

BUSINESS ARISING FROM PREVIOUS MEETING

NEW BUSINESS

12. BUSINESS ARISING FROM IN CAMERA
13. THREE-YEAR STRATHCONA COUNTY ENGAGEMENT:
FRENCH IMMERSION PROGRAMMING S. Stoddard/B. Dragon
(encl.)
14. 2024-25 MODULAR CLASSROOM PLAN S. Stoddard/B. Dragon
(encl.)
15. BOARD EVALUATION 2022-23 C. Allen
(encl.)
16. BOARD POLICY 7: BOARD OPERATIONS R. Footz
(encl.)
17. BOARD POLICY 8: BOARD COMMITTEES R. Footz
(encl.)
18. BOARD POLICY 17: STUDENT TRANSPORTATION SERVICES R. Footz
(encl.)

COMMITTEE REPORT

19. STUDENT EXPULSION COMMITTEE R. Footz
Meeting held Sept. 26, 2023 (verbal)
20. POLICY COMMITTEE R. Footz
Meeting held Oct. 4, 2023 (verbal)

REPORTS FOR INFORMATION

21. UNAUDITED FINANCIAL REPORT FOR SEPT. 1, 2022 TO
AUG. 31, 2023 S. Stoddard/L. Lewis
(encl.)
22. UNAUDITED ACCUMULATED SURPLUS AT AUG. 31, 2023 S. Stoddard/L. Lewis
(encl.)
23. 2023-24 ENROLMENT S. Stoddard/C. Cole
(encl.)
24. TRUSTEE NOTICES OF MOTIONS/REQUESTS FOR INFORMATION (verbal)

ADJOURNMENT

RECOMMENDATIONS: BOARD OF TRUSTEES OCT. 19, 2023

2. That the Board meet in camera.
That the Board revert to regular session.
3. *Land and People Acknowledgement*
4. That the Agenda be adopted, as amended or as circulated.
- 5.1. That the Board of Trustees approve the Minutes of Sept. 21, 2023 Meeting, as amended or as circulated.
6. That the Board of Trustees receive for information the Chair Report.
7. That the Board of Trustees receive for information the Superintendent Report.
8. *Comments from the Public and Staff Group Representatives.*
9. That the Board of Trustees receive the report from the representative of the ASBA Zone 2/3.
10. That the Board of Trustees receive the report from the representative of the ATA Local #28.
11. That the Board of Trustees receive the report from the representative of the Employee Relations Group.
12. *Business Arising from In Camera.*
13. That the Board of Trustees approves administration's recommendation to proceed with Option 2 to best address the projected enrolment pressures and secondary (grades 7-12) French Immersion retention concerns:
 - relocate all EIPS' secondary French Immersion program, grades 7-12, to Bev Facey Community High; and,
 - relocate or establish additional programming for grades 7-9 at Bev Facey Community High.
14. That the Board of Trustees direct administration to request funding to:
 - add two A-Type modular classrooms from Alberta Education to Ardrossan Elementary;
 - add two new B-Type modular classrooms from Alberta Education to SouthPointe School;

- demolish two modular classrooms and reclaim the site at Westboro Elementary.
15. That the Board of Trustees approves the Board Evaluation Report as developed on August 24, 2023, and THAT the Board monitor the priorities and actions outlined in their 2023-24 Board Work Plan that was developed at the September Board Retreat.
 16. That the Board of Trustees approves amendments to Board Policy 7: Board Operations, as presented.
 17. That the Board of Trustees approves amendments to Board Policy 8: Board Committees, as presented.
 18. That the Board of Trustees approves amendments to Board Policy 17: Student Transportation Services, as presented.
 19. That the Board of Trustees receive for information the report from the Student Expulsion Committee meeting held on Sept. 26, 2023.
 20. That the Board of Trustees receive the report from the Policy Committee meeting held on Oct. 4, 2023.
 21. That the Board of Trustees receive for information the Unaudited Financial Report for the period Sept. 1, 2022, to Aug. 31, 2023 for Elk Island Public Schools.
 22. That the Board of Trustees receives for information the Unaudited Accumulated Surplus at Aug. 31, 2023.
 23. That the Board of Trustees receives for information the Sept. 29, 2023, Enrolment Report for the 2023-24 school year for Elk Island Public Schools.



BOARD MEETING MINUTES

September 21, 2023

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, Sept. 21, 2023, in the Boardroom, Central Services, Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Cathy Allen calling the meeting to order at 9:02 a.m.

BOARD MEMBERS PRESENT

C. Allen, Board Chair
S. Miller, Vice-Chair
T. Boymook
R. Footz
C. Holowaychuk
D. Irwin
S. Miller
J. Seutter
J. Shotbolt

BOARD MEMBER ABSENT

R. Sorochan

ADMINISTRATION PRESENT

S. Stoddard, Superintendent
R. Marshall, Associate Superintendent
C. Cole, Secretary-Treasurer
L. McNabb, Director, Communications Services
C. Langford-Pickering, Executive Assistant/Recording Secretary

CALL TO ORDER

Meeting called to order at 9:02 a.m. with all trustees noted above in attendance.

IN-CAMERA SESSION

167/2023 | Trustee Irwin moved: That the Board meet in camera (9:02 a.m.).

CARRIED UNANIMOUSLY

168/2023 | Trustee Holowaychuk moved: That the Board revert to regular session (10:05 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 10:05 a.m. and reconvened at 10:14 a.m. with all trustees noted above in attendance.

Board Chair Allen welcomed all in attendance.

TREATY 6 ACKNOWLEDGMENT

Board Chair Allen called the meeting to order and acknowledged with respect the history, spirituality, and culture and languages of the First Nations people with whom Treaty 6 was entered into, the territory wherein EIPS resides. We acknowledge our responsibility as Treaty members. We also honour the heritage and gifts of the Métis people.

AGENDA

Board Chair Allen called for additions or deletions to the Agenda.

169/2023 | Trustee Boymook moved: That the Agenda be adopted, as circulated.

CARRIED UNANIMOUSLY

Board Chair Allen proceeded to the time certain item 15, Facility Services Summer Projects update 2022-23.

APPROVAL OF MINUTES

Board Chair Allen called for confirmation of the Aug. 24, 2023 Board Meeting Minutes.

171/2023 | Trustee Shotbolt moved: That the Board of Trustees approves the Minutes of Aug. 24, 2023 Board Meeting, as circulated.

CARRIED UNANIMOUSLY

Board Chair Allen called for confirmation of the Aug. 24, 2023 Board Organizational Meeting Minutes.

172/2023 | Trustee Seutter moved: That the Board of Trustees approves the Minutes of Aug. 24, 2023 Board Organizational Meeting, as circulated.

CARRIED UNANIMOUSLY

CHAIR REPORT

Board Chair Allen presented the Chair's report.

173/2023 | Board Chair Allen moved: That the Board of Trustees receives for information the Chair's report.

CARRIED UNANIMOUSLY

SUPERINTENDENT REPORT

Superintendent Stoddard presented the Superintendent's report.

174/2023 | Board Chair Allen moved: That the Board of Trustees receives for information the Superintendent's report.

CARRIED UNANIMOUSLY

COMMENTS, PRESENTATIONS AND DELEGATIONS AT BOARD MEETINGS

No comments, presentations or delegations were reported.

Association/Employee Groups

ATA LOCAL REPORT

Board Chair Allen invited the ATA representative D. Zielke to present the Local ATA report.

175/2023 | Trustee Footz moved: That the Board of Trustees receives for information the report from the representative of the ATA Local #28.

CARRIED UNANIMOUSLY

EMPLOYEE RELATIONS GROUP (ERG) REPORT

Board Chair Allen invited the ERG representative M. Miller to present the ERG report to the Board.

176/2023 | Trustee Holowaychuk moved: That the Board of Trustees receives for information the report from the representative of the Employee Relations Group.

CARRIED UNANIMOUSLY

Business Arising from Previous Meeting

No business arising from the previous meeting.

New Business

BUSINESS ARISING FROM IN CAMERA

No business arising from in camera.

ACTING CHAIR SCHEDULE 2023-24

Board Chair Allen presented to the Board the 2023-24 Acting Chair Schedule for approval.

177/2023 | Trustee Shotbolt moved: That the Board of Trustees approves the schedule for the position of Acting Chair to serve in the absence of the Chair and Vice-Chair, as presented.

CARRIED UNANIMOUSLY

COMMITTEE REPRESENTATIVE APPOINTMENTS

Board Chair Allen presented to the Board the committee representative appointments for 2023-24, for approval.

178/2023 | Trustee Boymook moved: That the Board of Trustees approves the 2023-24 Board Committee Representatives list, as presented.

CARRIED UNANIMOUSLY

TRUSTEE REMUNERATION

Secretary-Treasurer Cole presented to the Board the trustee remuneration effective Sept. 1, 2023, for approval.

179/2023 | Trustee Boymook moved: That the Board of Trustees approves the trustees' remuneration for the 2023-24 year increase by 2.0% effective Sept. 1, 2023.

CARRIED UNANIMOUSLY

180/2023 | Trustee Boymook moved: That the Board of Trustees direct the Superintendent to conduct a trustee compensation review and that the report for information come to the January 11, 2024 Caucus Meeting.
CARRIED UNANIMOUSLY

Committee Reports

No committee reports were presented.

Reports for Information

Assistant Director Derech presented to the Board the Facility Services Summer Project update for information. The Board provided gratitude for the extensive work Facility Services did over the summer. Assistant Director shared that the work involved staff from other departments and school personnel.

170/2023 | Trustee Irwin moved: That the Board of Trustees receives for information the Facility Services 2022-23 Summer Projects update.
CARRIED UNANIMOUSLY

Trustee Notices of Motion and Requests for Information

No notices of motion or requests for information were presented.

ADJOURNMENT

Board Chair Allen declared the meeting adjourned at 10:50 a.m.

Cathy Allen, Board Chair

Sandra Stoddard, Superintendent



RECOMMENDATION REPORT

DATE: Oct. 19, 2023

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Three-Year Strathcona County Engagement: French Immersion Programming

ORIGINATOR: Brent Dragon, Assistant Director, Facility Services

RESOURCE STAFF: Laura McNabb, Director, Communication Services
Corrie Fletcher, Communications Specialist, Communications Services
Shaylin Sharpe, Planner, Facility Services
Lisa Weder, Director, Student Transportation

REFERENCE: Administrative Procedure 305: School attendance areas and requests to attend non-designated schools
Administrative Procedure 540: Planning for school facilities

EIPS PRIORITY: Enhance high-quality learning and working environments
Enhance public education through effective engagement

EIPS GOAL: Quality infrastructure for all
Parent and caregiver engagement

EIPS OUTCOME: Learning and working environments are supported by effective planning, management and investment in Division infrastructure
Student learning is supported and enhanced by providing meaningful opportunities for parents and caregivers to be involved in their child's education

RECOMMENDATION:

That the Board of Trustees approves administration's recommendation to proceed with Option 2 to best address the projected enrolment pressures and secondary (grades 7-12) French Immersion retention concerns:

- **relocate all EIPS' secondary French Immersion program, grades 7-12, to Bev Facey Community High; and**
- **relocate or establish additional programming for grades 7-9 at Bev Facey Community High.**

BACKGROUND:

EIPS is in year three of a three-year public engagement initiative to enhance programming offered throughout the Division. One of the programs EIPS is looking at is French Immersion. Specifically, it's exploring ways to enhance programming, balance elementary enrolment, address enrolment pressures and increase retention at the secondary level—consisting of junior high, grades 7-9, and senior high, grades 10-12.



The French Immersion program in Elk Island Public Schools is offered from kindergarten to Grade 12 and is aimed at preparing functionally bilingual students—giving them excellent English skills and the ability to comfortably speak and write in French. Students complete the regular Alberta Education curriculum (language learning, math, science, social studies, phys. ed., music, health and art) in French, as well as a regular English language arts.

Up until 2020, the French Immersion program was offered at the following EIPS schools:

- Fort Saskatchewan
 - École Parc Élémentaire (K-6)
- Rural Strathcona County
 - Ardrossan Elementary (K-6)
 - Ardrossan Junior Senior High (7-12)
- Sherwood Park
 - École Campbelltown (K-6)
 - Sherwood Heights Junior High (7-9)

In 2019, enrolment pressures were identified at École Campbelltown and it was determined that if enrolment increases continued, as had been the trend for the previous four years, the school would not be able to meet future enrolment demands.

As a solution, the Board determined that Heritage Hills could accommodate a dual track, English-French program with space available to accommodate two French Immersion classes per grade. The establishment of an additional French Immersion site provided growth opportunity for the French Immersion program as a whole and guaranteed all families in Sherwood Park, who wished to access French Immersion Programming, the opportunity to do so. As such, in 2020, attendance boundaries were changed and students residing east of Clover Bar Road were designated to Heritage Hills Elementary and all students west were designated to École Campbelltown.

In the 2021-22 school year, EIPS identified additional areas of concern for the program’s long-term planning. The first: French Immersion program retention at the secondary level. And, the second: anticipated enrolment pressures in Ardrossan.

The French Immersion program’s low retention at the secondary level is the result of fewer students deciding to stay in the program at the junior high and senior high levels. Based on historical trends, the two grades with the lowest retention rates are Grade 7, at 86 per cent, and Grade 10, at 69 per cent. To put this into further context, the current Grade 10 cohort started in the 2013-14 school year with 130 students in the program. When the cohort reached Grade 6, in 2019 there were 123 students and by Grade 7 there were 102 students. When this cohort reached Grade 9 in 2022 there were 85 students and now in 2023, there are 50 Grade 10 students. So, of the 130 students who started in 2013, only 38 per cent remained in the program (see pg. 233, Attachment 1).

The table below outlines the retention for the cohorts from 2005 to 2012.

Cohort Year	Number of Students in Kindergarten	Year Cohort reached Grade 10	Number of Students enrolled in Grade 10	Retention at Grade 10
2012	150	2022	57	38%
2011	101	2021	41	41%
2010	117	2020	45	38%
2009	122	2019	55	45%
2008	131	2018	51	39%
2007	136	2017	49	36%
2006	112	2016	40	36%
2005	116	2015	40	34%

With several new residential developments underway, the Division expects significant enrolment pressures at Ardrossan Elementary and Ardrossan Junior Senior High in the near future. While EIPS can manage Ardrossan Elementary's enrolment pressures through modular classroom planning, an alternative solution needs to be determined to address pending growth pressures to accommodate students attending Ardrossan Junior Senior High. Modular classrooms are not a viable option for Ardrossan Junior Senior High as the anticipated number of modular classrooms required to accommodate the expected student population would create challenges within the core school. Furthermore, that approach for Ardrossan Junior Senior High is not sustainable because it doesn't address the first area of concern, program retention.

Before making any decisions about French Immersion programming, EIPS undertook four phases of public engagement with the school community—families, students, and community members—to ensure a solution that's in the best interest of all students.

1. Pre-engagement phase: A French Immersion Parent Survey, 2017-18
2. Phase 1: Exploring values and needs
3. Phase 2: Information gathering
4. Phase 3: Possible options

The Division used feedback from the pre-engagement, Phase 1 and Phase 2, to develop a new [vision and guiding principles](#) for the French Immersion program and a [potential draft solution](#). That draft solution was presented to stakeholders in April 2023—Phase 3: Part 1. Using that feedback, the Board made a decision on how best to [balance the elementary enrolment issue](#)—expand the French Immersion attendance boundaries at Heritage Hills Elementary, effective in 2023-24. It also used the feedback to develop additional options for the secondary French Immersion program to address enrolment pressures in Ardrossan and program retention numbers. Then, in June, stakeholders were consulted again on [three possible options](#)—through an online, video-guided survey from June 16 to July 13. The consultation focused on each option's strengths, challenges and future considerations and the options were developed based on feedback provided by stakeholders during the April consultation. As well, due to the April feedback revealing that stakeholders did not understand the significant enrolment pressures in Ardrossan and the need to change location to accommodate the anticipated growth, it was clearly communicated in June—through the video-guided survey and comprehensive accompanying materials—the French Immersion secondary program could not remain at Ardrossan Junior Senior High due to projected enrolment pressures in that community.

For Phase 1 to Phase 3: Part 1, EIPS sought feedback from all French Immersion staff, families and community members. For Phase 3: Part 2, EIPS expanded stakeholders to include Division families and staff within Strathcona County. The reason: the two additional [proposed options](#) impact other programming within the Division—the regular English program, [specialized system programs](#) and [alternative programs](#).

Overall, the Division engaged stakeholders in Sector 1 – Sherwood Park, Sector 2 – Strathcona County, Sector 3 – Fort Saskatchewan and Sector 4 – Lamont County. Since October 2022, EIPS has had more than 2,500 touchpoints with the community and collected input from residents of Ardrossan Hamlet, Hamlet of Sherwood Park, Strathcona County, the Town of Bruderheim, the City of Fort Saskatchewan, Lamont County and non-resident students. For more information about each engagement phase, see Attachment 1.

Analysis

The following are the three possible solutions presented to stakeholders for secondary French Immersion programming—all effective when the new Sherwood Park replacement school opens, expected in the 2026-27 school year:

Option 1: Relocate all EIPS secondary French Immersion programming to Bev Facey Community High, grades 7-12. Meaning the school offers single-track French Immersion, grades 7-9, and dual-track regular English and French Immersion, grades 10-12.

Option 2: Relocate all EIPS secondary French Immersion programming to Bev Facey Community High, grades 7-12, AND, add a junior high regular English program at the school. Meaning the school becomes a dual-track school, grades 7-12.

Option 3: Relocate all EIPS junior high French Immersion programming, grades 7-9, to the new Sherwood Park replacement school, AND, relocate all EIPS secondary French Immersion programming, grades 10-12, to Bev Facey Community High. Meaning the new replacement school offers dual-track junior high programming and single-track elementary French Immersion, and Bev Facey Community High offers dual-track senior high programming.

After reviewing all feedback, background information, enrolment projections, Division infrastructure and trends, EIPS Administration has developed a recommendation for the Board to consider, for the secondary French Immersion program.

Recommendation

EIPS administration believes the best option is still its original solution, Option 1. That's because Option 1 causes the least student disruption, is the most sustainable long-term, best aligns with the French Immersion [vision and guiding principles](#) and the Division's [mission, belief statements and priorities](#), and best addresses the values and needs heard during Phase 1 and Phase 2 of the French Immersion engagement:

- a desire for robust programming;
- a desire for school sites close to where students live;
- a desire for fewer school transitions to improve retention;
- a desire for more academic supports;
- a desire for a clear vision; and
- a desire for ongoing parent engagement.

However, to respect the engagement effort and feedback heard during Phase 3, Option 2 is the solution administration recommends to the Board to address its secondary French Immersion concerns. Specifically, relocating all EIPS secondary French Immersion programming to Bev Facey Community High. And, to ensure a robust junior high program, administration also recommends adding additional programming to Bev Facey Community High for grades 7-9—effective when the new Sherwood Park replacement opens, likely in 2026-27.

EIPS administration is recommending additional programming instead of adding a regular English program for junior high at the school. The reason is enrolment projections illustrate a dual-track grades 7-12 program—regular English and French Immersion—at Bev Facey will over-subscribe the school. That projection includes removing the system programs—Focus, GOALS and PLACE—and closing the attendance boundaries. As well, establishing a new junior high attendance boundary that appropriately balances the long-term needs of a regular English junior high program is complex and dynamic. In contrast, introducing an additional program for grades 7-9 at Bev Facey allows greater flexibility to balance the long-term enrolment needs, an opportunity to enhance programs of choice offerings, and for Bev Facey to, potentially, retain and even expand some of its system programs—meaning fewer student disruptions. The change to Option 2 honours the feedback collected in Phase 3 Part 1 by addressing the concerns of a relatively small junior high with a larger senior high. Projections for Option 2, indicate that Bev Facey will have 493 junior high students and 770 senior high students

when the change takes effect in 2026-27. This would make the junior high at Bev Facey the third largest in the Division—following F.R. Haythorne Junior High and Sherwood Heights Junior High. The senior high at Bev Facey would remain the second largest in the Division—following Salisbury Composite High. The next largest high school is Fort Saskatchewan High.

Note: There are 76 students enrolled in Focus, GOALS and PLACE for the 2023-24 school year. Projections indicated a similar number of students in these program in 2026-27.

Administration is recommending Option 2 because it honours the feedback collected throughout the engagement. After reviewing feedback from Phase 3 of the engagement, it's clear Option 1 is the least preferred by stakeholders. Meanwhile, Option 2 adheres best to both EIPS Guiding Principles and the input heard by the school community. In fact, the option tied as the best-performing option in the What We Heard Report for Phase 3: Part 2—prepared by Y Station Communications and Research, a third-party consultant that analyzed all the data from Phase 3. Y Station used a scoring matrix to determine the option with the strongest stakeholder endorsement based on survey feedback. The matrix is below. It's important to keep in mind the matrix reflects the public engagement consultant's interpretation of the survey feedback. Overall, Option 2 and Option 3 scored the highest, with 26 points. Option 1 scored the lowest with 24 points (see pg. 266, Attachment 1).

Phase 3: Part 2 – Best Performing Option Matrix

	Option 1 scores	Option 2 scores	Option 3 scores
Guiding Principles	7	9	8
French Immersion students are encouraged to remain in the program until the end of Grade 12.	1	2	2
Robust enrolment—more than one class per grade—enhances teaching quality and student learning.	2	2	2
Reduce the number of transitions to a new school.	3	2	1
Offering depth and breadth, multiple subject offerings and extracurricular activities is important to retention.	1	3	3
Must-have criteria for the potential solution	7	9	10
Address growth.	3	2	2
Address enrolment and retention concerns.	2	3	2
Align with what we heard.	1	2	3
Enable growth of the program well into the future.	1	2	3
Ranking choice question	10	8	8
Hamlet of Ardrossan (n=24)	2	3	1
City of Fort Saskatchewan (n=52)	3	3	2
Rural Strathcona County (n=98)	3	1	2
Hamlet of Sherwood Park (n=294)	2	1	3
Total	24	26	26

All three options meet the following criteria;

- Aligns with the French Immersion [vision and guiding principles](#).
- Enables robust, linguistically and culturally rich programming.
- Allows for a dedicated French Immersion section of the building to maximize French-speaking opportunities.
- Allows for robust careers and technology programming—CTF and CTS—and extracurricular programs.
- Provides programming closer to where the majority of French Immersion students live.

Additionally, administration is recommending Option 2 over Option 3 because:

- it minimizes student transitions,
- it strengthens continuity in teaching and learning,
- it's sustainable into the future, and
- it allows for reasonable bus ride times.

EIPS has outlined the added benefits of Option 2 over Option 3 in the sections below.

Minimizes Student Transitions

Option 2, reduces the number of transitions each student must make to remain in the program to one. For Option 2, students will switch schools only when they move from Grade 6 to Grade 7—regardless of their elementary school. In Option 3, only students enrolled in the new Sherwood Park replacement school would have one transition. Students enrolled in École Parc Élementaire, Ardrossan Elementary, and Heritage Hills Elementary would have three transitions.

Strengthens Continuity in Teaching and Learning

Option 2 provides opportunities to maximize the expertise of French teachers and retain them as they can teach in French the majority of the time. The ability for teachers to teach multiple grades enhances the continuity of instruction for students and build lasting relationships. This is for both the junior high and senior high school setting. This is not an option for Option 3 as the senior high is physically separated from the junior high.

Sustainable into the Future

EIPS has developed enrolment projections for each option with enrolment graphs outlining the Baseline, Option 1, Option 2 and Option 3 (Attachment 2). In Option 2, projections for Bev Facey with an additional junior high program at one to two classes per grade indicated that in 2026-27, when the changes take effect, the school would be at 82 per cent utilized. Over the long-term Bev Facey would operate below 95 per cent (Attachment 2).

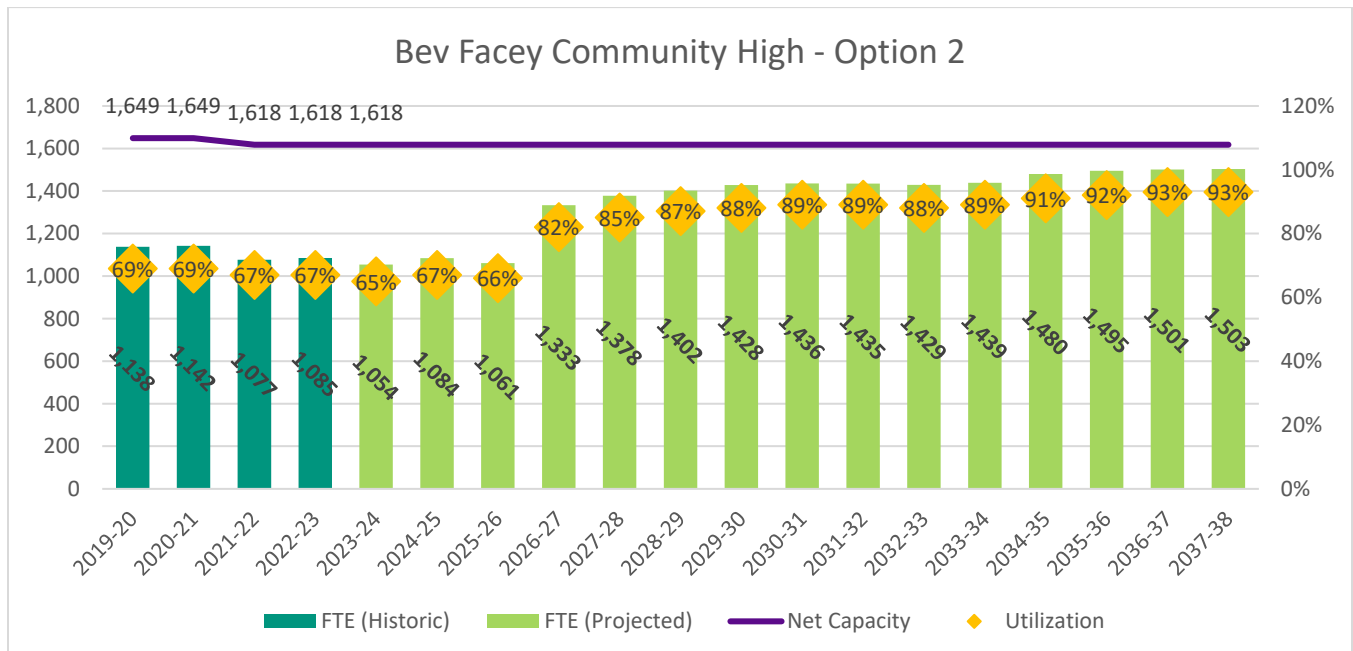


Figure 1: Option 2, Bev Facey Community High enrolment projection based on closed boundaries with grades 7-12 French Immersion, an additional 7-9 program, Regular program grades 10-12 and Advanced Placement grades 10-12.

As well, enrolment projections indicated in Option 3, the Sherwood Park replacement school would offer sustainable French Immersion programming for the short term. Meaning, EIPS would need to revisit secondary French Immersion in the next five to 10 years—something the French Immersion community clearly asked the Division not to do again and instead make a decision for the long-term (Attachment 2). Enrolment projections for the Sherwood Park Replacement School indicate that when the changes take effect the school would open at 103 per cent utilization and over the long-term would increase to 109 per cent. These projections already consider the relocation of the Logos Christian program and Impact program. In order to accommodate Option 3, EIPS would need to consider adjusting the regular junior high attendance boundary.

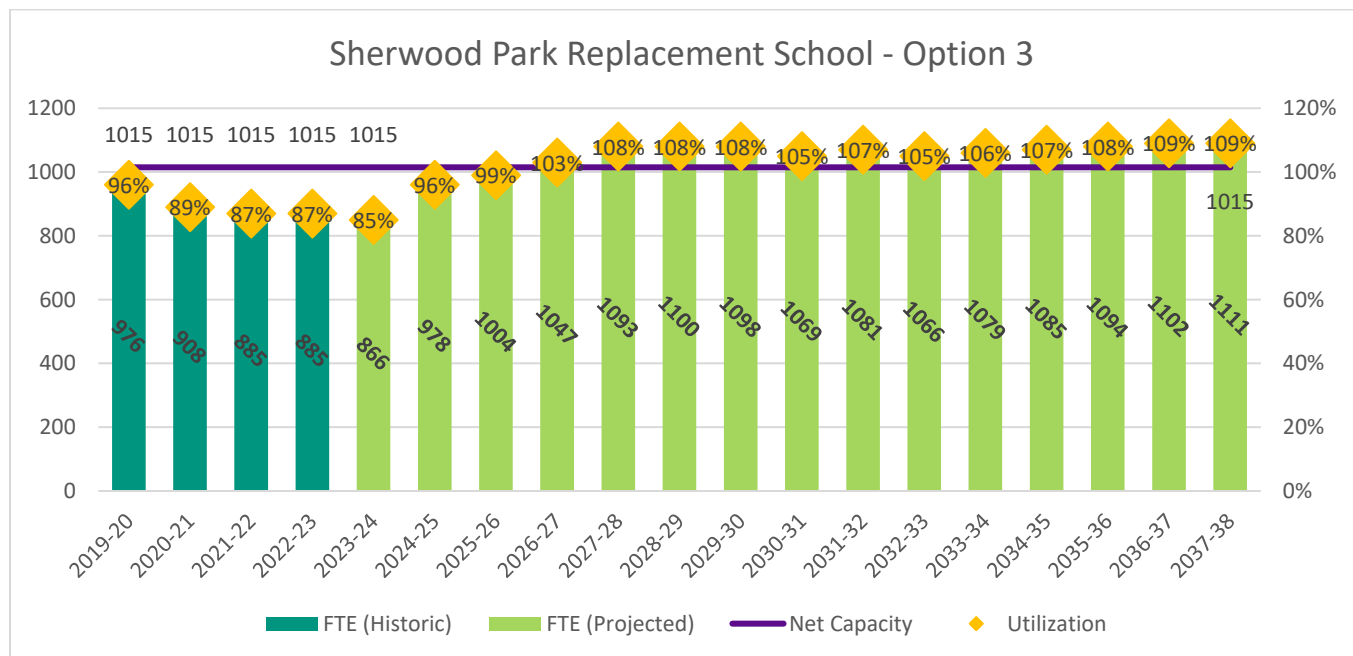


Figure 2: Option 3, Sherwood Park Replacement School enrolment projection based on closed boundaries with grades K-9 French Immersion, Regular program grades 7-9 and Junior High Honours Grades 8-9. The enrolment until 2026-27 is based on the combined enrolment of École Campbelltown and Sherwood Heights Junior High.

Additionally, when reviewing the enrolment for the French Immersion program, Option 2 enables the Division to grow the French Immersion program more than Option 3. Fewer transitions overall, in Option 2 will result in the highest retention rates. By 2031, five years after the change is planned, EIPS projects 1,740 students in French Immersion going with Option 2. In contrast, by 2031, EIPS anticipates 1,689 students in French Immersion for Option 3. It should be noted Option 2 and Option 3 represent an increase from the baseline projection of 1,608 students. For Option 2, in 2026-27 EIPS anticipates that Bev Facey will have 493 junior high students and 770 senior high students. Projections suggest there will be 461 French Immersion students overall at Bev Facey in 2026-27.

Note: Enrolment projection for Option 1 indicates the same level of growth in the French Immersion program by 2031 as Option 2 but Bev Facey would retain a lower overall utilization rate. With closed boundaries for the regular senior high program, the school would open at 76 per cent and over the long-term the school would operate at 86 per cent (Attachment 2).

Reasonable Bus Ride Times

EIPS Student Transportation has conducted an analysis based on current student ridership patterns and demographic information. At this time, Option 2 allows for the most flexibility and least impact to ride times. However, it is difficult to determine rider times for the 2026-27 school year. In advance of the change taking effect Student Transportation would complete a route optimization. Below is a breakdown of ride time impacts for each option.

Option 1:

- shorter ride times for urban Fort Saskatchewan riders;
- similar ride times for junior high students and shorter ride times for senior high students living in Sherwood Park;
- similar ride times for students living in rural Fort Saskatchewan and Strathcona County; and
- longer ride times for current direct-bus Ardrossan students—but reasonable and comparable to other riders coming into town.

Option 2:

- shorter ride times for urban Fort Saskatchewan riders;
- similar ride times for junior high students and shorter ride times for senior high students living in Sherwood Park;
- similar ride times for students living in rural Fort Saskatchewan and Strathcona County; and
- longer ride times for current direct-bus Ardrossan students—but reasonable and comparable to other riders coming into town.

Option 3:

- similar ride times for students living in Fort Saskatchewan and rural areas;
- similar ride times for junior high students and shorter ride times for senior high students living in Sherwood Park; and
- longer ride times for current direct-bus Ardrossan students—but reasonable and comparable to other riders coming into town.

Future Engagements

Should the Board move forward with Option 2 to address the French Immersion program, administration will approach the next phase of the Three-Year Strathcona County Engagement—balancing senior high enrolment—using more of an informative approach with the community about the upcoming changes. That said, wherever possible EIPS will ensure it consults stakeholders on areas that don't impact the French Immersion decision.

Implementation

To develop a robust recommendation, administration also developed an implementation plan—based on the new Sherwood Park replacement school opening in September 2026.

2023-24

- Inform the EIPS school community the secondary French Immersion program will move to Bev Facey Community High, effective when the Sherwood Park replacement school opens.
- Initiate Year 3 of the Strathcona County Engagement Plan by informing how the Division plans to balance the senior high attendance area—dual-track French Immersion, grades 10-12 at Bev Facey.
- Explore relocating, or launching a new, alternative program at Bev Facey Community High, grades 7-9. The target: one to two classes per grade.



RECOMMENDATION REPORT

2024-25

- Engage the school community about the transition plan to ensure all students and staff are positioned to achieve success.

2025-26

- Close the Bev Facey Community High attendance boundary to non-designated students.

2026-27

- Transition all secondary French Immersion students, grades 7 to 12, to Bev Facey Community High.

NOTE: The graduating class for 2026-27 is currently in grade 9. There are 37 students enrolled in Ardrossan Junior Senior High and 45 students enrolled in Sherwood Heights Junior High. As well, administration will work with Ardrossan Junior Senior High to ensure the students who want to, can take part in the 2026-27 graduation ceremony.

Considerations

EIPS expects to close boundaries at Bev Facey Community High in 2025-26. However, the Board can apply both the Sibling Clause and Grandfathering Clause for current families without risking enrolment pressures at the school.

COMMUNICATION PLAN:

If the Board approves the recommendation as presented, EIPS administration will work with Communication Services, Student Transportation, Facility Services and the impacted schools to inform stakeholders of the decision. Administration would follow through on the steps outlined in the Implementation Plan and would continue to engage the community to provide support to the community.

ATTACHMENT(S):

1. Attachment 1: French Immersion Engagement Summary
 - Pre-engagement Phase
 - Phase 1
 - Phase 2
 - Phase 3
2. Attachment 2: Enrolment Projection Graphs

CC:

French Immersion Public Engagement Summary

Pre- Engagement.....	2
Phase 1.....	70
Phase 2.....	101
Phase 3 Part 1.....	162
Phase 3 Part 2.....	242

LAST UPDATED: October 2023



Pre- Engagement

TABLE OF CONTENTS

Information Report	3
Highlights of 2017-18 French Immersion Parent Survey	5

LAST UPDATED: October 2023





INFORMATION REPORT

DATE: May 3, 2018

TO: Education Committee

FROM: Mark Liguori, Superintendent

SUBJECT: Parent French Immersion Survey Results 2017-18

ORIGINATOR: Sandra Stoddard, Associate Superintendent, Supports for Students

RESOURCE STAFF: Karen Baranec, Communications
Corrie Fletcher, Communications
French Immersion Principal group
Annie Garneau, French Immersion Consultant

EIPS PRIORITY: Priority 3: Enhance public education through effective engagement, partnerships, and communication.

EIPS GOAL: Goal 1: Parents as Partners

EIPS OUTCOME: Student learning is supported and enhanced through parent engagement.

ISSUE: Provide a Report for Information on the Division results for the 2017-18 Elk Island Public Schools' French Immersion Parent Survey.

BACKGROUND:

Elk Island Public Schools (EIPS) is committed to providing a high-quality and comprehensive French immersion program that meets the needs of its students. The goals of French immersion are:

- Students achieve a level of competence in English equivalent to the level achieved by English program students within three years of beginning instruction in English, and maintain that equivalency through Grade 12;
- Students achieve the prescribed outcomes in all subjects studied;
- Students are functionally fluent in French by the end of Grade 12 and able to:
 - participate easily and willingly in conversations in French;
 - communicate in French for both personal and professional purposes;
 - pursue post-secondary education in French if they so choose;
 - accept employment where French is the primary language used; and
 - gain an understanding and appreciation of Francophone cultures.

In order to achieve these goals, the Division felt that it was important to gather information from parents on French immersion programming that is being offered within EIPS. In response, the Division developed a French Immersion Parent Survey to gather information to enhance program delivery and to determine ways in which students can be supported to remain in the French immersion program throughout their K-12 education. As such, some of the questions in the parent survey were developed to gather information on areas such as recruitment and retention. As well, many open-ended questions were provided in order to gather additional



INFORMATION REPORT

details to ensure that the Division collected the best information possible in order to make informed decisions moving forward.

CURRENT SITUATION OR KEY POINT:

In March, the Division invited EIPS' families to participate in the 2017–2018 EIPS Parent Survey. For parents who had children enrolled in a French Immersion program, an additional link to the French immersion Parent Survey was provided. In total, 293 parents responded. A summary from the 2017-18 EIPS French Immersion Parent Survey is provided in Attachment 1. All French Immersion principals have reviewed the Division level data and concur with the themes highlighted in the attached report.

A summary of the analysis of results will be provided to French immersion Principals to share with parents on their website. Schools have been asked to NOT post any results until May 7, 2018 so that the Board has an opportunity to review the Division's overall results prior to public release.

ATTACHMENT(S):

1. Summary of Highlights from the 2017-18 EIPS French Immersion Parent Survey Results
2. 2017-18 EIPS French Immersion Parent Survey - Complete Division Results

Background Information

In March, the Division invited EIPS' families to participate in the 2017–2018 EIPS Parent Survey. For parents who had children enrolled in a French Immersion program, an additional link to the French immersion Parent Survey was provided. In total, 293 parents responded. A breakdown of the percentage of respondents per school was:

Ardrossan Elementary	39 respondents: representing 13.31 per cent of the overall responses
Ardrossan Jr/Sr	41 respondents: representing 13.99 per cent of the overall responses
Ecole Campbelltown	128 respondents: representing 43.69 per cent of the overall responses
Ecole Parc Elementarire	66 respondents: representing 22.53 per cent of the overall responses
Sherwood Heights	19 respondents: representing 6.48 per cent of the overall responses

Below is a high level summary of the quantitative data from the survey as well as a summary of the qualitative comments provided in the open-ended questions. Note that the comments were themed. A theme was determined to emerge if three or more similar responses were recorded.

Summary of Survey Responses

- When respondents were asked to indicate how important each of the following reasons was in their decision to enroll their child in the French immersion program, the following were ranked as very important or important.
 - the advantages of speaking two languages – 99 per cent
 - potential for increased academic achievement – 96 per cent
 - the potential for increased employment options after graduation – 95 per cent
 - heard about it, and it sounded interesting – 33 per cent
 - friends/family members already in immersion – 31 per cent
 - I or my spouse was in French immersion – 31 per cent

Embedded within the open ended comments for this question, the following themes emerged:

- Eight respondents indicated they had a French Heritage and/or spoke that language in the home
- Five respondents felt that their child would be challenged and more engaged by the enriched opportunities provided by the French immersion program
- Five respondents highlighted the benefits with respect to enhanced cognitive development and being more prepared for post-secondary
- Three respondents felt that as Canada is a dual language country, it was important that their child learn French
- Other responses did not create a theme

- When respondents were asked to indicate what source of information influenced their decision to enroll their child in the French immersion program?
 - 81 per cent identified research on the benefits of immersion programming
 - 39 per cent identified conversations with family/friends
 - 35 per cent identified communication from school/school board and educators
 - 9 per cent identified the media

Embedded within the open-ended comments for this question, the following themes emerged:

- Seventeen respondents identified that their own perceived benefit or lived experiences influenced their decision
- Five respondents indicated conversations, open houses and school tours influence their decision
- Three respondents reported day home or preschool as an influence
- Other responses did not create a theme

3. When asked to rate their level of commitment to the French Immersion program and their willingness to support their child to remain in French Immersion until completing High School:

- 60 per cent were strongly committed
- 32 per cent had a few doubts
- 7 per cent had many doubts

Additionally, when respondents were asked to report on how certain they were that their child would complete Grade 6, 9 or 12 French immersion:

- 81 per cent were certain their child would finish grade 6
- 45 per cent were convinced their child would finish grade 9
- 9 per cent were certain their child would finish grade 12

For respondents that indicated their child would not be continuing in the French immersion program through to grade 12, the following reasons were ranked in order of their level of importance to their decision making.

