

ATTENDANCE AREA REVIEW SUMMARY – RECOMMENDATION A3



A3: Address Prescott Learning Centre Capacity

JUNE 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 of the recommendations for review by 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.

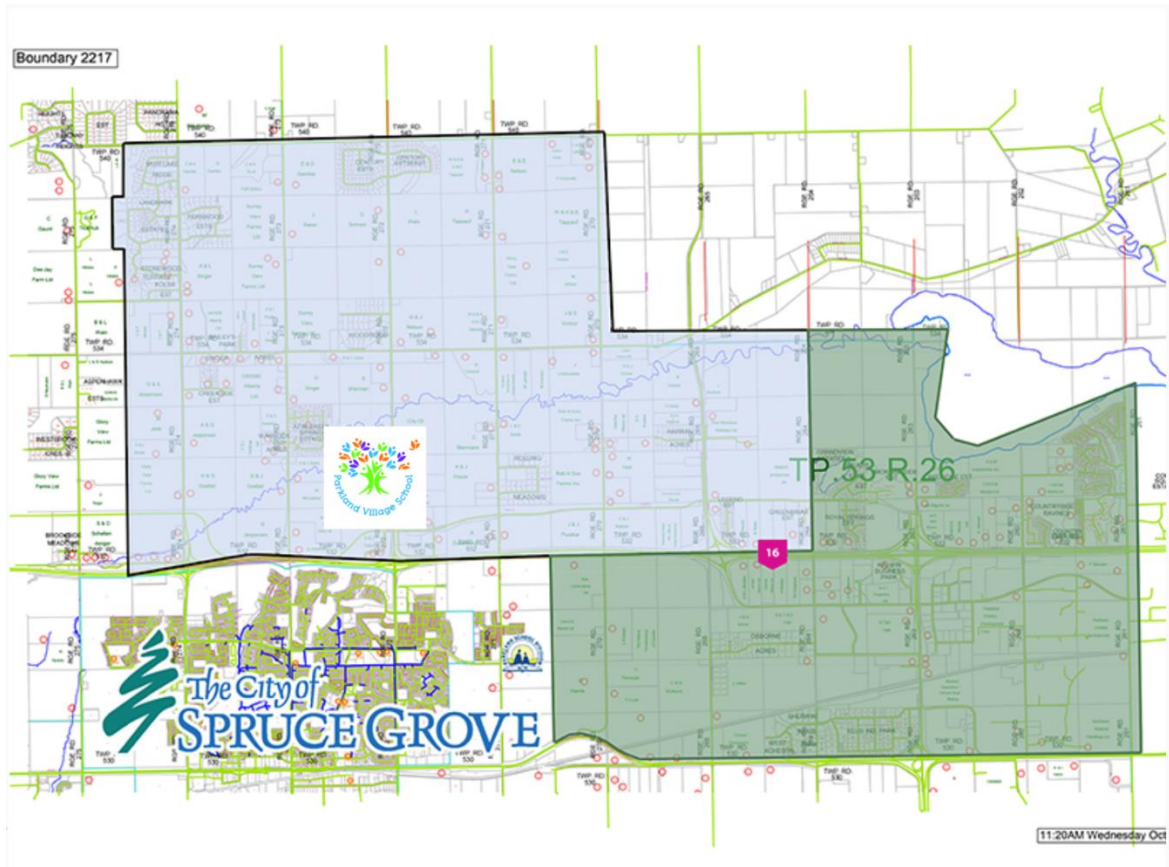
While some attendance areas within PSD remain stable or slightly decline over time, a number of areas are experiencing significant and rapid growth. In particular, the communities of Stony Plain and Spruce Grove continue to grow. From the time of the last Attendance Area Review in 2014 in preparation 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).

Meanwhile, Parkland Village School experienced a pre-pandemic high of over 200 students in 2019-20 but has since experienced declining enrolment numbers. The school recently received a number of renovations and has room to welcome close to 60 additional students compared to their current enrolment.

