

ATTENDANCE AREA REVIEW SUMMARY – RECOMMENDATION F



High Park School Space Constraints and Boundary Adjustments

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](#).

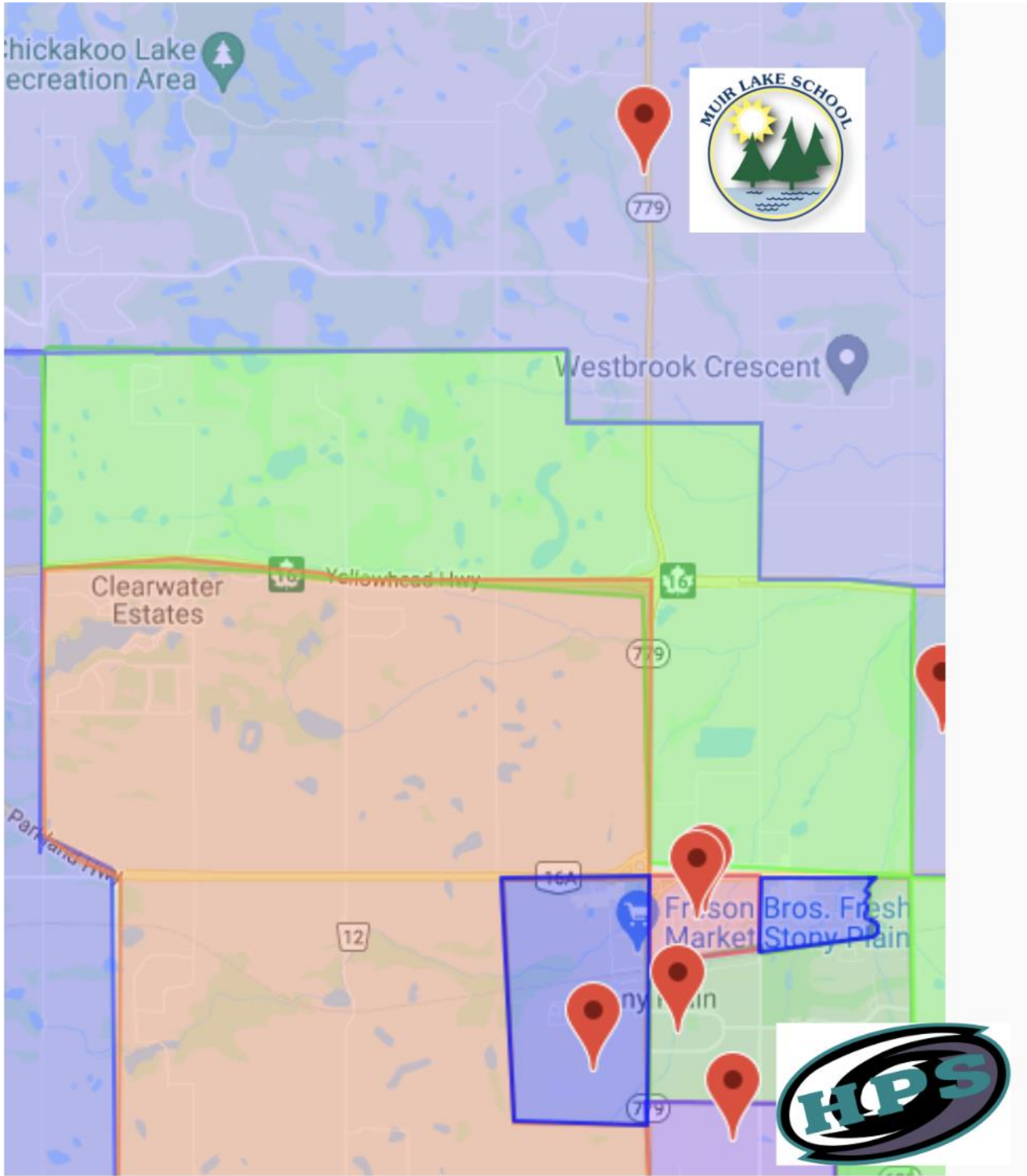
It is important that the attendance area review takes into consideration several factors including:



- 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 the Town of Stony Plain has increased from approximately 3,200 students to almost 4,000 students in 2021-2022. Overall, PSD increased from around 10,400 to 11,900 in that same 8-year span. Between 2011 and 2016, the Town of Stony Plain's population increased from 15,051 to 17,190 according to the Federal Census- an average annual growth rate of about 2.7%. Currently, the Town has nearly 18,000 residents with long-term plans that incorporate a projected population of 30,000.

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.

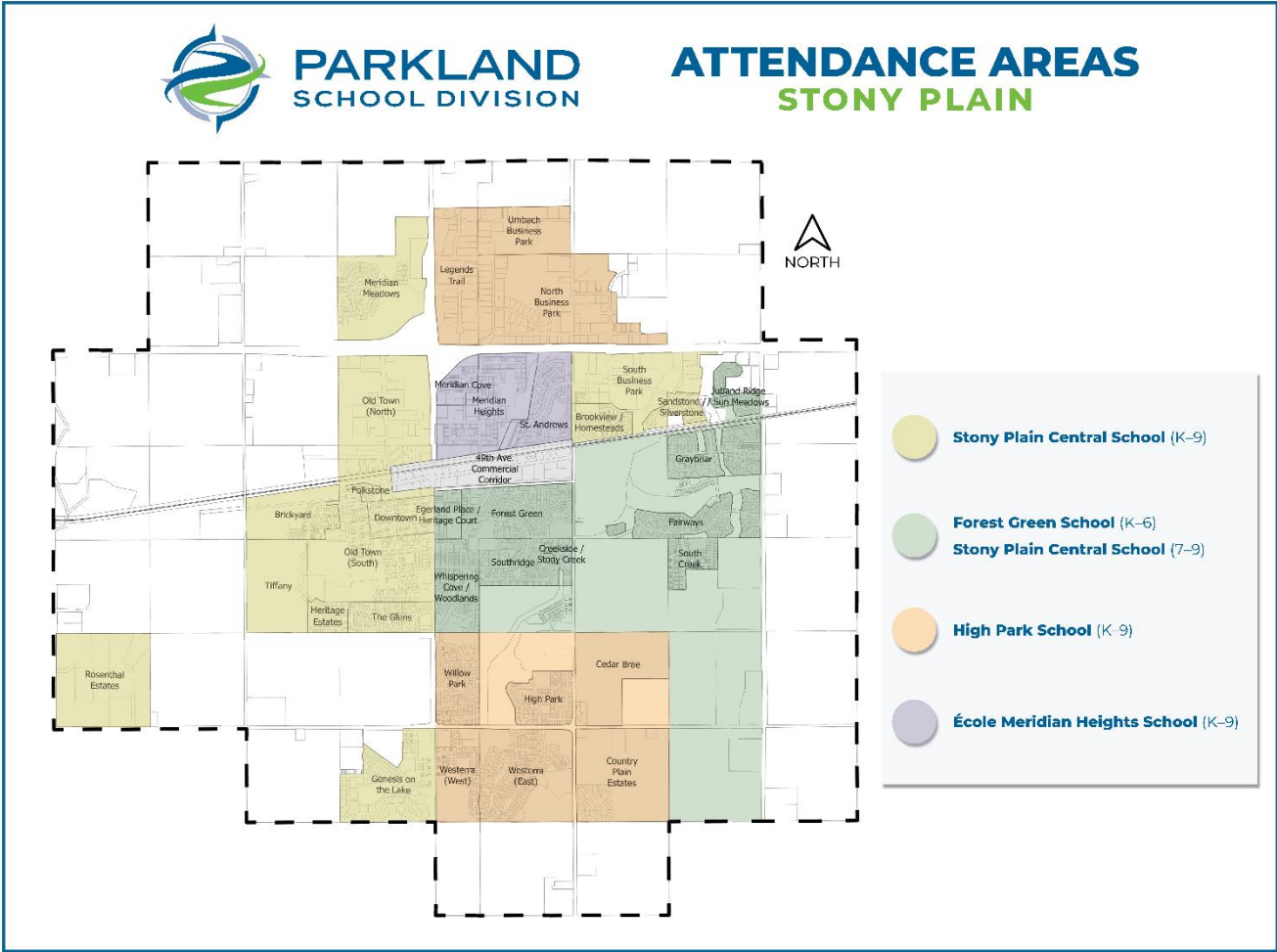
Current Attendance Area - High Park School (rural)



