818	842	838	843	836	832	851
S3 - McLaughlin - Legacy 7-9, K-6 to BW/WH	785	728	755	747	772	782	801	807	818	951
S4 – First right to choose Copperhaven for McLaughlin	785	746	749	779	807	810	822	822	825	851



= Above Capacity



= 90% Capacity

Key Assumptions:

- Average of 12 students per grade
- Enrolment data is based on student head-count
- Scenario 4 is based on an average of Scenario 1 and 2

It is worth noting that McLaughlin neighbourhood has significantly more residents than Legacy Park and therefore would have a greater impact on enrolment at both Brookwood School and Woodhaven Middle School.

Woodhaven Student Population – Adjusted Scenarios

	2022 /23	2022 /24	2022 /25	2022 /26	2022 /27	2022 /28	2022 /29	2022 /30	2022 /31	2022 /32
Current projections	398	339	315	294	269	259	261	257	263	276
Tonewood/Fenwyck/Easton	398	409	410	414	414	429	456	477	508	546
Tonewood/Fenwyck/Easton + PVS (grade 6)	398	439	470	504	504	519	546	567	598	636
Tonewood/Fenwyck/Easton + PVS (grade 6) + Legacy Park	398	459	490	524	524	539	566	587	618	656
Tonewood/Fenwyck/Easton + PVS (grade 6) + McLaughlin	398	499	530	564	564	579	606	627	658	696
Capacity	855	855	855	855	855	855	855	855	855	855



= Above Capacity




=90% Capacity


Key Assumptions:

- Tonewood/Fenwyck/Easton students – average 5 per grade (25 total)
- Anticipate approximately 25 NEW students per year from Tonewood/Fenwyck/Easton
- Legacy Park students – average of 4 per year
- McLaughlin students – average of 12 students per grade (60 total)
- Enrolment data is based on student head-count

Brookwood Student Population – Adjusted Scenarios

	2022/ 23	2023/ 24	2024/ 25	2025/ 26	2026/ 27	2027/ 28	2028/ 29	2029/ 30	2030/ 31	2031/ 32
Current Projections	469	469	454	466	474	496	504	516	530	537
Tonewood/Fenwyck / Easton	469	539	549	586	619	666	699	736	775	807
Tonewood/Fenwyck / Easton + Legacy Park	469	559	569	606	639	686	719	756	796	827
Tonewood/Fenwyck /Easton + McLaughlin	469	599	609	646	679	726	759	796	835	867
Tonewood/Fenwyck / Easton + Legacy Park - Brookwood Pre-K	469	520	530	567	600	647	680	747	757	788
Tonewood/Fenwyck / Easton + McLaughlin - Brookwood Pre-K	469	560	570	607	640	687	720	757	826	828
Capacity	705	705	705	705	705	705	705	705	705	705

 = Above Capacity

 =90% Capacity

Key Assumptions:

- Tonewood/Fenwyck/Easton students – average 5 per grade (25 total)
- Anticipate approximately 25 NEW students per year from Tonewood/Fenwyck/Easton
- Legacy Park students – average of 4 per year
- McLaughlin students – average of 12 students per grade (60 total)
- Enrolment data is based on student head-count
- Brookwood Pre-K average of 39 students per year

Human Resources Considerations

Since the 39 residents of Legacy Park who attend Copperhaven School are spread out in various Grades from Kindergarten to Grade 9, Copperhaven School would not anticipate any changes to their staff levels.

Schools experience enrolment fluctuation on a regular basis and this is incorporated into budgeting and hiring processes for Parkland School Division annually. There would be minimal impact at both Brookwood School and Woodhaven Middle School should the Board decide to move Legacy Park residents and designate them to Brookwood/Woodhaven instead of Copperhaven School.

Engagement:

Administration met with parents/guardians of Copperhaven School in a virtual format on Thursday, March 10, 2022.

Participants had an opportunity to listen to brief presentations that covered:

- Timeline
- Current Attendance Area
- Historic and Projected Enrolments
- Recommendation Summaries
- Next Steps

Breakout rooms were created for more intimate conversations where parents were able to ask questions and the discussion covered these guiding questions:

- Do you have any concerns?
- Do any of the scenarios discussed particularly appeal to you?
- What are the questions you would need answered?
- What else do we need to consider?

A separate engagement was held for Grade 5 – 9 students at Copperhaven School who live in the neighbourhood of Legacy Park.