- Teaching quality - 86 per cent
- Their child's academic performance - 74 per cent
- Interest/choice by students themselves - 69 per cent
- Availability of transportation - 67 per cent
- Location of the school - 64 per cent
- Transition to university - 49 per cent
- Social/peer relationships - 46 per cent

Embedded within the open ended comments for this question, the following themes emerged:

- 49 per cent or (37/75) comments identified that the location of the French immersion program at Ardrossan Elementary/Junior High was a concern. Of these, twenty four respondents expressed a desire for a high school in Sherwood Park while eleven respondents were concerned about not having any secondary options in Fort Saskatchewan. Two respondents simply expressed concern about the location of Ardrossan – highlighting distance and travel time as a concern.
- Nine respondents expressed that a decision for their child to not continue in French immersion would be based on their child's own willingness to stay in the program. Sports, extracurricular activities and friends were provided as a rationale.
- Five respondents commented that they had concerns that remaining in French immersion in high school might make it more difficult to get high marks on diploma exams and impact their transition to University.
- Five responded that quality of teaching and quality of education would be an influence.
- Five respondents felt that their child was experiencing frustration or found the program challenging and academic achievement was or would be impacted.
- Three respondents were concerned that they could not assist their child with academics/homework and that this would impact their decision to have their child remain in the program.
- Other comments did not create a theme.

4. When respondents were asked if they felt they have the support they need to engage in their child's learning even though the language of instruction was in French; 77 per cent reported "yes".

Embedded within the open-ended comments for this question, the following top themes emerged:

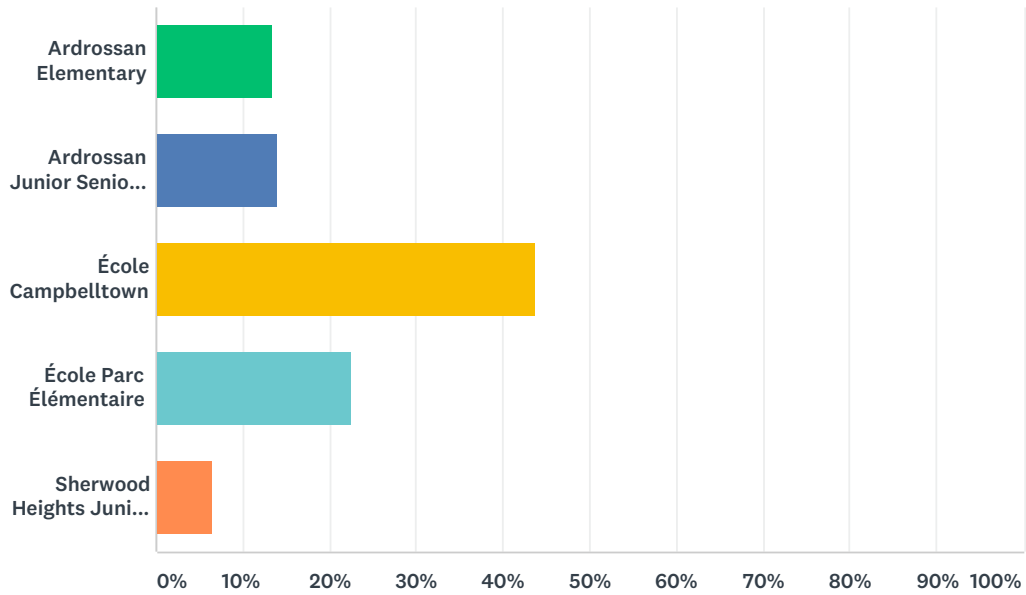
- Teachers and administrators were a great support in enhancing parent involvement -translating, providing resources and links, meetings, intervention support, etc
- Knowing French or having friends/family who knew French was a benefit
- Use of technology- google translate, apps, internet etc. was required

- Additional learning resources at home or in community -books, library, French lessons, cultural events
5. When respondents were asked to indicate how their child's French immersion experience matched the expectations they had before enrolling their child:
 - 69 per cent indicated it met expectations
 - 25 per cent indicated it met some expectations
 - 5 per cent said it did not meet expectations
 6. When respondents were asked to indicate how satisfied they were with the overall French immersion program:
 - 89 per cent reported being very satisfied or satisfied

Respondents were provided space to include any additional comments regarding their child experience in the French immersion program. These were not themed as this information is more relevant at the school level for impacts moving forward.

Q1 Please indicate the school your child attends.

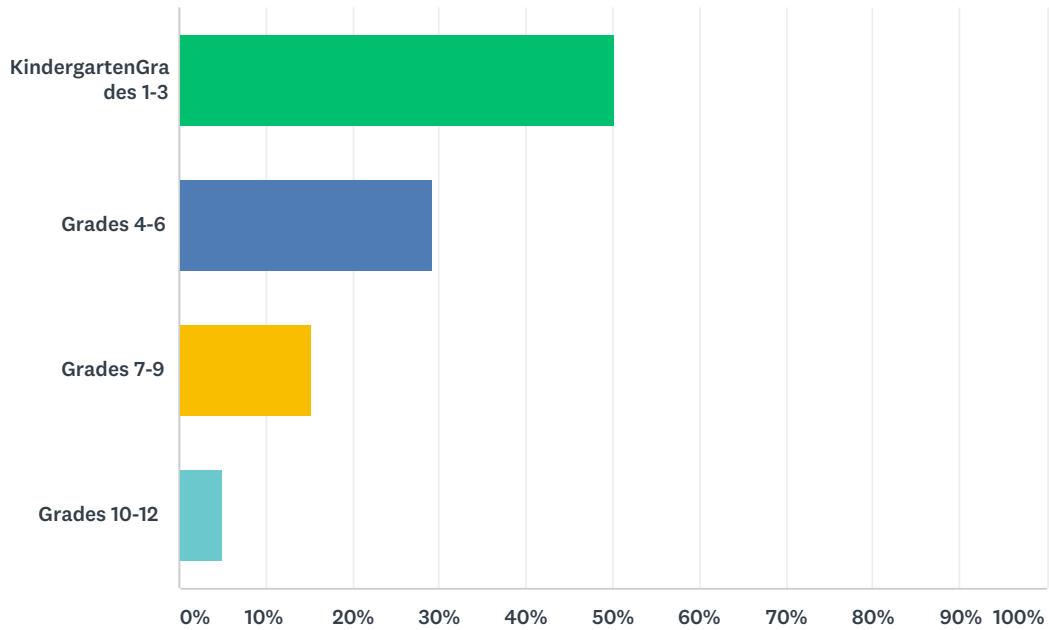
Answered: 293 Skipped: 0



ANSWER CHOICES	RESPONSES	
Ardrossan Elementary	13.31%	39
Ardrossan Junior Senior High	13.99%	41
École Campbelltown	43.69%	128
École Parc Élémentaire	22.53%	66
Sherwood Heights Junior High	6.48%	19
TOTAL		293

Q2 Please indicate your child's grade.

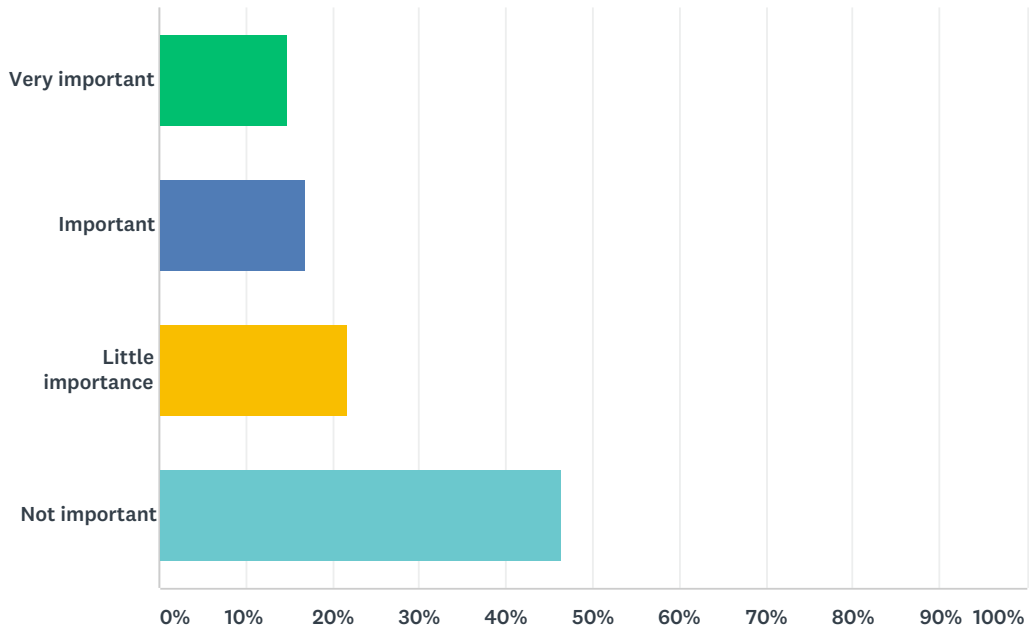
Answered: 293 Skipped: 0



ANSWER CHOICES	RESPONSES	
KindergartenGrades 1-3	50.17%	147
Grades 4-6	29.35%	86
Grades 7-9	15.36%	45
Grades 10-12	5.12%	15
TOTAL		293

Q3 I have friends/family members already in French immersion

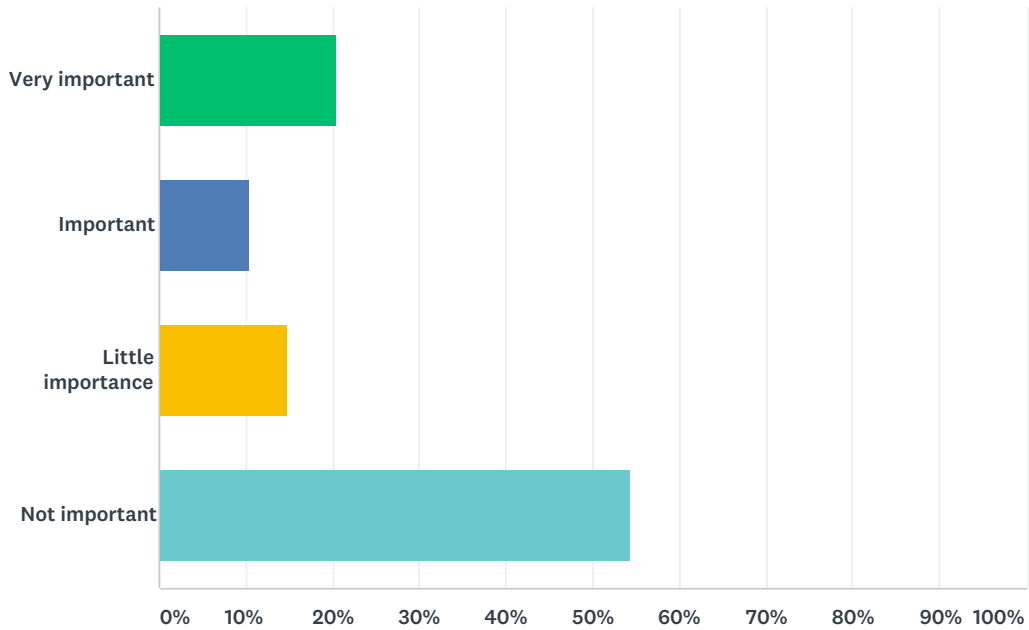
Answered: 289 Skipped: 4



ANSWER CHOICES	RESPONSES	
Very important	14.88%	43
Important	16.96%	49
Little importance	21.80%	63
Not important	46.37%	134
TOTAL		289

Q4 I or my spouse was in French immersion

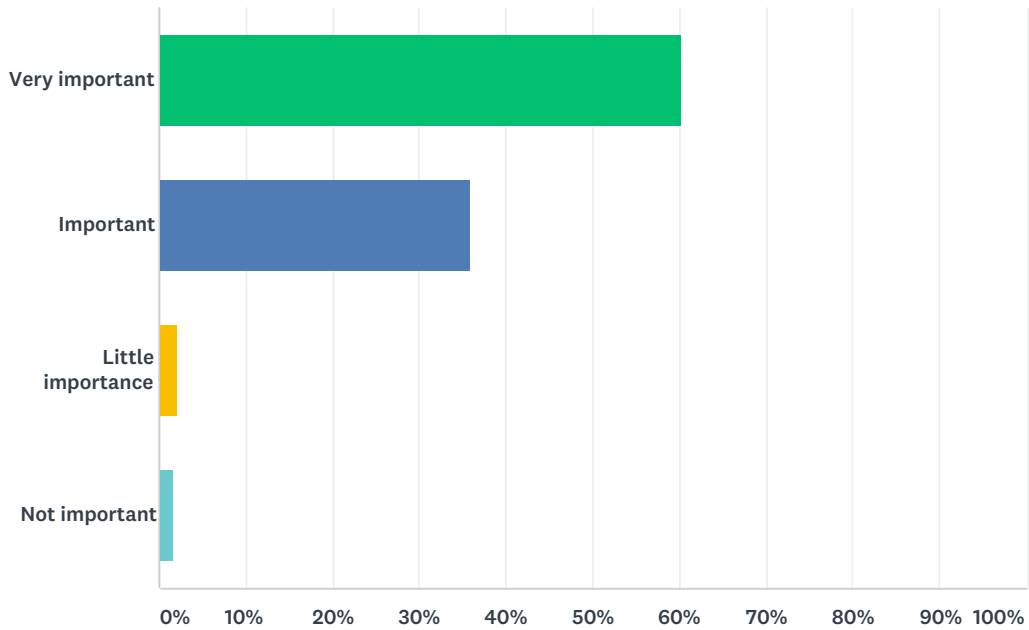
Answered: 289 Skipped: 4



ANSWER CHOICES	RESPONSES	
Very important	20.42%	59
Important	10.38%	30
Little importance	14.88%	43
Not important	54.33%	157
TOTAL		289

Q5 There is potential for increased academic achievement for my child

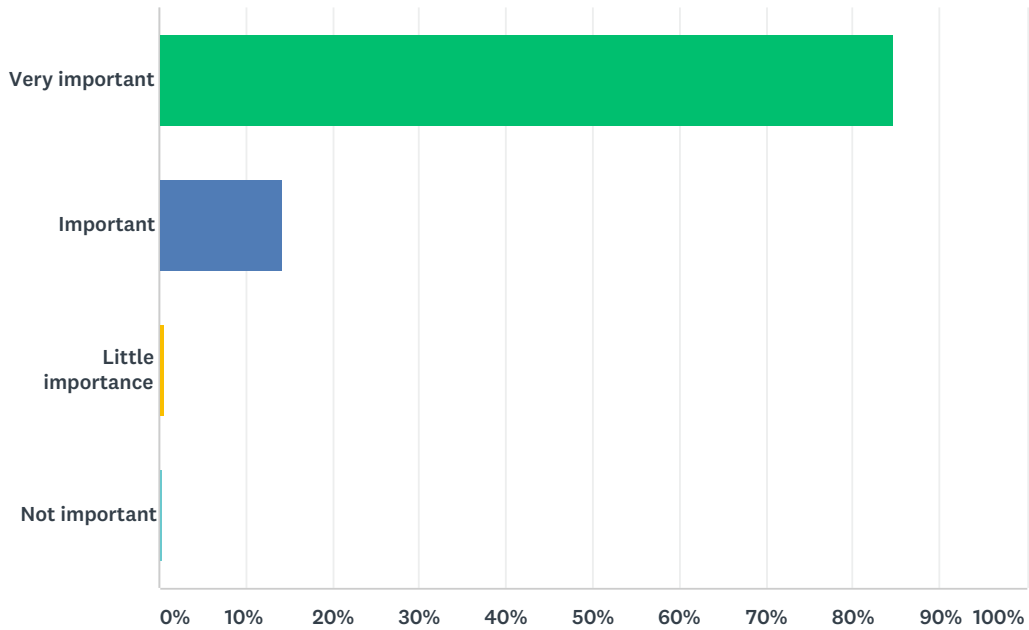
Answered: 289 Skipped: 4



ANSWER CHOICES	RESPONSES
Very important	60.21% 174
Important	35.99% 104
Little importance	2.08% 6
Not important	1.73% 5
TOTAL	289

Q6 The advantages of speaking two languages

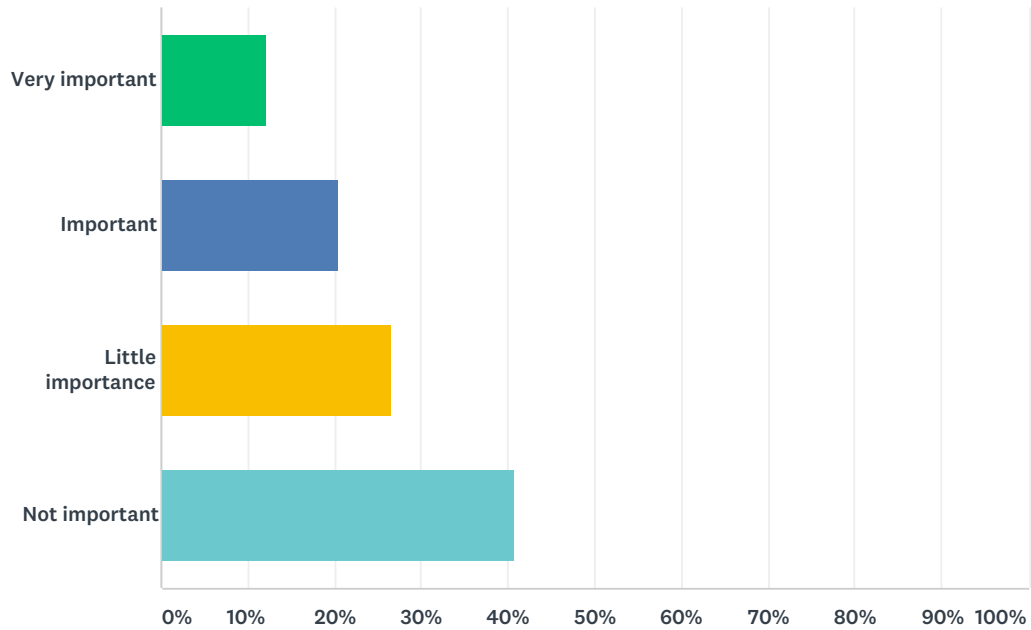
Answered: 289 Skipped: 4



ANSWER CHOICES	RESPONSES	
Very important	84.78%	245
Important	14.19%	41
Little importance	0.69%	2
Not important	0.35%	1
TOTAL		289

Q7 I heard about it, and it sounded interesting

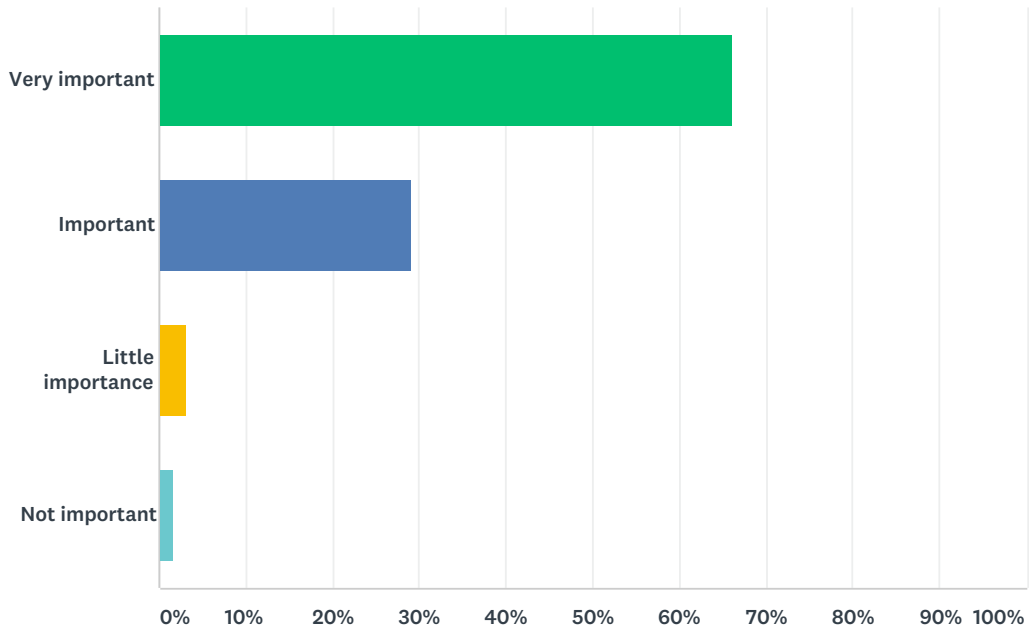
Answered: 289 Skipped: 4



ANSWER CHOICES	RESPONSES	
Very important	12.11%	35
Important	20.42%	59
Little importance	26.64%	77
Not important	40.83%	118
TOTAL		289

Q8 There is potential for increased employment options after graduation

Answered: 289 Skipped: 4



ANSWER CHOICES	RESPONSES	
Very important	66.09%	191
Important	29.07%	84
Little importance	3.11%	9
Not important	1.73%	5
TOTAL		289

Q9 Other (please specify)

Answered: 35 Skipped: 258

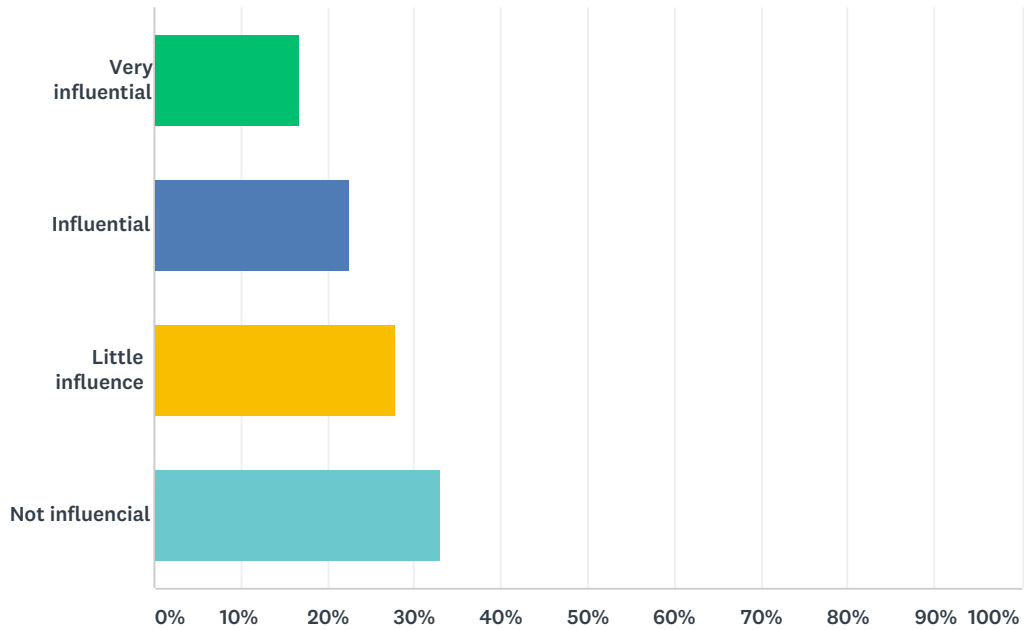
#	RESPONSES	DATE
1	Feel my child could use a bit of a change to keep him engaged.	3/21/2018 11:50 AM
2	learning more than 1 language, we feel, makes it easier to learn a 3rd or 4th language in the future.	3/21/2018 11:11 AM
3	We are from a francophone country	3/21/2018 12:29 AM
4	Raised in Quebec and speaking three languages myself this decision to have both my children to be bilingual is very important.	3/20/2018 11:06 AM
5	Because I had to put them in school, they would learn something I couldn't teach. Regret it, they would have been better off homeschooled and tutored in a second language.	3/20/2018 10:22 AM
6	If I HAD to put my kids in school, they were going to learn something that I couldn't teach. I see why homeschooling is on the uprise.	3/20/2018 9:58 AM
7	My husbands family is a French only speaking family and we want our kids to speak French too.	3/20/2018 8:41 AM
8	I believe it helps improve self esteem. My daughters are very proud they can speak French, even though their parents cannot.	3/20/2018 8:08 AM
9	Our family has French heritage and we wanted to continue that	3/19/2018 9:38 PM
10	Our main reason for placing our children in French Immersion to help them learn a second language. As the success rate of students who take a language class in high school is very low. We felt that immersion would help our children learn and retain the language much better. As our oldest is now a French Immersion teacher we feel the program has met the our expectations.	3/19/2018 6:34 PM
11	The school is known for its strong arts and music programs.	3/19/2018 5:12 PM
12	Single track immersion	3/19/2018 4:35 PM
13	Better cognitive development, more prepared for a post-secondary workload	3/19/2018 4:32 PM
14	My ex-husband's family is french	3/19/2018 11:37 AM
15	To encourage growth of both sides of the brain. It is our second official language To challenge my child	3/14/2018 2:52 PM
16	We are a French speaking family. But there is no francophone school in Fort Saskatchewan. French immersion is the only option. We are actually considering switching our son to the francophone school in Sherwood Park.	3/13/2018 12:05 AM
17	Second language learning is important for brain development and is most effective at younger ages.	3/9/2018 11:01 AM
18	understand and converse with Francophone family, friends, acquaintances	3/8/2018 8:59 AM
19	My husband went through french immersion and has french heritage; this was our biggest driver to do french immersion. That combined with our son living the campbelltown playground and he wanted to go to that school for that reason!!! :) I (having a STEM) background valued that over language but I am pleasantly surprised so far in that you can have both! (Both a language focus as well as a math/science focus. Additionally, the music teacher at campbelltown was a huge draw.	3/7/2018 11:11 PM
20	I feel strongly that understanding both our national languages is important for civic engagement in Canada. The more we can understand about all the elements of our Canadian culture, the more likely we can build a better quality of life together.	3/6/2018 8:14 PM
21	I grew up in a French house and wanted my child to learn French	3/6/2018 11:15 AM
22	Wanted to challenge him at school. He is bright and we didn't want him to be bored.	3/6/2018 12:41 AM
23	More opportunities in post secondary for my children because of french.	3/5/2018 10:30 PM

French Immersion Parent Survey 2017-18

24	Enhances cognitive flexibility and makes it easier to pick up other romance languages and latin-based scientific terminology	3/5/2018 8:58 PM
25	travel opportunities	3/5/2018 6:06 PM
26	We live in Canada and have two official languages. I think it is important to learn them both.	3/5/2018 5:29 PM
27	We have French speaking relatives	3/5/2018 5:27 PM
28	Heard from others who had their kids in the program for many years that it was a great way to challenge the kids and help them learn great study skills.	3/5/2018 3:57 PM
29	The ability to have an enriched educational experience in a public school setting, smaller class sizes, less behavior issues as students drop out as the grades increase.	3/5/2018 3:46 PM
30	Family is french, want my child to be able to speak with family members in french	3/5/2018 3:27 PM
31	There is a chance of developing a greater cultural awareness and developing an appreciation of other people's perspectives.	3/5/2018 3:17 PM
32	School was very close to our home. Preschool was located in the school so transition to Kindergarten was easy & convenient.	3/5/2018 3:01 PM
33	A means of challenging my child	3/5/2018 2:34 PM
34	There would be fewer "problem children" in this stream. The overall intelligence level of the students would be higher as it requires more work and focus to learn in a second language. We thought our children would have a better school experience with these types of children.	3/5/2018 2:18 PM
35	It would be extremely beneficial if junior high was offered in Fort Saskatchewan. The numbers continue to grow in our school and as long as they continue to grow junior high in Fort Saskatchewan should be considered a high priority.	3/5/2018 1:48 PM

Q10 Conversations with family/friends

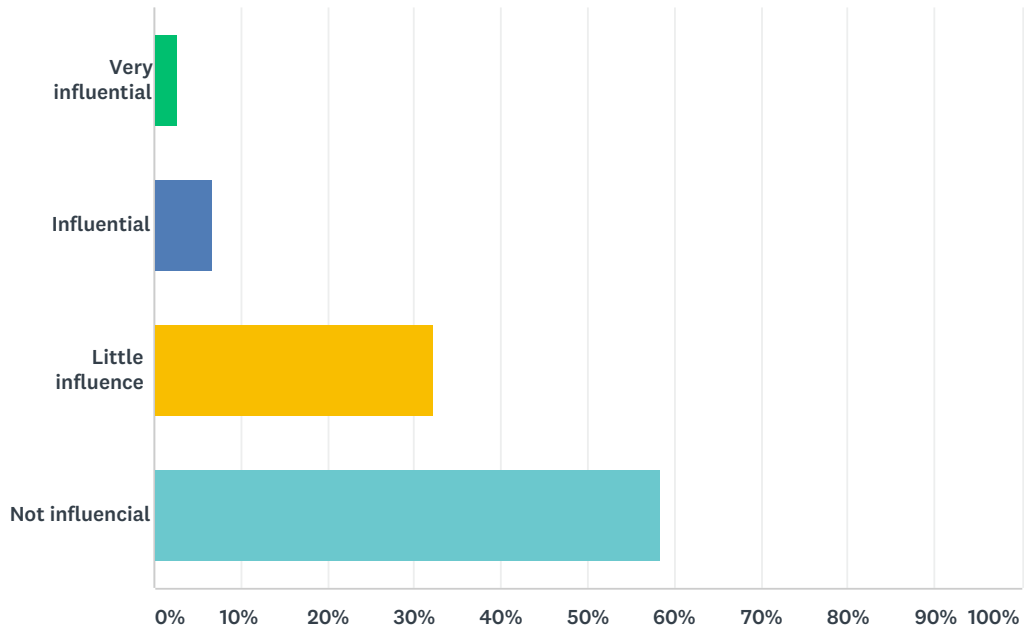
Answered: 288 Skipped: 5



ANSWER CHOICES	RESPONSES	
Very influential	16.67%	48
Influential	22.57%	65
Little influence	27.78%	80
Not influential	32.99%	95
TOTAL		288

Q11 The media

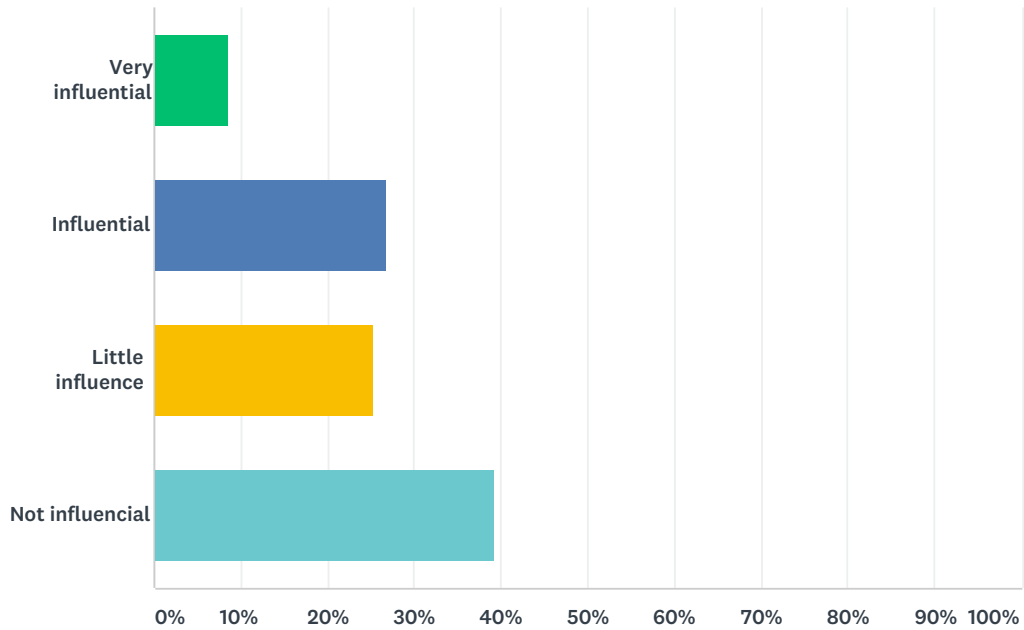
Answered: 288 Skipped: 5



ANSWER CHOICES	RESPONSES
Very influential	2.78% 8
Influential	6.60% 19
Little influence	32.29% 93
Not influential	58.33% 168
TOTAL	288

Q12 Information from the school/Division

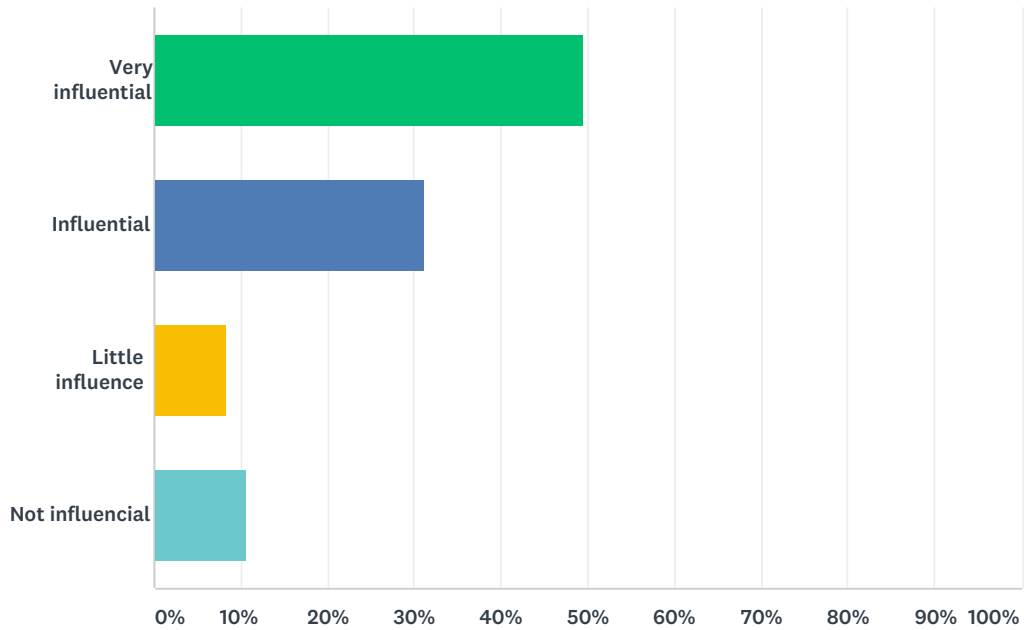
Answered: 288 Skipped: 5



ANSWER CHOICES	RESPONSES	
Very influential	8.68%	25
Influential	26.74%	77
Little influence	25.35%	73
Not influential	39.24%	113
TOTAL		288

Q13 Research on the benefits of immersion

Answered: 288 Skipped: 5



ANSWER CHOICES	RESPONSES	
Very influential	49.65%	143
Influential	31.25%	90
Little influence	8.33%	24
Not influential	10.76%	31
TOTAL		288

Q14 Other (please specify)

Answered: 34 Skipped: 259

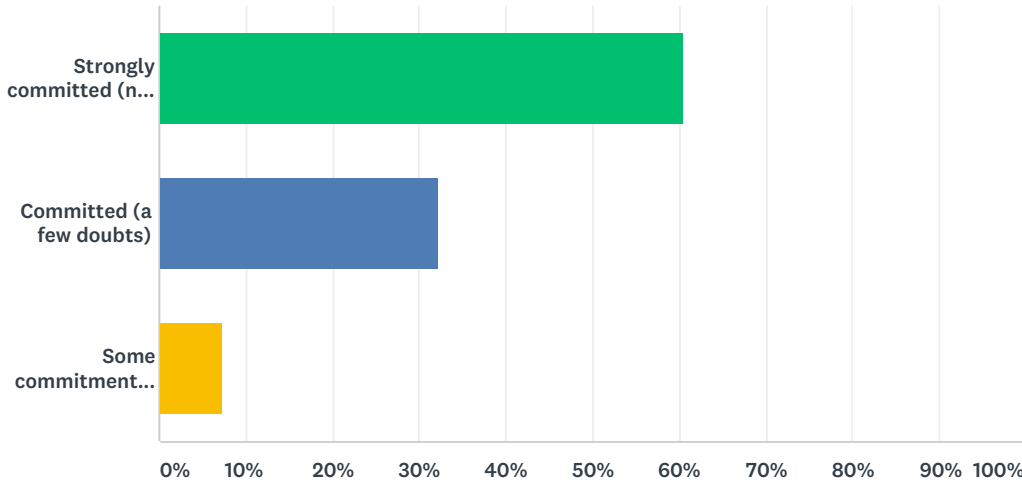
#	RESPONSES	DATE
1	As an employee of the federal government the importance was viewed. Travel also highlights the benefit of more languages.	3/22/2018 9:53 PM
2	My own perceived benefits and appreciation for multilingualism.	3/20/2018 11:04 PM
3	My own experience	3/20/2018 12:53 PM
4	I personally wanted her to have a second language. The school and the program had nothing to do with it. We had inadequate teachers for most of elementary, sad really.	3/20/2018 10:24 AM
5	The Principal at the time Mme X gave us a tour of the school and an explanation of the programs they offer. We were really impressed and this sealed the deal for us to send our kids to Ecole Parc	3/19/2018 9:44 PM
6	My Day home provider was willing to take my son to preschool if I enrolled him in the same school as her children attended which happened to be French immersion.	3/19/2018 9:36 PM
7	Literature indicating learning a second language at an early age was good for brain development.	3/19/2018 9:30 PM
8	We are a French speaking family	3/19/2018 9:21 PM
9	Knowing the benefits I gained by going through the french immersion program through EIPS in the 1980s-1990s, there was no doubt in my mind that my children would follow the same path.	3/19/2018 7:43 PM
10	Believe in the value of a multiple languages from travel abroad.	3/19/2018 7:40 PM
11	I was in French immersion and felt like it would be an asset to speak another language especially French.	3/19/2018 7:25 PM
12	First-hand experience loving and working in Ontario/QC gave me a good understanding of the difference having French can make in your career aspirations in many parts of Canada. I want my kids to have access to those opportunities that get walled off behind second language competency requirements.	3/19/2018 5:13 PM
13	talking with the school administration and staff	3/19/2018 4:36 PM
14	The specific school is what convinced me to enroll my children in french verses English public school. It was smaller numbers, better families and teachers in french.	3/19/2018 1:37 PM
15	Option of a Single track school	3/14/2018 2:54 PM
16	I am a French Immersion Teacher	3/14/2018 2:22 PM
17	EIPS didn't provide any information on immersion when I decided to enrol my children. There was no clear/advertised initiative then.	3/12/2018 7:15 PM
18	My own educational background in seconds language learning.	3/9/2018 11:02 AM
19	I went through the immersion program and already knew the benefits.	3/7/2018 8:33 PM
20	I took french courses through elementary and high school and it has been beneficial for work and leisure (travel/reading/volunteering). I wish I had been enroled in french immersion and/or continued courses through university.	3/6/2018 8:17 PM
21	easier to learn a second language when younger.	3/6/2018 12:19 AM
22	Discussion with the french teachers (kindergarten) when deciding on a school for my child entering the program. As well as the principle.	3/5/2018 10:31 PM
23	That I and my siblings are graduates of the immersion program and have seen the benefits in knowing both official languages.	3/5/2018 9:10 PM
24	I am a French immersion graduate and a French immersion teacher. The opportunists that I've has based on speaking a second language have been invaluable. We want the same for our children	3/5/2018 6:02 PM

French Immersion Parent Survey 2017-18

25	My children attended a preschool housed in the school. We probably wouldn't have attended French immersion if it wasn't for that early contact.	3/5/2018 5:31 PM
26	Personal experience with multilingualism.	3/5/2018 4:46 PM
27	both of our children have been in French Immersion throughout their schooling career. There was never any question that they would finish in French. It never entered the conversation at home.	3/5/2018 3:47 PM
28	the school's open house was what solidified my decision. Very friendly and loved the arts and music opportunities.	3/5/2018 3:39 PM
29	It costs the same as regular English speaking schools.	3/5/2018 3:38 PM
30	Experience with French preschool.	3/5/2018 3:02 PM
31	My own impression of the benefits of speaking French in Canada.	3/5/2018 2:33 PM
32	Having lived and worked in cities across Canada and across the world, the need for more than one language is important	3/5/2018 2:07 PM
33	Success of my older child and extended family in similar programs.	3/5/2018 1:59 PM
34	The school is within blocks of my house.	3/5/2018 1:56 PM

Q15 Rate your level of commitment to the French immersion program and your willingness to support your child to remain in French immersion until completing high school.

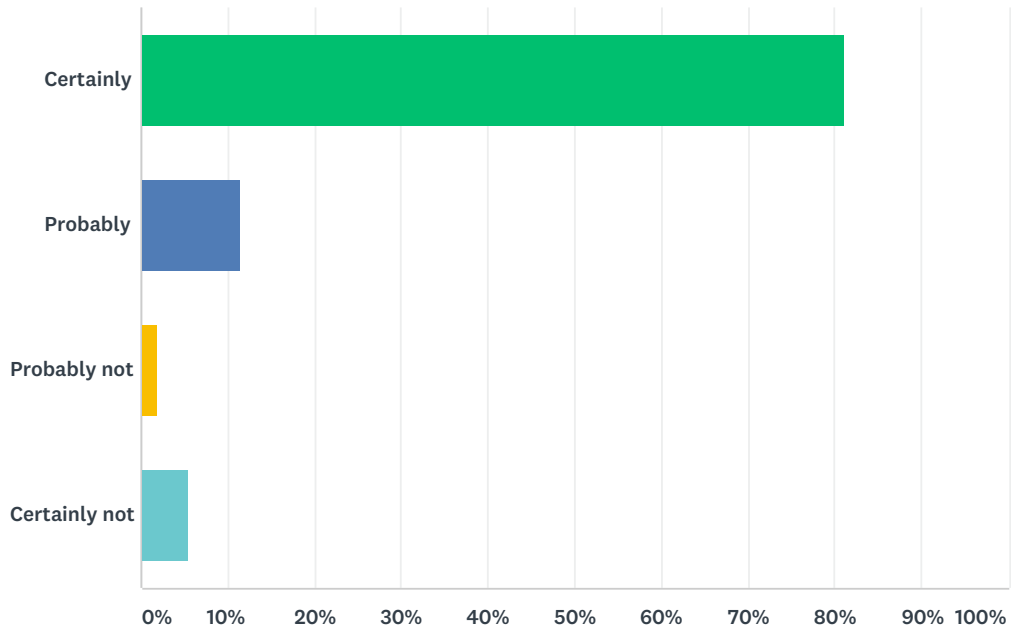
Answered: 288 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly committed (no doubts)	60.42%	174
Committed (a few doubts)	32.29%	93
Some commitment (many doubts)	7.29%	21
TOTAL		288

Q16 Do you anticipate your child will finish Grade 6 French immersion?