High Park rural attendance area 
Muir Lake School attendance area 

Stony Plain Central attendance area 

Current Attendance Area – High Park School (urban)



Facility Considerations

High Park School

- Physical building condition:

The library at High Park is open, central, and welcoming with tall, vaulted ceilings. The hallway flooring was replaced approximately 12 years ago – while the gym floor was redone 5 years ago. The home economics room was renovated with new countertops, cabinets, and equipment. There are new hot water tanks within the mechanical room. The staff room and main office are both outfitted with more modern furniture and carpet.

The school’s aluminum windows should be replaced for energy efficiency. Millwork, classroom flooring, and lighting in the science, art, and early education rooms require updating. The home economics space is undersized and students use the science room to prepare food before transitioning to the kitchen area. This suggests a deficiency of CTF space in the building. The mechanical room contains original boilers that need to be replaced. Spatially, there are some circulation pinch points and a general lack of breakout areas. High Park School would benefit from updated, flexible furniture to help encourage twenty-first-century learning in the classrooms and library.

Deferred Maintenance (September 2021)	Current FCI	Last Year’s FCI
\$2,346,703	28%	27%

Muir Lake School

- Physical building condition:

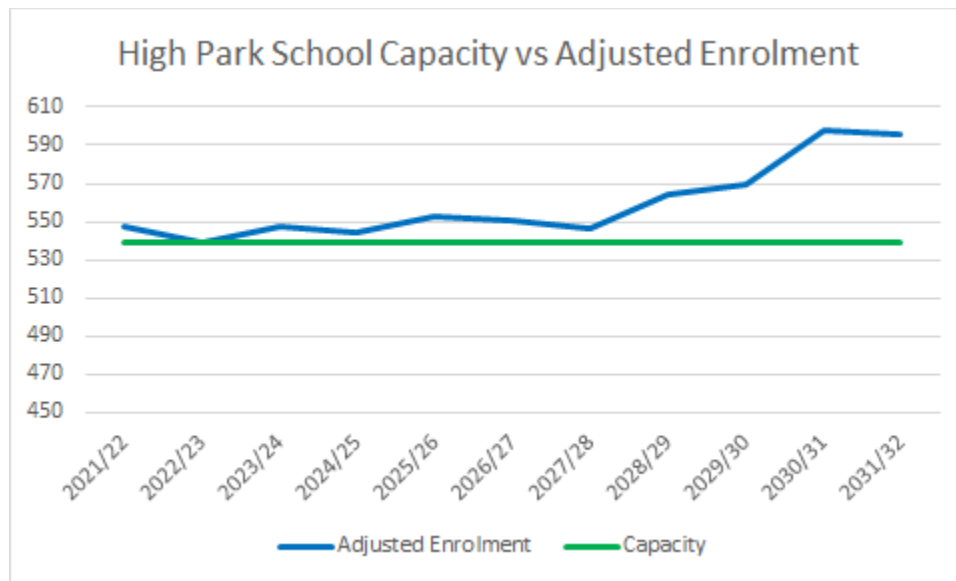
Muir Lake School has recently undergone a complete building envelope replacement and several roof replacements. It features a commercial kitchen that also has residential ranges to enable CTF programming options. Older portables were recently outfitted with new furnaces. Muir Lake School would benefit from a re-imagined learning commons area.