Another factor to consider is the overall enrolment picture for the City of Spruce Grove. Since the completion of the modernization of Woodhaven Middle School in the city's geographical centre, that school is essentially brand new and hovering close to only 50% capacity

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 Rural Attendance Area – Prescott Learning Centre



- Rural attendance area that feeds Parkland Village for K - 4 students, then Prescott Learning Centre for Grades 5 - 9.
- Rural attendance area that feeds Prescott Learning Centre for Grades K - 9 students.

Current Urban Attendance Area – Prescott Learning Centre



Prescott Learning Centre



Greystone/Millgrove Attendance Area

Facility Considerations

Prescott Learning Centre

Prescott Learning Centre opened in September of 2016. At the time Alberta Infrastructure's building template included a combination of core structures and modular classrooms to accommodate growth. The original design had a capacity of 800 students including the core plus 16 modular classrooms.

At the beginning of the 2020-21 school year, an additional 2 modular classrooms and 1 modular washroom unit were added behind the west side of the school.

In May, 2021 the request for 4 additional modular classrooms and 1 additional modular washroom unit was granted by Alberta Infrastructure. Those are expected to arrive in May of 2022 and are expected to be installed and ready to welcome students in September of 2022.

There is no deferred maintenance at Prescott since the building is only 6 years old.

Woodhaven Middle School

Woodhaven Middle School was originally designed for 450 students in the core (no modulares), 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 since the modernization and new portion of the school was added.

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.

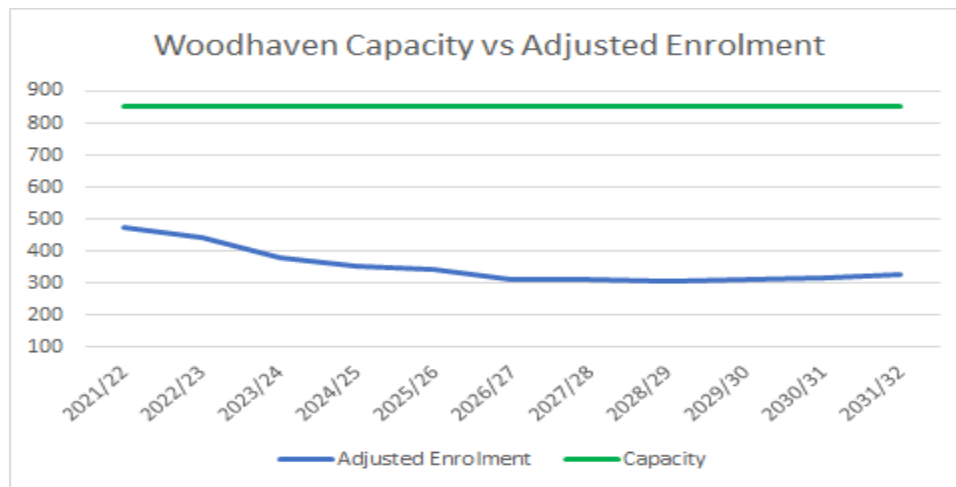
Brookwood School is listed as Priority Two in Year Two of the Division's annual three-year capital plan. The request submitted to the government is for a modernization of Brookwood School at an anticipated cost of \$12-14 million dollars.

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

Parkland Village Students transition to Woodhaven rather than Prescott Learning Centre

Woodhaven’s current utilization and projections (with no changes):