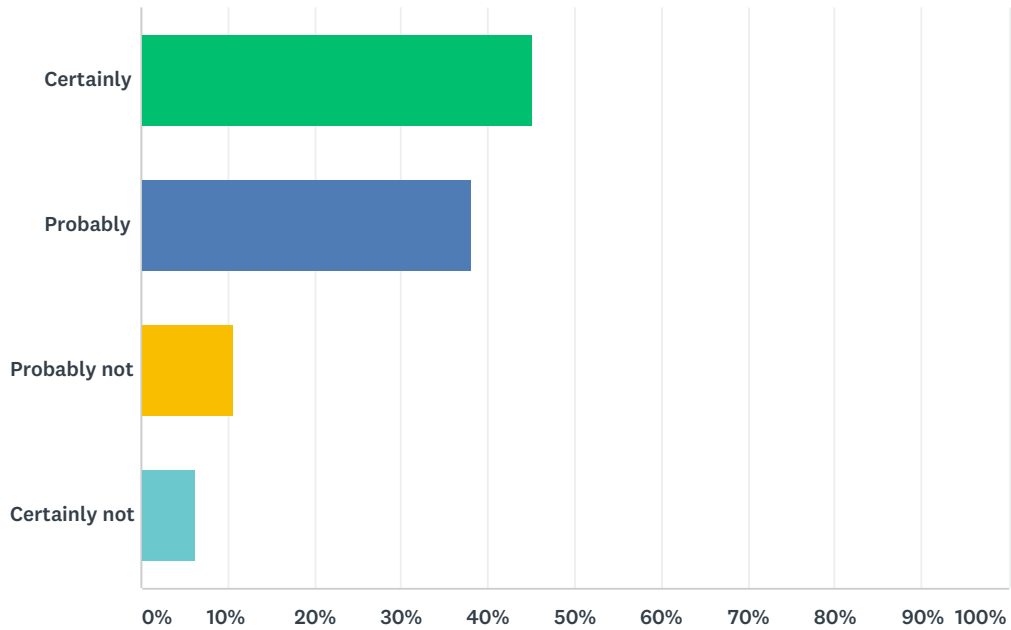
Answered: 112 Skipped: 181



ANSWER CHOICES	RESPONSES
Certainly	81.25% 91
Probably	11.61% 13
Probably not	1.79% 2
Certainly not	5.36% 6
TOTAL	112

Q17 Do you anticipate your child will finish Grade 9 French immersion?

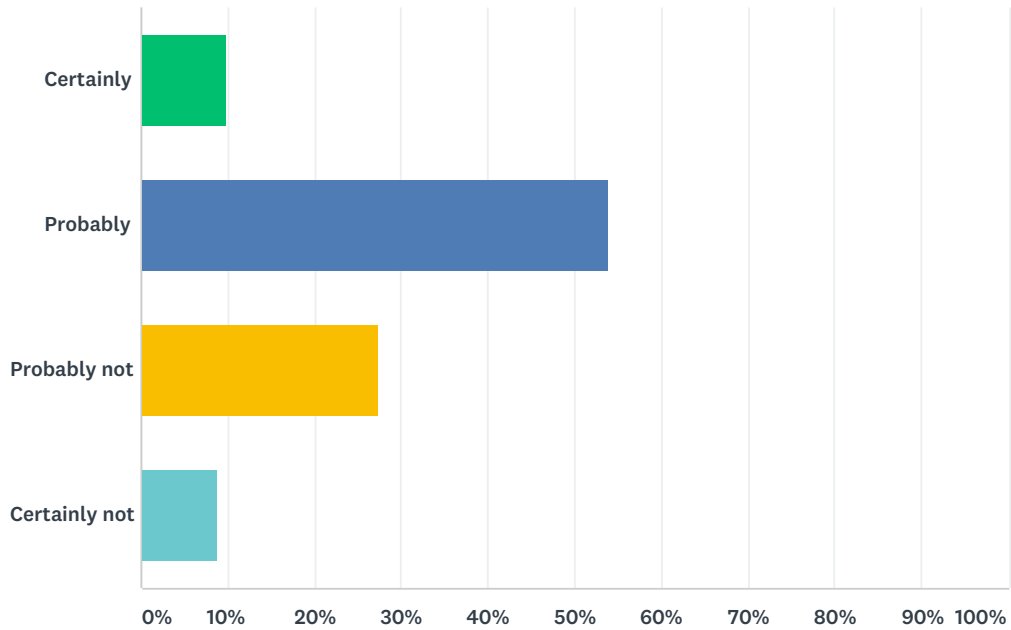
Answered: 113 Skipped: 180



ANSWER CHOICES	RESPONSES	
Certainly	45.13%	51
Probably	38.05%	43
Probably not	10.62%	12
Certainly not	6.19%	7
TOTAL		113

Q18 Do you anticipate your child will finish Grade12 French immersion?

Answered: 113 Skipped: 180



ANSWER CHOICES	RESPONSES
Certainly	9.73% 11
Probably	53.98% 61
Probably not	27.43% 31
Certainly not	8.85% 10
TOTAL	113

Q19 Please explain your answers.

Answered: 75 Skipped: 218

#	RESPONSES	DATE
1	Gr 10-12 immersion is not easily accessible in Sherwood park. They would need to go to Ardrossan.	3/25/2018 1:18 PM
2	I have one child in grade 11 FE who chose to complete grade 12 FE. My grade 7 student will finish grade 9 and then we will decide what's best for him.	3/22/2018 9:54 PM
3	I hold the assumption that in high school my children will benefit from unfettered access to the thinking, concepts and learning and by transitioning to English they will have an easier ability to communicate their ideas and will be better prepared for post secondary education.	3/21/2018 10:30 PM
4	With there being no jr high options in fort Saskatchewan I am not sure we would continue our children in the program.	3/21/2018 11:52 AM
5	I have heard from other parents whose children are older or graduated that students' writing skills are lacking going into high school because of the sentence structure differences in French, and they did not do well in the English -1 streams because of this. Our current plan is to switch over to English in high school so our child has three years to focus on writing proficiency in English to ensure they do well on diploma exams at the -1 level. However, we are not there yet so performance throughout the next 6 years will give us more of an idea what our child is capable of.	3/20/2018 9:08 PM
6	If there were an option to remain in Sherwood Park (urban) for high school, my answers would be "without a doubt". She could walk to high school, should she switch to English. Right now, it requires a long bus ride.	3/20/2018 6:53 PM
7	Unless my child is achieving excellent marks, I would be concerned that I would be limiting her potential to get into university programs. I hope that by removing the french component in high school, it will be easier for my child to bring up her marks. There is more access to online study resources in English and we are better able to assist, or find assistance for her when she is struggling.	3/20/2018 11:50 AM
8	As of right now there is no high school option in Sherwood Park other than the Catholic School. This is a problem.	3/20/2018 11:03 AM
9	already accomplished question 16, 17 and is doing 18	3/20/2018 9:59 AM
10	As long as they continue to progress and the school is supportive and able to prepare them for future educational endeavors.	3/20/2018 9:16 AM
11	We strongly encourage you to look at getting a French immersion high school moved from ardrossan to Fort Saskatchewan. I believe that there would be a higher number of students enrolled if you moved to a larger town vs. Ardrossan.	3/20/2018 8:43 AM
12	I can't look into the future. When it comes to Junior and Senior High, my son will make his own decisions whether he wants to stay in French Immersion.	3/20/2018 8:39 AM
13	My daughter wants to stay in Sherwood park for high school. I find it really sad that they still is no French immersion senior high in Sherwood park or the option for French immersion at neither beverly nor Salisbury. Ardrossan is the only one in the county. I don't like the idea of her taking the bus across a very busy highway in Alberta winters plus the fact she'll have no friends there. As 99% of her friends are staying in town.	3/20/2018 8:21 AM
14	Unsure of how high school courses work with French Immersion. And will my child have a really hard time in University if they go the French Immersion route all the way through high school completion?	3/20/2018 8:11 AM
15	I am not thrilled with Ardrossan being the only option for French immersion in high school (or switching to catholic) With the increase in students attending Campbelltown in the last 5 years a Sherwood Park option becoming available would be better.	3/20/2018 6:48 AM
16	I am very confident that even though it will be challenging in the beginning, it will get less challenging as he understands more	3/19/2018 10:51 PM

French Immersion Parent Survey 2017-18

17	We will keep our children in French immersion as long as they can attend in Fort Saskatchewan. We will not expect our children at 12 years of age to bus an extra two hours a day to stay in the program.	3/19/2018 9:59 PM
18	We live in a prosperous city with nearly any service that you would find in a major center and yet we do not have the option of Jr/Sr high French Immersion. Our boys are very active and foresee them continuing to be so. My spouse and I both work full time; the thought of having to transport them to and from Ardrossan while allowing time to be able to still be involved in after school activities is very daunting. Our schedules are already strained and so far a lot of our decisions on activities/day homes ect are based on making our life as straightforward and uncomplicated as possible. We are NOT looking forward to having to make that decision to move to Ardrossan and compromising our family's time together.	3/19/2018 9:55 PM
19	This year has been discouraging for my child with homework levels and some teaching staff. It has soured my child on FI this year. We are committed to keeping her in FI until the end of grade six (different teachers next year/ different expectations/ finishing off grade six at the same school she started in/ natural break would be for jr. high in moving her). We are possibly thinking of moving her to the English program for jr. high.	3/19/2018 9:44 PM
20	It will be dependent on if my child is still interested in French Immersion in high school based on his interests. Quite likely my child will remain committed to getting his 30 high school credits to obtain a French Immersion designation. The friendships developed since Kindergarten will significantly influence this child's decision to continue with his French Immersion studies.	3/19/2018 9:34 PM
21	Children opinion will be taken into consideration at that point, as well as the quality of the education French immersion would have provided, and what junior high and high school programmes will look like in 6 years.	3/19/2018 9:27 PM
22	I find it very difficult to help my child with homework now (grade 4). I want to be more involved in helping her with homework. Because I don't speak French, I can't help her to the best of my abilities, which is unfortunate. Having homework available in english would be helpful for parents who do not speak French.	3/19/2018 8:40 PM
23	I would hope my children finish schooling with their French diploma, but it all depends on if we have to move and if French is available.	3/19/2018 7:10 PM
24	I do not want to have my child attend Ardrossan for high school	3/19/2018 6:44 PM
25	As our child progresses we will assess their achievements and successes. If we feel the second language is hindering them then we will make a change. For high school we will see where their interests are taking them. Academic vs sports vs arts and decide I appropriate schooling to maximize their personal experience. The hope is k through 12 French immersion.	3/19/2018 6:13 PM
26	We are unhappy that there is not French Immersion High School option in Sherwood Park. Please consider putting a French Immersion track in a Sherwood Park school as enrollment grows so we can keep our students in French immersion in sherwood park. Too many students are leaving for French Immersion at ABJ when they reach high school.	3/19/2018 5:18 PM
27	From my understanding the options for FE get worse the higher you go in Sherwood Park, with there actually being no high school option within Sherwood Park. I anticipate my kids not wanting to bus out out to ardrossan for highschool.	3/19/2018 5:15 PM
28	They must finish elementary school in immersion at a minimum because if they were to switch at this point, they'd be very far behind in English language arts.	3/19/2018 5:14 PM
29	It will depend on where French is being taught when our child reaches junior and senior high and their continued interest.	3/19/2018 4:46 PM
30	Switching to Davidson creek as it's much closer	3/19/2018 4:33 PM
31	Will stay at Campbelltown until the end of Grade 6. Will let my child decide whether to continue with French Immersion at Sherwood Heights (and will strongly encourage them to do so). Will let my child decide if they want to continue with French Immersion in High School but will strongly discourage them from doing so. Not interested in driving them to Ardrossan or having them take the bus there. Sal is <3 minute drive or 15- 20 min walk from our house. Ardrossan is a 20 minute drive. Can't imagine how long the bus ride must be.	3/19/2018 4:15 PM
32	The driving distance to Ardrossan for junior and senior high is a barrier. We live in Fort Saskatchewan and my children will take the bus but the travel time is a barrier to continuing in the program. Proximity to the school also impacts participation in after school activities.	3/19/2018 11:47 AM

French Immersion Parent Survey 2017-18

33	No French highschool in Sherwood Park - not going to Ardrossan	3/19/2018 11:38 AM
34	I would like my kids to graduate high school with their french immersion. The only thing holding us back is putting our Junior High kids on the bus to Ardrossen. Whether or not we get the Junior High back in Fort Saskatchewan will be the deciding factor for our kids continuing in french.	3/19/2018 10:53 AM
35	We transferred our child out of Ecole Parc this year as the quality of education at this school was sadly lacking. Our child was falling behind the acceptable levels for his/her grade but was at the top of his/her class in Ecole Parc. I am a strong proponent for French Immersion and the learning of a second language was very important for me, but the negatives of keeping him/her in this school had outweighed the benefits of that second language and we had to pull our child out before it was too late for him/her to catch up with other children his/her age	3/13/2018 9:26 PM
36	We want our son to be fully bilingual.	3/13/2018 12:11 AM
37	My child will most likely finish this year and that's it.	3/12/2018 11:25 PM
38	My child is experiencing some difficulties in reading and comprehension in French and I am concerned she is falling behind. Also, there is no option for her to continue French immersion after grade 6 because there is no bus transportation to an immersion junior high from our area of residence.	3/12/2018 9:42 AM
39	Do not want to go to Ardrossan	3/9/2018 11:32 PM
40	The location of the high school immersion school out in Ardrossan is a factor with High school enrollment. We live walking distance to Campbelltown and Sherwood Heights and to Salisbury. If our children want to do activities before and after school they will require parental transportation to Ardrossan which may not be possible with work commitments. I have heard there are more options in the sherwood park schools as well.	3/9/2018 11:20 PM
41	My daughter will not complete the high school program unless it is available in Sherwood Park.	3/9/2018 3:38 PM
42	My student will not complete high school in immersion unless the program is moved to Sherwood Park.	3/9/2018 3:32 PM
43	My child is currently in grade 12, so I'm confident he'll finish. I have another child in grade 9 FI and am confident she'll finish grade 12 as well. I have another child that we removed from FI after 4th grade, but answering the survey based on the oldest.	3/8/2018 9:02 AM
44	Living in Sherwood park, it is really too bad that high school is out in Ardrossan. French immersion is not the end all be all- I want my child to enjoy school and have opportunities like IB, sports programs, arts. If it happens that he can continue to have these options then he will continue with french immersion. The french immersion schools need to ensure their teachers can actually teach (and not just happen to have a nice french accent), or Vice versagood teachers who can actually speak french properly.	3/7/2018 11:18 PM
45	Unsure regarding completing Gr.12 immersion. I have been concerned regarding quality of instruction in subjects such a science and social and wonder if French immersion is the best option for high school.	3/7/2018 9:37 PM
46	My child is wanting to go to school with certain friends. Would hope to see immersion at either Salisbury or Bev Facey.	3/7/2018 6:54 PM
47	I wish there was a dual track at Bev Facey for high school French immersion like their used to be.	3/7/2018 6:46 PM
48	Don't want to send my child out to Ardrossan for high school.	3/6/2018 9:32 AM
49	It would be very beneficial for french immersion to be offered at one of the high schools in Sherwood Park as well.	3/6/2018 8:06 AM
50	The added time and trouble to be bussed outside of Sherwood Park may cause my children to resist remaining in the program if there are other activities / sports that do not fit into our schedule because of it. If there were a high school in Sher. Pk. that offered the program until gr. 12, my children staying in would be more likely.	3/6/2018 1:20 AM
51	Fort Saskatchewan doesn't have a junior or senior high French immersion and we'd rather he go to school locally than to Ardrossan. Also we can't help him as much when school gets in the upper grades and becomes harder if everything is in French.	3/6/2018 12:43 AM
52	the FI program in the jr/sr high is lacking in many ways; guidance from CPF Alberta is also lacking especially considering the CPF Alberta President is allegedly (never see her at meetings) a member and never answers direct questions when she did show up for a meeting.	3/6/2018 12:24 AM

French Immersion Parent Survey 2017-18

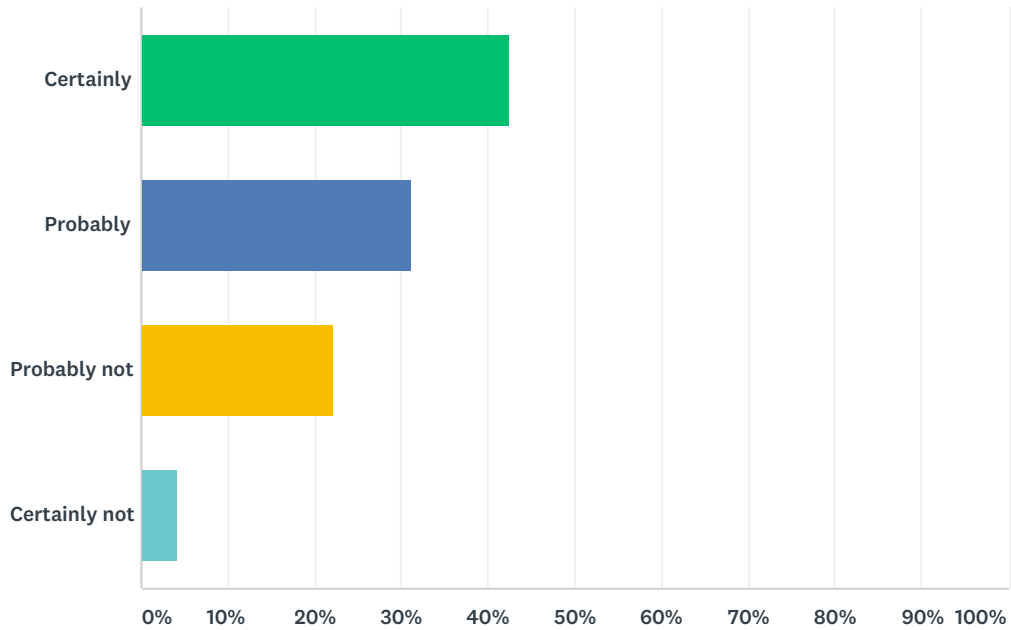
53	We are waiting to see how he continues to progress. We've heard from many families that the struggle gets more difficult - especially for families who don't speak French in the home.	3/5/2018 10:45 PM
54	Without a junior high or high school French immersion program in Fort Saskatchewan its highly unlikely that my child will attend French immersion beyond grade 6. It's likely my child will be home schooled to complete a French immersion program.	3/5/2018 9:25 PM
55	Depends where high school is located. We will not be going to Ardrossan.	3/5/2018 7:51 PM
56	-My child has voiced interest in attending her neighbourhood junior high rather than Sherwood Heights. She sees neighbourhood kids walking to Haythorne in the morning and finds that appealing - at the moment. I expect that when her friends from CBN are all going to Sherwood Heights she will want to as well. -Transportation to and from Ardrossan for 10-12 will be more difficult. I am hoping that with increasing numbers at CBN that a French Immersion program for high school will be in SAL or BFH by the time my daughter reaches these grades. I attended the information night on Feb. 28th at ARD and their program looks great, but there are many factors to consider and we have to do what is right for our family. A program in Sherwood Park is best for us - fingers crossed...	3/5/2018 6:14 PM
57	I don't intend to send my kids to Ardrossan for French Immersion High School. Not interested in driving there myself, allowing them to drive themselves there, or having them bused there. If there was French Immersion at Facey or Sal I would send them there, but won't send them out of Sherwood Park for it.	3/5/2018 5:46 PM
58	There was no 'I don't know' category, so I did my best to guess. If my child would like to switch to English in the future, it is more important that he maintains a healthy interest in learning than maintaining a French program. He has opportunities to maintain the language with family.	3/5/2018 5:33 PM
59	My daughter is in Grade 6 and has been at the school since preschool, she knows no different way of learning. Our preference would be that Campbelltown be a K-9 school however she is attending Sherwood Heights for Grade 7 mainly due to their schedule and location. For High School we are very disappointed that Ardrossan is currently the only option for French Immersion High School.	3/5/2018 4:53 PM
60	Would be nice to have a french program in the park. They don't always want to leave their friends and go to ardrossan	3/5/2018 4:52 PM
61	Location of schooling and the time involved with transportation will be a factor.	3/5/2018 4:40 PM
62	I am unsure about the trades programs in English being offered in French.	3/5/2018 4:01 PM
63	I anticipate the choice will be between IB and French and IB will likely win due to the shorter commute.	3/5/2018 3:05 PM
64	Child is already in grade 7. He is a good student but this year not doing very well in FLA. However, the biggest reason we would leave the program is location. We decided to try Ardrossan (from Fort Sask) because his friends were going, but we had no idea the bus ride would be 1 hour each way.	3/5/2018 3:05 PM
65	As the high school is currently out of town, we are not sure we will be sending our children there.	3/5/2018 2:46 PM
66	I don't have a child in high school, so I'm not very well informed on this yet, but my understanding is that when they enter high school, they can select a high school with a curriculum that best meets their needs and interests. With only one French immersion high school in EIPS district, the students do not have that option, which is a bit of a concern to me.	3/5/2018 2:43 PM
67	I expect my child will remain in French immersion until high school. In high school, given the importance of grades, I will allow my child to choose where to go. My two older daughters chose English high school after grade 9.	3/5/2018 2:34 PM
68	All depends if it is affecting their academic and social skills	3/5/2018 2:23 PM
69	My concern is the higher level science and math courses. I worry that she will be behind other students who are taking these courses in their native language.	3/5/2018 2:22 PM
70	I might ask when my child is going into high school what the preference would be. Learning literature in English might better serve my child for university than literature in French	3/5/2018 2:17 PM
71	As they get older I think that sports may become more of a priority than French.	3/5/2018 2:15 PM

French Immersion Parent Survey 2017-18

72	French immersion should not be promoted as something for families with English speaking parents. It is absolutely nessecary to have a parent speak French to help your child in this program. Unless your child is a genius and needs no help with school. Most kids have to ask parents for help, even English kids In English school need this help at home. This program is a bunch of propoganda. If they want to say no French nessecary, than they need to increase their resources and help available to the students.	3/5/2018 2:15 PM
73	Required travel to Ardrossan from Fort Sask. for grades 7-12 is a significant deterrent.	3/5/2018 2:01 PM
74	We are likely leaving X this year because was are dissatisfied with administration and how the school has been run over the past 2 years. There are no other options for French immersion so we will either apply to transfer to Ardrossan or move both of our children to our designated school.	3/5/2018 1:51 PM
75	Leadership at our school is so poor, we will be leaving.	3/5/2018 1:45 PM

Q20 Your child's academic performance

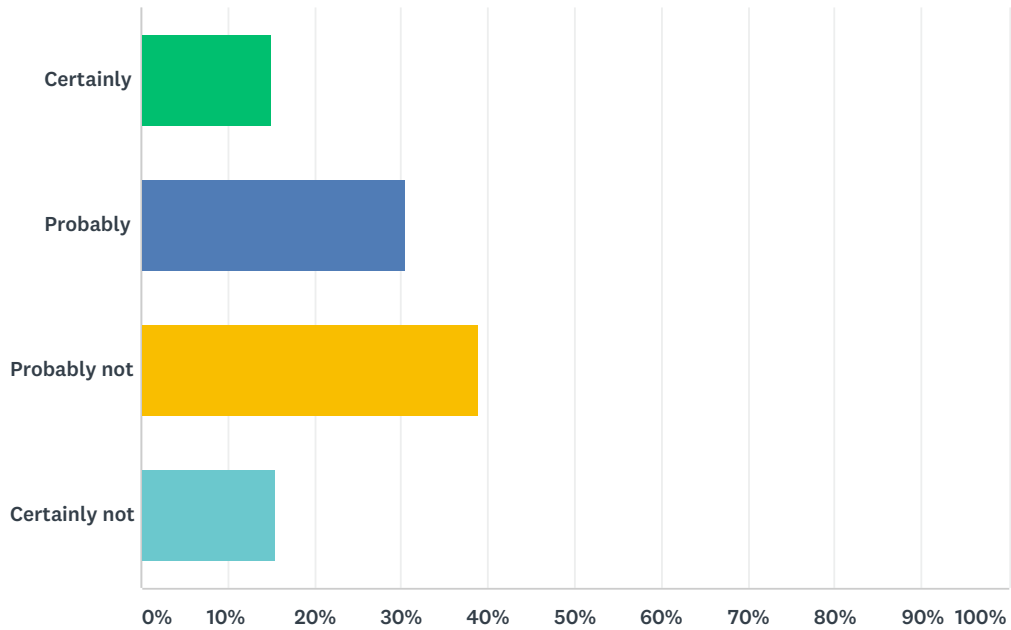
Answered: 285 Skipped: 8



ANSWER CHOICES	RESPONSES	
Certainly	42.46%	121
Probably	31.23%	89
Probably not	22.11%	63
Certainly not	4.21%	12
TOTAL		285

Q21 Social/peer relationships

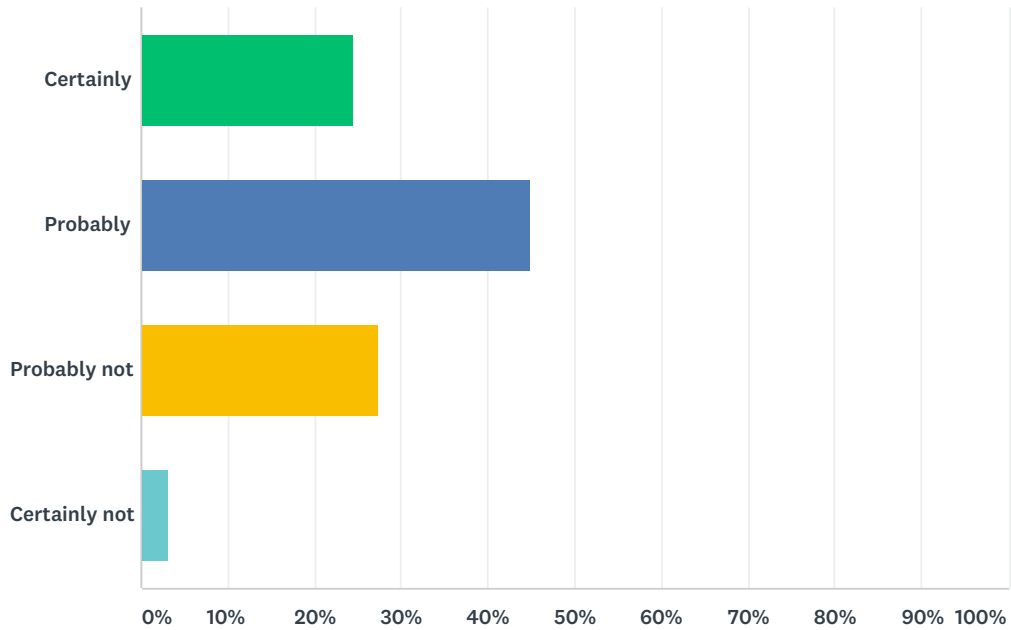
Answered: 285 Skipped: 8



ANSWER CHOICES	RESPONSES	
Certainly	15.09%	43
Probably	30.53%	87
Probably not	38.95%	111
Certainly not	15.44%	44
TOTAL		285

Q22 Interest/choice by student themselves

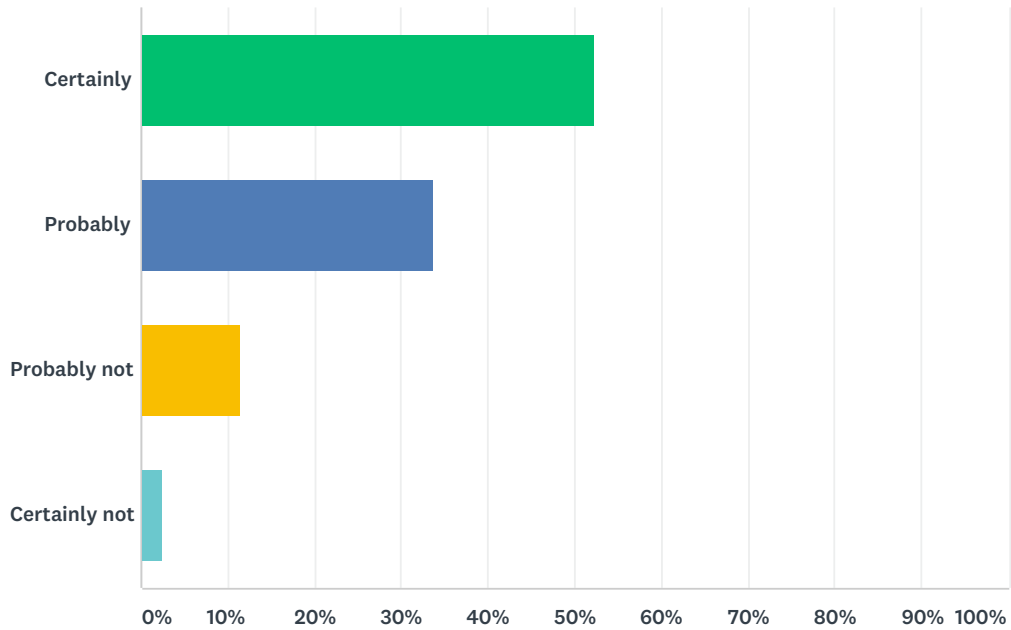
Answered: 285 Skipped: 8



ANSWER CHOICES	RESPONSES	
Certainly	24.56%	70
Probably	44.91%	128
Probably not	27.37%	78
Certainly not	3.16%	9
TOTAL		285

Q23 Teaching quality

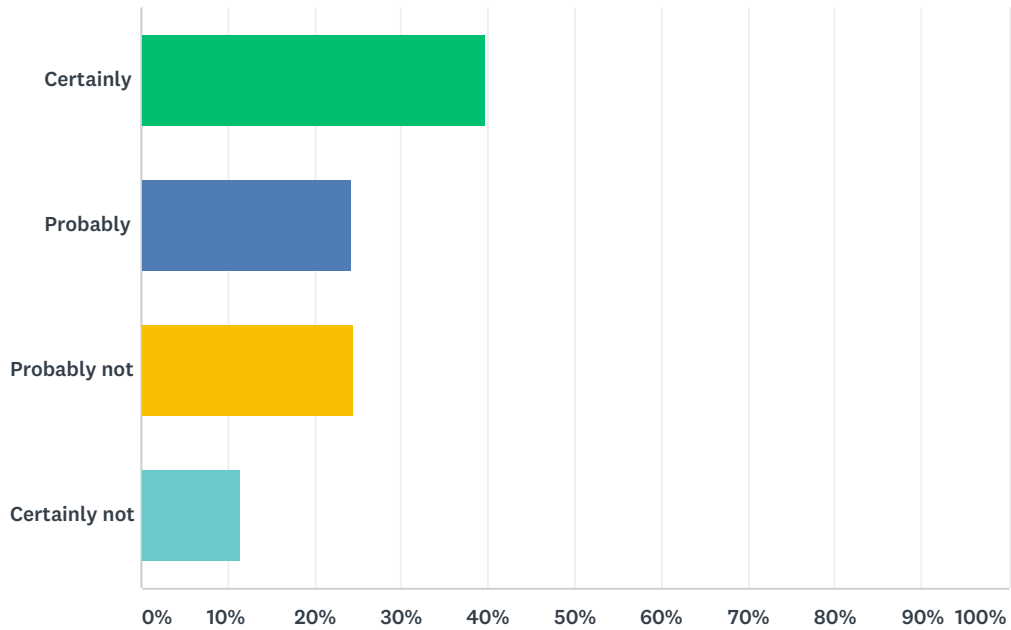
Answered: 285 Skipped: 8



ANSWER CHOICES	RESPONSES
Certainly	52.28% 149
Probably	33.68% 96
Probably not	11.58% 33
Certainly not	2.46% 7
TOTAL	285

Q24 Location of the school offering French immersion programming

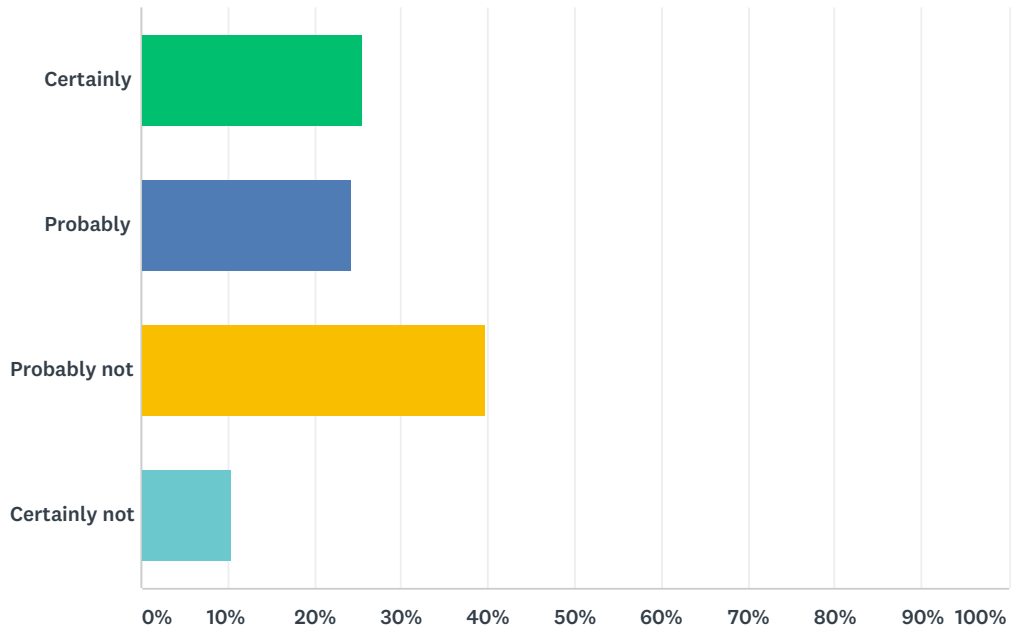
Answered: 285 Skipped: 8



ANSWER CHOICES	RESPONSES	
Certainly	39.65%	113
Probably	24.21%	69
Probably not	24.56%	70
Certainly not	11.58%	33
TOTAL		285

Q25 Transition to university

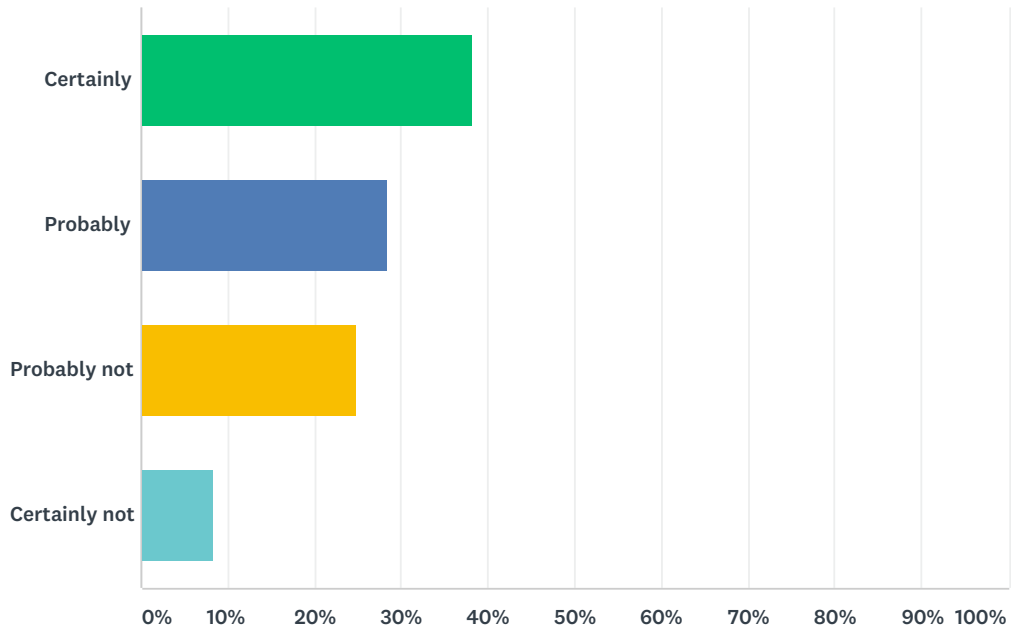
Answered: 285 Skipped: 8



ANSWER CHOICES	RESPONSES	
Certainly	25.61%	73
Probably	24.21%	69
Probably not	39.65%	113
Certainly not	10.53%	30
TOTAL		285

Q26 Availability of transportation

Answered: 285 Skipped: 8



ANSWER CHOICES	RESPONSES	
Certainly	38.25%	109
Probably	28.42%	81
Probably not	24.91%	71
Certainly not	8.42%	24
TOTAL		285

Q27 Other (please specify) or additional comments

Answered: 42 Skipped: 251

#	RESPONSES	DATE
1	Travelling out to Ardrossan to complete FE in high school has not been enjoyable and it will definitely be a part of our decision with our younger son.	3/22/2018 9:56 PM
2	Honestly, the only influences that would cause us to take the kids out of the French immersion program is if they were really struggling with learning. Also, we both work and they have to have transportation to get to and from the school.	3/22/2018 8:46 AM
3	honestly the only things that would influence us is if the kids were really struggling and not making any progress in learning. Also, we both work so the kids have to have transportation available to get to and from school.	3/22/2018 8:20 AM
4	The fact that Ardrossan is the only location for EIPS immersion high school is a significant deterrent to remaining in immersion. If it was available in Sherwood Park, I would be far more optimistic that my children would complete their schooling in French immersion.	3/21/2018 10:33 PM
5	The fact that there is no French program in fort Saskatchewan would definitely make me reconsider where my child goes come grade 5-6	3/21/2018 11:55 AM
6	Lack of quality FI teacher, math curriculum that really failed our children, all big factors	3/20/2018 8:35 PM
7	I would like to have a high school within Sherwood Park provide a French Immersion program like Ardrossan. I do not like the fact that my child will have to go to that high school instead of being able to walk to school.	3/20/2018 11:04 AM
8	The lack of a high school in Sherwood Park that accommodates French immersion is very concerning. We do not want to have to bus our kids to ardrosson or change to catholic.	3/20/2018 10:41 AM
9	The teacher quality is scary. Not sure how some of them are teachers let alone teaching a second language. Another sad fact with the school system; no teacher accountability.	3/20/2018 10:25 AM
10	It is sad that if my child is to graduate in French Immersion, they have no choice as to which school they go to. The CPF Alberta/Edmonton do not support the small Chapters unless it makes a teacher/admin look bad. Other than that, never see/hear from them.	3/20/2018 10:02 AM
11	School able to meet my children's educational needs	3/20/2018 9:17 AM
12	The location of the French immersion in ardrossan is not ideal. I work 40km North of Fort Saskatchewan so to get from work to ardrossan for after school sports will be a huge challenge and probably not one that I am willing to do. With as many plant workers as there are in Fort Saskatchewan I believe that there will be a lot of parents in the same situation as myself.	3/20/2018 8:46 AM
13	With university being so competitive to get in to, I wouldn't want any difficulties in french to hamper their ability to be accepted into a post-secondary institution.	3/19/2018 7:42 PM
14	Most of these answers would all depend on the age when certain issues arise.	3/19/2018 7:26 PM
15	We chose French Immersion for our children. We would have made sure that they would be able to attend the program.	3/19/2018 6:37 PM
16	If there was a problem with their peer group like bullying that wasn't addressed then we might move our child. If busing is offered then we will go to Ardrossan.	3/19/2018 6:16 PM
17	The lack of/ non existent French immersion options from grade 7 -12 in the Fort Saskatchewan is frustrating. Also, the fact that programs like Head Start are placed into our school without any previous dialogue with the parents is ridiculous.	3/19/2018 5:52 PM
18	High school location is a concern, we may switch to EICS	3/19/2018 5:42 PM
19	We would prefer to have a French immersion school in sherwood park for high school for our kids.	3/19/2018 5:19 PM
20	lack of options at the higher grades lack of courses taught in french in the higher grades	3/19/2018 4:37 PM

French Immersion Parent Survey 2017-18

21	If my child was struggling academically but had support at school I would be comfortable leaving them in french. If there was insufficient support at school and I was unable to help at home I would remove them from the program.	3/19/2018 1:39 PM
22	Location of the school will be our major deciding factor.	3/19/2018 10:59 AM
23	Availability of all core courses in french Availability of options in french	3/14/2018 2:56 PM
24	It would take a lot for my child to convince me to let him leave French Immersion, especially before the end of grade 9.	3/14/2018 2:26 PM
25	Teaching quality is absolutely important and essential in second language learning. I would suggest monitoring the success of students in specific classes at X as there are a couple of teachers that have clear issues with their teaching, where a parent could only assume that a lack of available teachers would be the reason those specific teachers are still employed at the school.	3/12/2018 7:18 PM
26	Stability and future of program.	3/9/2018 7:04 PM
27	The range of available courses in French in high school may be a consideration.	3/9/2018 11:05 AM
28	First priority is the academic well being of my child. Followed by social/peer situation. But, location and busing can be barriers for people.	3/8/2018 9:04 AM
29	Why Fort Saskatchewan dont have French Immersion after Grade 6???? They build 2 schools and one more is going to be build in West Park. The Fort need French immersion after grade 6. 25 000 peoples live here!!! Plus people around. A lots of people drop off of French immersion after Grade 6 because they have to go to Ardrossan.	3/7/2018 7:48 PM
30	As the child progresses through to junior high and high school, the availability of options and extracurricular opportunities becomes increasingly important, in addition to the french immersion. In this regard, tge location of the french immersion program could influence the decision as to whether the child stays in the program until grade 12.	3/7/2018 5:03 PM
31	I may consider removing my child from French immersion if there were clear opportunities that were not available to them in the French immersion stream.	3/6/2018 8:20 PM
32	the teaching quality doesn't really matter, as we see, the teachers are kept whether they are competent or not	3/6/2018 12:26 AM
33	The childs performance and or behavior issues due to added stress of a second language would be the only reason to pull my child out of french.	3/5/2018 10:32 PM
34	Fort Saskatchewan needs to have French immersion to grade 12	3/5/2018 9:27 PM
35	I chose to switch into English in high school, mainly because the French Immersion school didn't offer a full range of non-core options. I would allow my child to switch under similar circumstances, but would encourage French Immersion if the options she wants are available.	3/5/2018 9:02 PM
36	Again, my daughter is committed to French Immersion because she doesn't know any different. Also, many of her friends have and will continue with French Immersion.	3/5/2018 4:55 PM
37	The location of the school and the travel time are definite factors, especially as homework and out of school activities take up more time. As well, the programming the school offers is of importance i.e., citizenship.	3/5/2018 4:44 PM
38	High school offering French programming also offers great fine arts program for band, drama and sports.	3/5/2018 3:59 PM
39	Involvement in extra-curricular activities may be another factor, because this will be impacted by location of the school. The bus ride is currently 1 hour each way for my older child, which is far too long. It seems silly to send both children on such a long trip every day. I would consider moving to Sherwood Park if French immersion is offered within Sherwood Park (we would not continue bussing to Ardrossan from Sherwood Park). Given the general uncertainty about where the program will be offered in the future, we are generally more likely to exit the program because at least in English we will know what schools our children will be attending.	3/5/2018 2:35 PM
40	We would prefer to not have to send the kids to Ardrossan for High School. Very disappointed there isn't a French Program in SP.	3/5/2018 2:04 PM
41	As previously mentioned, the numbers at Ecole Parc continue to grow with Kindergarten registration currently sitting at over 46 students. If these numbers continue to grow a junior high in Fort Saskatchewan should be a priority. Lets keep our kids in Fort Saskatchewan..	3/5/2018 1:52 PM

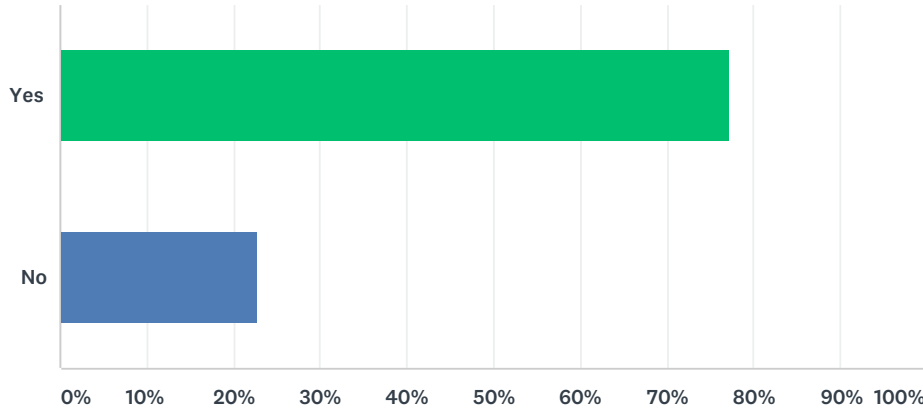
French Immersion Parent Survey 2017-18

42 There is no French in Fort Saskatchewan after Grade 6. We would be bussing to Ardrossan. This alone has given me doubts about staying in the French program.