Muir Lake School has outdated flooring, windows, ceiling tile, lighting, and millwork which are all due for replacement.

Deferred Maintenance (September 2021)	Current FCI	Last Year’s FCI
\$5,120,103	10.00%	10.90%

High Park School Utilization Rates

High Park School		2211					100% Net Capacity					539 90% Net Capacity					485
		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	41	28	12	21	25	20	18	16	23	21	19	16	22	25	27		
Kindergarten	54	34	47	36	47	49	50	51	45	54	49	53	52	50	52		
Grade 1	44	54	38	44	37	48	50	51	52	46	55	50	54	53	51		
Grade 2	51	46	58	35	46	38	49	51	52	53	47	56	51	55	54		
Grade 3	58	52	52	57	37	48	40	51	53	54	56	49	59	53	58		
Grade 4	48	64	56	50	61	39	51	42	54	56	57	59	52	62	56		
Grade 5	56	47	64	58	56	63	40	53	43	56	58	59	61	54	64		
Grade 6	43	57	51	61	57	57	64	40	54	43	57	59	60	62	55		
Grade 7	51	46	57	49	61	57	57	64	40	54	43	57	59	60	62		
Grade 8	45	56	47	55	49	62	58	58	65	41	55	44	58	60	61		
Grade 9	60	40	57	45	55	47	60	56	56	63	40	53	43	56	58		
Total	551	524	539	511	531	528	537	533	537	541	536	555	571	590	598		
Total Severe Pre K/K	14	29	16	17	20	15	12	10	14	13	12	9	11	15	9		
Total Severe 1-9	15	14	17	14	16	15	16	17	18	17	16	17	12	15	14		
Adjusted Total	548	550	560	528	547	539	547	544	553	551	546	564	569	598	596		

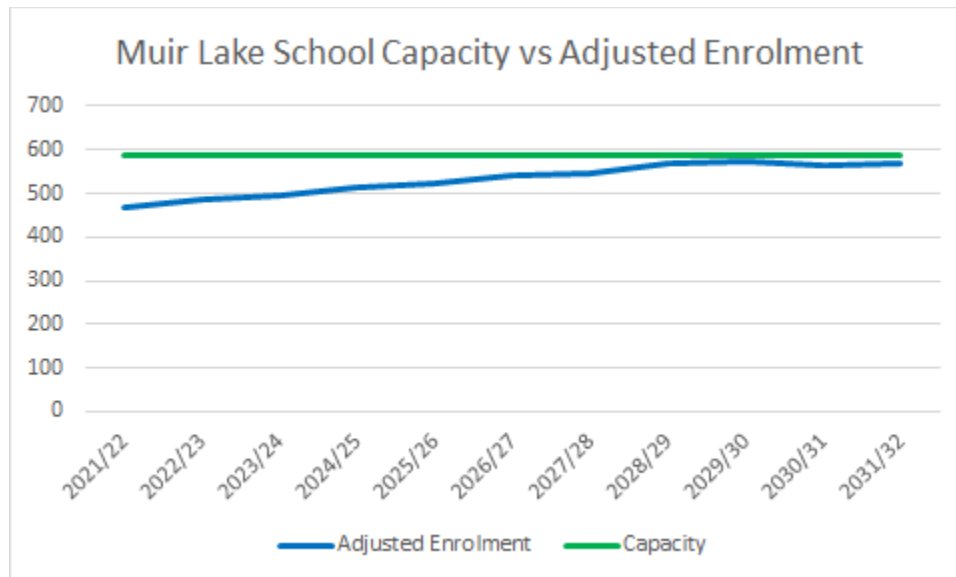


	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2027/28	2032/33
Enrolment	551	524	539	511	531	528	535	553
Adjusted Enrolment	548	550	560	528	547	539	547	561
Capacity	539	539	539	539	539	539	539	539

Analysis: High Park School is currently above 100% utilization and enrollment is projected to continue to grow over the next decade.