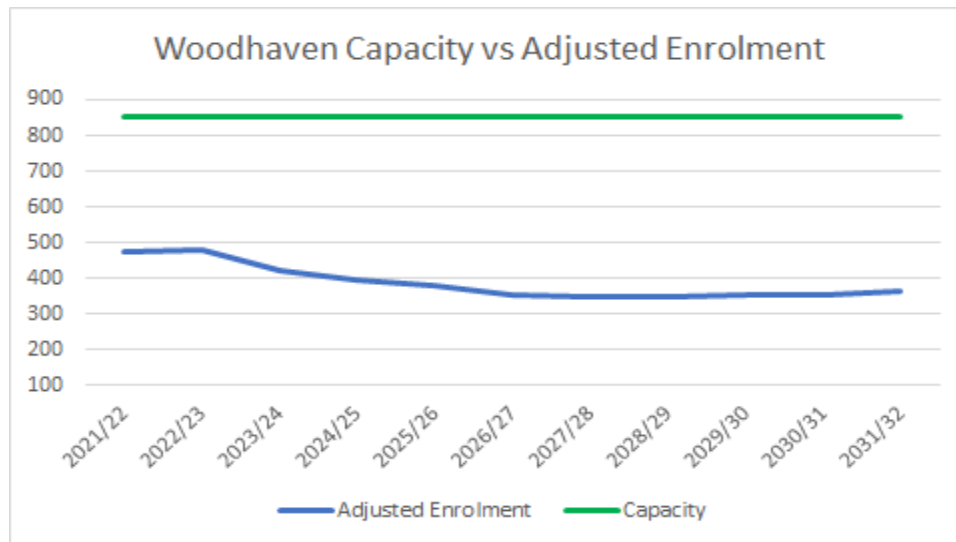
	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2027/28	2032/33
Enrolment	633	467	451	417	425	398	323	293
Adjusted Enrolment	693	515	503	465	475	442	366	340
Capacity	855	855	855	855	855	855	855	855



Analysis: If no changes are made to Woodhaven’s current attendance area, the school is projected to remain between 40% - 52% of capacity over the next ten years.

Current Parkland Village School Grade 5’s transition to Woodhaven rather than Prescott:

	Woodhaven School 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	465	363	363
Adjusted Enrolment	693	515	503	465	475	482	406	380
Capacity	855	855	855	855	855	855	855	855



Analysis: If Parkland Village students are redirected to Woodhaven School to begin Grade 6, Woodhaven’s enrolment is projected to range between 44% - 57% of capacity over the next ten years.

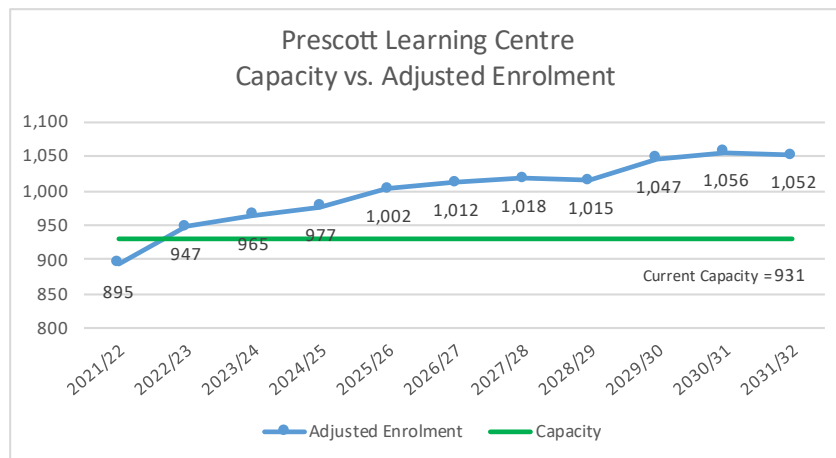
Prescott’s Adjusted Enrolment with No incoming Parkland Village Grade 5’s, beginning 2022-2023:

	September 30 Enrolment					1 Year	2nd Year	4 Year
Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2026/27
Enrolment	781	842	850	826	883	850	874	839
Adjusted Enrolment	786	879	902	862	895	907	898	866
Capacity	931	931	931	931	931	931	931	931

Analysis: Redirecting PVS Grade 5 students to somewhere other than PLC is projected to result in PLC reaching 100% capacity in 2024-2025 (a delay of 2 years). It should be noted however, that PLC remains about 90% utilization. Therefore, it is imperative that additional scenarios other than redirecting PVS students should be considered.