3/5/2018 1:50 PM

Q28 Do you feel you have the support you need to engage in your child's learning even though the language of instruction is in French?

Answered: 272 Skipped: 21



ANSWER CHOICES	RESPONSES	
Yes	77.21%	210
No	22.79%	62
TOTAL		272

Q29 What supports did you receive/utilize to engage in your child's education?

Answered: 272 Skipped: 21

#	RESPONSES	DATE
1	Emails from teachers explaining things.	3/25/2018 1:22 PM
2	the Teacher is approachable and encourages parent involvement.	3/24/2018 8:00 PM
3	N/A	3/23/2018 12:16 PM
4	internet	3/22/2018 9:57 PM
5	Google translate	3/22/2018 2:23 PM
6	We know some French so we can help with their work.	3/22/2018 8:57 AM
7	I haven't received supports and am able to support my children due to my own exposure to French through immersion education.	3/21/2018 10:36 PM
8	Website's or App's to help understand the french portion.	3/21/2018 2:50 PM
9	French speaking parent	3/21/2018 11:57 AM
10	learning resources at home	3/21/2018 11:14 AM
11	Family, friends, library, cultural events, school does a lot of activities and celebrations like presentations and carnival. There are a couple of teacher assistants if students need some help. Principal is very supportive of French and the Assistant Principal is also an enthusiastic person for French in the school. My kids like French	3/21/2018 11:06 AM
12	n/a	3/21/2018 10:25 AM
13	library books	3/21/2018 12:47 AM
14	Community friends (older students in FI and Parents who speak French), CPF, and teachers	3/20/2018 11:10 PM
15	Not many	3/20/2018 11:01 PM
16	I don't know. A list of possible responses would have been helpful here to identify what qualifies as a "support".	3/20/2018 9:18 PM
17	I didn't require any.	3/20/2018 8:49 PM
18	Was always told that French would be taught at school, as parents continue English at home as Best we can.....we should have gotten better support	3/20/2018 8:39 PM
19	Teachers are always open to communicate, though I haven't requested or required much supports so far in our short time in the system.	3/20/2018 6:57 PM
20	Communicative staff members willing to meet and address my concerns and offer assistance to improve my child's learning.	3/20/2018 4:56 PM
21	The teacher's that correspond to parent do so in English	3/20/2018 1:20 PM
22	Teachers translate into English when communicating.	3/20/2018 1:13 PM
23	I speak the language so I feel I am able to adequately engage.	3/20/2018 12:55 PM
24	?	3/20/2018 11:55 AM
25	Links to websites for child to practice at home.	3/20/2018 11:23 AM
26	Teachers provide us with multiple ways to practice french through fun activities.	3/20/2018 11:16 AM
27	none	3/20/2018 11:05 AM
28	Wife participated largely. Google translator .	3/20/2018 11:05 AM
29	Don't know	3/20/2018 10:42 AM

French Immersion Parent Survey 2017-18

30	My own education and google translate	3/20/2018 10:33 AM
31	none	3/20/2018 10:29 AM
32	none	3/20/2018 10:06 AM
33	Talking to the teacher about how my child is doing and what they are putting extra effort into.	3/20/2018 10:02 AM
34	Nothing. My husband helps the children as he speaks French.	3/20/2018 9:38 AM
35	Websites, apps, links.	3/20/2018 9:25 AM
36	My husband helps with most of the homework as he is French.	3/20/2018 8:47 AM
37	My wife is french immerison	3/20/2018 8:41 AM
38	Extra material	3/20/2018 8:24 AM
39	I took French till grade 12 so I know a bit and my husband is francophone	3/20/2018 8:23 AM
40	None thus far	3/20/2018 8:17 AM
41	Haven't heard of any. I get help from someone that is French	3/20/2018 8:12 AM
42	Took French in school myself; support from internet to translate assignments	3/20/2018 7:16 AM
43	teachers, school	3/20/2018 7:00 AM
44	Instructions will come home in English or the teachers are readily available to answer questions. Google translate is also available.	3/20/2018 6:50 AM
45	Parents learning	3/19/2018 10:53 PM
46	Do not wish to answer	3/19/2018 10:24 PM
47	None yet, child is in kindergarten	3/19/2018 10:12 PM
48	none	3/19/2018 10:04 PM
49	N/A	3/19/2018 10:01 PM
50	Mostly from individual teachers.	3/19/2018 10:01 PM
51	Speaking French with them at home.	3/19/2018 9:51 PM
52	Open discussions with his teachers.	3/19/2018 9:50 PM
53	?	3/19/2018 9:39 PM
54	My own education	3/19/2018 9:36 PM
55	His father	3/19/2018 9:25 PM
56	Approachable teachers	3/19/2018 9:19 PM
57	Google translate.	3/19/2018 8:43 PM
58	When we receive a communication it is in English.	3/19/2018 8:32 PM
59	Resources brought home	3/19/2018 7:58 PM
60	I am fluent so am able to help quite easily	3/19/2018 7:46 PM
61	My own french knowledge supplemented by google.	3/19/2018 7:44 PM
62	Online information from CPF	3/19/2018 7:37 PM
63	I've never explored any supports as I speak and read French.	3/19/2018 7:29 PM
64	We use google translate a lot.	3/19/2018 7:12 PM
65	Na	3/19/2018 7:09 PM
66	None	3/19/2018 7:09 PM
67	French lessons	3/19/2018 6:58 PM
68	Both my children have/had ISPs to deal with learning difficulties. The supports in place have helped mitigate and support them in their learning.	3/19/2018 6:47 PM

French Immersion Parent Survey 2017-18

69	Teacher support Web links Parent council	3/19/2018 6:46 PM
70	GREAT TEACHERS	3/19/2018 6:37 PM
71	Info from teachers	3/19/2018 6:21 PM
72	information from friends in the teaching community and our teachers so far.	3/19/2018 6:20 PM
73	N/a	3/19/2018 5:55 PM
74	Sites/videos/games in French on newsletter from teachers	3/19/2018 5:51 PM
75	Other older kids	3/19/2018 5:49 PM
76	I speak French	3/19/2018 5:44 PM
77	- Information coming home in English and French. - class dojo -parent/teacher/student conferences - report cards	3/19/2018 5:34 PM
78	None	3/19/2018 5:21 PM
79	None	3/19/2018 5:16 PM
80	Websites etc	3/19/2018 5:16 PM
81	Letter formation worksheets Poster "All About Me" translation	3/19/2018 4:51 PM
82	x	3/19/2018 4:47 PM
83	Textbooks in English, either the bound copy or PDF, Google Translate	3/19/2018 4:43 PM
84	discussions with school admin & staff	3/19/2018 4:38 PM
85	English versions of the textbooks, either borrowed from the school or via PDF, Google Translate	3/19/2018 4:37 PM
86	School website	3/19/2018 4:33 PM
87	none	3/19/2018 4:31 PM
88	None	3/19/2018 4:30 PM
89	none	3/19/2018 4:26 PM
90	N/A	3/19/2018 4:25 PM
91	No comment	3/19/2018 4:22 PM
92	Extra help with reading	3/19/2018 4:21 PM
93	Set up for parent portal	3/19/2018 4:21 PM
94	Most email communication is in English and the teachers are quite open to providing feedback and clarification in English.	3/19/2018 4:20 PM
95	I don't use any but they're probably available?	3/19/2018 4:20 PM
96	Extra reading help	3/19/2018 4:14 PM
97	None	3/19/2018 3:32 PM
98	French class for parents	3/19/2018 3:29 PM
99	Ardrossan shares a lot of information on a regular basis...library and teachers are helpful	3/19/2018 1:57 PM
100	teacher communications is vital for me.	3/19/2018 1:42 PM
101	That the parents dont need to be french speaking.	3/19/2018 1:37 PM
102	Communication with teachers and administrators	3/19/2018 1:30 PM
103	I am french.	3/19/2018 1:21 PM
104	Spelling lists, books	3/19/2018 12:53 PM
105	Older sibling is in FI	3/19/2018 12:29 PM
106	Online resources. Weekly newsletter. Philosophy of principal for students to not have homework. Welcoming atmosphere to participate in school events and classroom activities. Open communication with teachers.	3/19/2018 12:01 PM

French Immersion Parent Survey 2017-18

107	Same as any other school - parent teacher interviews, newsletters, etc...	3/19/2018 11:39 AM
108	Library materials and home enrichment such as promoting language use in the home and friendships with classmates (as well as travel). School promotes and celebrates French language and culture in a very positive way - kudos as both the Principal and Assistant Principal value French.	3/19/2018 11:24 AM
109	I am fluent in french so I have the abillities to help with homework/home reading even though it is in french.	3/19/2018 11:05 AM
110	Teacher guidance, literacy materials, library resources, administrative guidance. There is also EA support in the school if required. School provides a lot of enrichment already. We also both speak French in the home.	3/19/2018 11:04 AM
111	Youtube	3/15/2018 8:36 PM
112	A website that was suggested by the school, talking to teachers one on one	3/15/2018 4:53 PM
113	Discussion with teachers	3/14/2018 2:59 PM
114	Emails from teacher regarding what they're learning about in class and completed work/projects sent home.	3/14/2018 2:29 PM
115	We received no supports. The Principal stated that we should leave our child's education up to the school, although we wanted to participate in the process	3/13/2018 9:29 PM
116	Most hand outs come with an English explanation	3/13/2018 9:18 PM
117	Administration and teachers available to answer questions and support me with my children in the home.	3/13/2018 12:56 PM
118	Teacher interaction	3/13/2018 8:13 AM
119	Books from the school library. Weekly reading exercises.	3/13/2018 12:58 AM
120	I am Francophone with experience in school settings. I have found my own resources to help in my child's education.	3/12/2018 11:30 PM
121	Online language translation. Connecting to other parents through parent council.	3/12/2018 7:26 PM
122	Teacher and website	3/12/2018 1:21 PM
123	Parent council meetings, volunteer in school/on field trips, discussions with principal/school trustee, meetings with teachers, speech therapy.	3/12/2018 10:14 AM
124	Parent council meetings, volunteer in school/on field trips, discussions with principal/school trustee, meetings with teachers, speech therapy.	3/12/2018 10:06 AM
125	Attend parent council meetings, discussions with principal and school trustee, volunteer at school/on field trips, meetings with teachers/school counsellor.	3/12/2018 9:53 AM
126	apps	3/12/2018 9:38 AM
127	apps on my phone friends that speak french	3/12/2018 9:33 AM
128	Websites for reference	3/11/2018 11:53 PM
129	teacher is open to meetings, keeps parents informed. Offers additional learning tips and tools.	3/11/2018 7:50 PM
130	Husband speaks french	3/11/2018 2:22 PM
131	google translate tutor	3/10/2018 10:52 PM
132	google translate older sibling	3/10/2018 10:42 PM
133	???	3/10/2018 4:31 PM
134	My own knowledge of the French language.	3/10/2018 2:23 PM
135	Some online resources Correspondence from some teachers	3/10/2018 12:26 AM
136	Family support	3/9/2018 11:38 PM
137	Feedback from some assignments. Small amounts of homework that does give some indication of the things that are being worked on. Online resources from some teachers through the website	3/9/2018 11:33 PM
138	Assignments have English translation and I use suggested websites.	3/9/2018 10:30 PM

French Immersion Parent Survey 2017-18

139	Communications from their teachers.	3/9/2018 10:08 PM
140	My own French Immersion experience and language ability.	3/9/2018 7:19 PM
141	N/A	3/9/2018 3:42 PM
142	N/A	3/9/2018 3:34 PM
143	Learning apps, videos, books and cd's	3/9/2018 2:07 PM
144	In class teacher. Other parents.	3/9/2018 11:09 AM
145	I took French in school. My child's father is French. That fact that I don't know as much as my child makes it so my child has to translate words sometimes but that helps in my child's comprehension. Google translate is used sometimes when she can't find the words. Win win.	3/9/2018 9:15 AM
146	The teacher's and parent support	3/8/2018 9:29 PM
147	Some teacher support. Suggested work to improve their performance	3/8/2018 1:12 PM
148	Approachable and helpful teachers and Google translate	3/8/2018 12:24 PM
149	Helpful teachers and Google translate	3/8/2018 12:14 PM
150	Approachable and helpful teachers and we use Google translate	3/8/2018 12:05 PM
151	Support of teachers.	3/8/2018 12:02 PM
152	Links	3/8/2018 10:21 AM
153	Opportunities to join CPF.	3/8/2018 9:14 AM
154	Online course	3/8/2018 3:19 AM
155	Student-family liaison (through AHS) to assist in techniques for anxiety	3/7/2018 11:35 PM
156	school website, power school, email, parent teacher interviews	3/7/2018 9:43 PM
157	Currently taking French class Translate programs where needed	3/7/2018 9:40 PM
158	My own research into curriculum content (in English)	3/7/2018 9:39 PM
159	Teacher conferences and newsletters	3/7/2018 9:35 PM
160	I took French immersion myself so have not needed a lot of support so far.	3/7/2018 9:34 PM
161	Although I speak French and can easily support my children, my husband does not but is still able to support when homework instructions are translated for him	3/7/2018 8:35 PM
162	Im French	3/7/2018 7:50 PM
163	Friends	3/7/2018 6:57 PM
164	Friends and family	3/7/2018 6:51 PM
165	Staff engagement CPF resources	3/7/2018 5:07 PM
166	Great communication with the teachers and staff in the French Immersion program.	3/7/2018 4:48 PM
167	.	3/7/2018 2:46 PM
168	Feedback from teacher. Bringing home pre-made little books for him to practice reading and it's at different levels for him to improve on and move up to.	3/7/2018 2:20 PM
169	Internet translation (French to English), library reading books, etc.	3/7/2018 10:55 AM
170	google	3/7/2018 9:12 AM
171	websites, apps	3/6/2018 9:16 PM
172	Additional books from my daughter's teacher. These simple books give us the opportunity to review on a regular basis. Her teacher (Mme Bouchard) is also excellent in keeping us informed on the curriculum and how we can support their learning at home. I've learned so much and appreciate all of the thought that is put into their learning.	3/6/2018 8:24 PM
173	Teacher support, friends, reports being send home in both English and French.	3/6/2018 8:19 PM
174	Just discussing with the teachers	3/6/2018 3:57 PM

French Immersion Parent Survey 2017-18

175	Google Translate	3/6/2018 12:58 PM
176	Tutors	3/6/2018 12:23 PM
177	consistent contact with teachers and staff	3/6/2018 11:40 AM
178	From teachers	3/6/2018 11:20 AM
179	None	3/6/2018 11:15 AM
180	google translate	3/6/2018 9:58 AM
181	none	3/6/2018 9:35 AM
182	Open communication with the schools my child has attended	3/6/2018 9:16 AM
183	Translation of instructions for homework in English or spelling words with English translation	3/6/2018 8:53 AM
184	Resources from teacher & school	3/6/2018 8:11 AM
185	None	3/6/2018 7:35 AM
186	Library books, online French videos.	3/6/2018 1:29 AM
187	Google translate, friends with older kids in immersion to help, teachers and school staff	3/6/2018 12:47 AM
188	whatever I navigate on computer or books	3/6/2018 12:34 AM
189	CPF	3/6/2018 12:12 AM
190	we receive emails from CPF and some other information from some teachers	3/5/2018 10:46 PM
191	mostly school support. Engagement of teachers information about what is happening in the classroom.	3/5/2018 10:34 PM
192	N/A	3/5/2018 9:28 PM
193	French reading, tv, movies, etc..	3/5/2018 9:12 PM
194	I haven't needed any supports, other parents have reached out to the teachers with good response. The teachers have also provided links to online material to assist the kids continue their learning at home even if their parents don't know much French	3/5/2018 9:12 PM
195	One child didn't need supports, the other dropped out of French immersion because of lack of academic supports	3/5/2018 8:58 PM
196	Discussions with teacher and TA	3/5/2018 8:42 PM
197	None	3/5/2018 8:40 PM
198	I did not receive any	3/5/2018 8:33 PM
199	websites and locations of helpful French language resources ie public library, google translate. Also information on French for immersion parents.	3/5/2018 7:59 PM
200	E-teacher page, open communication with teachers, websites and materials when she struggled	3/5/2018 7:54 PM
201	communication with teachers and meetings.	3/5/2018 7:30 PM
202	I took French till grade 12 my husband is francophone	3/5/2018 7:00 PM
203	I took French till grade 12 and my husband is francophone	3/5/2018 6:51 PM
204	-Google translate -County library books	3/5/2018 6:20 PM
205	information home, iPad apps	3/5/2018 6:04 PM
206	The family app is great	3/5/2018 6:01 PM
207	I have no idea	3/5/2018 6:00 PM
208	I don't need to access support language-wise as I speak French, but I believe they are there if I needed them.	3/5/2018 5:56 PM
209	Only in K, therefore not much so far.	3/5/2018 5:50 PM
210	I am familiar with the language, so no extra support has been required. However, so far all communication that has been sent home has been in English.	3/5/2018 5:44 PM

French Immersion Parent Survey 2017-18

211	I know enough basic French that I am able to engage in my children's education. I feel like it will be more challenging the older the get.	3/5/2018 5:36 PM
212	Extra reading help	3/5/2018 5:30 PM
213	We are able to ask questions via mobile apps to the teachers, they also keep us informed via the app.	3/5/2018 5:19 PM
214	none. I am a bilingual parent.	3/5/2018 5:17 PM
215	I have two older children in mid twenties who went through French Immersion	3/5/2018 5:12 PM
216	Currently none other than her current school.	3/5/2018 4:57 PM
217	?	3/5/2018 4:53 PM
218	CPF Community (friends/peers) Teachers	3/5/2018 4:52 PM
219	None. I have had to volunteer to really get a feel of the school and to advocate for what I want for my child.	3/5/2018 4:51 PM
220	Home work assignments and reading	3/5/2018 4:50 PM
221	French tutor	3/5/2018 4:48 PM
222	Google translate!	3/5/2018 4:02 PM
223	I took some French courses and use a lot of Google translate and friends with French fluency.	3/5/2018 4:02 PM
224	None. our children are academic enough that they never really needed any supports. Generally the teachers have been engaged and have been committed to French Immersion students and want to see them succeed.	3/5/2018 3:51 PM
225	None. I don't remember receiving anything. There was probably a link to web page or something but I can't remember for sure.	3/5/2018 3:43 PM
226	We don't know of any supports through the school. Her teacher is very helpful if we have questions. We use Google translate a lot ;)	3/5/2018 3:42 PM
227	Speaking some french myself.	3/5/2018 3:39 PM
228	Communication with the teacher about what the children are learning in french that month	3/5/2018 3:32 PM
229	The school has not been very helpful. Instead, I have taken things from the perspective of me learning alongside. If there is a translation problem, we work together to solve it using online tools or a dictionary. I wish I knew more French so I could speak it more with them at home.	3/5/2018 3:31 PM
230	Instructions are also in english for parents to help with any questions parents may have had	3/5/2018 3:22 PM
231	Teachers communicate with parents in English.	3/5/2018 3:13 PM
232	parent/student/teacher interviews, school newsletters	3/5/2018 3:07 PM
233	N/A	3/5/2018 2:56 PM
234	Parent/teacher communication is in English. There are very few homework assignments or projects to do at home in French, so this has not been a problem.	3/5/2018 2:52 PM
235	- all of my daughter's teachers have very much had an open door policy and are always willing to discuss and resolve any issues that I have brought forth - I appreciate the change to have the parent-teacher interviews prior to the report cards, especially the first one early in the year. We have received feedback during these meetings that we have been able to quickly address before they become problems.	3/5/2018 2:50 PM
236	Lots of information regarding homework, etc.	3/5/2018 2:48 PM
237	None.	3/5/2018 2:42 PM
238	Communication from the teacher in English	3/5/2018 2:36 PM
239	websites with French language translation and pronunciation.	3/5/2018 2:36 PM
240	I speak French	3/5/2018 2:32 PM
241	Haven't received much support in kindergarten	3/5/2018 2:30 PM
242	Help and support from the teachers of websites and places to go.	3/5/2018 2:29 PM

French Immersion Parent Survey 2017-18

243	n/a	3/5/2018 2:26 PM
244	None needed- speak French	3/5/2018 2:25 PM
245	None	3/5/2018 2:24 PM
246	Reading group has offered some help. But not enough. And the teachers are too busy to give enough help to all the students. Not enough support is available.	3/5/2018 2:24 PM
247	Using the teacher webpage	3/5/2018 2:21 PM
248	Teacher is engaged and explains things in English.	3/5/2018 2:19 PM
249	Teacher is available for assistance	3/5/2018 2:18 PM
250	Good communication with teachers	3/5/2018 2:11 PM
251	Contact with teachers	3/5/2018 2:11 PM
252	none i use google translate	3/5/2018 2:05 PM
253	Nothing really	3/5/2018 2:05 PM
254	Google translate	3/5/2018 2:02 PM
255	None but I am fluent in French.	3/5/2018 2:01 PM
256	Home reading books. Sight words.	3/5/2018 2:00 PM
257	Google translate and instructions from teachers.	3/5/2018 1:57 PM
258	not needed	3/5/2018 1:56 PM
259	My own ability	3/5/2018 1:56 PM
260	I'm French Speaking therefore its not difficult for me to help my child.	3/5/2018 1:55 PM
261	n/a	3/5/2018 1:53 PM
262	Lots of websites online. Family members speak french also. Teachers are very open to help.	3/5/2018 1:53 PM
263	I am a FI teacher Emails from teacher	3/5/2018 1:52 PM
264	The use of videos being sent home for spelling words	3/5/2018 1:52 PM
265	None	3/5/2018 1:50 PM
266	I am fully Francophone and an Elementary FI educator within EIPS. I have many supports readily available.	3/5/2018 1:48 PM
267	websites	3/5/2018 1:48 PM
268	Teachers feedback	3/5/2018 1:46 PM
269	None	3/5/2018 1:46 PM
270	I was in french immersion	3/5/2018 1:46 PM
271	The teachers are very good at sharing information with the parents.	3/5/2018 1:43 PM
272	None	3/5/2018 1:43 PM

Q30 What supports would be beneficial to engage you in your child's education?

Answered: 272 Skipped: 21

#	RESPONSES	DATE
1	We are reviving what we need.	3/25/2018 1:22 PM
2	Not sure what you are asking	3/24/2018 8:00 PM
3	N/A	3/23/2018 12:16 PM
4	regular communication from teachers	3/22/2018 9:57 PM
5	Translation into english for math word problems and social studies questions.	3/22/2018 2:23 PM
6	Parents that are not fluent in French need to have some tools to help them with their child's work. If the parents can help at home, the kids will do better at school, and they will be more likely to stay in French immersion. Maybe have a copy of the homework in English so the parents can help. Maybe an App that helps you pronounce the words properly?	3/22/2018 8:57 AM
7	Enhanced communication with parents.	3/21/2018 10:36 PM
8	Communication always.	3/21/2018 2:50 PM
9	.	3/21/2018 11:57 AM
10	online education	3/21/2018 11:14 AM
11	Library books - have lots of easy and interesting books and magazines....computer games and software...Just because a teacher can speak French does not mean they are as good at teaching as the English teachers. Some need to make lessons more interesting as kids get bored. Some teachers use worksheets that are boring	3/21/2018 11:06 AM
12	n/a	3/21/2018 10:25 AM
13	family came in french language	3/21/2018 12:47 AM
14	learning to speak some french	3/20/2018 11:10 PM
15	Copies of assignments in English so we know what they need to do, basic French classes for parents	3/20/2018 11:01 PM
16	Since kindergarten, I have been unsure how much of the home reading my child is supposed to understand in French. Frequently we would be reading a book and having to use Google translate because my child didn't have the vocabulary and I couldn't help them. Some kind of guide for English-speaking parents trying to help their children with French literacy would be useful. How much time per night? How many new words should they be expected to learn? How do I know if the book chosen is at an appropriate reading level?	3/20/2018 9:18 PM
17	I don't feel that I need any.	3/20/2018 8:49 PM
18	? Maybe this should be better answered by the education system, We couldn't be much help as don't speak French. We've spent thousands of dollars on tutors over the years for extra help.....frustrating	3/20/2018 8:39 PM
19	-	3/20/2018 6:57 PM
20	More EA assistance to help students struggling with basic concepts in math or writing.	3/20/2018 4:56 PM
21	More dual language online support	3/20/2018 1:20 PM
22	More online resources in both mediums.	3/20/2018 1:13 PM
23	N/A	3/20/2018 12:55 PM
24	Study guides in English. Assignment descriptions and scoring matrix in English. Access to English text books.	3/20/2018 11:55 AM

French Immersion Parent Survey 2017-18

25	Support in translating french documents, or having documents sent home that are in french and english so anglophone parents can read homework	3/20/2018 11:23 AM
26	I am a full time employee with AHS and I don't have the opportunity to interact with the school activities during school hours. I'm not sure how feasible this is but perhaps have activities and/or programs after school hours that I could potentially be part of from time to time.	3/20/2018 11:16 AM
27	Textbooks in English	3/20/2018 11:05 AM
28	see above	3/20/2018 11:05 AM
29	Don't know	3/20/2018 10:42 AM
30	More awareness for help programs	3/20/2018 10:33 AM
31	better quality of teachers and 'in-school' help for students	3/20/2018 10:29 AM
32	The entire system needs to be redone. It is unacceptable that the teacher comes before the student. I have spent too much time hitting walls with the Admin, no support.	3/20/2018 10:06 AM
33	I need instructions in English if I want to be any help at home.	3/20/2018 10:02 AM
34	Textbooks in English for parents wanting to help.	3/20/2018 9:38 AM
35	More opportunities to participate in french outside of the classroom, other than through electronics.	3/20/2018 9:25 AM
36	Not sure	3/20/2018 8:47 AM
37	i'm not concerned	3/20/2018 8:41 AM
38	In school tutors	3/20/2018 8:24 AM
39	I'm engaged	3/20/2018 8:23 AM
40	Bringing home assignments. I only see my Grade 3 daughter's work a couple times a school year.	3/20/2018 8:17 AM
41	Education for parents	3/20/2018 8:12 AM
42	Not surw	3/20/2018 7:16 AM
43	all good	3/20/2018 7:00 AM
44	I feel I have the support	3/20/2018 6:50 AM
45	.	3/19/2018 10:53 PM
46	Do not wish to answer	3/19/2018 10:24 PM
47	Workshops or work sheets for parent and child to learn together	3/19/2018 10:12 PM
48	unsure	3/19/2018 10:04 PM
49	N/A	3/19/2018 10:01 PM
50	Graduates of the program, options available being bilingual.	3/19/2018 10:01 PM
51	More feedback about their progress in French reading and writing.	3/19/2018 9:51 PM
52	Better career planning starting in Grade 8 so they can make wiser choices when they start selecting their classes for high school.	3/19/2018 9:50 PM
53	?	3/19/2018 9:39 PM
54	Receive the lessons content plan, ideally ahead of time, to help the children get ready, or review and practice their lessons and exercises.	3/19/2018 9:36 PM
55	Not sure	3/19/2018 9:25 PM
56	English translations of key assignments, especially in the lower grades where parental prompting/coaching is needed to form study habits.	3/19/2018 9:19 PM
57	Assignments and homework made available in English as well as being in the know about what my child is learning.	3/19/2018 8:43 PM
58	Can't think of anything.	3/19/2018 8:32 PM
59	English and french books to assist us parents	3/19/2018 7:58 PM
60	I have no suggestions for me or my children in this area	3/19/2018 7:46 PM

French Immersion Parent Survey 2017-18

61	So far so good.	3/19/2018 7:44 PM
62	Parental French class at the school	3/19/2018 7:37 PM
63	I'm not sure	3/19/2018 7:29 PM
64	I'm not sure	3/19/2018 7:12 PM
65	I don't speak French	3/19/2018 7:09 PM
66	Communication	3/19/2018 7:09 PM
67	Adult French lessons, being kept up on what's going on in school and with child.	3/19/2018 6:58 PM
68	My child being more receptive to the supports in place.	3/19/2018 6:47 PM
69	French parent support- place to discuss issues/concerns	3/19/2018 6:46 PM
70	i HAVE ALL THE SUPPORT iI NEED	3/19/2018 6:37 PM
71	?	3/19/2018 6:21 PM
72	Communication about activities that they are working on monthly so we can reinforce them at home.	3/19/2018 6:20 PM
73	N/a	3/19/2018 5:55 PM
74	Something to help non French speaking parents with pronunciations	3/19/2018 5:51 PM
75	Teachers taking the time with kids that don't understand French	3/19/2018 5:49 PM
76	Nothing else	3/19/2018 5:44 PM
77	No sure	3/19/2018 5:34 PM
78	I don't know	3/19/2018 5:21 PM
79	Parent sessions on basic French language to assist with early reading.	3/19/2018 5:16 PM
80	No clue.	3/19/2018 5:16 PM
81	French audiobooks French letter sounds worksheets	3/19/2018 4:51 PM
82	x	3/19/2018 4:47 PM
83	More consistent emails from teachers to parents. Weebly websites are not useful as they are not regularly updated by all teachers. Not a fan of text apps as they don't provide comprehensive, organized details. Would like to see the use of those eliminated.	3/19/2018 4:43 PM
84	french classes for parents	3/19/2018 4:38 PM
85	More frequent updates on each subject emailed to parents - the weebly websites themselves are not useful as they don't get updated regularly by all teachers	3/19/2018 4:37 PM
86	If teachers consistently used their e teacher pages to share homework and study material. Many teachers don't consistently update their page or use it at all. Now that we don't have agendas communication from the classroom is inconsistent.	3/19/2018 4:33 PM
87	N/A	3/19/2018 4:31 PM
88	More support	3/19/2018 4:30 PM
89	more emphasis on math instruction	3/19/2018 4:26 PM
90	N/A	3/19/2018 4:25 PM
91	No comment	3/19/2018 4:22 PM
92	N/a	3/19/2018 4:21 PM
93	Unknown at this time. My child is in kindergarten.	3/19/2018 4:21 PM
94	My understanding was there used to be french lessons for parents after hours in the past.	3/19/2018 4:20 PM
95	I don't know.	3/19/2018 4:20 PM
96	N/a	3/19/2018 4:14 PM
97	Anything	3/19/2018 3:32 PM

French Immersion Parent Survey 2017-18

98	Student/buddy helpers	3/19/2018 3:29 PM
99	Increase resources and recruit teachers with higher language proficiency and teaching skills. Speaking the language is not enough - a number of english teachers are better teachers in teaching students in different and interesting ways	3/19/2018 1:57 PM
100	Reading and math support outside of the classroom would be helpful. (extra staff to support children one on one).	3/19/2018 1:42 PM
101	Encouragement	3/19/2018 1:37 PM
102	Unsure	3/19/2018 1:30 PM
103	Fun work to do at home. Ex: math, reading	3/19/2018 1:21 PM
104	Copy of their lessons	3/19/2018 12:53 PM
105	Maybe a parent French for beginners class for those who do not speak it	3/19/2018 12:29 PM
106	The ability to complete grade 7-12 in Fort Sask.	3/19/2018 12:01 PM
107	same as any other school	3/19/2018 11:39 AM
108	More learning resources is always welcome as it keeps it interesting for students.	3/19/2018 11:24 AM
109	More french books	3/19/2018 11:05 AM
110	Continue to expand library collection and resource tips for parents	3/19/2018 11:04 AM
111	More parental resources	3/15/2018 8:36 PM
112	Tutoring for both parents and children so children can receive the help they need and parents can learn to better help their children in the future	3/15/2018 4:53 PM
113	French classes for parents	3/14/2018 2:59 PM
114	Those I receive, as stated above, are great.	3/14/2018 2:29 PM
115	much more sharing of information, progress reports, parent engagement	3/13/2018 9:29 PM
116	Maybe having an info session or an app	3/13/2018 9:18 PM
117	Continue to purchase library books to support home reading.	3/13/2018 12:56 PM
118	Not sure	3/13/2018 8:13 AM
119	online resources	3/13/2018 12:58 AM
120	More opportunities to engage in immersion activities close to home	3/12/2018 11:30 PM
121	Parent/peer support group. Access to or knowledge of French language tutors. Knowledge of French/francophone events in the area.	3/12/2018 7:26 PM
122	N/a	3/12/2018 1:21 PM
123	I don't feel any further supports are required.	3/12/2018 10:14 AM
124	I don't feel any further supports are needed.	3/12/2018 10:06 AM
125	I don't feel any further supports are necessary.	3/12/2018 9:53 AM
126	sessions for parents on how to assist their child when they do not speak the language	3/12/2018 9:38 AM
127	parent sessions at school	3/12/2018 9:33 AM
128	Tutors, parents support programs	3/11/2018 11:53 PM
129	pleased with what our school does to keep all parents engaged.	3/11/2018 7:50 PM
130	More directions translated to English for parents	3/11/2018 2:22 PM
131	literacy "cheat sheet" with letter sounds	3/10/2018 10:52 PM
132	"cheat sheet" for literacy with letter chunks for sounds books on CD	3/10/2018 10:42 PM
133	???	3/10/2018 4:31 PM
134	None. I am already quite involved.	3/10/2018 2:23 PM

French Immersion Parent Survey 2017-18

135	Some teacher support with FLA when there are areas they are not understanding.	3/10/2018 12:26 AM
136	None	3/9/2018 11:38 PM
137	More detailed parent-teacher interviews. Report cards have minimal information. Some type of more updated online system to indicate growth.	3/9/2018 11:33 PM
138	Continued communication.	3/9/2018 10:30 PM
139	During parent/teacher interviews, the teachers need to hear what the parents are saying. Listen rather than be defensive.	3/9/2018 10:08 PM
140	Continued communication about goals and expectations throughout the grade year. Eg. what reading level to achieve, what math level to achieve, etc. Also information about what strategies are being taught in class so that it can be reinforced at home.	3/9/2018 7:19 PM
141	N/A	3/9/2018 3:42 PM
142	N/A	3/9/2018 3:34 PM
143	learns best via music	3/9/2018 2:07 PM
144	Child care for my preschool aged children so I can volunteer in my child's classroom.	3/9/2018 11:09 AM
145	English translation from teacher, sometimes	3/9/2018 9:15 AM
146	...	3/8/2018 9:29 PM
147	More of the same. Some parents do not know any French and this makes it difficult to help their child. Audio or video files with pronunciation.	3/8/2018 1:12 PM
148	Not sure	3/8/2018 12:24 PM
149	Not sure	3/8/2018 12:14 PM
150	Not sure	3/8/2018 12:05 PM
151	Continued support of teachers.	3/8/2018 12:02 PM
152	Links to websites. A written copy in English of what work needs to be done so I can help them with homework	3/8/2018 10:21 AM
153	Online resources for learning French as a parent of a FI student. Online access to translated school work so we can access it for homework if questions arise.	3/8/2018 9:14 AM
154	A parent night to teach us the basics as well	3/8/2018 3:19 AM
155	Teachers don't keep parents in the loop with what is going on. I had a kinder teacher who did a really good job communicating what the students were learning in an ongoing basis. Gr 1 and 2 we had teachers who don't talk/email with parents.	3/7/2018 11:35 PM
156	More communication. Study skills courses and resources especially since we are not fluent in French. This is becoming an issue and we debate whether academics are suffering because of this.	3/7/2018 9:43 PM
157	Information about French classes Information about French content child learns Perhaps offer French classes to help parents learn some similar curriculum	3/7/2018 9:40 PM
158	More info regarding content covered	3/7/2018 9:39 PM
159	More communication, help to teach study skills especially as they get through higher grades	3/7/2018 9:35 PM
160	I appreciated access to French storybooks through library and Titou program.	3/7/2018 9:34 PM
161	n/a	3/7/2018 8:35 PM
162	We are happy	3/7/2018 7:50 PM
163	A French school Sports for Life program	3/7/2018 6:57 PM
164	Student mentorship programs from high school downward	3/7/2018 6:51 PM
165	No comments	3/7/2018 5:07 PM
166	I'm not sure at this time.	3/7/2018 4:48 PM
167	.	3/7/2018 2:46 PM