WHAT WE HEARD:

Copperhaven School Parents/Guardians

Many of the parents who attended voiced their concerns about a possible move for their children. They have developed strong relationships with the school's teaching staff and administration and do not want to displace their children. Some pointed out the logistical challenges of different bell times and how a move to Woodhaven Middle School would make it harder for children to walk home from school. Some questioned why an examination of that area of Spruce Grove was necessary so soon after the previous Attendance Area Review prior to Copperhaven School opening. Others asked if scenarios were examined where the neighbourhood of McLaughlin was considered rather than Legacy Park.

A follow up survey was sent to all Legacy Park residents who attend any Parkland School Division schools. 11 people responded and a summary of their submissions is attached in the appendix.

Copperhaven Students

Transitioning and Adjusting to a New School

To provide context, the student engagements began by asking students to share general perceptions of moving to a new school. Students were asked to report the number of previous schools that students attended prior to attending their current school.

Copperhaven School is in its fourth year and all students could identify the point at which they transitioned to attending Copperhaven. Some students had attended more than one previous school.

The facilitator asked students to consider the factors that helped to facilitate a positive school-change experience. Students shared that ‘friendship’ is the single, greatest factor that impacted our students’ transition success. We asked students to clarify their experiences, and students shared the following points for consideration:

- Students expressed that it was easier to move to a new school, provided they also had friends who moved with them from the previous school; however
- The majority of students indicated that they have made new friends at school that did not attend their previous school.

We asked students to share the amount of time, from their perception, that it took to feel comfortable in the new school.

- Students represented the range of time between one minute to two years. The vast majority of responses indicated that it took approximately one to four weeks to settle in and make new friends.
 - There were a few student-outliers that suggested their transition time took as little as one minute, and as much as two years.
- One student commented that it is easier to make new friends at a younger age.

Students demonstrated recognition for the value of extra-curricular events, such as sports; they noted that it would be easy to make new friends in a new building because they knew people in other schools from their extra-curricular activities, so it would just be an opportunity to get to know their teammate better.

Students within each engagement group expressed that they understood the capacity problem – students were actively engaged in determining a solution to the existing or emerging capacity problem and that Copperhaven School is nearing capacity, and that the newly refurbished Woodhaven Middle School has the capacity for significantly more students.

All students agreed that the problem needed to be addressed, and the common solution presented by the students at first was to ‘build more schools.’ We shared the complexity of the timing of new schools with the students so that they could better consider the problem. One student suggested reducing the size of the capacity at Woodhaven School as a simple solution to the problem, and the facilitator helped to identify how this was not an ideal solution.

Physical Space Considerations

The students were asked to share their perspectives on the physical attributes of the school, and whether or not the building made a difference for transition. Students dismissed the school building as a determiner of transition success; the building was not a real concern for the majority of students. For the most part, those that responded commented that they knew that there would be staff around that could help them find their way around.

The Copperhaven School engagement was held in a room that hosts the Board Game club at lunch and is also used as an art room; students in Copperhaven were familiar with navigating their way through the school to that space.

Regarding the physical attributes of any school, students did reference a degree of excitement for different playgrounds and school fields. They hoped that, if they had to change schools, their new school would have a large, pre-existing playground.

Transitioning to a New School Prior to Grade Nine

Students expressed a curiosity and concern for changing to new teachers.

Copperhaven students did not have a similar narrative with respect to their former schools, and therefore expressed that they were in the place they wanted to be.

Students acknowledged the importance of knowing as much as possible about the teachers and building, prior to transitioning to a new school.

Grade 6 and grade 7 students represented with slightly higher anxiety regarding the proposed changes. Students in the engagement session in either school were initially concerned that the change would be scheduled for next year, and were relieved to find out that any transition to Woodhaven, if decided, would not happen until the 2023-3024 school year.

Some students shared that their parents had expressed the concern of having siblings at different schools, given that this would add a complexity for dropping students off at different buildings in the morning, and for attending to different bell schedules.

The Copperhaven School students expressed that they were not excited about a potential move to Woodhaven, indicating that the change would only affect those students who lived within their small neighborhood, and therefore would potentially separate them from a larger friend-group.

Students at Copperhaven expressed that they did not want to change schools.

Students were asked about the different opportunities that could be offered at different schools, such as extra-curricular opportunities for school sports at a younger age, but this was not something that they were concerned about. The students expressed that they felt that if they wanted to participate in a sport that it was just as easy to join an after-school club and meet new people on their teams.