Prescott Learning Centre's Utilization Rate

Prescott Learning Centre		1957					100% Net Capacity					931 90% Net Capacity					838
		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	28	39	14														
Kindergarten	74	79	64	70	89	78	75	78	76	79	80	82	84	83	85		
Grade 1	82	75	82	63	73	91	80	76	80	77	81	82	84	86	85		
Grade 2	51	83	75	80	66	74	92	81	77	81	78	82	83	85	87		
Grade 3	89	53	82	79	93	70	78	98	86	82	86	83	87	88	90		
Grade 4	104	98	62	81	81	100	75	84	105	92	88	92	89	93	94		
Grade 5	68	111	121	92	113	105	130	97	109	136	119	114	119	115	120		
Grade 6	87	78	114	114	94	117	109	134	100	113	141	123	118	123	119		
Grade 7	63	96	81	105	107	94	117	109	134	100	113	141	123	118	123		
Grade 8	65	66	87	69	106	102	90	112	104	128	95	108	134	117	113		
Grade 9	70	64	68	73	61	99	95	84	105	97	120	89	101	125	109		
Total	781	842	850	826	883	930	941	953	976	985	1,001	996	1,022	1,033	1,025		
Total Severe Pre K/K	20	38	27	9	2	2	3	1	4	2	3	4	5	6	3		
Total Severe 1-9	18	29	32	31	27	27	29	31	30	32	27	28	31	29	33		
Adjusted Total	786	879	902	862	895	947	965	977	1,002	1,012	1,018	1,015	1,047	1,056	1,052		



Analysis: If no adjustments are made to Prescott Learning Centre's attendance area, the school is projected to be at capacity (100%) in the 2022-2023 school year and continue to increase over the next decade.

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 schools 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.

Additional Considerations are Required

Prescott Learning Centre is currently at 100% utilization, and with projected growth in all of the communities that feed into the school, its enrolment is projected to increase significantly, it is imperative that PSD considers additional measures for adjusting attendance areas other than only those that affect Parkland Village School. These considerations include re-directing and pre-designating residents of Tonewood, Fenwyck, and Easton to Woodhaven and Brookwood Schools until a new school in the east end of Spruce Grove is built. The PSD Board has included this request in the 2022-2025 Capital Plan Request.

Financial Considerations

Part A: Considerations for Parkland Village

The overall financial impact of leaving Grade 5s at Parkland Village School is minimal to the Division as a whole. Base Instruction, Service & Supports, Community and Jurisdiction revenues would remain unchanged as they are based on Weighted Moving Average (WMA) calculations which would not change regardless of where the students are designated. Parkland Village School, although small, does not meet the criteria to receive rural small school funding due to its proximity to the City of Spruce Grove.

Building Utilization Maintenance funding would benefit from increasing enrolments in Parkland Village. Schools receive funding based on the utilization percentage of the building. There is a \$20 dollar per square metre (\$20/m²) difference in funding between utilized space and non-utilized space. Schools who have a utilization percentage greater than 85% receive the same funds as if they were utilized at 100%. Parkland Village School was at an 85% utilization rate for 2021-2022. Based on the current grade configurations at Parkland Village School, the utilization rate will drop to 75% next year resulting in \$10,585 less in maintenance funding. The maintenance funding would not return to 2021-22 levels until 2026-27 when the utilization percentage is

expected to be above 85% again. Prescott Learning Centre would not be impacted by the grade 5 students remaining at Parkland Village as their utilization percentage would remain above 85%.

There would be a shift in per student allocations from Prescott Learning Centre to Parkland Village School for the students who remain at Parkland Village School. Based on the first 5 years, it would be an average of 47 students per year resulting in \$255,000 per year being moved to Parkland Village School's budget. This additional allocation would offset additional teachers, support staff, and supplies to provide education services to the students.

There would be no impact on the cost of Transportation under this alternative as per Transportations analysis.

Part B: Considerations for Woodhaven Middle School and Brookwood School

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. The Division will receive funding based on the WMA calculation for new students.

The initial step of designating these students to Brookwood School and Woodhaven Middle School will result in the schools receiving the allocations for these students to offset staffing and other expenditure to provide education for these students. The increase in students will improve the utilization of the school and result in some economies of scale.

It is assumed that a new school would be approved by Alberta Education and built in Tonewood once enrolments have created capacity issues within existing Spruce Grove schools. The students in these areas would then be designated to the new school. The allocation for these students would go to the new school to support staffing and other costs to educate the students. These costs would include direct costs such as teachers and supplies and also indirect costs such as school administration. Brookwood School and Woodhaven School would have to reduce staff and expenditures related to the students who move to the new school. It is likely these staff would be moved to the new school.