Muir Lake School Utilization Rates

Muir Lake School		2226					100% Net Capacity					589 90% Net Capacity					530
		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		
Kindergarten	45	40	54	42	59	51	44	45	52	50	54	51	53	52	44		
Grade 1	48	56	42	56	46	65	56	49	50	58	55	60	56	59	58		
Grade 2	35	49	56	41	68	48	68	59	52	53	61	58	63	59	62		
Grade 3	44	36	51	54	48	71	50	71	62	55	56	64	61	66	62		
Grade 4	46	47	36	45	55	48	70	50	70	62	55	56	64	61	65		
Grade 5	46	47	47	30	42	52	45	66	47	66	59	52	53	61	58		
Grade 6	47	46	45	38	28	39	48	42	61	43	61	55	48	49	56		
Grade 7	49	47	43	34	43	27	37	46	40	58	41	58	53	46	47		
Grade 8	48	48	48	37	32	41	26	35	44	38	55	39	55	50	44		
Grade 9	44	45	45	39	37	30	38	24	32	41	35	51	36	51	46		
Total	452	461	467	416	458	472	482	487	510	524	532	544	542	554	542		
Total Severe K	7	6	4	3	0	2	3	5	0	2	3	4	7	4	3		
Total Severe 1-9	12	14	17	17	20	18	17	22	19	20	18	22	25	17	22		
Adjusted Total	461	475	478	432	469	485	497	514	522	541	544	567	573	566	567		



Analysis: Muir Lake School is currently at 80% utilization and is projected to fluctuate between 82% and 97% capacity over the next decade.

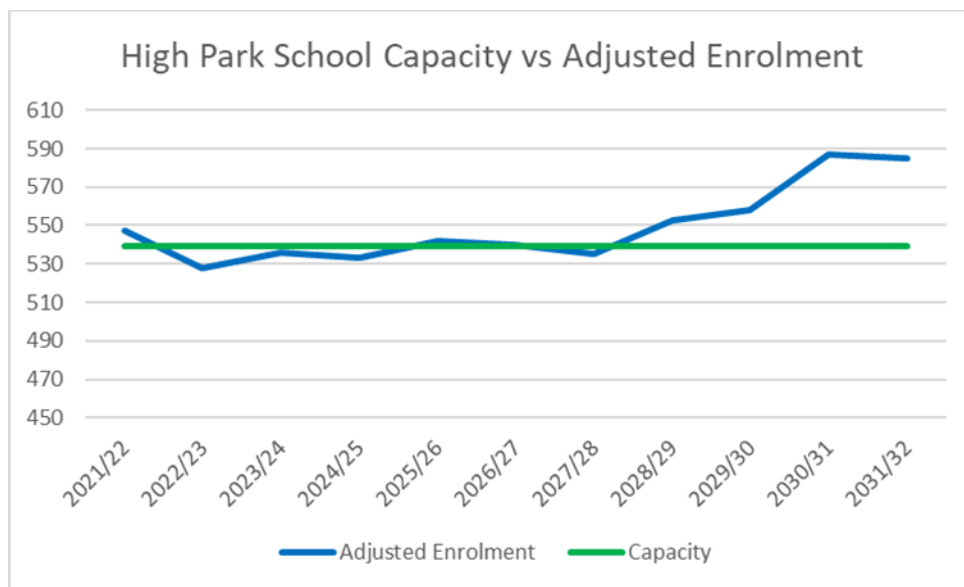
Current students attending High Park School (Rural Attendance Area by Grade)

Early Education	ECS	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Total
1	1	1	0	0	1	3	1	1	2	0	11

Adjusted Enrolment – High Park

Should the 11 students identified in the area in question be redirected from High Park School to Muir Lake School as recommended by the consultants, the utilization rate of High Park School would decrease:

	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	551	524	539	511	531	517	524	542
Adjusted Enrolment	548	550	560	528	547	528	536	550
Capacity	539	539	539	539	539	539	539	539

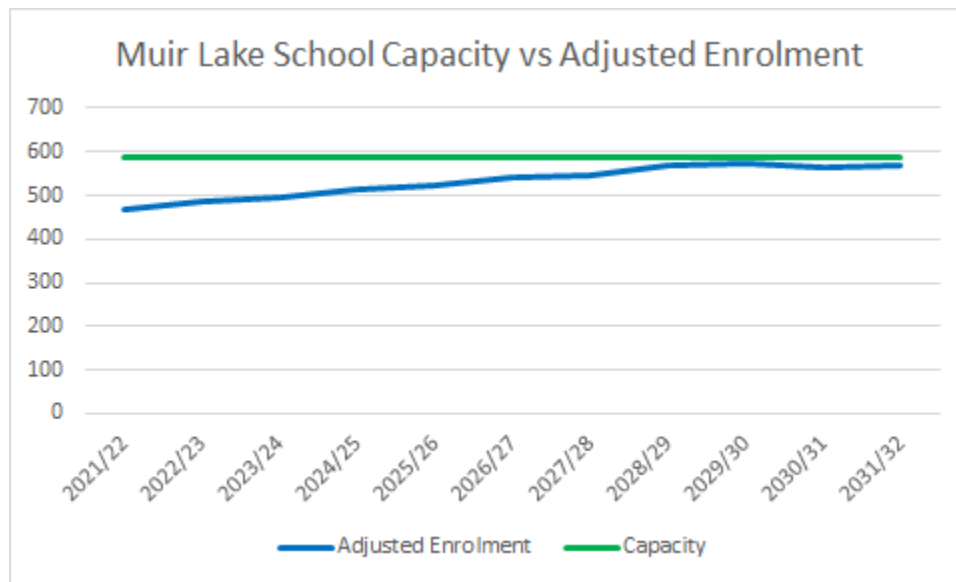


Analysis: Should the High Park families who reside in the area north of Highway 16 be re-designated to attend Muir Lake School, High Park’s utilization would decrease, but is still projected to reach 100% utilization by 2033.

Adjusted Enrolment – Muir Lake School

Should the 11 students identified in the area in question be redirected from High Park School to Muir Lake School as recommended; the utilization rate of Muir Lake School would increase:

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	452	461	467	416	458	483	506	528
Adjusted Enrolment	461	475	478	432	469	496	523	549
Capacity	589	589	589	589	589	589	589	589



Analysis: Should the area north of Highway 16 currently designated to High Park be re-designated to Muir Lake School, the projected utilization for this school is projected to remain between 84% and 93% over the next 10 years.

Modular classrooms could be added to the building to alleviate the perceived overcrowding. Modular classroom submissions should be planned up to 3 years in advance as there have been significant delays in manufacturing modular classrooms over the last 2 years.

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.

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 Weighted Moving Average calculations which would not change regardless of where the students are designated.

Building Utilization Maintenance funding would benefit from increasing enrolments at Muir Lake School as the school is 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. High Parks School's funding would not decrease as the school's enrolments would remain above 85% utilized.

The allocation for the students designated to Muir Lake School would follow the students and support staffing and other expenditures related to educating the students.

There would be some savings to Transportation Services as the students from the impacted area would be transported to Muir Lake where those students going on to other schools would be able utilize the existing transfer buses at Muir Lake School.

Transportation Considerations

To adjust the boundary for High Park north of Highway 16 would affect one bus route. This route currently picks up 49 students in the attendance area and transports them to the transfer site at Memorial Composite High School (MCHS). Of the 49 students, 7 students go to MCHS, 6 go to École Meridian Heights School, 31 go to High Park School, 1 student goes to Connections for Learning, 1 to Woodhaven Middle School while another three attend Evergreen Catholic Schools.