Thoughts on Transportation

Most of the students we engaged commented that they already took a bus to school. They indicated that any transportation change would not be a change to be concerned about. The exception to this perspective is that students would be concerned if the overall transport time significantly increased.

A few students commented that they reside in two different households (parental separation) and they shared that they were worried that the two bus routes may not work out for them to continue to share their time between the two different homes.

Final Thoughts

The facilitators noted that the engaged conversations with students seemed to reduce any anxiety with the students. Students expressed that they were relieved to know that they will not be impacted by changes next year. Some students said "I just want to know what the changes are so I can start to think about where I will be going to school." Some students expressed that they were concerned for their parents about the concerns that were shared by their parents; for instance:

- Students expressed that their parents had concerns about changes to the cost of transportation;
- Students expressed that their parents had concerns about child-care arrangements; and

- Students expressed concerns that their parents did not want siblings in multiple schools.

It must be mentioned that the Copperhaven School students were all exceptionally attentive and involved in the conversation regarding future attendance areas. The students were very respectful and thoughtful as they considered a variety of solutions presented.

A summary of the parent feedback survey delivered following the engagement event can be found in the appendix.

Other Opportunities to Share Feedback

A following is a summary of additional correspondence received via email to the inbox at board@psd.ca:

- Is Legacy Park being considered a growth community even though there is no more housing to be built?
- How many family units do these children represent? (21 families represent the 30 students between Early Education to Grade 7 who live in Legacy Park and attend Copperhaven School)
- How many of the 39 impacted children, have younger siblings that, if there were no changes in boundary would attend Copperhaven in future years? (Parkland School Division doesn't have data for children not yet enrolled.)

An additional response was delivered by the Board Chair in response to what assurance the Board could provide that the Attendance Area Review engagement process was thorough, transparent and authentic:

Response from Board Chair: Thanks for the conversations last Thursday and last night. I am sending this email to recap our conversations. I will send a copy to trustees to ensure they are aware of our conversations. I am also copying 'Board@psd.ca' so this email gets included in the data being compiled and feedback considered to ensure trustees have the information needed to make our decisions. At our February 8, 2022 Board meeting, trustees directed Senior Administration, Parkland School Division, do further research and exploration into specific recommendations as noted in the Recommendation below: That the Board of Trustees directs administration to further explore the following recommendations presented as part of the Parkland School Division Student Attendance Area Study at the January 18, 2022, Regular Board Meeting:

- Recommendation A: Option 1;
- Recommendation A: Option 3;
- Recommendation B;
- Recommendation F;
- Recommendation G;
- Recommendation J;
- Recommendation K;
- Recommendation L;
- Recommendation M; and
- Recommendation N.

Further, that administration presents this information as a report to the Board of Trustees at a future Board Meeting.

You asked about the process for the Attendance Area Review recommendations coming forward to the Board and you wondered how you could be assured that trustees had an opportunity to listen to all conversations in a

genuine and fulsome manner and that trustees were not simply accepting the recommendations presented by Administration without doing our due diligence.

Trustees and Administration both have a role to play in this process. Trustees directed Administration to begin the Attendance Area Review. Administration, then, is responsible for making that happen: they hired the consultants; they placed the Study on the website with an opportunity for stakeholder feedback; they prepared the information for stakeholder engagements; they complete research and exploration; they also provided the opportunity for stakeholder input through the 'Board email'. And, they have the responsibility to collect and compile all that data into the Reports. As the governors for the division, trustees are actively involved - but not in an administrative way: we have attended the stakeholder engagements and have listened to participants' comments, concerns and questions and have sought clarification, as required; we also attend School Council meetings and have the opportunity to hear comments and concerns; we engage with our stakeholders through email or phone calls; we complete our research; we bring what we hear to our Board meetings to ensure that all trustees have the benefit of those conversations. And, we have the responsibility of reading and listening and asking questions and discussing and debating as we make our decisions when the Reports come to the Board meeting.

I encourage you to view our Board meeting agendas that are always posted on our website about five days prior to the meeting along with accompanying documents. Our Board meetings are also all livestreamed now, so you can listen to the conversations at the meeting. I trust that this email captures the essence of our conversations regarding the Attendance Area Review engagement process. Please reach out if there are further questions.