School operations and maintenance costs including utilities, custodial and maintenance would be covered through increases in maintenance funding related to WMA increases and building funding.

It is assumed that any additional transportation costs would be covered through a combination of transportation grants and rider fees.

Transportation Considerations

Part A: Considerations for Parkland Village

At present Parkland School Division's Regional Transportation System uses a combination of seven bus routes to service Parkland Village School. These routes pick up rural PSD and Evergreen Catholic students of all grades. The routes head to Parkland Village where the Kindergarten to Grade 4 students for Parkland Village School disembark and the remaining students transfer to a different bus and head into their respective schools in Spruce Grove.

If Parkland Village School were to become a Kindergarten to Grade 5 school, it would have no net impact for transportation when it comes to the cost of transporting those students.

If the K-5 grade configuration is adopted, it would mean that PSD would not need to transport approximately 40 students to Prescott Learning Centre. The result would be the removal of part of a transfer bus route that currently travels to Parkland Village School solely to pick up Prescott Learning School students. This partial route would not be required and would be re-designated to the East Pioneer area to alleviate growing requests from students who are ineligible for transportation funding in this area. (Live less than 2.4km and more than 900 metres from their designated school who have requested transportation)

Pick up times in the morning would be the same as they are now.

Students in Grades 5 would arrive home earlier in the afternoon because Parkland Village School ends earlier than Prescott Learning Centre.

Students in Grades 6 - 9 (21 students in 2021-2022) who reside within Parkland Village would not be directly bused home as they are now. They would transfer through Greystone transfer site. The expected ride time for these students would increase by approximately 10 minutes in the afternoon.

Students in Grades 6 - 9 (23 students) who live in the school attendance areas but not in Parkland Village will have no difference in times in the morning or afternoon.

Part B: Considerations for Woodhaven Middle School and Brookwood School

There are currently 44 students residing in Tonewood, Fenwyck and Easton who would be impacted by a potential re-direction to Brookwood and Woodhaven Middle Schools. The majority of these students currently do not access PSD transportation to get to school.

If these students were re-directed to Woodhaven Middle School and Brookwood School, the impact to the Transportation Department would include the addition on one bus route, at a cost of approximately \$60,00 annually. As these students will all reside further than 2.4 km from Brookwood School and Woodhaven Middle School, they would all become eligible for transportation funding.

The travel time for these students would be approximately 25-30 minutes each way. This bus would go through the Greystone Centennial Middle School Transfer site as part of its route.

Legacy Opportunities for Students

Current students attending Prescott Learning Centre, By Neighbourhood:

Neighbourhood	ECS	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Total
Tonewood	10	3	4	4	4	2	2	5	4	2	40
Fenwyck	0	1	1	0	0	0	0	1	0	0	3
Easton	0	0	0	0	0	0	0	0	0	0	0
Parkland Village	-	-	-	-	-	27	34	31	35	24	151
Totals	10	4	5	4	4	29	36	37	39	26	

The following scenarios that may be considered by the Board of Trustees when addressing residents of Tonewood, Fenwyck, and Easton neighbourhoods in Spruce Grove who are designated to Prescott Learning Centre (PLC).

CURRENT STATE – NO CHANGES. CURRENT PROJECTIONS

In 2022-23, PLC is projected to have 930 students enrolled, and will exceed 100% capacity.

SCENARIO 1 - ALL PLC STUDENTS LIVING IN TONEWOOD/FENWYCK/EASTON ARE MOVED

This scenario would see Tonewood/Fenwyck/Easton being re-designated to Brookwood Schol and Woodhaven Middle School with no opportunity for any students currently enrolled in PLC to remain there (legacy students). If this scenario were adopted and implemented in the 2023-2024 school year, the overall attendance at PLC would be reduced by 44 students. This scenario would have a moderate impact on the current enrolment at PLC, moving it under 100% utilization though still above 90% utilization.

Under this scenario, PLC is projected to reach 100% utilization again in 2025/26.