French Immersion Parent Survey 2017-18

168	Not sure	3/7/2018 2:20 PM
169	My child is in Grade 1, and I haven't experienced any struggles while engaging in his education, but I believe ongoing parent-teacher communication is very important.	3/7/2018 10:55 AM
170	google	3/7/2018 9:12 AM
171	more resources to help parents to help their child education, especially when the parents don't speak french at home.	3/6/2018 9:16 PM
172	I would love lists of books or music that I could supplement at home from native speaking authors and singer/songwriters.	3/6/2018 8:24 PM
173	Perhaps if I understood the French language a little better.	3/6/2018 8:19 PM
174	I'm happy with what we've been doing this far	3/6/2018 3:57 PM
175	courses of French (like French 101, 201 etc) for parents offered through school	3/6/2018 12:58 PM
176	Classes for parents required to learn the language	3/6/2018 12:23 PM
177	all good	3/6/2018 11:40 AM
178	I don't feel a need for addition supports at this time	3/6/2018 11:20 AM
179	Teacher interest. Seeing signs of teacher fatigue.	3/6/2018 11:15 AM
180	more help/information from teachers	3/6/2018 9:58 AM
181	none	3/6/2018 9:35 AM
182	Continued open communication	3/6/2018 9:16 AM
183	More support in the areas of social development. Also for a child who is ahead academically perhaps some programs within the class for extra work to keep them engaged / occupied.	3/6/2018 8:53 AM
184	Continued resources/suggestions from teacher & school	3/6/2018 8:11 AM
185	An older student to help with school work, like being set up with a tutor.	3/6/2018 7:35 AM
186	Maybe, a concise checklist of skills in the different subject areas for parents to reference to know the target for each school year and to have a guide on areas to support their child.	3/6/2018 1:29 AM
187	I feel like I can get everything I need	3/6/2018 12:47 AM
188	I already do too much regarding child's education, may as well home school for the amount my kid learns at school	3/6/2018 12:34 AM
189	French language course for adults when child in elementary.	3/6/2018 12:12 AM
190	helping me to "interpret" his homework without having to use google translate	3/5/2018 10:46 PM
191	More community french involvement. Larger opportunities for french within the community. French classes for parents would be awesome.	3/5/2018 10:34 PM
192	Unknown	3/5/2018 9:28 PM
193	French speaking night(s) for parents who are anglophone and not francophone. To practice our pronunciation and conversational french.	3/5/2018 9:12 PM
194	I'm engaged and fluent enough to keep up with my daughter's school work and provide assistance where necessary. We participate in classroom activities as well if we can. Our teachers so far at Ardrossan have been easy to reach through email and very helpful	3/5/2018 9:12 PM
195	Having elementary teach more reading and writing and less 7 habits and bucket filling	3/5/2018 8:58 PM
196	App suggestions for non french speaking parents ?	3/5/2018 8:42 PM
197	Greater understanding of how immersion programs progress	3/5/2018 8:40 PM
198	As a not french speaking parent it would be nice for notices about homework assignments to come in English as well	3/5/2018 8:33 PM
199	Homework instructions in english so I can help explain things if my child has questions.	3/5/2018 7:59 PM
200	Parent support groups	3/5/2018 7:54 PM

French Immersion Parent Survey 2017-18

201	More help for parents that don't speak English to help guide/assist my child with homework when in French.	3/5/2018 7:30 PM
202	French tutors	3/5/2018 7:00 PM
203	French tutors	3/5/2018 6:51 PM
204	-We are not aware of which supports are available. Perhaps a resource to indicate which are available and then we would know where to start.	3/5/2018 6:20 PM
205	Nothing. I'm happy with what I received.	3/5/2018 6:04 PM
206	Feel supported.	3/5/2018 6:01 PM
207	I have no idea. Dnt	3/5/2018 6:00 PM
208	Having clear, easy guidelines of what they're expected to learn in each grade sent home at the beginning of each year. Standardized testing (not just in Grade 6/9/12 when they're leaving one school and moving to the next level) to see how my children are progressing compared to average for the district/province.	3/5/2018 5:56 PM
209	As we move up in the education system, I will be better able to answer this	3/5/2018 5:50 PM
210	No supports needed - I can read and understand French	3/5/2018 5:44 PM
211	I feel that more information sessions for parents about how to teach your child to read in French etc. would be beneficial. Also, we had some parent sessions in our school concerning math etc. but everything is always in English. Perhaps putting parents in a semi-immersion setting would help them as well.	3/5/2018 5:36 PM
212	More structured reading.....	3/5/2018 5:30 PM
213	Not sure.	3/5/2018 5:19 PM
214	.	3/5/2018 5:17 PM
215	I feel supports are avail when needed	3/5/2018 5:12 PM
216	Communication from teachers/administration is the best.	3/5/2018 4:57 PM
217	?	3/5/2018 4:53 PM
218	A course on how to best support their learning as well as some French Language instruction.	3/5/2018 4:52 PM
219	Adult French language courses offered in the community. More detailed idea of the curriculum. Tutoring availability for parents/students. More inclusion in resources that my child is using in the classroom i.e., access codes to the websites.	3/5/2018 4:51 PM
220	more french language radio and TV programming externally. Peer work with higher grade students to shadow my son in grade 1, 2 3 etc	3/5/2018 4:50 PM
221	More resources for English speaking parents.	3/5/2018 4:48 PM
222	Unsure	3/5/2018 4:02 PM
223	French courses for parents. Textbooks online in English so the parent can read the chapter and then more easily quiz and support the child's learning.	3/5/2018 4:02 PM
224	I know what is going on with our children in school and with their achievement and with their marks so I do not need any engagement activities.	3/5/2018 3:51 PM
225	I would like to learn some French so that maybe I could have a conversation. That would be helpful.	3/5/2018 3:43 PM
226	Maybe if there was an information session for parents every couple of months to keep us in the loops about how we can better support our children at home if we are non French speaking parents.	3/5/2018 3:42 PM
227	A translation tool	3/5/2018 3:39 PM
228	I like the support we currently receive	3/5/2018 3:32 PM
229	I would love if there was a parent's conversation circle, either in person or online. I think if I knew more French myself, I would be more inclined to watch a French movie or read aloud a French book that is not at the kindergarten level.	3/5/2018 3:31 PM

French Immersion Parent Survey 2017-18

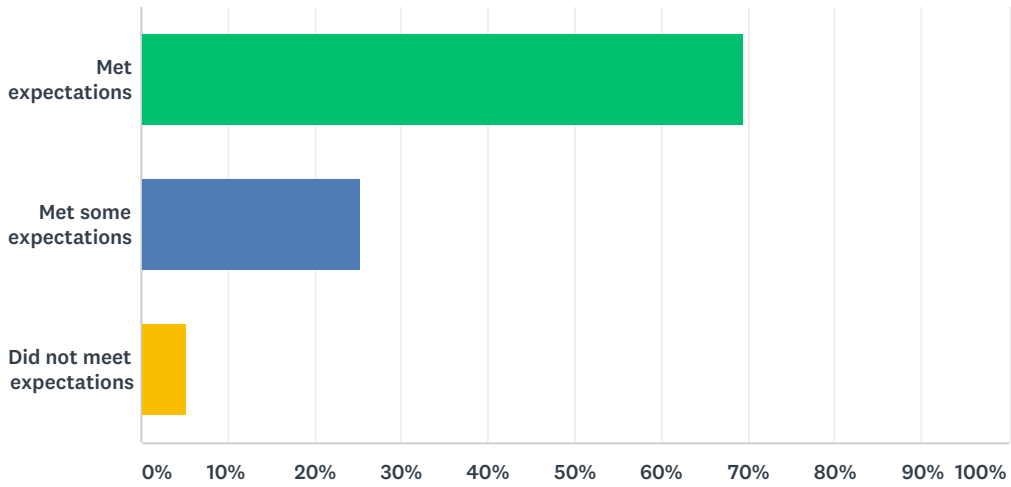
230	not sure	3/5/2018 3:22 PM
231	More access to resources we can use/monitor at home. It is difficult to find out what is going on at school.	3/5/2018 3:13 PM
232	I am satisfied with the supports	3/5/2018 3:07 PM
233	N/A	3/5/2018 2:56 PM
234	More streamlined & regular communication from teachers on substantive topics being taught.	3/5/2018 2:52 PM
235	I don't know the answer to this question, but my issue is this: if my child comes home with homework she doesn't understand, she needs to explain what she needs to do, but if she doesn't understand it, that can be quite the challenge. Even translating the instructions can often fall short. For homework that has a longer due date, this isn't usually an issue as she can ask for help at school the next day, but for homework that is due the next day, we sometimes find ourselves struggling. I will say this becomes less of an issue as she gets older though.	3/5/2018 2:50 PM
236	I am satisfied for now/	3/5/2018 2:48 PM
237	More feedback and interaction from teachers.	3/5/2018 2:42 PM
238	NA	3/5/2018 2:36 PM
239	I'm not really sure I can engage. I don't speak french. I do not intend to instruct my child to speak french. I expect the school to do that.	3/5/2018 2:36 PM
240	I speak French	3/5/2018 2:32 PM
241	Websites, apps to encourage french	3/5/2018 2:30 PM
242	Extra tutors that are affordable.	3/5/2018 2:29 PM
243	I'm as engaged as I wish to be regardless of supports.	3/5/2018 2:26 PM
244	N/a	3/5/2018 2:25 PM
245	Not sure	3/5/2018 2:24 PM
246	More support for homework and help with areas that students struggle with. More individualized assistance.	3/5/2018 2:24 PM
247	I need stuff in English so I can understand the French homework and other stuff.	3/5/2018 2:21 PM
248	If I learned French as well to reinforce teaching.	3/5/2018 2:19 PM
249	Not sure yet	3/5/2018 2:18 PM
250	French classes for parents provided by EIPS continuing education	3/5/2018 2:11 PM
251	Contact with teachers	3/5/2018 2:11 PM
252	not sure	3/5/2018 2:05 PM
253	Textbooks in English for parents	3/5/2018 2:05 PM
254	An approved tutor list. So there are people we as parents can call for help/ to help our children with say chemistry 30 questions written in french...	3/5/2018 2:02 PM
255	More apps and other ways to support my child at home.	3/5/2018 2:01 PM
256	Continuing to be provided with books.	3/5/2018 2:00 PM
257	same	3/5/2018 1:57 PM
258	n/a	3/5/2018 1:56 PM
259	For those parents that do not have any experience with French Immersion, there might be opportunity to offer some intro classes (perhaps even as a fundraiser for the school).	3/5/2018 1:56 PM
260	As mentioned above - I am french speaking and easily understand the homework to help my child.	3/5/2018 1:55 PM
261	n/a	3/5/2018 1:53 PM
262	Adult class to learn french in the evenings.	3/5/2018 1:53 PM
263	Emails from teacher saying what students are learning	3/5/2018 1:52 PM

French Immersion Parent Survey 2017-18

264	.z	3/5/2018 1:52 PM
265	Unsure	3/5/2018 1:50 PM
266	I am fully Francophone and an Elementary FI educator within EIPS. I have many supports readily available.	3/5/2018 1:48 PM
267	Courses for adult French language learning	3/5/2018 1:48 PM
268	Books in French	3/5/2018 1:46 PM
269	N/A	3/5/2018 1:46 PM
270	Teachers using the e-teacher website consistently so parents can log in and see deadlines, homework, study notes etc.	3/5/2018 1:46 PM
271	Continued support from my daughter's teacher through email and/or phone calls.	3/5/2018 1:43 PM
272	None	3/5/2018 1:43 PM

Q31 Indicate how your child's French immersion experience matches the expectations you had before enrolling your child.

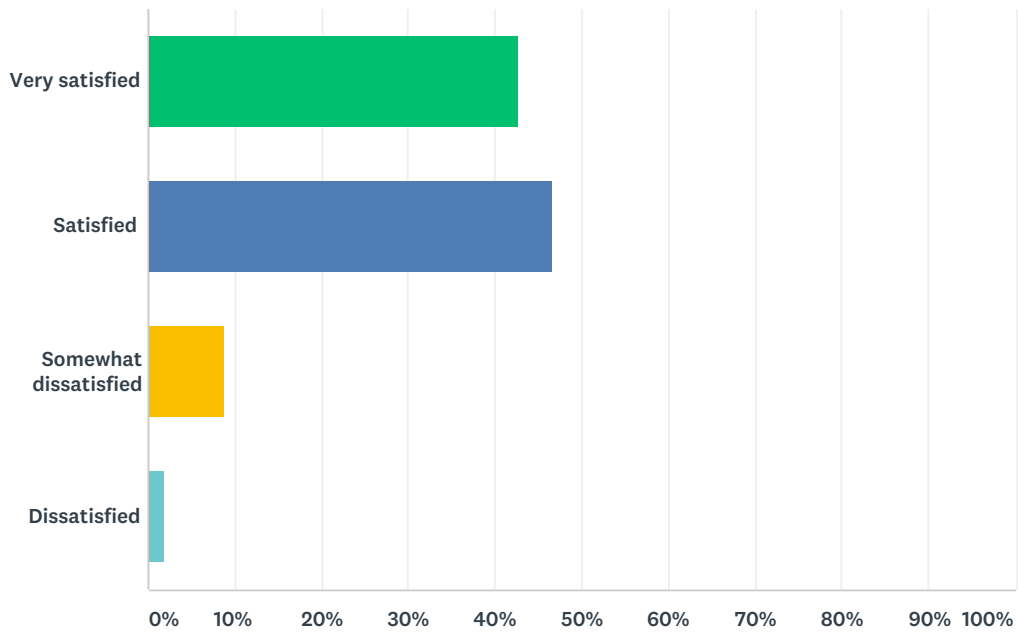
Answered: 272 Skipped: 21



ANSWER CHOICES	RESPONSES	
Met expectations	69.49%	189
Met some expectations	25.37%	69
Did not meet expectations	5.15%	14
TOTAL		272

Q32 Indicate how satisfied you are overall with the French immersion program.

Answered: 272 Skipped: 21



ANSWER CHOICES	RESPONSES	
Very satisfied	42.65%	116
Satisfied	46.69%	127
Somewhat dissatisfied	8.82%	24
Dissatisfied	1.84%	5
TOTAL		272

Q33 Please include any additional comments regarding your child's experience in the French immersion program.

Answered: 101 Skipped: 192

#	RESPONSES	DATE
1	It's has been positive and when they have struggled with the second language they have revived the extra help they needed.	3/25/2018 1:22 PM
2	Grammar in English and in French suffers under this program.	3/22/2018 9:57 PM
3	<p>The teachers at X are really great and helpful. The one issue we have is some of the decisions made by the principal. Most are really great, but there are some that seem to be purely for benefit. he French preschool is a much better thing for the school; it will bring in more students!</p> <p>While my child can understand a lot of what is being said to him in French , I find that he isn't pushed to try and respond back or speak in French. I was hoping he could speak some basic French sentences to respond to answers by this time in the year.</p> <p>The CPF parent volunteers help with activities between the elementary and the high school. A few of the volunteers are always negative and criticize which turns off some parents. They are never happy and come to complain about everything. The principal and assistant are so friendly and positive about the kids and I feel sorry for them as parents can be a pain in the **** They let everyone have a voice because they have to and try to present another perspective and probably go home and drink afterwards</p>	3/22/2018 8:57 AM
4	<p>I'm sad for our community to lose the cultural exposure to having French in our school name.</p> <p>I have found it difficult as an English-speaking parent to have meaningful conversations with my child's teachers when English is their second language. I realize that a teacher with French as a first language is a benefit in an Immersion program, but it has sometimes made it challenging as a parent to get my questions answered and remain engaged. I have liked the times my child has had different teachers for different subjects so at least one can understand and communicate with me effectively.</p>	3/21/2018 11:57 AM
5	<p>I preferred the atmosphere at Ecole Campbelltown where the entire school was French immersion and the students were mostly speaking French all day. At Sherwood Heights because of the adjacent regular classes this is missing and I feel the environment is not as effective for the French students.</p> <p>Lack of quality French Teachers.</p>	3/21/2018 11:06 AM
6	Love the fine arts component of our school. Love that single track learning exposes the students to ALL french, ALL day. Love the importance placed on scheduling french presenters and cultural experiences.	3/20/2018 11:10 PM
7	Please offer more French in a Sherwood Park high school so I don't have to drive my 3 kids to Ardrossan high	3/20/2018 9:18 PM
8	Teacher quality is dismal. Sad that the only option for kid to get french diploma is at Ardrossan Jr/ Sr High. The options there are limited and NOT taught in French. Only core subject taught in French, that is limiting and crap. Totally NOT French Immersion, only core subjects taught in French.	3/20/2018 8:49 PM
9	Only core subjects taught in French. Considering it is the only high school choice available, the course options are terrible and never in French. Very disappointing.	3/20/2018 8:39 PM
10		3/20/2018 6:57 PM
11		3/20/2018 10:33 AM
12		3/20/2018 10:29 AM
13		3/20/2018 10:06 AM

French Immersion Parent Survey 2017-18

14	I am not pleased with some of the French teaching practices at my son's school. He used to love reading in French but due to a very stressful class, has lost that love. He is only in grade 5. I am frustrated with the "old-school" mentality that some of the French teachers have at the school. As a teacher myself, I wish that the teaching staff would adopt new and exciting ways to get my child interested in French or he will want to quit.	3/20/2018 9:38 AM
15	I would like more frequent communication on my children's progress. I would like more support for the French Immersion program in Fort Saskatchewan. Currently feels as though the teachers/local administration/parents are doing the work with very little support from EIPS.	3/20/2018 9:25 AM
16	More support to parents in Kindergarten/Grade 1. It is somewhat ridiculous for parents that speak no French to be reading to/with their child. My second child has it better because her sister can help her. Maybe there is an online reading program that would be useful.	3/20/2018 8:17 AM
17	.	3/19/2018 10:53 PM
18	I think it is incredibly valuable for the success of the french Immersion program in Fort saskatchewan, to offer a complete K-12 education option	3/19/2018 10:04 PM
19	My child's elementary school experience with FI was not overly positive due to inconsistencies in leadership and lack of involvement and communication from teachers. Junior High and now High School has been a different and more positive experience and I am comfortable about letting my child make the decision in whether or not he wishes to graduate with the FI designation. It's important but not as important to me as I once thought. By high school the student needs to make the commitment to the program, not the parent.	3/19/2018 10:01 PM
20	Uniformed and consistent homework policy across division II classes. More reporting of child's progress in French reading and writing.	3/19/2018 9:51 PM
21	I thought having a second language would be a wonderful opportunity for my children. I was extremely frustrated with some of the Principals and teachers my children had when they were in elementary school and I felt they demonstrated a lack of commitment to the students and the community. This caused me to get active in our school council and I now know if you're not satisfied you can do something about it. When we transitioned from Ecole Rudolph Hennig to Ecole Parc I was very appreciative that the School Division provided us with a Principal who had strong leadership qualities to help the students with the transition and had an Assistant Principal who was also very committed to making the change, unfortunately I cannot say the same about all of their teaching staff which left me quite disappointed as a parent and left me wondering if it would have been better to have put them in an English only school where the teachers seemed to be more involved and committed to their students. This has changed since being at Ardrossan Jr Sr High but finding French Immersion teachers who really engage their students appears to be somewhat of a challenge but I think Ardrossan Jr Sr High does an excellent job. Shout out to Mme X, Mme X, Mme X and M X who have been spectacular!	3/19/2018 9:50 PM
22	Enjoyable	3/19/2018 9:36 PM
23	When my child began French Immersion kindergarten 10 years ago, I never would have believed that 10 years later there would not be a French Immersion high school option within city limits. I can't believe that we have to choose between Catholic school in town or a daily highway commute to Ardrossan for public French Immersion. This is simply not acceptable. We have a Francophone option in town, why not a French Immersion one too? Ultimately we chose EICS to finish out high school despite having no Catholic ties whatsoever. I could see this if we lived in a small community, but Sherwood Park is not small at all. How many other families simply abandon the language completely rather than change school systems or travel out of town? From what I hear, the grade nine F.I. drop out rate this year is very high, and for us, it was all about location.	3/19/2018 9:19 PM
24	My only concern is the fact that English literacy focus is not actually addressed until Grade 3, which is definitely different than my experience. My children both read on their own so it is not as concerning, but certainly it does make me wonder how many kids will continue with the program after Grade 3 if they have fallen significantly behind in their English language skills.	3/19/2018 7:46 PM
25	Has been very positive thus far.	3/19/2018 7:44 PM
26	It's absolutely amazing how fast my kids (I find most kids) are able to pick up the French language.	3/19/2018 7:29 PM
27	Feel the school board could do more to support French Immersion. My daughter's French Immersion experience in Prince Albert SK from K-8 was excellent. When we moved here in Grade 9 her conversational and understanding of French was better than the students who had been in the Alberta program.	3/19/2018 6:47 PM

French Immersion Parent Survey 2017-18

28	Ecole Campbelltown staff, teachers, and principal have been open and communicative. We lack getting information from the student council body unless we attend the meetings which I can't always do. That information would help with parents being more involved and volunteering and learning about the French community.	3/19/2018 6:20 PM
29	I feel like our program is being pushed out of the Fort when there are outside programs and non French programs proposed to take up physical space in our school.	3/19/2018 5:55 PM
30	Hard to keep up, the teachers just don't want to take the time to help	3/19/2018 5:49 PM
31	We are happy with the French Immersion program so far but feel that EIPS needs to create a High School track in Sherwood Park to meet the growing demands of increasing enrollment and prevent students leaving to a Catholic French Immersion High School in Sherwood Park.	3/19/2018 5:21 PM
32	would be great to have single track in one school up until grade 9	3/19/2018 4:38 PM
33	Concerns about the facility being too small for the number of students.	3/19/2018 4:33 PM
34	Not enough support	3/19/2018 4:30 PM
35	Generally happy with the French Immersion program. Wish the school had two gyms considering the number of students and the climate we live in.	3/19/2018 4:20 PM
36	Really really really would love to see a French immersion high school in fort sask (or even half immersion half English like I attended). I want my children's education to be focused 100% on school, and commuting to ardrossan would add added stress from getting up earlier, Commuting on a busy highway, etc, and this Availability May affect our devious for high school enrollment	3/19/2018 3:29 PM
37	A number of the teachers seem almost condescending in the way the treat parents who they think are not immersion graduates. The Principal is an excellent person who really handles a number of delicate circumstances with parents and teachers with a smile. Mrs. W. is a really skilled person in working with some of the very opinionated people at the school who are quick to judge. Her high school experience is important as she speaks with credibility.	3/19/2018 1:57 PM
38	So far my children are able to keep up with the program. I appreciate home work that is self motivated and doesn't need involvement from me (like reading or spelling/copying). Things that don't need parents to pronounce french to their students. Ecole parc is good at this so far.	3/19/2018 1:42 PM
39	We have been happy with our experience to date and have enjoyed all the benefits of attending an immersion school in the community were we live, work and play. We are concerned about the move to Ardrossan and the impact it will have on how much time our family spends travelling and the disconnect that will occur.	3/19/2018 12:01 PM
40	there is no difference in teaching or support between french immersion and english schools - this is an odd question	3/19/2018 11:39 AM
41	French immersion students are small in number and become quite difficult with each other as they are always in the same class. Administration and counsellor do a great job working on friendship skills and how to interact positively but parents are sometimes difficult. Some parents are bullies and make it difficult for other parents and some staff in the community. One teacher in Grade 2 French is so negative and catty with some students and parents that parents sometimes think of leaving the program for a year in case their kid gets picked on by her. She is absent a lot too. Glad to be through that one!	3/19/2018 11:24 AM
42	I would like to see more of a zero tolerance for speaking english in the school. Even in grade 2, our kids still are mostly speaking english in the classroom and the teacher will also speak english. I would like to see more french throughout the school. I am also dissapointed that kindergarden in our school is away from the rest of the school and is in the hallway with the english speaking PALS program. I find this isn't conducive to the french immersion environment that we want the kids to be in.	3/19/2018 11:05 AM
43	French teachers have generally been quite competent. However, the Grade 2 French teacher seems to always blame the previous teacher for any shortcomings in student learning. She is a chronic user of worksheets and seems to have favorites. Thank goodness we are done with her. She is such a negative influence in the community and her reputation precedes her. A move to another school would be welcome we think...	3/19/2018 11:04 AM
44	It is also important not to forget about successfully teaching them the basics of english language as well (i.e.reading)	3/15/2018 8:36 PM

French Immersion Parent Survey 2017-18

45	A single track school to grade 9 would be beneficial	3/14/2018 2:59 PM
46	Being in a single-track (only French Immersion) school is incredibly beneficial to students learning the language, as they are truly "immersed" in the language.	3/14/2018 2:29 PM
47	I was not dissatisfied with the French Immersion Program. I was dissatisfied with how it was delivered at this school. Had there been another school at which our child could have continued with the French Immersion Program, we certainly would have gone there.	3/13/2018 9:29 PM
48	We need to know when a substitute teacher comes in they can speak French or can communicate adequately. This has not happened all the time.	3/13/2018 8:13 AM
49	My son didn't learn anything during Kindergarten because he had already learned the same things at preschool. Now he is at Grade 1, it seems like he hasn't learned much either, especially during the first 4 months. It gets a little bit better now as the teacher started sending the weekly home reading and writing exercises since January. I think the curriculum is too simple and slow for my son. I'm also disappointed that he won't be learning English at all until Grade 3. But the most disappointing thing is: the teacher is absent quite often and the substitute teachers usually don't speak French at all!	3/13/2018 12:58 AM
50	We are leaving the French Immersion program.	3/12/2018 11:30 PM
51	Overall it's been good at the elementary level. Campbelltown has a great community environment The teachers at Sherwood Heights are mostly good, well received by students and seem to be concerned and engaged with students; however, the school facilities are incredibly substandard. Actually both Sherwood Heights and Campbelltown have serious infrastructure issues that affect the student learning environment, which I believe severely affects enrolment in both schools. Considering the affluent nature of Strathcona County (including the financial position of the school boards), it shouldn't be an issue that facilities are taken care of before major problems arise. Find out how to cut out the bureaucratic nonsense and deal with issues instead of playing politics...	3/12/2018 7:26 PM
52	The only other issue I have with the program is a lack of options within the division/school itself (ie - drama class, after school programs, etc) but I realize this is most likely due to the limited number of students in the program.	3/12/2018 10:14 AM
53	The only other issue I have with the program is a lack of options within the division/school itself (ie - Catholic French immersion, drama class, choir, etc.) but I understand this is most likely due to the limited number of students in the program.	3/12/2018 10:06 AM
54	The only other issue I have with the program is that there appear to be fewer options within the division and the school itself (ie - catholic French immersion, drama class, choir, etc). But I do understand that a lack of the above mentioned options is most likely due to the limited numbers of students in the program.	3/12/2018 9:53 AM
55	I expected little to no English being spoken in the school. As a french immersion alum, I remember there was little tolerance for English being spoken in the school during class instruction, school assemblies, events, etc. I have noticed that the French language is being spoken less and less and this is concerning because a) I recognize the importance of learning the language at an early age and b) the importance of practicing it as much as possible.	3/10/2018 2:23 PM
56	My child and his siblings will be leaving French immersion or transfer to EICS to continue FI. If EIPS offered FI at SAL or Facey we would continue but not at Ardrossan. At a time when they are gaining independence I do not want them on a bus or driving to Ardrossan	3/9/2018 11:38 PM
57	The early learning program is a bit disappointing in terms of the academic non play based model that my children experienced in the K and earlier grades. In some classes the oral language component seems less than I would expect for an immersion program. The older grade have allowed for much more creativity and student directed learning which I feel assists in developing independent thinkers and problem solving.	3/9/2018 11:33 PM
58	I think it does more harm to the French Immersion Program when teachers who are not fluent teach the class. The students do not respect the teacher and this leads to an imbalance as the kids know more french than the teacher.	3/9/2018 10:08 PM
59	Concerned about the next step beyond Gr. 6. Concerned about the level of enrolment going up the grades e.g. high enrolment in the lower grades and diminishes as the grades go up. Concerned about the quality and accent of French that the teachers can speak, including administration, is not the most desirable.	3/9/2018 7:19 PM
60	I like that the school has single track immersion.	3/9/2018 11:09 AM

French Immersion Parent Survey 2017-18

61	Single tract schools allow more true "immersion".	3/8/2018 9:14 AM
62	There seems to be lacking a specific strategy for french immersion in Sherwood park. Even though our vice principal is spearheading this for the region, she doesn't seem like she can physically drive this with the time she is given - she has a full time job already. Ecole campbelltown population is growing rapidly; something needs to be done to accommodate this growing population larger school!). Our division needs a clear and specific french immersion vision. There is a perception that EIPS board trustees don't respect the opinions and needs of this growing school. It would go a long way for trustees to validate and continue to communicate with french immersion schools (ie campbelltown).	3/7/2018 11:35 PM
63	As the grade level gets higher I see more students decide to not continue in FI and I am beginning to understand why. It seems study skills and resources to help our students study is really lacking. I would like our children to complete FI through grade 12 but at this point I am not sure that will happen if his academics suffer and there is not enough help set up in French.	3/7/2018 9:43 PM
64	Need French Immersion after Grade 6 in the Fort. Thank You	3/7/2018 7:50 PM
65	French immersion sports for life program. As well as French immersion options at the other high schools in Sherwood Park, rather than strictly Ardrossan.	3/7/2018 6:57 PM
66	We would LOVE to see dual track at Bev Facey or Sal, for school proximity reasons and to keep high school age kids still engaged with French immersion yet continuing on at a school with the majority of their peers. This is such an important factor to kids at this age. I urge you to consider this.	3/7/2018 6:51 PM
67	Helps that his teacher is actually from Quebec and not an English speaking teacher who took French in school.	3/7/2018 2:20 PM
68	I would greatly appreciate having a Junior High French Immersion program delivered in Fort Saskatchewan as it's very important that my son attends a French Immersion school for Grades 7 to 9.	3/7/2018 10:55 AM
69	The grade 9 trip to Montreal is a very very important part of the french immersion program. And I would hope it remains a part of the program going forward.	3/7/2018 9:12 AM
70	Wish that they would speak a little more French with the children in the younger grades.	3/6/2018 8:19 PM
71	As long as Nicholas continues to succeed he will remain in French Immersion	3/6/2018 11:40 AM
72	There needs to be French Immersion offered in high school within Sherwood Park limits.	3/6/2018 9:35 AM
73	My child is very happy at school and has become more confident. His French is growing noticeably. This is a valuable program and it would be especially beneficial to have a K - 12 F.I. school.	3/6/2018 1:29 AM
74	He's only in grade 3 but he thinks French school is much harder than English school would be. I'm not sure why.	3/6/2018 12:47 AM
75	As my child got older, I found the teachers less interested, less committed. much lower quality of teachers in high school immersion. Not all teachers, just too many were no longer committed to engaging and encouraging in the classroom. How can EIPS increase the quality of High school immersion teachers?	3/6/2018 12:12 AM
76	Too many early dismissal days. It is too hard to function as a working parent while having to pick up children from school early once per month. Very dissatisfied with that. Obviously I am not answering your question but nobody seems to provide a forum to express this issue	3/5/2018 8:42 PM
77	I am pleased with how early children can speak fluently. As English is introduced however, there should be some focus on pronunciation and accents.	3/5/2018 7:59 PM
78	I feel that having a French immersion junior high in fort Saskatchewan would be a complete lack of good use of resources. Where they have to go is perfect now to ardrossan. Top notch school with great options & being treated like adults is amazing. I don't not support bring back the French junior high. So what if my kids have to be on bus, they have to anyways.	3/5/2018 6:00 PM
79	We have had a very good experience so far. It's unfortunate French Immersion is not offered in Sherwood Park all the way through High School.	3/5/2018 5:56 PM

French Immersion Parent Survey 2017-18

80	My child's ability to speak French is inadequate at this point. His vocabulary is limited, but the most significant issue is the lack of grammar instruction. How can he construct a proper sentence if he is not being taught to conjugate common verbs? Furthermore, comprehension was slow and this can probably be attributed to an excessive amount of translation into English in the classroom.	3/5/2018 5:44 PM
81	I feel that our school uses far too much English. The teachers in Kindergarten and grade one use a lot of English in the classroom. The lunch supervisors don't know French and French is not an expectation on the playground. We send our children to a French immersion school so that they can learn French. The 35 hours a week that they are at school is their only opportunity to speak French. I wish there were tighter rules for this at the school.	3/5/2018 5:36 PM
82	I question the quality of the french at the school. Many francophone or bilingual families are leaving or have left this year. There have been so many inconsistencies and changes in the school with teachers coming and going, moving classrooms and classes having non-french speaking substitutes several times throughout they year. Now we have PALS and Head Start - both english programs. This is not conducive to learning. I am very disappointed in how the school year has played out. It also seems that administration is so concerned with bringing new students in, that they forget about the ones that are currently there and have been for several years.	3/5/2018 5:19 PM
83	The students would benefit from more extracurricular activities in French in order to improve conversational skills. Possibly more interaction with other French Immersion schools/students. I would like to see the school participate in the Canadian Parents for French Concours for oral presentations; it would greatly benefit the students and improve their public speaking skills.	3/5/2018 5:17 PM
84	We would really hope to see by the time our daughter is ready for high school that there would be an option for dual track or single track French immersion right in Sherwood Park and not have to travel to Ardrossan.	3/5/2018 4:57 PM
85	I was really hoping for smaller class sizes. That is not at all the case. Side comment: why was the French removed from our school name? This was very disappointing for me and the main draw for me when I first moved to the area. Otherwise I would have automatically registered at the Catholic school not even knowing this option was available to me. I'm sad that others may miss out now without us "advertising" through our name and showing our pride in what we have to offer.	3/5/2018 4:52 PM
86	The lack of comprehensive education has seen peers leave our school i.e., physical education. The decision to add ABC to our school, and more so the manner in which it has been handled has also been seen as a negative.	3/5/2018 4:51 PM
87	We love Madame X, she is a fantastic role model and has a very good grasp on her role.	3/5/2018 4:50 PM
88	Kids are learned beautifully in French with no real complications. High school transition looks to be hard as Ardrossan doesn't even list fine arts as a program of study on their website.	3/5/2018 4:02 PM
89	I like that they have accessed FI at all 3 schools within EIPS. I have found that generally all schools and teachers have been committed to the program and helpful when needed. The 3 schools are nice because you get a great variety of teachers and at the high school level students in FI can access different English teachers and options.	3/5/2018 3:51 PM
90	I wish there was more French throughout the school either on signs or in simple greetings. The school tends to be more of an English school with French programming. I feel that French language and culture should be emphasized more.	3/5/2018 3:31 PM
91	I believe my son's French language skills are very good. His junior high teachers seem more proficient in French than many of his elementary school teachers, and I hope this will improve his language skills further. I am not confident that his other academic skills (literacy & numeracy) are at the same level they would be in an English program, or at a different elementary school.	3/5/2018 3:13 PM
92	Not sure we would have started in the program if we had known it was not going to be available in Fort Sask beyond Grade 6. The lack of local programming can only be severely restricting the numbers of families choosing French immersion in Fort Sask today. Please consider surveying, or extrapolating data from elsewhere, on families who are not enrolled currently, when assessing whether a city the size of Fort Sask should be able to support this programming in grades 7-9 and 10-12.	3/5/2018 2:52 PM
93	FI has increased my child's confidence and allowed him to take Spanish as well	3/5/2018 2:36 PM

French Immersion Parent Survey 2017-18

94	The French immersion program is supposed to be immersion, not francophone. However, because so many parents speak french, the teachers do expect a lot of work to be done at home, which non french speaking parents cannot do. It is discouraging, when that is who french immersion is supposed to be for.	3/5/2018 2:36 PM
95	I am worried about the lack of high school French immersion programs but other then that I love our school the teachers and support staff are amazing. My kids love school and learning. They push them to gain knowledge and gather knowledge. I do believe more French immersion teachers are needed as it grows though.	3/5/2018 2:29 PM
96	I am so dissapointed with the lies that this program promotes online. This is not a true representation of what it is like. I have spoken to many other parents who feel the same. And once your child is in the school is it a very hard decision to pull them out, away from friends. This program needs to be represented as it is, not for English families, unless you are comfortable not being able to help your child with their school. And they do not talk about the pressure and burden the children feel trying to understand concepts in a language they do not yet understand. The idea is French immersion is great - but it needs to be honest and inform parents of the real, and common struggles families in this program face.	3/5/2018 2:24 PM
97	I would love if Campbelltown students attended swim lessons like students at other Elk Island elementary schools	3/5/2018 2:18 PM
98	The teachers and administration are very committed to the French Immersion Program.	3/5/2018 2:11 PM
99	The quality of french instruction by the french immersion teachers has been varied and in some case dubious over the years. We came from francophone and the level of french learning has declined dramatically. In two cases my children were referred into the English stream by the Counsellor s at the school because it made the schedule work. This is unacceptable. As the students get into higher grades there is less quality french instruction and more access to English	3/5/2018 2:11 PM
100	It's great and I'm happy that my children are able to attend a French Immersion school as amazing as Ecole Parc.	3/5/2018 1:55 PM
101	Fort Saskatchewan needs a 7-12 school for French. Bussing out to Ardrossan is ridiculous. You wont get higher numbers until parents know their kids can stay within the Fort through their entire school years.	3/5/2018 1:53 PM

Phase 1

TABLE OF CONTENTS

EIPS Background Information: Fall 2022	71
What We Heard Report: Phase 1	76

LAST UPDATED: October 2023



EIPS Background Information

FRENCH IMMERSION PUBLIC ENGAGEMENT: FALL 2022

LAST UPDATED: October 2022



BACKGROUND INFORMATION: FRENCH IMMERSION

INTRODUCTION

Elk Island Public Schools (EIPS) has begun a three-year public engagement initiative to enhance programming offered throughout the Division. One of the programs EIPS is looking at is French Immersion and how to improve French Immersion retention at the junior high and senior high levels. Before EIPS makes any decisions about French Immersion programming, it plans to engage the public—school families, students and community stakeholders—to ensure a decision that’s in the best interest of students. The following document provides background information on EIPS; French Immersion programming; and Division courses, supports and services to ensure everyone is as familiar as possible when the public engagement efforts begin.

General

PUBLIC CONSULTATION FOCUS

As part of the Division’s reporting requirements to Alberta Education, EIPS reviews programs, enrolment transitions and boundaries regularly. When areas of concern are identified, the Division works to determine how best to resolve the issue. In the case of French Immersion, EIPS wants to improve program retention at the junior high and senior high levels. Before deciding how best to improve program retention, EIPS is seeking feedback from the French Immersion school community to determine possible solutions.

REGISTRATION PROCESS

There are four ways to register to attend an EIPS school.

1. [Returning student registration process](#) – All returning students complete the online Returning Student Registration Form. During this time, students indicate the school they plan to attend, select required programming, request Student Transportation services and apply to attend a non-designated school, if applicable. Acceptance to a non-designated school is based on available space. Runs February 1-28, 2023
2. [New student registration process](#) – All new students, grades 1-12, complete the online New Student Registration Form. During this time, students indicate the school they plan to attend, select required programming, request Student Transportation services, and apply to attend a non-designated school, if applicable. Acceptance to a non-designated school is based on available space. Runs February 2023 to school startup
3. [Kindergarten registration process](#) – Children starting kindergarten complete the online Kindergarten Registration Form. During this time, students indicate the school they plan to attend, select required programming, and request Student Transportation services, if applicable. Runs February 2023 to school startup
4. [PALS registration process](#) – Play and Learn at School (PALS) is an early intervention program for pre-kindergarten children assessed with severe developmental delays. To register, contact [EIPS Supports for Students](#).

For French Immersion programming, families use the form to request admission into a French Immersion program at the school their child wants to attend for the upcoming school year. Once the registration process closes, schools then start planning and budgeting for the upcoming school year. To register in Kindergarten or Grade 1, no previous knowledge of French is required. Students entering the program after Grade 1 are considered on an individual basis.

ATTENDING A NON-DESIGNATED SCHOOL

Families that want their child to attend a non-designated school, or school of choice, must make the request during the returning student registration process. The only exception: students who move into the Division from outside the geographic area, or another community within the Division, after the returning student registration closes. The Division contacts all families who apply to a non-designated school to advise if they can attend the school in the upcoming school year. Acceptance is based on available space.

GRANDFATHERING

Grandfathering is a term used when a current student attending a school is allowed to continue attending that same school after an attendance boundary change or a family moves to a different attendance area. Once granted permission to attend the school, or grandfathered, the school becomes the student’s non-designated school, or school of choice. If the student requires Division transportation services, they register with Student Transportation as an ineligible student—transportation fees apply.

Grandfathering decisions are made by the Board of Trustees—typically at the same time as decisions about changes to attendance boundaries, programming or grade reconfiguration. EIPS communicates any grandfathering decisions to all affected families in a timely manner.

SIBLING CLAUSE

EIPS’ sibling clause is outlined in [AP 305: School Attendance Areas and Requests to Attend Non-designated Schools](#) (see, “Section 13”). It applies to siblings of students currently attending a non-designated school, including a school with a closed boundary. Students are permitted to register at the same school as their sibling if the individual attends the school at the same time as the currently registered sibling. Typically, the sibling clause also applies after an attendance boundary change.

Registration takes place during the returning student registration process in February. Simply fill out the online form and request to attend the school. The only way the sibling clause wouldn’t apply is if the Board decides to limit grandfathering after an attendance boundary change.