Thank you for your interest and involvement,

More correspondence received April 28th:

Apologies for the late reply, but I am just seeing this email now.

We very much appreciate the follow up, and you have done a great job of capturing some of the key points of our conversation; however, there are a few I would like to clarify.

I am concerned that this is a stop gap and if the children of Legacy Park are moved again, it will lead to another shuffle for these kids in five years. This is based on the city's predicted growth. Essentially the problem is only being moved around and the real issues of growth and infrastructure are not being addressed.

In regard to comments on the engagement and survey. It is the process that I am skeptical of, and I worry that our opinion, suggestions, and concerns are not given the proper consideration when making the final decision.

Addressing the issue with the school board admin speaking to our children. I would like to emphasize that the lack of transparency and communication in this specific matter does make it more difficult to believe in and trust the process. Without proper notification, without knowing the questions, without a school rep or parent present, and without even a summary of the meeting provided to parents it can only lead to further mistrust. But more importantly, for anyone to come to the school and speak to our children on a matter so potentially disturbing to them is infuriating. We did not have proper time or information to speak to our children, and for them to hear this for the first time from a stranger... I don't have the words for how that makes me feel.

One last point. I have heard from multiple trustees that the system/ government is too big and complicated to change, that there are too many moving pieces, and it is far bigger and complicated than they ever imagined. This does not surprise me, but it does reinforce my fears. It is human nature to find the path of least resistance, and in this case, I worry moving our children will be just that, the path of least resistance. But it is the wrong path. I am not asking you, or any of the trustees to change the system, or reinvent the wheel by yourself, but when do you start pushing the other way? When does the board say " No, this isnt working, this is not good for the community, find another way."

RESPONSE FROM BOARD CHAIR re: APRIL 19 CONVERSATION:

Good morning, [REDACTED]

This is my summary - please ensure it reflects our conversation accurately. I will forward it on to our Superintendent and to Board after you have an opportunity to review. thanks.

As we discussed last night, this email will provide a summary of our remote meeting on April 19, 2022 from 6:00pm to 6:45pm. Thanks to both of you for expressing your concerns regarding the Attendance Area Review, in particular, the recommendation in the review affecting Copperhaven/Legacy Park.

You wondered why the current process involves schools being at or over capacity before changes happen, and that an Attendance Area Review will not, and does not, fix the problem; rather, it is a stop-gap measure until the next time it has to happen again.

I explained that we are working closely with our municipalities and government, and we all recognize and acknowledge the problem.

Your perception is that the Board and Division is not listening, and you wondered whether we are following a set agenda that is not really an Engagement where we are seeking input. Your perception comes from the questions asked at the Engagement session and the type of questions used in the follow-up survey and the student engagement.

I explained that my role is not to change your minds - your perception is based on your experiences and is your reality. My role, though, was to explain the process and assure you that no trustees has made any decision or determination on any recommendation. Trustees have not yet seen all the Reports that Administration is putting together which include stakeholder input and feedback from engagements and the survey; data collected from the municipalities, as appropriate; transportation factors; staffing factors; building utilization and facility and other factors. Until trustees have all that information and the recommendation is put forward at a Board meeting for our discussion, debate and vote, there is no decision made on any recommendation.

You asked what weight I, as a trustee, place on conversations like we had last night when I am in the position to vote on the recommendations.

I explained that my role as a trustee is to listen to learn - and to try to understand each story and the impact of the decision on students and families. This summary email is one way that I ensure your voices are heard by all trustees.

You expressed concern that it seems like a 'numbers on a spreadsheet' game and where are the actual children in this process.

I explained that concerns like yours and conversations with other stakeholders are factored into the information that is gathered by our Administration and becomes part of the Report. An Attendance Area Review requires that we look at numbers which equate to utilization rates - one of the factors that are considered. But we do know and understand that we are talking about students, families, and staff.

You stated that it was important that your call last night served to humanize the process, and that you, as parents, are seeking what is best for your children.

I understand and thank you for taking the time to share your story.

You asked whether the Administration had considered asking students where they want to attend.

I explained that I did not understand how this process would work and that it could be more impactful to more students. We did wonder - what would happen if we opened everything to change - and we felt that this type of a process would impact such a significant number of students and families and wondered what the end result might be. It was not an option we asked the Administration to explore.

You asked how many students live on the east side of Jennifer Heil Road and attend Copperhaven School.

I did not have that information last night, but have forwarded your question on to the Administration through this email.