SCENARIO 2 - ALL TONEWOOD/FENWYCK/EASTON ARE ALLOWED TO AGE OUT AT PLC

This scenario would see Tonewood/Fenwyck/Easton communities be re-designated to Brookwood School and Woodhaven Middle School, but permit all students who currently attend PLC 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 Tonewood/Fenwyck/Easton students to 'age out' at PLC, enrolment would be reduced from 43 Tonewood/Fenwyck/Easton students attending PLC in 2023-24 to zero Tonewood/Fenwyck/Easton students attending PLC School by 2030-31.

This scenario is not projected to move PLC below its current 100% utilization.

SCENARIO 3 - ANY GRADE 7 – 9 STUDENTS LIVING IN TONEWOOD/FENWYCK/EASTON STUDENTS ARE ALLOWED TO AGE OUT AT PLC

This scenario would see the twelve (12) Grade 7-9 students living in Tonewood/Fenwyck/Easton to remain at Prescott Learning Centre until they complete Grade 9, but moving the thirty-one (31) Grade 2 to Grade 6 students to Brookwood and Woodhaven respectively, for the 2023-2024 school year.



This scenario is projected to move PLC to below 100% utilization until the 2025/26 school year.

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

This scenario would see Tonewood/Fenwyck/Easton re-designated to Brookwood School and Woodhaven Middle School, but given sufficient availability of space and resources at each grade level, Tonewood residents who currently attend PLC would have the first right to choose PLC as their school-of-choice. If we assume that half of the students chose to stay, this scenario projects PLC will reach 100% utilization in 2024/25. At that point, families who choose PLC as a school of choice may find there is not sufficient space or resources to accommodate the students, and therefore availability will decrease.

Prescott Learning Centre 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	930	941	953	976	985	1001	996	1022	1033	1025
S1 - All Tonewood, Easton, Fenwyck move - no "Legacy"	930	897	909	932	941	957	952	978	989	981
S2 - "Legacy" all current students and allow them to "age out"	930	935	941	962	969	981	972	992	999	981
S3 - "Legacy" students in 7-9, K-6 move to BW/WH	930	910	916	937	941	957	952	978	989	981
S4 – First right to choose PLC	930	919	932	954	963	979	974	1000	1011	1003
Capacity	931	931	931	931	931	931	931	931	931	931

 = Above Capacity
 = 90% Capacity

Key Assumptions:

- Average of 4.5 students per grade
- Enrolment data is based on student head-count
- Scenario 4 is based on an average of Scenario 1 and 2

Impact on Brookwood School and Woodhaven Middle School

Woodhaven 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	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
Tonewood/Fenwyck/Easton + PVS (grade 6) + McLaughlin (Grades 5 – 9 Only)	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

Some full-time equivalent teaching staff may require reassignment should whole cohort class of students remain at Parkland Village School should recommendation proceed to have this year's Grade 4's remain at Parkland Village School for the 2022-23 school year. An additional Grade 6 teacher would be required at PVS the following year, should the school re-configure again to a K-6 school in 2023-24. These may be reassignments from the staff at Prescott Learning Centre. Meanwhile – Woodhaven Middle School's staff would need to adjust to match the complement of incoming students regardless of which scenarios move forward.

Schools experience enrolment fluctuation on a regular basis and this is incorporated into budgeting and hiring processes for Parkland School Division annually.

Engagement:

Administration met with parents/guardians of Parkland Village School and Prescott Learning Centre in separate events. The first was a virtual engagement as the topic of Attendance Area Review was added to the Parkland Village School, School Council meeting on February 16, 2022.

The Prescott Learning Centre in-person engagement evening was Thursday, March 3, 2022 in the Prescott Learning Centre library.

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?

Separate engagements were also conducted with the staff of Parkland Village School and students at Prescott Learning Centre (where age appropriate).

Residents of the McLaughlin neighbourhood were not included in the original engagement session as that suggestion came later. This engagement is upcoming and the results of that conversation will be included in the final report with recommendations that will be considered by the Board of Trustees at a regular board meeting prior to the end of the 2021/22 school year.