Programming and Site Locations

FRENCH IMMERSION ENROLMENT NUMBERS: SEPT. 29, 2022

School	Grade												Total			
	K	1	2	3	4	5	6	7	8	9	10	11		12		
Ardrossan Elementary	27	26	22	33	26	27	34									195
École Campbelltown	50	42	60	54	57	54	47									364
École Parc Élémentaire	48	40	50	35	40	29	33									275
Heritage Hills Elementary	21	23	25	22	19	16	15									141
Sherwood Heights Junior High									49	49	39					137
Ardrossan Junior Senior High									38	45	46	57	33	37		256
TOTAL	146	131	157	144	142	126	129	87	94	85	57	33	37			1,368
Elementary subtotal	146	131	157	144	142	126	129									975
Junior High subtotal								87	94	85						266
Senior High subtotal											57	33	37			127

FRENCH IMMERSION PROGRAM LOCATIONS

French Immersion is offered at various schools throughout EIPS. Each school follows the Alberta curriculum and provides a range of educational courses and extracurricular classes to enhance the growth and success of all students. The French Immersion program itself aims to prepare functionally bilingual students—with English skills and an ability to speak and write in French. For a complete list of programs, course options, athletics and extracurricular activities offered at each school visit:

Elementary

- [École Parc Élémentaire](#) (K to 6)
- [Ardrossan Elementary](#) (K to 6)
- [École Campbelltown](#) (K to 6)
- [Heritage Hills Elementary](#) (K to 6)

Junior High

- [Ardrossan Junior Senior High](#) (7 to 9)
- [Sherwood Heights Junior High](#) (7 to 9)

Senior High

- [Ardrossan Junior Senior High](#) (10 to 12)

SITE LOCATION OPTIONS

Two frequently asked question during the 2017-18 French Immersion engagement efforts was if EIPS could move the senior high French Immersion programs to a Sherwood Park-based school site? And, if the Division can offer junior high and senior high French Immersion programming in Fort Saskatchewan. At this point, it's too premature to speak about changing French Immersion site locations.

Supports for Families

FRENCH IMMERSION RESOURCES

Finding ways to support a child enrolled in the French Immersion program is sometimes challenging. It's important to remember, though, EIPS has no requirement or expectation for families to speak or understand French to support their child enrolled in French Immersion. Instead, teachers and staff at all EIPS schools work together to assist students with any questions they may have. That allows families to support their child at home the same way they would in the English program—by asking questions, engaging in learning activities, and establishing regular routines for completing homework and reading.

That said, there are many resources available for families. To access these, simply contact your child's school and tell them you're looking for French Immersion support resources. Most resources are available online and focus on literacy, numeracy and career planning.

Busing

EIPS STUDENT TRANSPORTATION SERVICES

EIPS provides an enhanced transportation service for both eligible and ineligible riders. So, anyone who wants to access existing Student Transportation can do so by requesting busing services during the new or returning student registration process in February. Families simply indicate on the online form busing is required for their child. Before the end of the school year, the family will receive their child's tentative busing information, including any associated fees.

STUDENT TRANSPORTATION FEES

EIPS offers enhanced transportation services for students, using the below fee structure.

Eligible Fee: Riders who attend their designated French Immersion school and live more than 2.39 kilometres from that school. For 2022-23, the eligible fee is \$121 per year.

Ineligible Fee: Students who attend a non-designated French Immersion school or live less than 2.4 kilometres from their French Immersion designated school. For 2022-23, the ineligible fee is \$346 per year.

Next Steps

PUBLIC ENGAGEMENT TIMELINE

In total, three public consultations phases are planned.

Phase 1: Public consultations to gather feedback on what's most important to school families about EIPS French Immersion programming.
Fall 2022.

Phase 2: Public consultations on possible solutions to improve junior high and senior high French Immersion program retention.
Winter 2023

Phase 3: Public consultations to gather feedback on a fine-tune solution to improve junior high and senior high French Immersion program retention.
Spring 2023

FINAL DECISION

The Board will make a decision in June 2023. Any changes made will take effect at the start of the 2024-25 school year. Before that time, the Board will review all relevant data and the feedback gathered throughout the public consultations. EIPS is committed to keeping the community informed about the process and will provide information as it becomes available.



Three-Year Strathcona County Engagement

French Immersion Engagement No. 1

What We Heard Report

Prepared by:
Dana Antayá-Moore
Western Management Consultants

For:
Elk Island Public Schools

Jan. 24, 2023

Table of Contents

French Immersion Engagement No. 1 Executive Summary	3
Engagement No. 1	5
Engagement Feedback	7
Summary of Participant Responses and Key Themes	8
Summary of Feedback.....	17
Appendix 1	18
What We Heard Report Dotmocracy and Let's Talk Charts	18

French Immersion Engagement No. 1: Executive Summary



This high-level summary is designed to provide key information about French Immersion Engagement No. 1 and what was heard from participants. For more in-depth information, refer to the full report.

Focus

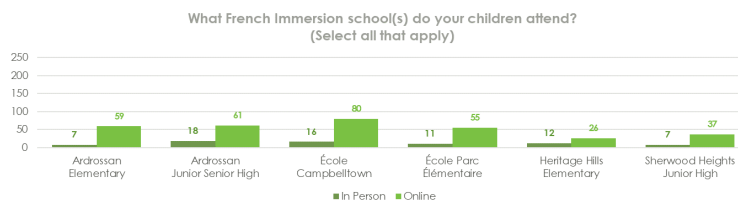
The focus of French Immersion Engagement No. 1 was to validate the themes that emerged during the 2017-18 French Immersion Survey. EIPS wanted to determine if those themes were still reflected in the values of the families, students and community members participating in the French Immersion program in 2022-23. To do this, the engagement activities were based on questions from the 2017-18 French Immersion Survey. Respondents were also asked to comment on the answers provided in the original survey, and to add to the responses.

Process Overview

French Immersion program families, students and community members were invited to attend a public engagement session at Heritage Hills Elementary on Oct. 26, 2022— between 5:30 p.m. and 7:30 p.m. The focus: To review the 2017-18 French Immersion Survey results, offer additional feedback and ask questions. Upon arrival, participants were welcomed and given a Wayfinder explaining the process. Participants also had an opportunity to access EIPS-prepared background information about the French Immersion program and the 2017-18 French Immersion Survey results— using a QR code. WMC team members were available to guide participants through the process and answer any questions. Also in attendance to answer participants' questions: EIPS trustees, EIPS senior leadership representatives, administrators from each EIPS French Immersion school and Division staff.

Who Participated?

In total, 46 participants took part in the in-person drop-in session. For the survey, 279 people started the online survey, and 236 completed the last mandatory question, meaning some questions were skipped or missed. All submitted responses are included in the analysis even if the respondent did not complete the entire survey. The breakdown of numbers by in-person and survey processes is also noted in the full report.



French Immersion Engagement No. 1 Executive Summary

Findings

Overall, the themes in the 2017-18 French Immersion Survey were validated by the feedback received through the Fall 2022 French Immersion engagement. An exception to this validation is found in Question 3 and is specific to respondents' support for keeping the French Immersion program in Ardrossan. Respondents in the 2022 engagement noted support for the Ardrossan location was not identified as a theme in the 2017-18 French Immersion Survey. Respondents were concerned this left them without the option to validate their support through the dotmocracy process. For this reason, they expressed their support through the open-ended feedback process.

For more in-depth information about the validation, including an analysis of the feedback gathered during French Immersion Engagement No. 1, refer to the full report.

Next Steps

A number of big ideas emerged that WMC suggests EIPS consider moving forward. These include:



Time and Distance

Regardless of the location of the French Immersion program, time and distance are factors for families. The theme is connected to some feedback, across the questions, that respondents want EIPS to consider a K-12 French Immersion option in each of the three major locations—Ardrossan, Fort Saskatchewan and Sherwood Park.



Quality of Teaching

The general consensus is respondents are happy with the quality of teaching their child(ren) receives in the French Immersion program. There was a call by some respondents for more supports at the high school level, including the opportunity to take options within the French Immersion schedule, taking options in French, and added academic supports—particularly for mathematics and science. As well, respondents wanted the ability to take only one or two core academics versus having to take all four. A number of respondents also commented they would like to see more French-speaking teachers and administration in the French Immersion programs.



Support for English-Speaking Families

Some respondents indicated they felt supported by their child(ren)'s teachers and administration. A number of the comments suggest parents would benefit from clear communication about EIPS' expectations for families entering French Immersion—for example, the level of support they can expect across all the programs, which would have implications for consistency across all EIPS' French Immersion programs.

French Immersion Engagement No. 1

The results for the French Immersion Engagement No. 1 are reported below.

Engagement No. 1

Western Management Consultants (WMC) worked with EIPS staff to develop a series of tools to advertise the French Immersion Engagement No. 1. Two digital media pieces were designed and shared with EIPS to advertise the session. In addition, EIPS drafted a letter addressed to French Immersion program families informing them of the session and providing the date, time frame and information about the process. For those who couldn't attend the meeting, or who wanted to provide additional input, the Division also sent families a followup letter with a link to an online survey. Both letters were distributed through EIPS communications channels and posted on the EIPS Three-Year Strathcona County Engagement: French Immersion [web page](#).

The focus of the engagement was to validate the themes that emerged during the 2017-18 French Immersion Survey. EIPS wanted to determine if those themes were still reflected in the values of the families, students and community members participating in the French Immersion program in 2022-23. To do this, the engagement activities were based on questions from the 2017-18 French Immersion Survey. Respondents were also asked to comment on the answers provided in the original survey, and to add to the responses.

Process Overview

French Immersion program families, students and community members were invited to attend a public engagement session at Heritage Hills Elementary on Oct. 26, 2022—between 5:30 p.m. and 7:30 p.m. The focus: To review the 2017-18 French Immersion Survey results, offer additional feedback and ask questions. Upon arrival, participants were welcomed and given a Wayfinder explaining the process. Participants also had an opportunity to access EIPS-prepared background information about the French Immersion program and the 2017-18 French Immersion Survey results—using a QR code. WMC team members were available to guide participants through the process and answer any questions. Also in attendance to answer participants' questions: EIPS trustees, EIPS senior leadership representatives, administrators from each EIPS French Immersion school and Division staff.

French Immersion Engagement No. 1 Wayfinder



Three-Year Strathcona County Engagement

Let's Talk About French Immersion

What is the goal of this session?
 To learn more about EIPS' junior high and senior high French immersion program and review feedback from previous consultation efforts.

What is the proposed change?
 EIPS is looking at ways to improve French immersion retention at the junior high and senior high levels. Before any decisions are made about French Immersion, EIPS wants to hear from you – school families, students and community stakeholders.

Where are we in the process?



Your voice matters!
 During this session, you will have an opportunity to learn more about EIPS' junior high and senior high French immersion program and review feedback from previous consultation efforts. Attendees will also have a chance to ask questions and offer feedback.

Please start at station _____



Three-Year Strathcona County Engagement

Let's Talk About French Immersion

Tonight's engagement session will take approximately 30 minutes to complete. You will have six opportunities to provide your feedback. Make sure to provide your feedback at each opportunity. WMC consultants are available at the stations to answer your questions.

FRENCH IMMERSION ENGAGEMENT 2018: HIGHLIGHT SUMMARY PROCESS

At each of the six stations:

- + Which two key findings resonate most with you? (Dots)
- + What additional comments, feedback or questions would you like WMC to consider when drafting the report? (Sticky notes)

SIGN-UP FOR EIPS EMAIL UPDATES
 To receive updates from EIPS about the proposed change, visit: bit.ly/3NafLku

Following the session, WMC launched a Let's Talk French Immersion survey, designed to mirror the in-person drop-in public consultation session. The survey was shared by EIPS on Oct. 27, 2022—through the French Immersion web page and as a direct email to all French Immersion families and interested community members. The survey closed on Nov. 14, 2022, at 11:59 p.m.

Engagement Feedback

It is important for the integrity of the consultation process that consistent data is collected from all engagement forums. Therefore, the same questions were used for the in-person sessions and the online survey. There were, however, a few minor changes in the process and presentation of the online survey to help participants answer the questions consistently. For example, in both the in-person event and the online survey, the dotmocracy process was a required step. However, the dotmocracy process was slightly amended in the online survey to ensure participants could place dots on the same item, should they choose. Meanwhile, the Let's Talk open-ended responses were optional for participants—whether they participated in-person or online.

In total, 46 participants took part in the in-person drop-in session. For the survey, 279 people started the online survey, and 236 completed the last mandatory question, meaning some questions were skipped or missed. All submitted responses are included in the analysis even if the respondent did not complete the entire survey. The breakdown of numbers by in-person and survey processes are also noted.

A detailed summary of responses starts at page 8, "Summary of Participant Responses and Key Themes."

Feedback Processes: At stations 1 through 4, participants were given two dots and invited to read key themes from the 2017-18 French Immersion Survey results. They then placed their dots next to the two themes that resonated most. Participants had the option to distribute their dots in any way they wished—for example, both dots by one theme important to them, or one dot by one theme and one by another. For the online survey, participants chose from two drop-down menus and were required to select one theme from each. The two menus allowed participants to select two different themes or the same theme twice.

Station 5 and Station 6 did not include themes. Instead, the stations provided the opportunity for open-ended feedback about:

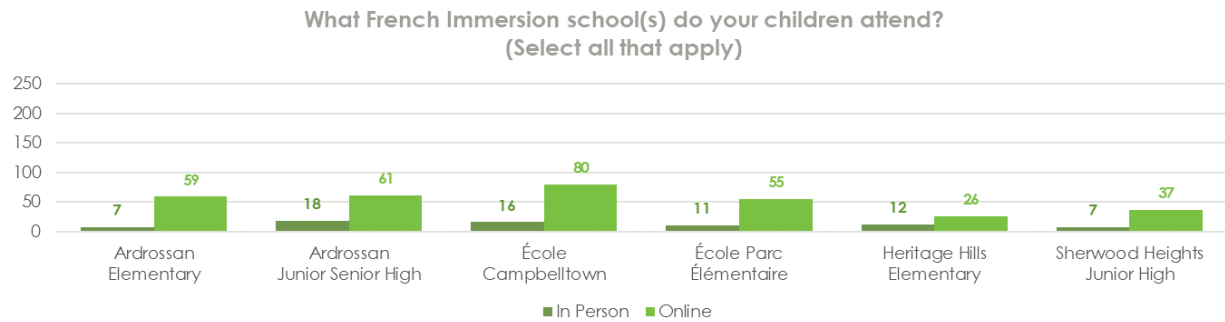
- how their child's French Immersion experience matched the expectations they had before enrolling their child; and
- how satisfied they are with EIPS' overall French Immersion program.

At each station, participants were invited to share final comments or questions they wanted EIPS to consider as the Division determines next steps for French Immersion programming (see pg. 18, "Appendix 1").

Summary of Participant Responses and Key Themes

What follows is a summary of the responses received through the engagement process. If three or more similar responses were received, it was identified as a key theme. It's important to note, several participants used each question to communicate their view(s) on one aspect of the process—for example, the location of the French Immersion program in Ardrossan. For this reason, the program's location shows up as a theme in several questions, regardless of whether it reflects a response to the question.

Demographic Data



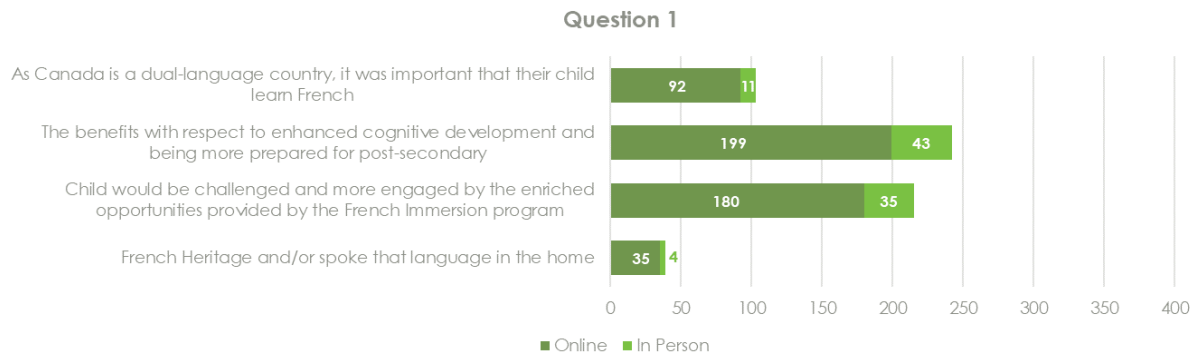
Analysis

- Overall, École Campbelltown had the highest representation with 96 responses, or 26% of its French Immersion enrolment, while Heritage Hills was the lowest with 38 responses, or 8% of its French Immersion enrolment. Similarly, if you consider the breakdown of the survey versus in-person responses for each school, École Campbelltown had the highest survey response rate at 83% and matched by a 17% rate for in-person responses. Meanwhile, Heritage Hills had the lowest survey response rate, 68%, but the corresponding in-person response rate was high, at 32%.
- NOTE:** École Campbelltown and École Parc Élémentaire are single-track French Immersion schools.

Question 1

The 2017-18 survey asked respondents to indicate the reasons for enrolling their child in the French Immersion program. In October 2022, respondents ranked those reasons. The following were noted as very important or important:

Dotmocracy Data: October 2022 engagement and survey



NOTE: The key themes were generated based on feedback from the 2017-18 parent engagement survey.

Open-Ended Response Key Themes

From the October 2022 French Immersion engagement efforts, the key themes that emerged from the open-ended feedback, include:

- Eleven respondents, 24%, noted the benefits of knowing a second language later in life.
- Six respondents, 13%, mentioned the fact Canada is a dual-language country.
- Five respondents, 11%, indicated they felt their child would be challenged and more engaged in the French Immersion program.
- Three respondents, 7%, indicated the benefits of enhanced cognitive development are important to them.
- Three respondents, 7%, noted learning multiple languages is easier when a child learns French.
- Three respondents, 7%, indicated the location of the French Immersion program in Ardrossan was important to them.

Other responses did not create a theme, but individually spoke to their strong desire to have French Immersion continue or be established in their communities. One noted they had moved school divisions to obtain French Immersion in high school, and two commented on the excellent reputation of teachers and support in the French Immersion program. One mentioned it was important school administrators or administration be fluent in French.

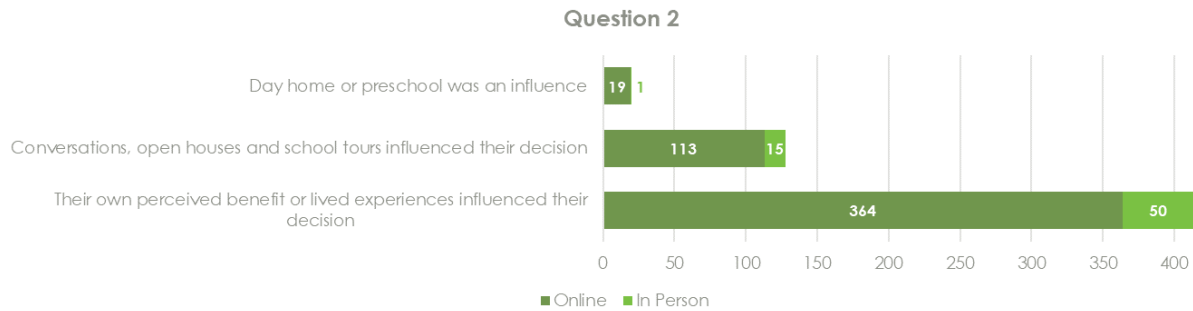
Analysis

- Overall, the four key themes from the 2017-18 French Immersion Survey were largely verified, with only one respondent's response indicating the four themes were not meaningful to them.

Question 2

The 2017-18 survey asked respondents to indicate the source of information that influenced their decision to enrol their child in the French Immersion program. Responses from October 2022 respondents are noted in the graphic below.

Dotmocracy Data: October 2022 engagement and survey



NOTE: The key themes were generated based on feedback from the 2017-18 parent engagement survey.

Open-Ended Response Themes

Thirty-six respondents provided comments in the open-ended session. Some respondents provided more than one comment, so 44 comments were recorded in total. From the participants' responses to the in-person open-ended feedback, the following themes emerged:

- Seventeen respondents, 47%, noted their perceived benefits or lived experience influenced their decision.
- Six respondents, 17%, indicated research into the benefits of speaking two languages informed their decision. It is important to note that, during the in-person engagement, 15 dots were added to this comment, indicating broad support for it. The flip chart pages for all questions are found in "Appendix 1."
- Five respondents, 14%, noted the French preschool program their child(ren) participated in was the reason for continuing in the French Immersion program.
- Three respondents, 8%, referenced discussions with family and friends as important to their decision to enrol their child(ren) in the French Immersion program.
- Three respondents, 8%, stated the location of the French Immersion program in Ardrossan was their reason for enrolling their child(ren) in the French Immersion program.

Other responses did not create a theme, but the location of French Immersion programs in the community and the quality of French Immersion staff were noted.

Analysis

Survey responses comprised 86% of the total, while in-person responses made up the remaining 14%. In Question 2, participants were asked to comment on the three items identified in the 2017–18 French Immersion Survey as having influenced a decision to participate in French Immersion programs. They placed dots on the items that were meaningful to them.

For two of the three responses, the survey to in-person ratio was like the overall survey breakdown noted above. However, the breakdown for “day home or preschool was an influence” differed with 95% of the responses coming from the survey, and only 5% from in-person contributions. It is not clear why so few of those who attended in person selected day home or preschool as an influence.

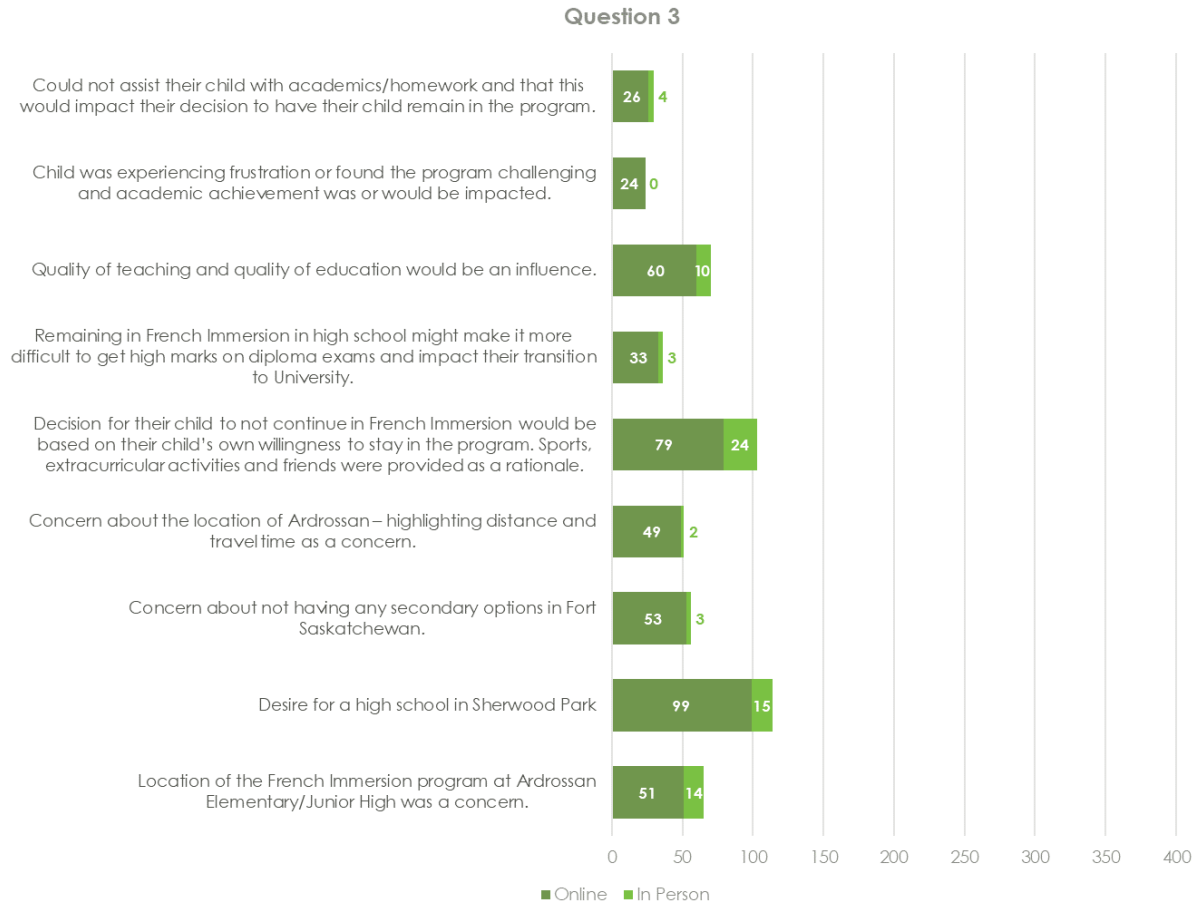
In both the response to the 2017-18 French Immersion Survey themes and the open-ended questions, personal experience and research into the benefits of speaking two languages were the major reasons for choosing French Immersion programs.

The 2017-18 French Immersion Survey themes were largely verified by the results of the 2022 survey with only minor deviations in levels of support.

Question 3

For respondents who indicated their child would not continue in the French Immersion program through to Grade 12, October 2022 respondents ranked the following reasons in order of their level of importance:

Dotmocracy Data: October 2022 engagement and survey



NOTE: The key themes were generated based on feedback from the 2017-18 parent engagement survey.

Open-Ended Response Themes

A total of 109 responses were received to the French Immersion Engagement No. 1 open-ended portion of Question 3, as part of the 2022 consultation process.

- Seventy respondents, 64%, offered feedback suggesting location was important.
 - Thirty respondents, 28%, said the location of the French Immersion program at Ardrossan Elementary and Ardrossan Junior Senior High was positive.
 - Thirteen respondents, 12%, indicated their support for a French Immersion high school program in Sherwood Park.

- Ten respondents, 9%, expressed their desire to have a junior high and senior high school French Immersion program in Fort Saskatchewan.
- Eight respondents, 7%, noted time and distance are a factor, regardless of the location of the French Immersion program.
- Five respondents, 5%, indicated they would move their child(ren) to Elk Island Catholic Schools if a Sherwood Park-based French Immersion high school option wasn't available.
- Four respondents, 4%, indicated the location of the French Immersion program at Ardrossan Elementary and Ardrossan Junior Senior High was a concern.
- Four respondents, 4%, expressed concern about the lack of support for high school French Immersion academics, including the lack of French-speaking teachers for some subjects.
- Four respondents, 4%, indicated the quality of teaching in the French Immersion program, across all grades, is a determining factor.
- Four respondents, 4%, noted their child's willingness to remain in the program will inform their decision.

Other responses did not create a theme, but comments included a child experiencing challenges in academic achievement, intent to move to Elk Island Catholic Schools if the Ardrossan program was not available, keeping a cohort together, previous failure of French Immersion programming in Sherwood Park, difficulty in accessing options or English classes in high school, and the negative impact of Grade 6 class size in future academic achievements.

Open-ended feedback highlights are noted below:

- The most significant feedback theme was about program location, which received 70 comments, 64%. The next most prominent theme was a lack of support for French Immersion academics in high school, and the quality of teaching in the French Immersion program, which each garnered four comments, 4%.
- Thirty comments indicated the location of Ardrossan Elementary and Ardrossan Junior Senior High was a positive—the majority of comments came from parents of children in Ardrossan Elementary, Ardrossan Junior Senior High and École Parc Élémentaire. There were no comments from École Campbelltown, Heritage Hills Elementary or Sherwood Heights Junior High in the survey responses. *NOTE:* It's impossible to determine school allocation from the in-person contributors, which totalled nine comments for the overall 30 for this theme.
- Four comments indicated the location of the Ardrossan Elementary and Ardrossan Junior Senior High was negative—three were from Ardrossan Elementary or Ardrossan Junior Senior High, and one from Sherwood Heights Junior High.

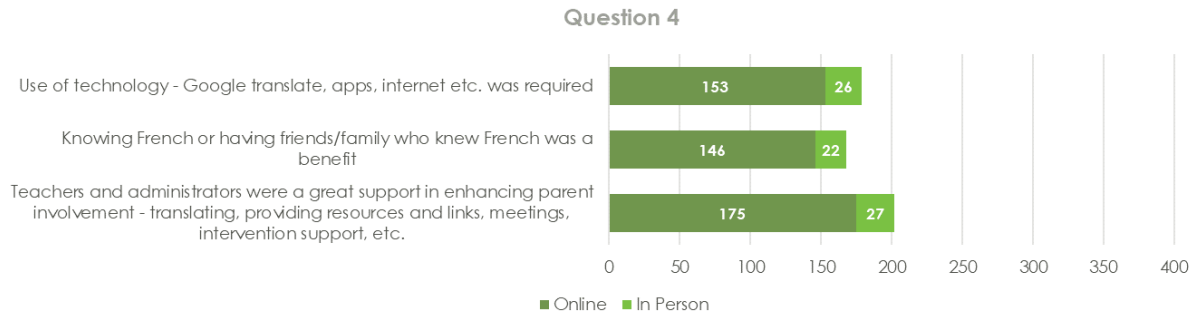
Analysis

Overall, feedback from the French Immersion Engagement No. 1 efforts verified the themes from the 2017-18 French Immersion Survey.

Question 4

Respondents were asked if they felt they have the support they need to engage in their child's learning even though the language of instruction was in French. Responses from the October 2022 respondents are as follows:

Dotmocracy Data: October 2022 engagement and survey



NOTE: The key themes were generated based on feedback from the 2017-18 parent engagement survey.

Open-Ended Response Themes

- Eleven respondents, 27%, reported the need for more support for parents—for example, three participants cited homework resources in English.
- Ten respondents, 24%, indicated they value the support they received from teachers and administration.
- Five respondents, 12%, indicated they know French or had family members who know French.
- Four respondents, 10%, noted they rely on technology, specifically Google Translate, to be able to help their child(ren).

Other responses did not create a theme, but included a comment on the difference between French Immersion programming and a francophone school, and a reference to teacher quality.

Analysis

Question 4 gathered the most consistent responses to both the dotmocracy data and open-ended sections. The percentage of in-person data was consistent at 15%, and there were fewer single-response answers.

Overall, the 2017-18 French Immersion Survey themes were largely verified with positive responses in excess of 150 dots each.

Question 5

When October 2022 respondents were asked to indicate how their child's French Immersion program experience matched the expectations they had before enrolling their child:

- Seventy-eight respondents, 45%, indicated the program met their expectations. Nine respondents, 5%, reported the program had not met expectations.
- Twenty-three respondents, 13%, listed the quality of teachers and staff as excellent.
- Twelve respondents, 7%, identified a French Immersion high school in Sherwood Park as highly desirable.
- Eleven respondents, 6%, commented better supports were needed for non-French speaking parents if they were to assist their child(ren) in the way they thought was necessary.
- Six respondents, 3%, stated they would prefer having a French Immersion program available in most or all communities.
- Six respondents, 3%, noted not all teachers and administrative staff are fluent in French.
- Four respondents, 2%, commented split grades were detrimental to the success of immersion outcomes.
- Three respondents, 2%, felt classroom sizes were too large.
- Three respondents, 2%, stated the Heritage Hills Elementary French Immersion program was less successful than other schools.

While items are only identified as a key theme if there are three or more responses, it is important to also recognize the individual responses that were submitted. These included a comment that support was lacking for senior high students wanting academic courses and a criticism that learning essentials were sometimes ignored.

Analysis

Only respondents who specifically said the French Immersion program had met their expectations were recorded as part of the 45% who indicated the program was a success. There were other responses supportive of the program, even if they were not specific enough to appear in this category.

Question 6

When October 2022 respondents were asked to indicate how satisfied they were with the overall French Immersion program:

- Eighty-five respondents, 56%, were satisfied with the overall French Immersion program. Nine respondents, 6%, were not satisfied.
- Twenty respondents, 13%, identified the location of the French Immersion program at Ardrossan Elementary and Ardrossan Junior Senior High as positive. Four respondents, 3%, identified the location of the French Immersion program at Ardrossan Elementary and Ardrossan Junior Senior High as negative.
- Nine respondents, 6%, referenced the need for a French Immersion senior high school in Sherwood Park.
- Five respondents, 3%, identified the location of the French Immersion junior high and senior high program as an important influence on their family's decision to remain in the French Immersion program.
- Four respondents, 3%, thought French Immersion programming should be available in most or all communities.

Other responses did not create a theme, but individual comments included the need for transition supports and continuity in learning environments, concern that English reading and writing skills were not up to par, and a comment that class sizes are too large.

Analysis

Many comments tied success of French Immersion to its presence in a community school. Generally, respondents are happy with the program, but want delivery to be at the local level.

Summary of Feedback

Overall, the themes in the 2017-18 French Immersion Survey were validated by the feedback received through the Fall 2022 French Immersion Engagement No.1. The exception to this validation is found in Question 3 and is specific to support for keeping the French Immersion program in Ardrossan. Respondents in the 2022 engagement noted support for the Ardrossan location was not identified as a theme in the 2017-18 French Immersion Survey. Therefore, they were concerned this left them without the option to validate their support through the dotmocracy process. For this reason, they expressed their support through the open-ended feedback process.

A number of big ideas emerged that WMC suggests EIPS consider moving forward. These include:

- **Time and distance** – Regardless of the location of the French Immersion program, time and distance are factors for families. The theme is connected to some feedback, across the questions, that respondents want EIPS to consider a K-12 French Immersion option in each of the three major locations—Ardrossan, Fort Saskatchewan and Sherwood Park.
- **Quality of teaching** – The general consensus is respondents are happy with the quality of teaching their child(ren) receives in the French Immersion program. There was a call, by some respondents, for more supports at the high school level, including the opportunity to take options within the French Immersion schedule, taking options in French, and added academic supports—particularly for mathematics and science. A number of respondents also commented they would like to see more French-speaking teachers and administration in the French Immersion programs.
- **Support for English-speaking families** - Some respondents indicated they felt supported by their child(ren)'s teachers and administration. A number of the comments suggest parents would benefit from clear communication about EIPS' expectations for families entering French Immersion—for example, the level of support they can expect across all the programs, which would have implications for consistency across all EIPS' French Immersion programs.

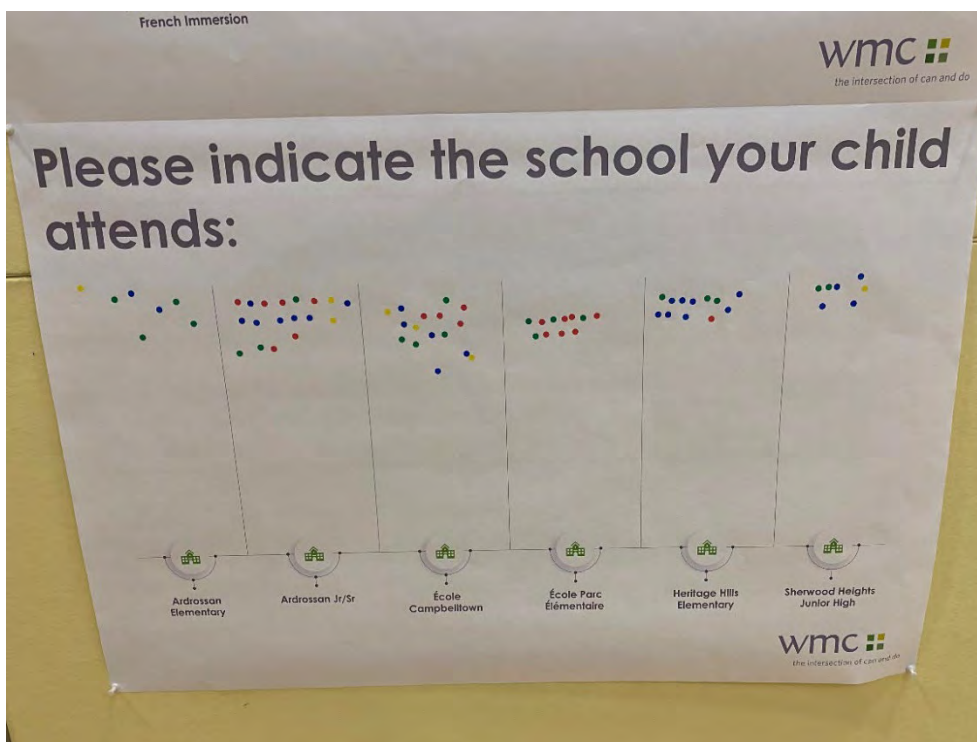
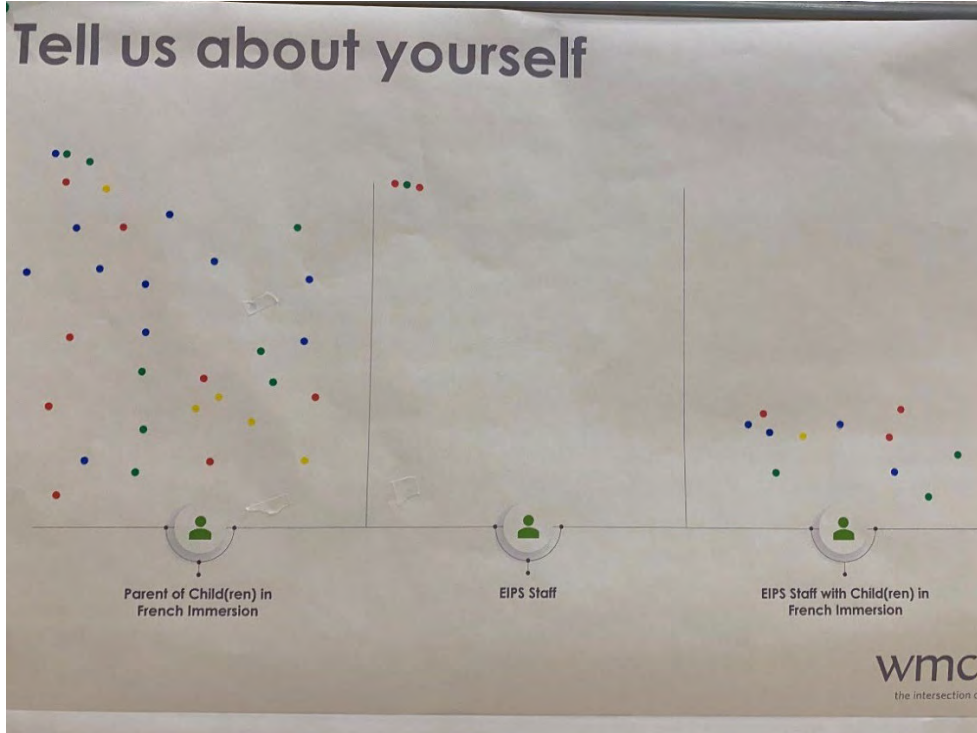
While there were many comments that didn't create a theme within a question, there was some feedback that emerged across questions and should be taken into consideration:

- Some respondents don't see Heritage Hills Elementary as a valued French Immersion program—they expressed worry about the balance between the English and French programs, with French Immersion students being in the minority. Tied to this are comments the school's administrators, and many teachers do not speak French.
- There is uncertainty about what immersion means—a few respondents offered feedback suggesting some confusion between French Immersion and francophone programming, including comments their child's program is missing a language and culture focus.