You expressed concern that families could end up with each of two-three children attending different schools with different start and end times and that could prove to be problematic for students and families.

I understand and acknowledge that concern.

You expressed concern about the process that was used for engaging with students following the Stakeholder Engagement. You explained that you were told on the evening of the Stakeholder Engagement that this process was going to happen, but you felt that not enough notice was given to families to prepare their children. You would have appreciated having the questions before they were presented to students; you would have appreciated an 'opt-out' option for students; and you explained that you were not asked to sign a permission form, and you felt that was a step that was missing in the student engagement process. This process, taken with your previous concerns on the Engagement and the Survey, served to reinforce the notion that the Board and Administration have made up our minds already and really did/do not intend to listen.

I acknowledge your concerns and am forwarding them through this email. I explained that the process contains a step where stakeholders are provided with the Report on each Recommendation prepared by Administration with Key Findings and Reports will be posted on the Attendance Area Review tab on the PSD website. Earlier this morning, I forwarded you the French Immersion Report that has been completed, posted and will receive input/feedback to Administration from stakeholders.

██████████, I appreciate our conversation last night and hearing your story and your concerns regarding the Attendance Area Review in general and the Copperhaven/Legacy Park recommendation in particular. You will receive an email from Administration when the Report is posted on the website. I encourage you to review the Report in detail and provide your thoughts to the Administration about what might have been missed or not considered.

Key Findings

- Examining in the data uncovers the fact that there are 39 students that currently attend Copperhaven School who live in Legacy Park. By the time any recommendations are implemented, the current Grade 8's and 9's will have already transitioned to high school leaving 30 children at Copperhaven School who live in Legacy Park. That fact, combined with projections for school enrolment, suggests that only looking at Legacy Park changes will not be enough to address capacity issues at Copperhaven School.
- Allowing legacy students to age out at Copperhaven will only delay the inevitability of enrolment surpassing the school's capacity by two school years.
- The suggestion to consider moving McLaughlin residents

Appendix

Literature Review: Impact of School Mobility on Adverse Academic Achievement and Mental Health Outcomes

Summary of Key Findings (Longitudinal studies)- impact of school mobility on long-term outcomes, based on time of school change

- Youth are resilient to change, and many will make the transition without significant consequence
- K to Grade 3/4:
 - little impact on academic or social-emotional outcomes
 - Exceptions:
 - students who are experiencing food insecurity
 - Students experiencing significant family dynamics change occurring at same time- increased withdrawal risk
- Middle years (Grade 4/5 to 8/9):
 - More significant negative impacts on academic and social-emotional outcomes than elementary-aged mobility
 - Male and female students at this age experience school mobility differently:
 - Girls show an increase in depression, lower math scores, lower GPA
 - Boys have less significant concerns in outcomes as compared to peers who had not changed schools
 - Risks are increased at this age range with food insecurity and with co-occurrence of change to family dynamics

Recommendations for school movement based on literature review (impact on achievement and mental health):

- Movement for elementary aged children (K to Grade 3/4) should have minimal impact, with interventions in place (see below)
- Recommend minimal movement for middle schools children/youth (Grade 4/5 to 8/9). Should moves be required, additional interventions and supports should be in place (see below)

Recommendations for Potential Interventions/Supports to Mitigate Risk (based on findings):

- As with all PSD students, ensure students changing schools have access to Nutrition Nooks and other food security supports.

- Administrative records should track timing of moves and monitor potential impacts on achievement and behaviour.
- School staff are recommended to design programs to foster parents’ and students’ connections with the school.
- Effective classroom practices include: setting explicit classroom rules for social inclusion, and modeling positive interactions with children at risk for marginalization
- Children entering a new school while facing other major life changes in their family may be in need of special attention from school staff. Additional school support (i.e., school counselling and tutoring) should be considered for all students, in particular middle-school girls

Literature Review Process:

- Reviewed 21 studies conducted between 2000 and 2021.
- Three studies deemed most relevant (all longitudinal studies) and captured findings of the literature reviewed:

Article	Topic	Population/Limitations	Findings
Anderson, S. (2017)	-Study sought to understand the extent to which Elementary or middle school mobility was associated with adverse middle school academic achievement and mental health.... -does timing matter for middle school outcomes -are girls more vulnerable?	-longitudinal study -mid-sized urban school district -elementary and middle-school -US -Limitations: correlational, not causal	-Youth are resilient to change, and many will make the transition without significant consequence -Results suggest that a middle school move in particular was detrimental to middle school achievement, whereas a distal elementary school move was not associated with any middle school outcomes (aligned with other studies). -Youth who changed schools in Elementary did not result in differences in middle school outcomes. Elementary school changers would have more time to catch up during