If the boundary were to be adjusted from High Park School to Muir Lake School, the bus route would remain somewhat the same but instead of traveling directly to the MCHS transfer site, it would go to Muir Lake School which also serves as a transfer site for some students. The 7 MCHS students would transfer onto another bus to be taken into the high school. The remaining students would also board transfer buses at Muir Lake to go to their respective schools.

The High Park students going to Muir Lake School would have an earlier pick-up time than they are accustomed to due to school start times. (Muir Lake’s 8:01am vs High Park’s 8:30am) It is expected the students would be on the bus for a shorter ride time if they were to be directly bussed to Muir Lake School. This could shorten their current ride time by approximately 20 minutes.

The afternoon would result in an earlier drop-off at home due to the early bell at Muir Lake School. (2:20pm)

The impact to the 11 remaining students from this attendance area would result in an earlier pick up time due to earlier start times at Muir Lake School. The need to utilize a transfer bus for these students would also result in a ride time that is approximately 15 minutes longer than they are currently accustomed to this year.

Current Ride start time	Length of ride	Possible start time	Possible ride time
7:12-8am	48 minutes to Memorial	7-8:06am	1hr, 6 minutes to Memorial

Current ride times are approximately 48 minutes with a route distance of 31 kms. Redirecting students from High Park School to Muir Lake School would result in ride times of approximately 45 minutes to Muir Lake, (1 hour, 6 minutes to MCHS) with a route distance of 25 kms to Muir Lake School. This would result in a slight saving of approximately \$1,200 per year in kilometer charges to the Transportation Services budget if the students from High Park School are redirected to Muir Lake School.

LEGACY OPPORTUNITIES FOR STUDENTS TO REMAIN AT HIGH PARK

As the affected number of students is 11, there may be opportunity to consider legacy opportunities for those families, based on transportation availability.

The grade configuration of these students is as follows:

Early Education	ECS	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Total
1	1	1	0	0	1	3	1	1	2	0	11

Human Resources Considerations

Since the 11 residents of this rural area who attend High Park School are spread out in various Grades from Kindergarten to Grade 9, neither High Park School nor Muir Lake School would 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.

Engagement:

Administration met with parents/guardians of High Park School in a virtual event March 1, 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?

WHAT WE HEARD:

Parents/Guardians who engaged on the topic had questions or concerns on the following areas:

- Busing
 - Length of bus rides would be a concern
 - School-of-choice fees. Would they apply should families choose to stay at High Park School? Muir Lake families wondered if they would still have to pay School-of-choice fees if Muir Lake School were to become their designated school
- Transitioning
 - One resident recounted having to experience the last time this attendance area changed
 - Parents of older students expressed they would not want their child entering Grade 9 having to move to two different schools in the span of two years.

Other Opportunities to Share Feedback

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

- Approximately 30 students already live in the attendance area being discussed and sign School-Of-Choice forms in order to attend Muir Lake School.
- 11 students currently live in the attendance area being discussed and bus into Stony Plain to attend High Park School.
- There is limited potential in the attendance area described above that could accommodate new growth, meaning population should remain relatively steady.
- Should the 11 students identified in the area in question move to Muir Lake School the projected capacity of High Park School would be between 97% and 102% of its capacity based on adjusted enrollment projections over the next 10 years.
- Should the 11 students identified in the area in question move to Muir Lake School the projected capacity of Muir Lake School would be between 84% and 93% of its capacity based on adjusted enrollment projections over the next 10 years. Modular classrooms could be added to the building to alleviate the perceived overcrowding. Modular classroom submissions should be planned up to 3 years in advance as there have been significant delays in manufacturing modular classrooms over the last 2 years.
- There is a potential that students who transfer into Memorial from this area may have a longer bus ride due to a change in route (transferring at Muir Lake).

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>
--	--	--	--

			<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
--	--	--	---

			<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.