Appendix 1

What We Heard Report Dotmocracy and Let's Talk Charts

Demographics



Question 1

Feedback

Question 1

Embedded within the open-ended comments for this question, the following themes emerged:

- French Heritage and/or spoke that language in the home
- Child would be challenged and more engaged by the enriched opportunities provided by the French Immersion program
- The benefits with respect to enhanced cognitive development and being more prepared for post-secondary
- As Canada is a dual-language country, it was important that their child learn French

Let's Talk!

wmc

Question 2

Feedback

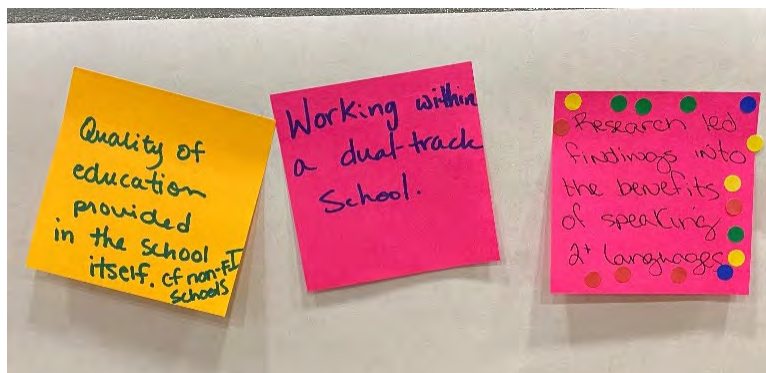

Question 2

Embedded within the open-ended comments for this question, the following themes emerged:

- Their own perceived benefit or lived experiences influenced their decision
- Conversations, open houses and school tours influenced their decision
- Day home or preschool was an influence

Let's Talk!

wmc





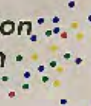




Question 3

Feedback

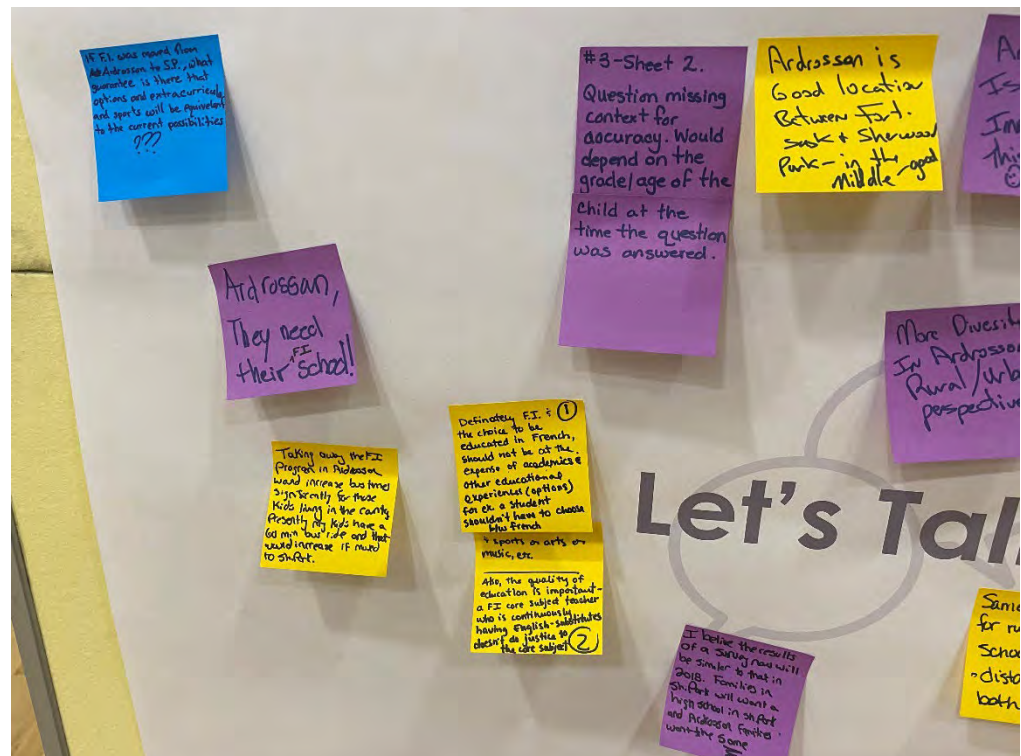
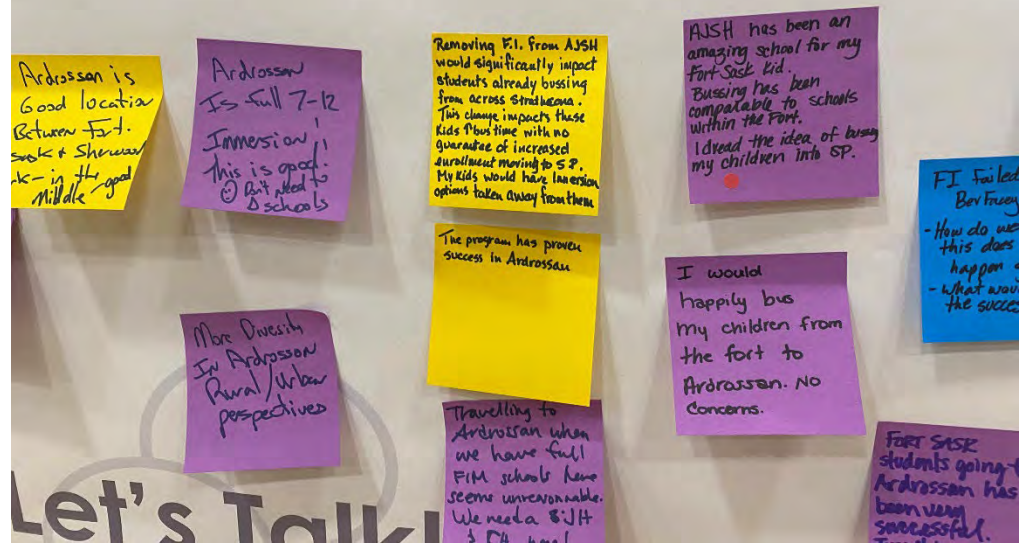
Question 3

Embedded within the open-ended comments for this question, the following themes emerged:

- Location of the French Immersion program at Ardrossan ~~Elementary~~ Junior High ^{SR. HIGH} was a concern. 
- Desire for a high school in Sherwood Park. 
- Concern about not having any secondary options in Fort Saskatchewan. 
- Concern about the location of Ardrossan – highlighting distance and travel time as a concern. 
- Decision for their child to not continue in French Immersion would be based on their child's own willingness to stay in the program. Sports, extracurricular activities and friends were provided as a rationale. 
- Remaining in French Immersion in high school might make it more difficult to get high marks on diploma exams and impact their transition to University. 
- Quality of teaching and quality of education would be an influence. 

Question 3 (Continued)

d with academics/homework
their decision to have their child



Feedback

Question 4

Embedded within the open-ended comments for this question, the following themes emerged:

- Teachers and administrators were a great support in enhancing parent involvement - translating, providing resources and links, meetings, intervention support, etc.
- Knowing French or having friends/family who knew French was a benefit
- Use of technology - Google translate, apps, internet etc. was required.

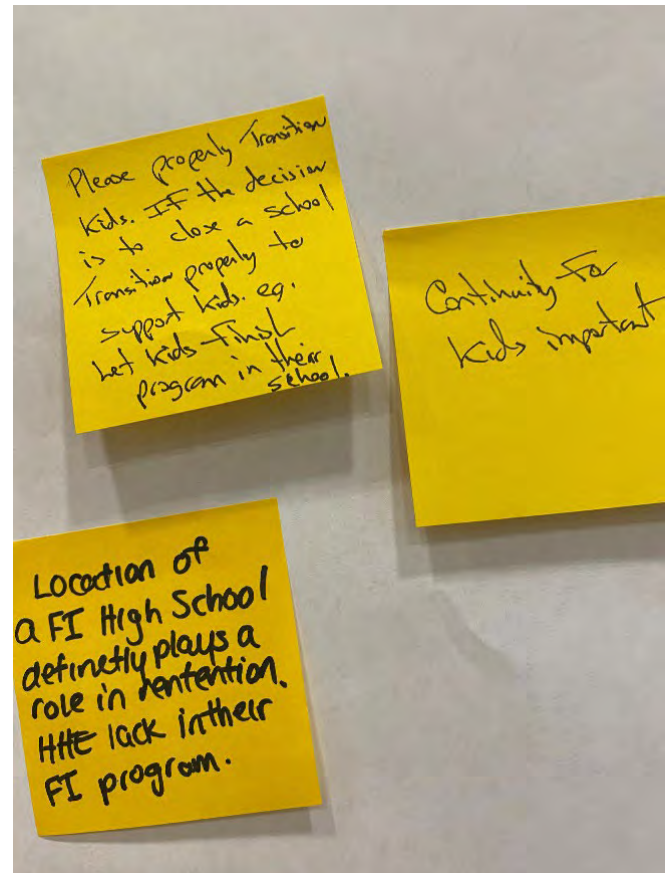
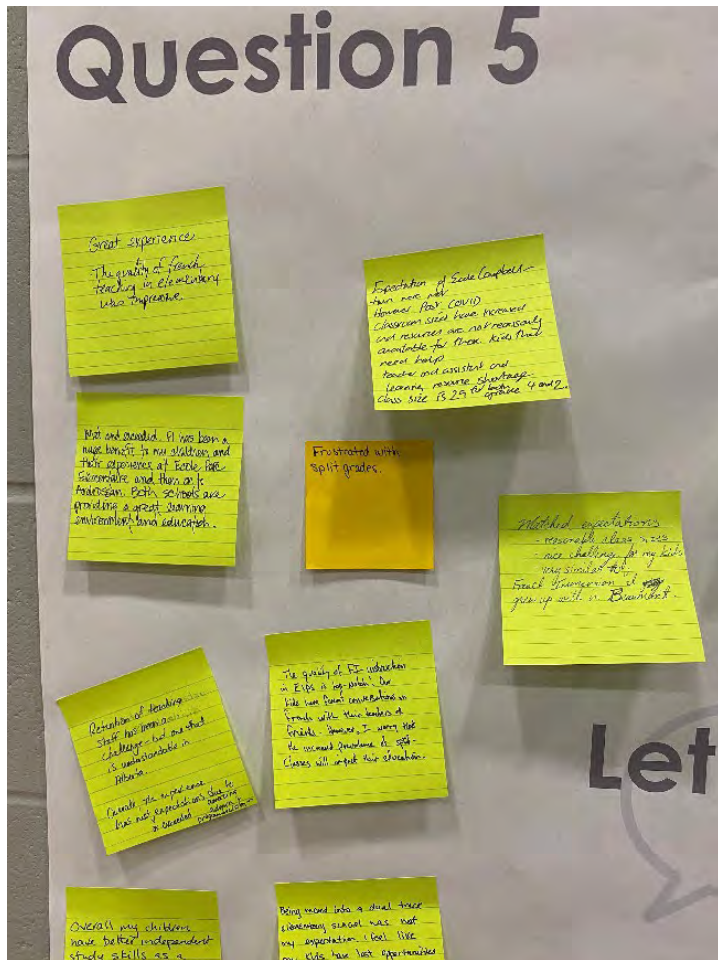
Feedback from parents
was very helpful
and useful.

The parent support was
very good
thank you!

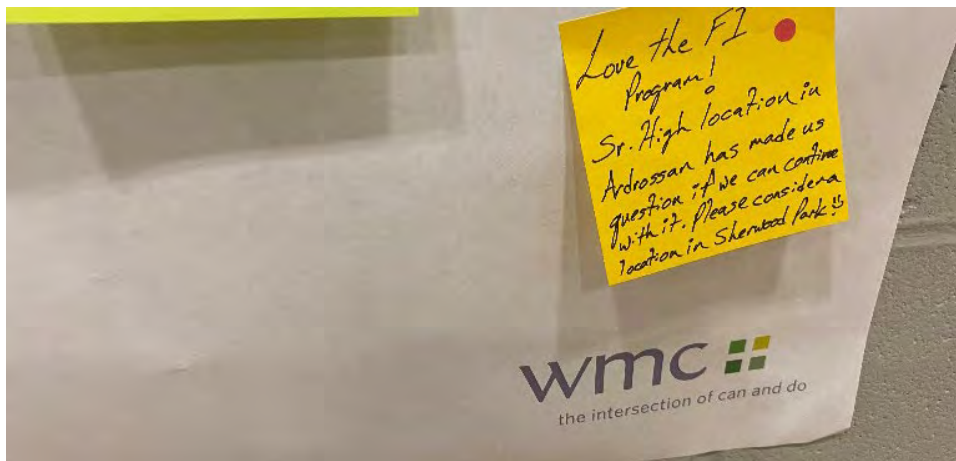
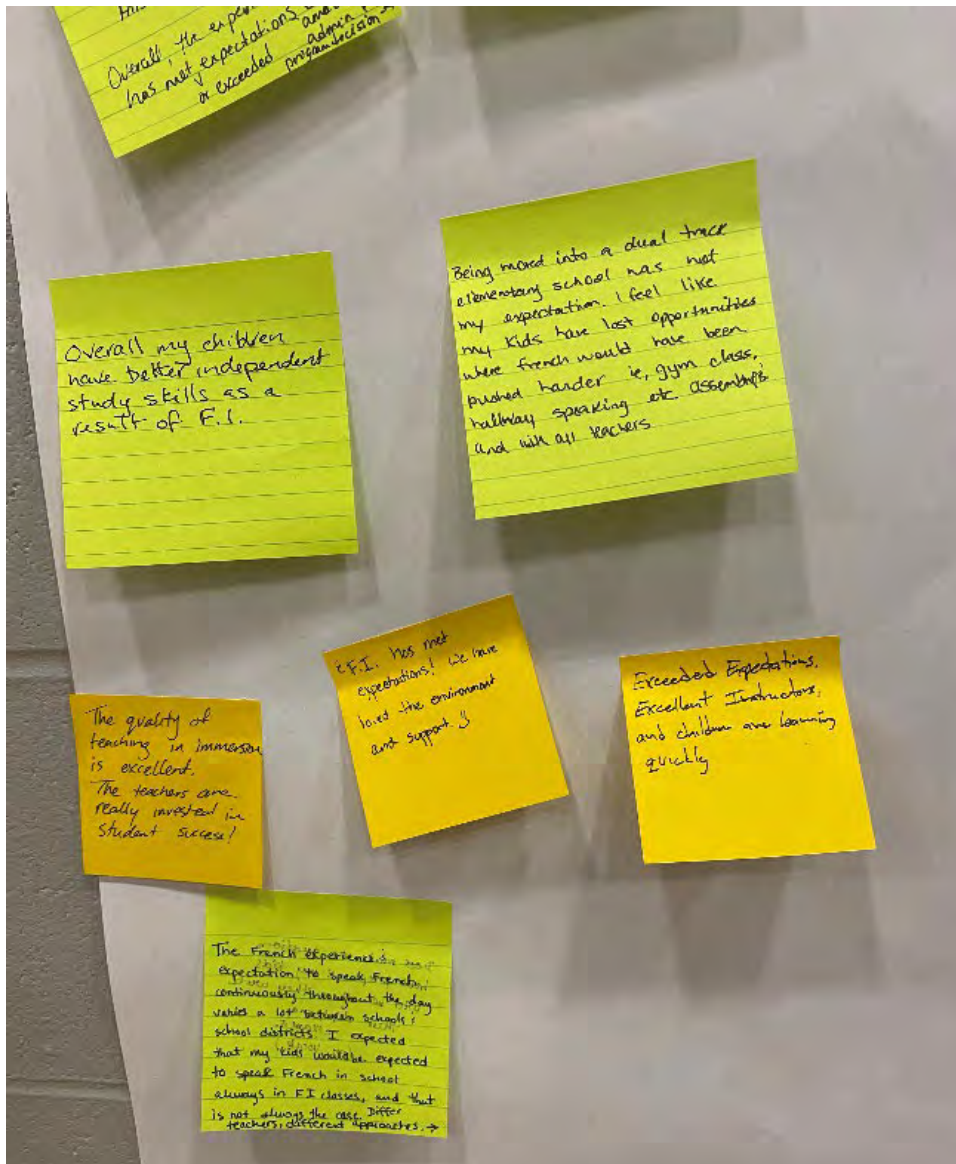
It was very helpful
and useful
to have this
support. It
was very helpful
and useful.

Let's Talk!

Question 5



Question 6



Phase 2

TABLE OF CONTENTS

French Immersion Programming PowerPoint: Feb. 7, 2023	102
What We Heard Report: Phase 2	130
EIPS Questions and Answers: February 2023	153
2022-23 Strathcona County Growth Areas	160
2022-23 Resident French Immersion Student Heat Map	161

LAST UPDATED: October 2023





Let's talk about

French Immersion Programming

February 7, 2023

Land and People Acknowledgment

We acknowledge with respect the history and culture of the people with whom Treaty 6 was entered into and the land upon which Elk Island Public Schools reside. We also acknowledge the traditional homeland of the Métis Nation.

We recognize our responsibility as treaty people and honour the heritage and gifts of the First Peoples.

We commit to moving forward in partnership with Indigenous communities in a spirit of collaboration and reconciliation.

Introductions



Program

5:30 **Welcome**

5:40 **Presentation**
Report back,
background, challenges
and next steps

6:00 **Q and A**

6:10 **Short Break**

6:20 **Breakout Session**
Your values and
feedback

7:30 **End**
Thank you for coming
and sharing

Session Objectives

1

Report back feedback on what was heard at public consultation No. 1

2

Share the challenges the Division faces related to the French Immersion program

3

Gather feedback about possible solutions to manage those challenges

4

Share next steps

Questions?



If your question is not addressed during the session, EIPS will answer it in the FAQ.

There will be a section in the survey for questions that you may have for EIPS.

Session Ground Rules



We **want** to hear from you!



All voices have value — be **respectful** while other are speaking.



Zero tolerance for bullying, harassment, discrimination and abusive behaviour.



Solutions-focused.



Anonymity — WMC **will not tie** any comments to a specific individual.

Public Engagement No. 1: What We Heard Findings

Overall, the themes in the 2017-18 French Immersion Survey were validated through the Fall 2022 French Immersion engagement.

- An exception to this validation is found in Question 3 and is specific to support for keeping the French Immersion program in Ardrossan.
- 2022 respondents noted support for the Ardrossan location was not identified as a theme in the 2017-18 French Immersion Survey
 - They expressed their support through the open-ended feedback process.

Moving Forward

Three big ideas emerged that WMC suggests EIPS consider moving forward. These include:



Time & Distance



Regardless of the location of the French Immersion program, time and distance are factors for families.

Quality of Teaching



Respondents are generally happy with the quality of teaching their child(ren) receives in the French Immersion program.

Some respondents asked for more supports at the high school level, including clarification around French Immersion program and instructional requirements.

Support for English-Speaking Families



Some respondents indicated they felt well supported by their child(ren)'s teachers and administration.

Parents also said they would benefit from clear communication about EIPS' expectations for families entering French Immersion.

Did We Get It Right?



Do the findings presented in the What We Heard report reflect the views of the EIPS French Immersion community?

EIPS French Immersion Programming

Financial Implications

Busing & Enrolment



**Learning Requirements
& Outcomes**



**Student Accommodation
& Program Retention**

Challenge No. 1: Enrolment Pressures with EIPS

Fort Saskatchewan

Fewer than 753 student spaces available by 2027 — every grade level, every school.

1

EIPS's Three-Year Capital Plan Priorities

Top 3 priorities are all new replacement schools.

3

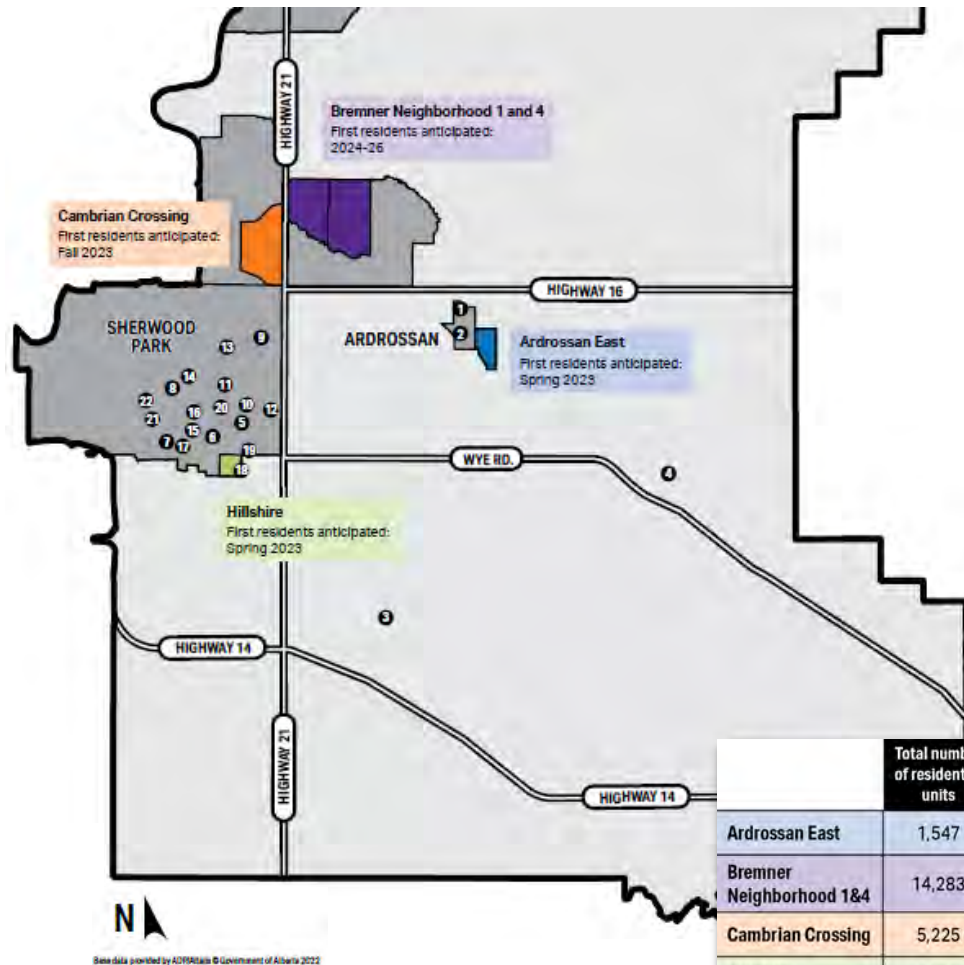
2

Strathcona County

Ardrossan East, Cambrian Crossing, Bremner, and Hillshire

Fewer than 339 student spaces available in rural Strathcona County by 2027 — every grade level, every school.

Growth Map



Base data provided by ADRP/RSR © Government of Alberta 2022

Strathcona County

1. Ardrossan Elementary (K-6)
2. Ardrossan Junior Senior High (7-12)
3. Fultonvale Elementary Junior High (K-9)
4. Uncas Elementary (K-6)

Sherwood Park

5. Bev Facey Community High (10-12)
6. Brentwood Elementary (K-6)
7. École Campbelltown (K-6)
8. Clover Bar Junior High (7-9)
9. Davidson Creek Elementary (K-6)
10. F.R. Haythorne Junior High (7-9)
11. Glen Allan Elementary (K-6)
12. Heritage Hills Elementary (K-6)
13. Lakeland Ridge (K-9)
14. Mills Haven Elementary (K-6)
15. Pine Street Elementary (K-6)
16. Salisbury Composite High (10-12)
17. Next Step Sherwood Park (7-12)
18. Sherwood Heights Junior High (7-9)
19. SCA† Elementary (K-6)
20. SCA† Secondary (7-12)
21. Wes Hosford Elementary (K-6)
22. Westboro Elementary (K-6)
23. Woodbridge Farms Elementary (K-6)

	Total number of residential units	Proportion of units planned for low density	School-aged population at neighbourhood build-out	Total population at neighbourhood build-out	Projected school-age population*		
					2027	2032	2037
Ardrossan East	1,547	94%	990	4,247	77	159	237
Bremner Neighborhood 1&4	14,283	71%	9,236	35,920	13	129	467
Cambrian Crossing	5,225	80%	3,345	12,081	216	592	1,025
Hillshire	1,056	64%	676	3,168	73	152	169
Total	22,111	-	14,247	55,416	379	1,032	1,898

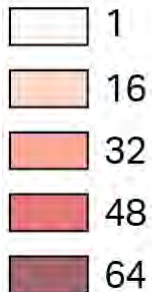
2022-23 Strathcona County Growth Areas

STRATHCONA COUNTY

Heat Map

	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total
Ardrossan Elementary	27	26	22	33	26	27	34	-	-	-	-	-	-	195
École Campbelltown	50	42	60	54	57	54	47	-	-	-	-	-	-	364
École Parc Élémentaire	48	40	50	35	40	29	33	-	-	-	-	-	-	275
Heritage Hills Elementary	21	23	25	22	19	16	15	-	-	-	-	-	-	141
Sherwood Heights Junior High	-	-	-	-	-	-	-	49	49	39	-	-	-	137
Ardrossan Junior Senior High	-	-	-	-	-	-	-	38	45	46	57	33	37	256
Grade total	146	131	157	144	142	126	129	87	94	85	57	33	37	1,368

Student Heat Map



Strathcona County

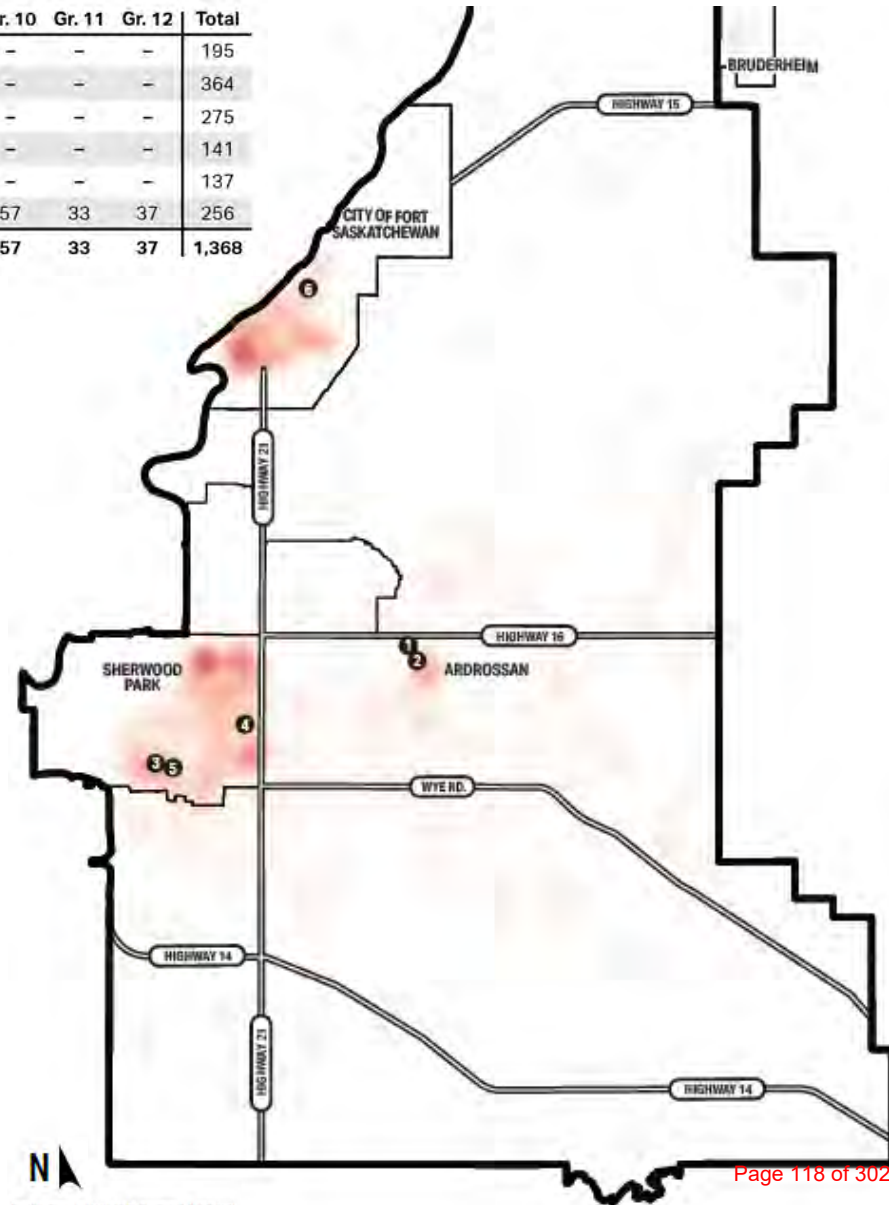
1. Ardrossan Elementary (K-6) AEL
2. Ardrossan Junior Senior High (7-12) AJS

Sherwood Park

3. École Campbelltown (K-6) CBN
4. Heritage Hills Elementary (K-6) HHE
5. Sherwood Heights Junior High (7-9) SWH

Fort Saskatchewan

6. École Parc Élémentaire (K-6) EPE



2022-23 Resident French Immersion Student Heat Map
STRATHCONA COUNTY

Challenge No. 2: Program Retention

School	Grade													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Ardrossan Elementary	27	26	22	33	26	27	34								195
École Campbelltown	50	42	60	54	57	54	47								364
École Parc Élémentaire	48	40	50	35	40	29	33								275
Heritage Hills Elementary	21	23	25	22	19	16	15								141
Sherwood Heights Junior High									49	49	39				137
Ardrossan Junior Senior High									38	45	46	57	33	37	256
TOTAL	146	131	157	144	142	126	129	87	94	85	57	33	37	1,368	

A Starting Place: Solution Criteria

addresses identified concerns

sustainable

expandable

Solution Process

EIPS needs to determine the best way to:



*Accommodate
anticipated
Student Growth.*



*Improve **program
retention** at the
secondary level.*



*Ensure **high-quality**
education for all
students, long-term.*

EIPS will use the feedback from this engagement series to develop possible solutions for the Board of Trustees to consider.

How Decisions Are Made



EIPS is required to **balance the educational needs** of students across the communities it serves.



EIPS has a **fiduciary responsibility** to operate all program at **sustainable** enrolment levels.



All EIPS sites must follow the policy and procedures for **welcoming, caring, respectful** and **safe** learning and work environments.



EIPS will present a report to the Board of Trustees and **recommend a solution** on how best to address its concerns about French Immersion Programming — expected in fall 2023, at the earliest, no changes will take effect in 2023-24.

Have Your Voice Heard

The survey is open and available February 8!



<https://www.research.net/r/EIPS-FIM-S2>

Open February 8 to 21

Share with the school community, family and friends.

What's Next?

PHASE 2

Winter 2023

Public consultations focused on possible solutions.

WHAT WE HEARD REPORT

Spring 2023

WMC will collect all the feedback, both in-person and survey, to prepare a What We Heard Report for each consultation.



PHASE 3

Spring 2023

Public consultations will focus on fine-tuning a solution.

BOARD-APPROVED SOLUTION

Spring 2023 to Fall 2024

The Board will review all the reports, information and feedback before making a decision. Any changes will take effect in the 2024-25 school year, at the earliest.

Decision

The Board will make a final decision at a public Board meeting. Whenever the decision is made, the Board will ensure families are aware of any programming changes well before the returning student registration process starts for the upcoming school year.

The Board will ensure the decision it makes is in the best educational interests of all students.

Questions?



*There will be a section in the survey for questions that you may have for EIPS.
If your question is not addressed during the session, EIPS will answer it in the FAQ.*

Breakout Session



Share your thoughts and ideas!

Session Ground Rules



We **want** to hear from you!



All voices have value — be **respectful** while other are speaking.



Zero tolerance for bullying, harassment, discrimination and abusive behaviour.



Solutions-focused.



Anonymity — WMC **will not tie** any comments to a specific individual.



THANK YOU
FOR COMING
AND SHARING!



the intersection of can and do



Three-Year Strathcona County Engagement

French Immersion Public Consultation No. 2

What We Heard Report

Prepared by:

Dana Antayá-Moore
Western Management Consultants

For:

Elk Island Public Schools

Date:

March 17, 2023

Table of Contents

Executive Summary	3
Public Consultation No. 2	5
<i>Process Overview</i>	5
Engagement Feedback	7
Summary of Big Ideas, Participant Responses and Key Themes	8
Summary of Big Ideas.....	8
Summary of Responses and Key Themes	10
<i>In-Person Breakout Session</i>	10
<i>Survey Results</i>	13
<i>Comparison with Public Engagement No. 1 Findings</i>	23

Executive Summary



The **focus** of the engagement was to engage participants in a discussion of French Immersion programming successes, challenges and concerns; and explore possible solutions. Participants were also offered the chance to ask questions and offer feedback.

Process Overview

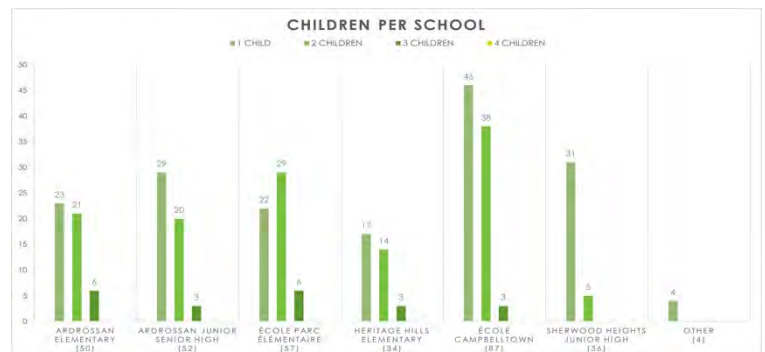
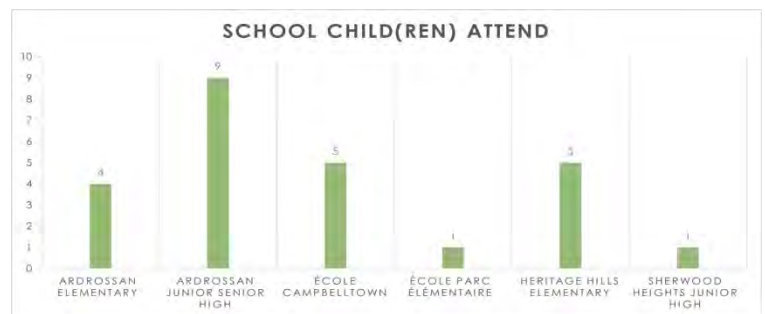
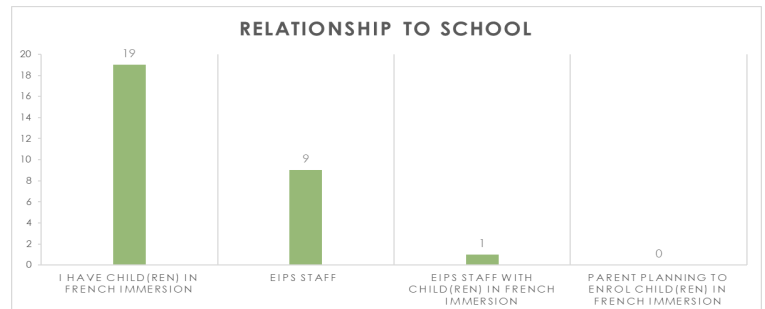
French Immersion program families, students and community members were invited to attend a public consultation session at Heritage Hills Elementary on Feb. 7, 2023—between 5:30 p.m. and 7:30 p.m. The focus: To affirm the findings of the Oct. 26, 2023, What We Heard Report; learn about the challenges facing the EIPS French Immersion program; have an opportunity to provide feedback on barriers to continuing in the French Immersion program; and provide advice and possible options for EIPS to consider as it makes its decision.

Upon arrival, participants were welcomed, invited to sign in and given a wayfinder explaining the process. Participants also had an opportunity to access EIPS-prepared background information about the French Immersion program and the Engagement No. 1 What We Heard Report—using a QR code. WMC team members were available to moderate the session and facilitate the breakout sessions. Also in attendance: EIPS trustees, EIPS senior leadership representatives, administrators from each EIPS French Immersion school and Division staff.

The public consultation began with a 20-minute presentation and 10-minute Q and A, moderated by WMC. Next, a single breakout session was facilitated by WMC. A WMC notetaker captured the discussion in real time.

Who Participated?

In total, **20 participants** took part in the in-person drop-in session. For the survey, 284 people started the online survey, and 183 completed the last mandatory question, meaning some questions were skipped or missed. All submitted responses are included in the analysis even if the respondent did not complete the entire survey. The breakdown of numbers by in-person and survey processes is also noted.



Executive Summary

Findings

A number of big ideas emerged that WMC suggests EIPS consider moving forward. These include:



Challenges of a Rural-Urban School Division

Many participants in public consultation No. 2 identified challenges reflective of a school division encompassing both urban and rural settings, and the geographical distance and space that goes with that.



Conditions for Student Success

A thread through many of the responses to the questions posed during the public consultation can be summed up as the conditions participants in the consultation see as necessary for student success.



Need a Vision for French Immersion in EIPS

The need for an EIPS vision for French Immersion programming was a common thread across the questions posed during the public consultation process.



Time & Distance

The location and accessibility of French Immersion programming is tied to participants' desire for location (proximity) and accessibility.



Concerns the Program will Relocate

The idea is found in both the significant number of public consultation participants who spoke about moving to Ardrossan for the French Immersion program, and those who are worried EIPS will move the French Immersion program out of Ardrossan.



French Immersion in Sherwood Park

There is significant interest in EIPS offering a French Immersion high school program in Sherwood Park.

Comparison with Public Engagement No. 1 Findings

New Themes

- Need for EIPS to develop a vision for the French Immersion program, which can be used to market the program in an effort to increase both student retention and the recruitment of teachers, and
- A stronger focus on quality teaching within and across the programs.

Common Themes

- Location of the program, and the time and distance required to travel to the location are important to French Immersion families. Support for the French Immersion high school program to remain in Ardrossan and a concern for the overall stability of the French Immersion program in the community.
- Support for a French Immersion high school program in Sherwood Park.
- Support for location and accessibility of programming, including having K-12 French Immersion programming in each of the three communities: Ardrossan, Fort Saskatchewan and Sherwood Park.
- Need for fewer school transitions for students in the French Immersion program.
- Support for more options in French and for the availability of more options for junior and senior high students enrolled in the French Immersion program.
- Need for increased support for students and families, particularly at the higher grades.

French Immersion Phase 2

The results of the French Immersion Phase 2 public consultation are reported below.

Public Consultation No. 2

Two digital media pieces were designed and shared with EIPS to advertise the session. In addition, EIPS drafted a letter addressed to French Immersion program families informing them of the session and providing the date, time frame and information about the process. For those who couldn't attend the meeting, or who wanted to provide additional input, the Division also sent families a followup letter with a link to an online survey. Both letters were distributed through EIPS communications channels and posted on the EIPS Three-Year Strathcona County Engagement: French Immersion [web page](#).

The focus of the engagement was to engage participants in a discussion of French Immersion programming successes, challenges and concerns; and explore possible solutions. Participants were also offered the chance to ask questions and provide feedback.

Process Overview

French Immersion program families, students and community members were invited to attend a public consultation session at Heritage Hills Elementary on Feb. 7, 2023—between 5:30 p.m. and 7:30 p.m. The focus: To affirm the findings of the Oct. 26, 2023, What We Heard report; learn about the challenges facing the EIPS French Immersion program; have an opportunity to provide feedback on barriers to continuing in the French Immersion program; and provide advice and possible options for EIPS to consider as it makes its decision.

Upon arrival, participants were welcomed, invited to sign in, and given a wayfinder explaining the process. Participants also had an opportunity to access EIPS-prepared background information about the French Immersion program and the Engagement No. 1 What We Heard Report—using a QR code. WMC team members were available to moderate the session and facilitate the breakout sessions. Also in attendance: EIPS trustees, EIPS senior leadership representatives, administrators from each EIPS French Immersion school and Division staff.

The public consultation began with a 20-minute presentation and 10-minute Q and A, moderated by WMC. Next, a single breakout session was facilitated by WMC. A WMC notetaker captured the discussion in real time.

French Immersion Public Consultation No. 2 Wayfinder



Three-Year Strathcona County Engagement **Let's Talk About French Immersion**

What is the goal of this session?

To review the What We Heard Report; discuss French Immersion programming successes, challenges and concerns; and explore possible solutions. Attendees will also have a chance to ask questions and offer feedback.

What is being explored?

Elk Island Public Schools (EIPS) is exploring ways to enhance its French Immersion program, address enrolment pressures and boost retention at the junior high and senior high levels.

Where are we in the process?



Your voice matters!

The Division will use the feedback to inform next steps, guide future public engagement efforts and develop possible options.

Breakout room: [Gym](#) | [Library](#) | [Drama Room](#) | [Classroom FS 234](#)



Three-Year Strathcona County Engagement **Let's Talk About French Immersion**

Tonight's engagement session will take approximately two (2) hours. It will start with a presentation, followed by a WMC-facilitated breakout room session. The session will include conversation and feedback on the below topics—used to help EIPS develop possible options to enhance its French Immersion programming. *Your breakout room location is highlighted on this [wayfinder](#).*

1. What are your initial thoughts about the challenges presented?
2. What do you think is important for EIPS to consider as it explores solutions?
3. What might prevent you from having your child continue with the French Immersion program?
4. What are some potential options EIPS should explore?
5. Additional thoughts?

SIGN-UP FOR EIPS EMAIL UPDATES

To receive news and updates about the EIPS French Immersion engagement effort, visit: bit.ly/3NafLku

Following the session, WMC launched a Let's Talk French Immersion survey, designed to align with the in-person public consultation session. The survey was shared by EIPS on Feb. 8, 2023—through the French Immersion web page and as a direct email to all French Immersion families and interested community members. The survey closed on Feb. 21, 2023, at 11:45 p.m.

Engagement Feedback

It is important for the integrity of the consultation process that consistent data is collected from all engagement forums. For this reason, the same questions were used for the in-person sessions and the online survey. There were, however, a few minor changes in the process and presentation of the online survey to help respondents answer the questions consistently. For example, for some questions, survey respondents were cued to specific PowerPoint presentation slides and frequently asked questions and answers, used during the in-person session, to provide additional context to inform their responses.

In total, 20 participants took part in the in-person drop-in session. For the survey, 284 people started the online survey, and 183 completed the last mandatory question, meaning some questions were skipped or missed. All submitted responses are included in the analysis even if the respondent did not complete the entire survey. The breakdown of numbers by in-person and survey processes is also noted.

A detailed summary of responses starts on page 8, "Summary of Participant Responses and Key Themes."

Summary of Big Ideas, Participant Responses and Key Themes

The What We Heard Report includes a summary of the big ideas that emerged from public consultation No. 2, followed by a detailed synopsis of the feedback received. The detailed feedback includes in-person responses, survey responses, a survey response analysis encompassing a comparison with in-person responses and a comparison to the findings from public consultation No. 1.

Summary of Big Ideas

A number of big ideas emerged that WMC suggests EIPS consider moving forward. These include:

- **Need for a vision for French Immersion in EIPS** – The need for an EIPS vision for French Immersion programming was a common thread across the questions posed during the public consultation process. Tied to the need for a vision is assurance for French Immersion families of the program's stability for the long term, marketing the program to EIPS families, and recruitment and retention of fluent French speakers to the French Immersion program.
- **Concerns the Program will Relocate** – The idea is found in both the significant number of public consultation participants who spoke about moving to Ardrossan for the French Immersion program and those who are worried EIPS will move the French Immersion program out of Ardrossan. A few participants also shared the concern either EIPS will stop offering the French Immersion program at all or that it may move from being publicly offered to being privatized.
- **Time and distance** – As identified in the What We Heard Report from public consultation No. 1, time and distance are factors for families. The theme is connected to some feedback from public consultation No. 2, that respondents want EIPS to consider a kindergarten to Grade 12 French Immersion option in each of the three major locations—Ardrossan, Fort Saskatchewan and Sherwood Park.
- **French Immersion in Sherwood Park** – There is significant interest in EIPS offering a French Immersion high school program in Sherwood Park. Participants offered reasons, including not having to travel to Ardrossan, availability of more options for students in addition to French Immersion, and consistency of programming from kindergarten to Grade 12.
- **Conditions for student success** – A thread through many of the responses to the questions posed during the public consultation can be summed up as the conditions participants in the consultation see as necessary for student success. These conditions include supporting a quality French Immersion education by having teachers, substitute teachers and administrators within the program speak fluent French; the need for supports for both students and their English-speaking parents; quality and updated material; and a vibrant, cultural experience both in and outside the classroom.