	<p>-are children from low-income households more vulnerable?</p>		<p>the middle school period, which is not the case for youth moving in middle school.</p> <p>-Youth who moved in middle school demonstrated significantly lower math test scores and GPAs and marginally lower feelings of school belonging.</p> <p>-Male and female students appeared to experience school mobility differently. Boys who switched schools had similar GPAs to those who did not and had consistent levels of depression. School mobility resulted in lower GPA for girls (¼ of a grade), lower math scores, and increased depressive symptoms. Literacy scores were not as greatly impacted. These differences were during middle school changes, and not during elementary.</p> <p>-low-income households and impact of food availability at school on children experiencing school mobility (free, reduced, paid) - Elementary school models did not suggest significant moderation by school lunch status.</p> <p>For middle school: youth who moved and had to pay for their lunches (no access to free or reduced lunch programs) had lower GPA, Reading, and Math scores than those who didn't move. This indicates that middle year students who are low-income and must provide their</p>
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			<p>own food are impacted more significantly by school mobility</p> <p>-Perhaps middle school mobile youth were not only facing challenges in learning new material, especially math that might be more specialized at each school. But also learning new educational expectations that could have implications for achievement.</p> <p>Interventions/recommendations:</p> <ul style="list-style-type: none">- Free or reduced access to food for low-income household middle-year movers- Additional school supports (i.e., school counselling and tutoring) should be considered for school mobility-particularly with middle-school girls.-Administrative records should track timing of moves and monitor potential impacts on achievement and behaviour.-Programs to enhance parents' connection to schools have demonstrated lowering rates of school mobility and should be seen as an avenue for intervention (Fiel, Haskins, & Turley, 2013). School staff could design programs to foster parents' and students' connections with the school and each other to promote school
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			<p>stability, and in turn, associations with student academic achievement and mental health.</p> <p>-possible avenues of intervention include consistency of curriculum, transfer of records, and staff training.</p>
<p>Dupere, V., Archambault, I., Dion, E., Leventhal, T., & Anderson, S. (2015)</p>	<p>-study explored how non-promotional school changes were associated with 3 forms of social maladjustment: isolation/withdrawal, affiliation with maladjusted peers, and aggression towards peers</p>	<p>-2 longitudinal samples of US and Canadian elementary aged students</p> <p>-limitations: data varied between both samples</p>	<p>-link between mobility and children's adjustment depends on the nature of the mobility.</p> <p>-mobility may be especially challenging when it co-occurs with other major changes within the family unit such as family transitions. Children then have to adjust to disruptions at home and school, two contexts at the very center of their lives. When these occur at the same time, this study showed an increase in children presenting as withdrawn. This only occurred for students experiencing both school and home transitions simultaneously. No other interactions emerged (again this study was for elementary aged children- likely would have seen more significant effect for middle-school youth)</p> <p>Interventions/recommendations:</p> <p>-Children entering a new school while facing other major life changes in their family may be in need of special attention from school staff</p>

			-Effective practices include: setting explicit classroom rules for social inclusion, and modeling positive interactions with children at risk for marginalization
Herbers, J. E., Reynolds, A. J., & Chen, C. (2013).	-study investigated the unique risk of school moves on a variety of young adult outcomes including educational attainment, occupational prestige, depression symptoms, and criminal arrests -investigated how the timing of school mobility may predict these outcomes.	-data used from 25 year longitudinal study -US Looked at these groupings: K-4, 4-8, 8-12	- Greater detriment in young adult outcomes related to multiple school moves later in the school career, particularly in the middle school years between 4th and 8th grad (highest grade completed, depression symptoms, on-time graduation), over K to 4. This is likely due to the greater difficulties that can be encountered as academic concepts move beyond fundamental skills and become more complex. Additionally, negotiating peer relationships is a central developmental task of middle childhood and adolescence. School changes that disrupt relationships likely impact student school engagement, behaviour and motivation to succeed academically.

References

- Anderson, S. (2017). School mobility among middle school students: When and for whom does it matter. *Psychology in the Schools*, 54(5), 487-503.
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