WHAT WE HEARD:

Prescott Learning Centre Parents/Guardians

Prescott Learning Centre parents who engaged turned out to be a mix of families who either currently live in Parkland Village and have students that would be designated to Prescott upon completing Grade 4 and some who already transitioned from Parkland Village and are currently attending middle years classes at Prescott. Some would have been a part of the last Attendance Area Review in Spruce Grove when Prescott Learning Centre opened up in 2016. Additionally, some families represented the neighbourhoods in East Spruce Grove that are near Prescott Learning Centre. These neighbourhoods, including Tonewood and Fenwyck subdivisions have experienced significant growth since the school was built.

Themes that arose included:

- Will there be opportunities for exceptions to be made to stay at Prescott rather than move to Woodhaven Middle School?
- Was the City neighbourhood of Spruce Village considered for re-zoning?
- Proximity to the school (Prescott) was a determining factor in purchasing homes and not being able to walk there, but rather have to be bused to Woodhaven would be a concern.
- A general concern for transitioning students who had just gone through a recent transition should some Prescott students be designated for Woodhaven Middle School.

Prescott Learning Centre Students

On March 4, 2022, members from Parkland School Division conducted a student engagement at Prescott Learning Centre. Three engagements occurred with students in grades five, six, and seven. 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.

Given that Prescott is in its sixth year of operation, and given that the majority of students engaged were from the Parkland Village Area, all students could identify transitioning from at least one school. A few students have moved locations and could speak to transitioning from more than one school.

The facilitator asked students to consider the factors that helped to create 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 who 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 that Prescott Learning Centre and Copperhaven School are nearing capacity, and that the newly refurbished Woodhaven Middle School has the capacity for significantly more students.

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.

Other Opportunities to Share Feedback

Parkland Village: One other email was received via the inbox for board@psd.ca. A parent attending a School Council meeting brought up the query as to whether or not an Early Education class could possibly return to Parkland Village School considering all the changes being proposed to reconfiguration.

Tonewood Residents: To date, seven emails have been received from residents regarding this report. Citizens from the area are concerned that their children may need to move to a school that is definitely farther away from their residence, while many are also concerned about transitioning their children to another school. Two additional suggestions were made:

1. Move communities of Spruce Village or Kenton rather than Tonewood. This scenario is not feasible as there are too many residents in these communities to be accommodated at either Brookwood or Woodhaven.
2. Re-designate Prescott as a K-6 school and move all Grade 7-9 Prescott Students to Woodhaven. This scenario would put Woodhaven over capacity as the communities in the east end of Spruce Grove are growing at a very rapid pace.

Stakeholders are encouraged to email correspondence to board@psd.ca. A summary of all correspondence will be included in the final report Administration submits to the Board of Trustees.

Key Findings

- The Board of Trustees reconfigured Parkland Village School to become a K-5 school, beginning in the 2022-2023 School Year. This is a first step in addressing the utilization concerns at Prescott Learning Centre.
- Even without the Parkland Village students, Prescott Learning Centre is still facing an immediate utilization concern, and therefore other configurations must be considered.
 - A new school request in the Tonewood area has been included in the 2022-2025 Capital Plan
 - Areas in the East end of Spruce Grove that are not yet developed have been pre-designated to Brookwood and Woodhaven schools
 - Considerations remain for re-designating residents of the communities of Fenwyck, Tonewood and Easton.
- Changing Parkland Village School to a K-6 school presents some concerns from a utilization perspective, especially if there is a desire to reintroduce Early Education.
- There are a number of “legacy” scenarios to consider. Each of these scenarios will have impacts on families. Some scenarios address PLC and WH utilization but present potential utilization concerns at BW School within the next 4-5 years.

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.
- Dupere, V., Archambault, I., Dion, E., Leventhal, T., & Anderson, S. (2015). School mobility and school-age children's social adjustment. *Developmental Psychology*, 51(2), 197-210.
- Herbers, J. E., Reynolds, A. J., & Chen, C. (2013). School mobility and developmental outcomes in young adulthood. *Development and Psychopathology*, 25, 501-515.