Some participants in the public consultation indicated their children receive a high-quality French Immersion program up to Grade 6, but the quality waned beginning in Grade 7.

Some also said instruction was often delivered in English at the secondary grades, particularly if a substitute teacher was required. These participants also expressed their concern their children would not leave the French Immersion program with the fluency in French, and academic skills needed, to succeed beyond Grade 12.

- **Challenges of a rural-urban school division** – Many participants in public consultation No. 2 identified challenges reflective of a school division encompassing both urban and rural settings and the geographical distance and space that goes with that. A few participants acknowledged the challenges for EIPS about any decision(s) it makes.

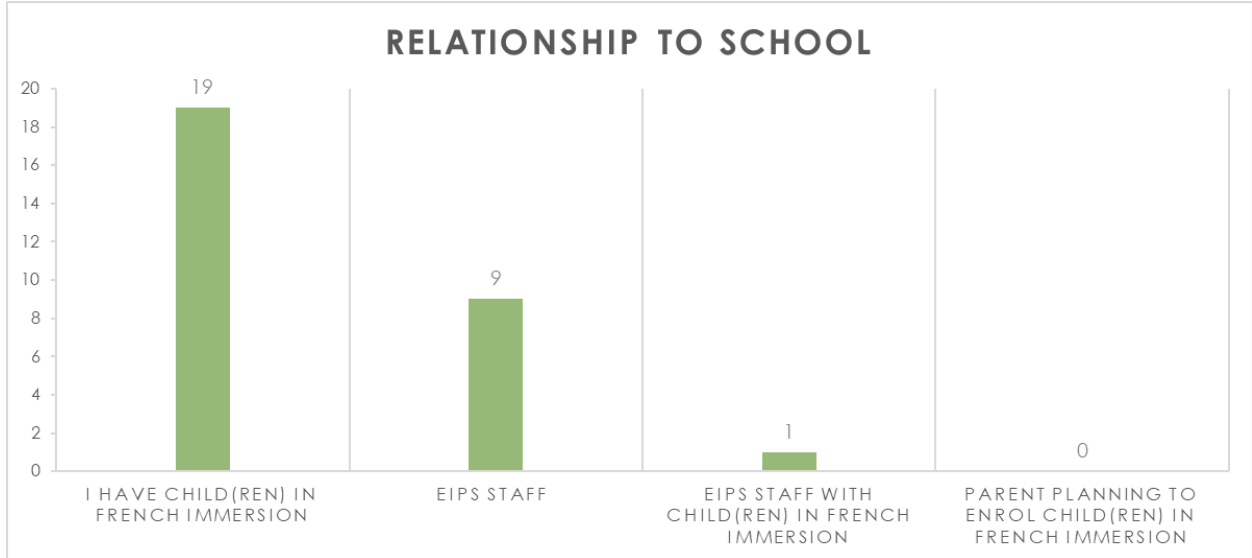
In addition to the big ideas, some feedback emerged across the five questions that WMC suggests EIPS take into consideration:

- There was a perception among some participants the challenges presented by EIPS as part of the second public consultation are divisionwide enrolment and capacity challenges and not French Immersion challenges. Tied to this were comments about the need for clear communication from EIPS and followup to the public consultation.
- The majority of respondents who spoke about retention expressed an understanding of the challenges. However, there was no consensus on a possible solution(s) to the retention challenge.
- Some participants expressed fatigue with this discussion, which they perceive to have gone on for a number of years with no perceptible progress.

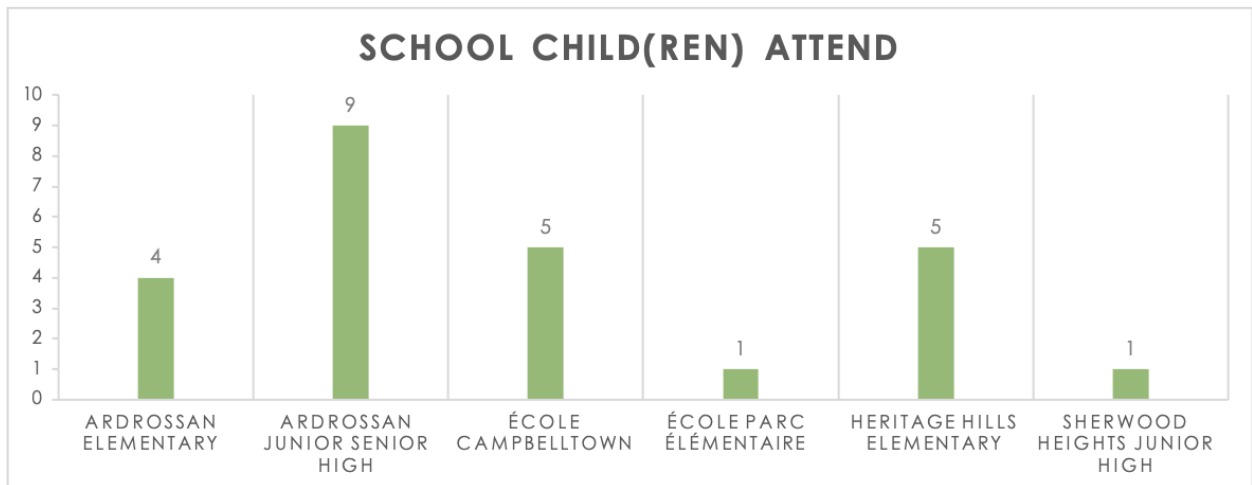
Summary of Responses and Key Themes

In-Person Breakout Session

In-Person Demographic Data



NOTE: Some parents checked more than one category.



NOTE: Some participants indicated they had children in more than one school. École Campbelltown and École Parc Élémentaire hosted parent-teacher interviews on February 7. The lower number of participants in attendance may be, partly, because of this.

Question 1

What are your initial thoughts about the challenges presented?

Key Themes: Participants' Responses

During the breakout session, participant responses to this question included:

- Five participants expressed concern about the school changes their child(ren) experienced while enrolled in the French Immersion program. Related to the school changes comments:
 - one participant spoke about the benefits of students staying in the same school over the course of their studies; and
 - a second participant stated not knowing what school they will be attending is stressful for students and families.
- Other single-participant comments offered during the breakout session included the following ideas:
 - need for EIPS to develop a vision for the French Immersion program;
 - impact of current school boundaries;
 - need for data on why students are leaving;
 - positive École Campbelltown school culture;
 - students switching to Archbishop Jordan Catholic High School or other school divisions;
 - desire to have more programs offered in addition to French—such as sports; and
 - need for communication and followup from public engagements.

Question 2

What do you think is important for EIPS to consider as it explores solutions?

Key Themes: Participants' Responses

During the breakout session, participant responses to this question included:

- Three participants reiterated the need for EIPS to develop and communicate a vision for the French Immersion program.
 - All three participants further tied that vision to supporting the recruitment and retention of French Immersion teachers.
 - Two of the three participants spoke about the importance of having teachers who are fluent in French.
- Two participants expressed concern about the impact on enrolment and the school community if the French Immersion program is moved.
- Other single-participant comments offered during the breakout session included the following ideas:
 - keeping students at the centre of decisions;
 - concern for the apparent lack of stability in the French Immersion program;

- need more data on why students are leaving the French Immersion program; and
- busing and transportation challenges because of the location of the junior and senior high French Immersion program.

Question 3

What might prevent you from having your child continue with the French Immersion program?

Key Themes: Participants' Responses

During the breakout session, participant responses to this question included:

- Three participants spoke about the need for a clear vision and a transition plan to support the success of the French Immersion program.
 - Tied to this were two additional comments about the failure of the French Immersion program at Bev Facey Community High in the 1990s.
- Two participants indicated the best interest(s) of their child should be at the centre of any decision to remain in the French Immersion program.
- Other single-participant comments offered during the breakout session included the following ideas:
 - concern for the time students spend busing to the French Immersion program;
 - need for support for English-speaking families;
 - lack of available options at Ardrossan Junior Senior High; and
 - to continue in French Immersion involves changing schools and leaving École Campbelltown's culture and community.

Question 4

What are some potential options EIPS should explore?

Key Themes: Participants' Responses

During the breakout session, participant responses to this question included:

- Two participants addressed the need for EIPS to communicate a clear plan for the French Immersion program.
- Other single-participant comments offered during the breakout session included the following ideas:
 - concern for the number of school transitions;
 - hold a focus group with Fort Saskatchewan families; and
 - collaborate with Elk Island Catholic Schools to offer French Immersion.

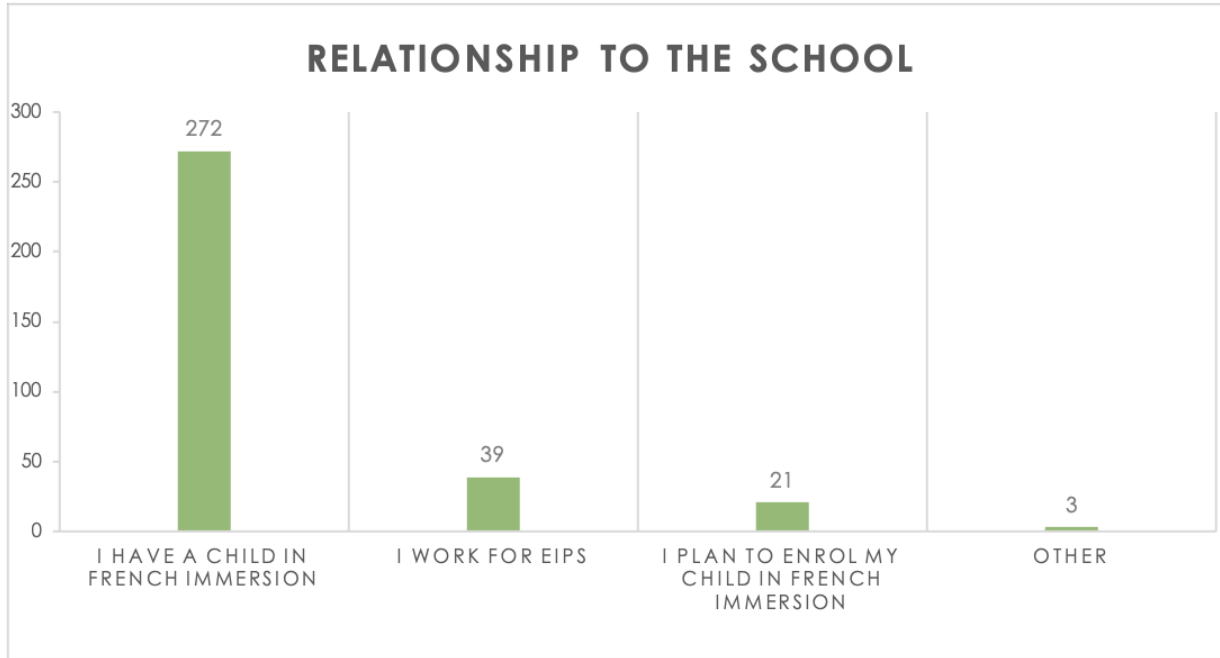
Question 5

Additional thoughts?

No additional thoughts were offered by participants in the breakout session.

Survey Results

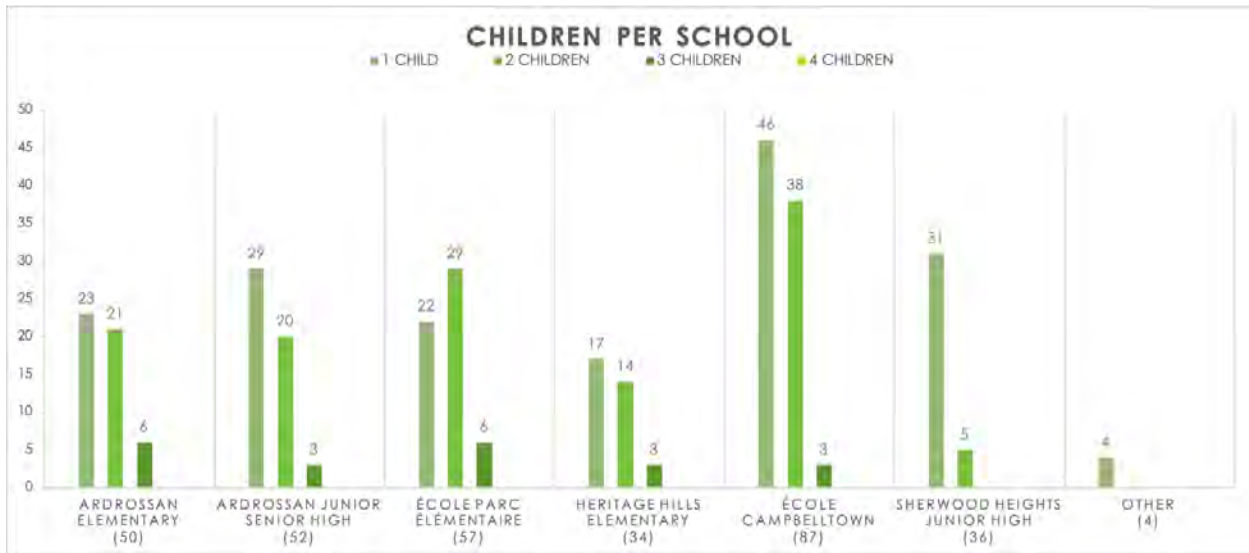
Survey Demographic Data



NOTE: Some participants checked more than one category.



Of the 284 people who took the survey, 12 chose to skip this question.



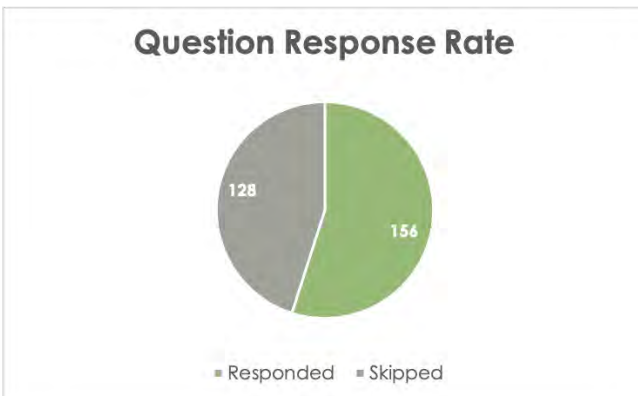
NOTE: Some participants indicated they had children in more than one school.

NOTE: For the survey results, if three or more similar responses were received, it was identified as a key theme. It's important to note, several participants provided feedback that surfaced two or more themes and the responses were coded as such. Responses that did not directly or explicitly provide an answer to the question were reviewed and captured separately from the key themes.

The Analysis section of each question encompasses a comparison with in-person responses received during the public consultation on February 7.

Question 1

What are your initial thoughts about the challenges presented? Do you have any concerns?



Of the 284 people who took the survey, 128 chose to skip this question.

Survey Participants' Responses: Key Themes

From the survey responses, the key themes that emerged in response to this question include:

- Twenty-three respondents, 14.7%, stated busing, including time and distance, was a concern for them.
- Nineteen respondents, 12.2%, stated their desire to have a French Immersion senior high program in Sherwood Park.
- Seventeen respondents, 10.9%, supported keeping the French Immersion program in Ardrossan.
 - Seven of the 17 respondents indicated their choice of Ardrossan to live so their children could attend the French Immersion program from kindergarten to Grade 12.
 - Eight of the 17 respondents expressed concern about the impact on Ardrossan Junior Senior High and the community if the program were to be moved.
 - Three of the 17 respondents noted concern about the possibility the French Immersion program would no longer be offered.
- Thirteen respondents, 8.32%, stated their desire to have a French Immersion program through to Grade 12 in Fort Saskatchewan.
- Twelve respondents, 7.7%, commented on enrolment pressures and physical space as a concern for them.
- Twelve respondents, 7.7%, expressed their desire to see more support for students enrolled in the French Immersion program and English-speaking parents.
- Ten respondents, 6.4%, noted they wished to see more communication from EIPS, including information about next steps for the French Immersion program to help inform their decisions, increased marketing of the French Immersion program and more followup from public engagements.
- Nine respondents, 5.8%, suggested there was a need for EIPS to gather more information about why students are leaving the French Immersion program.
- Eight respondents, 5.1%, indicated their agreement with the challenges presented by EIPS in the background information provided as part of the survey.
- Seven respondents, 4.5%, stated location and accessibility of French Immersion programming was important to them; however no specific location was identified.
- Seven respondents, 4.5%, expressed their concern about the number of times students are required to change schools to remain in the French Immersion program.
- Other thoughts included:
 - Five respondents, 3.2%, commented on the need for EIPS to develop and share a vision for the French Immersion program.

- Five respondents, 3.2%, noted the quality of education received in the French Immersion program was tied to staffing the programs with teachers and administration fluent in French.
- Five respondents, 3.2%, expressed their concern about large class sizes and the effect of these on the quality of education and the ability of teachers to provide support to students.
- Five respondents, 3.2%, noted the impact of the current attendance boundaries on enrolment and school-capacity concerns.
- Four respondents, 2.6%, shared their desire for students to be able to stay in the same school for as long as possible.
- Four respondents, 2.6%, indicated they wished to see more junior high and senior high programs and options in addition to French Immersion, for example, sports programs.
- Four respondents, 2.6%, expressed their desire for EIPS to increase their advocacy at the government level. Advocacy efforts suggested included getting new schools funded more quickly, three respondents, and continuing French Immersion through the public education system versus through private education, one respondent.
- Three respondents, 1.9%, spoke about switching to Archbishop Jordan Catholic High School or another school division for junior and senior high school.
- Three respondents, 1.9%, shared their concerns around the process, including the length of time being taken to make a decision, the perceived bias in the statistics presented, and use of tax dollars to support the public consultations.

A few responses did not create a theme, but the importance of the French Immersion program, including the culture, students and staff, were noted as important factors to consider.

Analysis

Approximately one-third, 48, of survey respondents who chose to answer this question, noted their desire for a French Immersion program in their location, while an additional seven respondents indicated that location and accessibility were important to them in general. In line with this were participants' concerns about busing, time and distance and the impact of any decision around the French Immersion program on these factors. One in-person participant raised the question of open boundaries for French Immersion programming.

Seven survey respondents expressed concerns about the number of school changes students were required to make to remain in the French Immersion program, while five in-person participants spoke about concerns related to changing schools.

Communication from EIPS to French Immersion families, including the development and sharing of a vision for French Immersion, was important to both survey respondents, 10 people, and in-person participants, three people.

Five survey respondents and one in-person participant noted their belief the quality of education received in the French Immersion program was tied to staffing the programs with teachers and administration fluent in French.

Question 2

What do you think is important for EIPS to consider or to know as it explores solutions?



Of the 284 people who took the survey, 136 chose to skip this question.

Survey Participants' Responses: Key Themes

- Thirty respondents, 20.3%, stated busing, including time and distance, were concerns.
- Twenty respondents, 13.5%, expressed their desire for a senior high program in either Sherwood Park, 10 respondents, or Fort Saskatchewan, five respondents, or both, five respondents.
- Fifteen respondents supported keeping the French Immersion program in Ardrossan.
 - Seven of the 15 respondents indicated their choice of Ardrossan to live so their children could attend the French Immersion program from kindergarten to Grade 12.
 - Eight of the 15 respondents expressed concern about the impact on Ardrossan Junior Senior High, and the community, if the program was moved.
- Fifteen respondents, 10.1%, commented on the importance of considering location and accessibility in any decision, however no specific location was identified.
- Eleven respondents, 7.4%, indicated the availability of more options, in addition to French Immersion, was important to them.
- Ten respondents, 6.8%, commented on the need for EIPS to develop and share a vision for the French Immersion program.
- Ten respondents, 6.8%, noted the quality of education received in the French Immersion program was tied to staffing the programs with teachers and administration fluent in French.
- Nine respondents, 6.1%, expressed their desire to see more support for students enrolled in the French Immersion program and English-speaking families.
- Seven respondents, 4.7%, noted they wanted more communication from EIPS, including information about next steps for the French Immersion program to help inform their decisions, increased marketing of the French Immersion program and more followup from public engagements.
- Seven respondents, 4.7%, asked EIPS to keep students at the centre of any decision.

- One of the seven respondents said they want EIPS to keep both students and staff at the centre of any decision.
- Other thoughts included:
 - Five respondents, 3.4%, suggested there was a need for EIPS to gather more information about why students are leaving the French Immersion program.
 - Five respondents, 3.4%, expressed their desire for a single-track French Immersion program in each community—Ardrossan, Fort Saskatchewan and Sherwood Park.
 - Five respondents, 3.4%, expressed concern about the number of times students are required to change schools to remain in the French Immersion program.
 - Five respondents, 3.4%, shared comments and concerns around process, including lack of consultation with educators working in the program, one respondent; looking at enrolment projections, two respondents; and the need for increased advocacy focused on prioritizing education and funding, two respondents.
 - Four respondents, 2.7%, spoke about switching to Archbishop Jordan Catholic High School or another school division.

A few responses did not create a theme, but class sizes and support for students learning two languages were noted as important.

Analysis

Approximately one-quarter, 35, of survey respondents who chose to answer Question 2, noted their desire for a French Immersion program in their location, while an additional 15 respondents indicated location and accessibility were important to them in general. In line with this were concerns expressed by 30 survey participants about busing, time and distance and the impact of any decision around the French Immersion program on these factors. Busing and transportation challenges were identified as a concern by one in-person participant.

The impact of moving the French Immersion program from Ardrossan, including loss of students from the program and negative impact on the school and community, was noted by eight survey respondents and two in-person participants.

Ten survey respondents and three in-person respondents addressed the need for EIPS to develop and communicate a vision for the French Immersion program.

Seven survey respondents and one in-person participant asked EIPS to keep students at the centre of decisions.

Five survey respondents and one in-person participant noted the need for EIPS to gather data on why students are leaving the French Immersion program.

Question 3

What factors might prevent you from z the French Immersion program?



Of the 284 people who took the survey, 108 chose to skip this question.

Survey Participants' Responses: Key Themes

From the survey responses, the key themes that emerged in response to this question include:

- One hundred and eleven respondents, 63.1%, identified the location of the program to be a key factor in whether their child would continue with the French Immersion program. Almost all comments related to the proximity of the school, including the ability to walk to the facility. Where respondents gave specific reasons or locations, the breakdown is as follows:
 - Twenty-four respondents, 13.6%, said busing or driving their child to Ardrossan would mean they would withdraw from the French Immersion program.
 - Eighteen respondents, 10.2%, said they would withdraw their child from French Immersion if the Ardrossan-based program moved or was curtailed.
 - Fifteen respondents, 8.5%, said they would withdraw their child if there were no junior high or senior high programs in Sherwood Park.
 - Four respondents, 2.3%, said they would withdraw their child if there were no junior high or senior high programs in Fort Saskatchewan.
- Thirty-two respondents, 18.2%, stated busing, including time and distance, was a concern.
- Twenty-seven respondents, 15.3%, said the unreliability of having French-speaking teachers and substitutes might be a reason for moving their child elsewhere.
- Twenty-one respondents, 12 %, said they might move their child because the school did not provide enough resources or options for the student and family. Some responses tied this to the small size of the French Immersion program in some locations.
- Eighteen respondents, 10.2%, said they would withdraw their child if there were barriers to their academic success.
- Seventeen respondents, 9.7%, said their child would make the decision about remaining in the program.
- Fifteen respondents, 8.5%, said the declining quality of French Immersion programming after elementary might be a reason to leave the program.

- Twelve respondents, 6.82%, identified the need for more supports for both students and families as a critical factor for remaining in the program.
- Other reasons identified included:
 - Eight respondents, 4.6%, said a strong school culture would be necessary for them to remain.
 - Eight respondents, 4.6%, referenced class sizes as a significant factor.
 - Seven respondents, 4%, said they would consider switching to Archbishop Jordan Catholic High School or other divisions.
 - Six respondents, 3.4%, said they might leave if there was inadequate physical literacy or athletics programming.
 - Five respondents, 2.8%, identified the need for a vision for the French Immersion program.
 - Four respondents, 2.3%, said having to change schools would be a factor.
 - Three respondents, 1.7%, said they would leave if they thought their child would not be adequately prepared for secondary education.

Analysis

It is clear from the responses to this question French Immersion programming proximity is a high priority for many respondents. The French Immersion program in Ardrossan is well regarded by those attending it. Many indicate they would likely leave the French Immersion program if it were moved or downsized, 18 respondents. An almost equal number of respondents identify a junior high and senior high program in Sherwood Park as key to their child remaining in the program, 15 respondents. A large cohort of respondents clearly stated they will not put their child in an Ardrossan-based program because of busing and transportation concerns, 24 respondents.

Other respondents indicated location, busing or travel times were key considerations. Although they made no specific mention of either Ardrossan or Sherwood Park.

It would appear the travel time involved in keeping Ardrossan as the only junior high or senior high site is a barrier for many respondents. The sentiment was not a comment on the quality of the program, but on its location.

Other leading issues identified included the quality and reliability of French Immersion instruction after elementary school, and the availability of optional programming.

Question 4

What are some potential options EIPS should explore?



Of the 284 people who took the survey, 135 chose to skip this question.

Survey Participants' Responses: Key Themes

From the survey responses, the key themes that emerged in response to this question include:

- Forty-four respondents, 29.5%, identified a French Immersion junior high and senior high school in Sherwood Park as a preferred option.
- Twenty-five respondents, 16.8%, suggested expanding French Immersion programming within existing high schools as a partial measure to continue the program, as opposed to only offering it in Ardrossan.
- Twenty-seven respondents, 18.1%, had detailed suggestions about changes ranging from moving locations to smaller class sizes to added academic supports . in programming at all grade levels.
- Fifteen respondents, 10.1%, suggested expanding the French Immersion program in Fort Saskatchewan.
- Twelve respondents, 8.1%, had a number of suggestions about enhancing academic support for students and families, especially for families who are not French-speaking.
- Ten respondents, 6.7%, suggested changes in boundaries to enhance flexibility and accessibility.
- Other options identified included:
 - Eight respondents, 5.4%, suggested improvements in busing, such as making it free to all French Immersion students.
 - Eight respondents, 5.4%, had comments that were general in nature and did not contain specific options.
 - Four respondents, 2.7%, had comments regarding the Ardrossan site, including suggestions for increasing capacity.
 - Four respondents, 2.7%, suggested broader collaboration with Elk Island Catholic Schools for program delivery.

- Three respondents, 2%, suggested specific support activities for students and families, including tutoring, peer mentoring, reading clubs and longer learning sessions.
- Three respondents, 2%, commented on class sizes, with two asking for smaller cohorts.

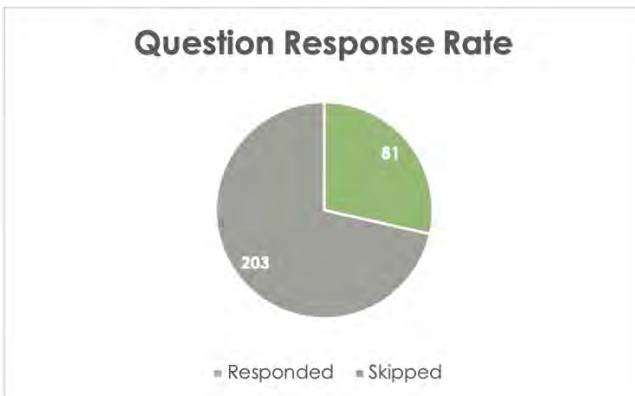
Analysis

The majority of options focused on developing an expanded program in Sherwood Park. Almost half, 46.3%, of respondents suggested expanding the French Immersion program in Sherwood Park by either establishing a French Immersion school offering junior high and senior high school or increasing the programs available in existing high schools. The response is consistent with the themes in earlier questions.

As well, four respondents, 2.7%, suggested expanding the Ardrossan program and 15 respondents, 10.1%, suggested growing the Fort Saskatchewan program. Other than suggestions to improve student and family support, there was no strong support for any other option.

Question 5

Additional thoughts?



Of the 284 people who took the survey, 203 chose to skip this question.

Survey Participants' Responses: Key Themes

From the survey responses, the key themes that emerged in response to this question, include:

- Fourteen respondents, 17.2%, restated their view that a French Immersion junior high and senior high school in Sherwood Park was needed.
- Twelve respondents, 14.8%, expressed support for the Ardrossan program as it currently exists.
- Twelve respondents, 14.8%, commented on a variety of issues not related to the survey focus, often recounting their experiences with EIPS or giving remarks of a very general nature.
- Eleven respondents, 13.6%, expressed the need for a vision outlining the future of French Immersion within EIPS.
- Seven respondents, 8.7%, provided comments on the impact of boundaries on channelling of students to schools within EIPS.
- Three respondents, 3.7%, suggested advocacy for increased program funding be a priority.
- Other comments, each with two respondent mentions, 2.5%, addressed:

- the expansion of the French Immersion program in Fort Saskatchewan;
- the need for more support for students and families; and
- the promotion of French Immersion.

Analysis

Eighty-one of the 284 respondents who participated in this survey answered Question 5. That is a smaller number than the previous four questions, and most comments were a reiteration of positions mentioned in the earlier questions.

Question 6

Questions?

Throughout the course of the public consultation process, 51 questions were submitted through the in-person breakout session and the survey. WMC submitted these questions to EIPS to address in the next FAQ.

Comparison with Public Engagement No. 1 Findings

Common themes

Feedback from both the first and second public consultations suggests the location of the program, and the time and distance required to travel to the location are important to French Immersion families. Other common themes across the public consultation process, so far, include:

- Support for the French Immersion high school program to remain in Ardrossan and a concern for the overall stability of the French Immersion program in the community.
- Support for a French Immersion high school program in Sherwood Park.
- Support for location and accessibility of programming, including having K-12 French Immersion programming in each of the three communities: Ardrossan, Fort Saskatchewan, and Sherwood Park.
- Need for fewer school transitions for students in the French Immersion program.
- Support for more options in French and for the availability of more options for junior and senior high students enrolled in the French Immersion program.
- Need for increased support for students and families, particularly at the junior and senior high school levels.

New themes coming out of public consultation No. 2

Feedback from the second public consultation yielded some additional themes, including:

- Need for EIPS to develop a vision for the French Immersion program, which can also be used to market the program in an effort to increase student retention and recruitment of teachers; and
- A stronger focus on quality teaching within and across the program.

EIPS Frequently Asked Questions

FRENCH IMMERSION PUBLIC ENGAGEMENT: WINTER 2023

LAST UPDATED: February 2023



FAQ: FRENCH IMMERSION PUBLIC ENGAGEMENT

Introduction

Elk Island Public Schools (EIPS) has begun a three-year public engagement initiative to enhance programming offered throughout the Division. One of the programs EIPS is looking at is French Immersion. Specifically, it's exploring ways to enhance programming, address enrolment pressures and boost retention at the junior high and senior high levels. Before EIPS makes any decisions about French Immersion programming, it's conducting public consultations with school families, students and community stakeholders to ensure a solution that's in the best interest of all students. The following are frequently asked questions the Division has received about its French Immersion engagement effort. EIPS will update the document as new questions come forward.

General

Q: Why is EIPS consulting with the French Immersion school community?

A: As part of the Division's reporting requirements to Alberta Education, EIPS reviews programs, enrolment transitions and boundaries regularly. When areas of concern are identified, the Division determines how best to resolve the issue. In the case of French Immersion, EIPS wants to find ways to enhance the program, address current enrolment pressures and increase retention at the junior high and senior high levels. To determine the best possible solution, EIPS is seeking feedback from the French Immersion school community.

Q: How is EIPS' French Immersion program different from a French francophone program?

A: French Immersion programming is offered by English-language school divisions and open to all students, kindergarten to Grade 12. The program is specifically designed for children whose first language isn't French. And, through the program, they acquire fluency in speaking, reading, writing, listening and communicating in French. Children start the program in kindergarten or Grade 1—the curriculum is taught entirely in French. And, in Grade 3, teachers begin to introduce English language arts. The goal: for students to become functionally fluent in French, develop an appreciation for French culture and achieve all the same learning outcomes as the regular programs of study. On the other hand, the French francophone program, is offered through the Conseil scolaire du Nord-Ouest and is only open to learners with a parent whose first language is French.

Q: What supports and services do schools offer to families with a child enrolled in the French Immersion program?

A: Finding ways to support a child enrolled in the French Immersion program is sometimes challenging. It's important to remember, EIPS has no requirement or expectation for families to speak or understand French to support their child enrolled in French Immersion. Instead, teachers and staff at all EIPS schools work together to assist students with any questions they may have. That allows families to support their child at home the same way they would in the English program—by asking questions, engaging in learning activities, and establishing regular routines for completing homework and reading.

That said, there are many resources available for families. To access these, simply contact your child's school and tell them you're looking for French Immersion support resources. Most resources are available online and focus on literacy, numeracy and career planning.

Enrolment Pressures

Q: [What enrolment pressures does EIPS face?](#)

A: For EIPS, it has two main areas of concern: Fort Saskatchewan and Strathcona County. In Fort Saskatchewan, EIPS anticipates enrolment pressure issues in all its schools for the foreseeable future. So much so, it's becoming challenging to accommodate all students living in the region. In fact, the Division projects fewer than 753 student spaces available by 2027—that's for every grade level and at every school.

In Strathcona County, four new residential developments are underway—[Ardrossan East, Cambrian Crossing, Bremner and Hillshire](#). For French Immersion, Ardrossan East is a concern. As it develops, it will create enrolment pressures at both Ardrossan Elementary and Ardrossan Junior Senior High, making it challenging to offer dual-track programming—the regular English program and French Immersion. In fact, the Division projects fewer than 339 student spaces available by 2027—for every grade and school in rural Strathcona County. That, coupled with an influx of students from the Cambrian Crossing, Bremner and Hillshire developments, in Sherwood Park, will create even more enrolment pressures on schools in Strathcona County.

To alleviate some of the anticipated enrolment pressures, EIPS has requested new and replacement schools through its [2023-26 Three-Year Capital Plan](#). However, the province needs to approve funding for these, which will likely take years.

Q: [How do EIPS enrolment pressures impact French Immersion programming?](#)

A: For the most part, the Division's biggest concern, in terms of French Immersion programming, is with the new Ardrossan East development. As it expands, it will create enrolment pressures at both Ardrossan Elementary and Ardrossan Junior Senior High. That anticipated enrolment pressure will make offering dual-track programming—the regular English program and French Immersion—at both schools challenging. As well, an influx of students from the Cambrian Crossing, Bremner and Hillshire developments, in Sherwood Park, will create even more enrolment pressures for schools in Strathcona County.

Q: [Why can't EIPS build a new school to house the anticipated influx of students?](#)

A: EIPS has several replacement schools listed as key priorities in its [2023-26 Three-Year Capital Plan](#)—including a kindergarten to Grade 9 school to replace École Campbelltown and Sherwood Heights Junior High, a grades 7-12 school to replace Rudolph Hennig Junior High and Fort Saskatchewan High, and a kindergarten to Grade 6 school to replace James Mowat Elementary. However, the province has yet to approve funding for any of these capital requests—design funding was approved for the Sherwood Park replacement school but not construction funding. Typically, funding approval takes years, as does the actual construction after approval is granted. So, EIPS needs to find solutions now to address its student accommodation issues.

Program Retention

Q: [How is program retention an issue at the French Immersion junior high and senior high levels?](#)

A: In terms of retention, fewer students are deciding to stay in the program at the secondary level. For example, as of Sept. 29, 2022, EIPS has 129 Grade 6 students enrolled in French Immersion. But, in Grade 9, there are only 85 students enrolled in French Immersion. And, in Grade 12, only 37 students enrolled. Based on historical trends, the two grades with the lowest rate of retention are Grade 7, 86 per cent, and Grade 10, 69 per cent. Such a significant drop in students at the senior high level makes providing robust programming challenging.

So, through the French Immersion public engagement efforts, EIPS wants to better understand the barriers to continuing with the junior high and senior high French Immersion program. Is it because there's a disconnect between the [location of French Immersion programs](#) and where students reside? Is it because of academic challenges? Or, is there of lack of motivation to learn French as children grow older? There are likely myriad reasons. The hope is the engagement effort will reveal the barriers, so the Division can develop solutions that encourage more students to remain in the program.

Q: How many students are enrolled in the French Immersion elementary program compared to the secondary program?

A: The below table shows EIPS' French Immersion enrolment, as of Sept. 29, 2022. Essentially, what it demonstrates is the Division can only support one senior high French Immersion school site.

School	Grade												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Ardrossan Elementary	27	26	22	33	26	27	34								195
École Campbelltown	50	42	60	54	57	54	47								364
École Parc Élémentaire	48	40	50	35	40	29	33								275
Heritage Hills Elementary	21	23	25	22	19	16	15								141
Sherwood Heights Junior High									49	49	39				137
Ardrossan Junior Senior High									38	45	46	57	33	37	256
GRADE TOTALS	146	131	157	144	142	126	129	87	94	85	57	33	37		1,368

Q: Can EIPS offer a French Immersion senior high program in Sherwood Park, Fort Saskatchewan or in both communities, instead of in Ardrossan?

A: At this point, it's premature to speak about changing French Immersion site locations. Currently, EIPS offers a fulsome program at Ardrossan Junior Senior High. There aren't enough senior high students enrolled in the French Immersion to offer it at a second site.

Q: Why doesn't EIPS offer French Immersion senior high programming in all communities?

A: The capacity to offer French Immersion in each community EIPS serves is currently out of reach. The reason: the program's enrolment numbers. It's imperative EIPS continues offering a fulsome senior high French Immersion program. Providing it within all communities requires sufficient funding and resources. That's because EIPS has a fiduciary responsibility to operate all programming at sustainable levels. Given current enrolment, the more locations the Division offers senior high French Immersion reduces the available resources to support programming. At present, the only way EIPS could offer the senior high program in all communities is by offsetting the costs with funding from the regular program, which is neither sustainable nor equitable.

Q: How does EIPS plan to address the barriers people have around continuing with French Immersion at the secondary level?

A: At this point, it's still too premature to speak about how the Division will address the retention issues. The hope is the Division's French Immersion engagement efforts will reveal the barriers, so the Division can develop solutions that encourage more students to remain in the program. The goal: To develop a Board-approved, community-derived solution.

Programming

Q: [Where is French Immersion currently offered within EIPS?](#)

A: French Immersion is offered at schools throughout EIPS. Each school follows the Alberta curriculum and provides a range of educational courses and extracurricular classes to enhance the growth and success of all students. Visit each school's website for specific program details.

ELEMENTARY (K-6)

[École Parc Élémentaire](#) – single-track program

[Ardrossan Elementary](#) – dual-track program

[École Campbelltown](#) – single-track program

[Heritage Hills Elementary](#) – dual-track program

JUNIOR HIGH (7-9)

[Ardrossan Junior Senior High](#) – dual-track program

[Sherwood Heights Junior High](#) – dual-track program

SENIOR HIGH (10-12)

[Ardrossan Junior Senior High](#) – dual-track program

Q: [Do all French Immersion schools have staff fluent in French?](#)

A: EIPS French Immersion teachers are fluent in French, and every school offering the immersion program has a French-speaking administrator. EIPS tries to ensure all staff working in French Immersion schools also speak French. However, it's not always feasible with support staff—such as educational assistants, secretaries, library technicians.

Q: [What are the requirements for French Immersion?](#)

A: The French Immersion program requirements and learning outcomes are the same as the regular program. The only major differences are the grades English language arts is introduced and the time allotments for specific subjects. French Immersion students are taught entirely in French from kindergarten to Grade 2. Then, in Grade 3, English language arts is introduced. Throughout the student's educational journey, French remains the primary language of instruction for a significant part of each school day—all except English language arts. A complete list of program requirements is available in Alberta Education's [Guide to Education](#).

Q: [How do I register my child for French Immersion?](#)

A: There are several ways to register, depending on if your child is a new or returning student.
[Kindergarten](#) – Children starting kindergarten complete the online Kindergarten Registration Form. During this time, students indicate the school they plan to attend, select programming and request Student Transportation services, if applicable. Runs February to school startup.

[New students](#) – All new students, grades 1-12, complete the online New Student Registration Form. During this time, students indicate the school they plan to attend, select programming and request Student Transportation services, if applicable. Students can all apply to attend a non-designated school—acceptance is based on available space. Runs February to school startup.

[Returning students](#) – All returning students complete the online Returning Student Registration Form. During this time, students indicate the school they plan to attend, select programming and request Student Transportation services, if applicable. Students can all apply to attend a non-designated school—acceptance is based on available space. Runs February 1-28.

NOTE: To register in kindergarten or Grade 1, no previous knowledge of French is required. Students entering the program after Grade 1 are considered on an individual basis.

Q: Can I register my child in a French Immersion school different from their designated French Immersion school?

A: Yes. Families that want their child to attend a non-designated school, or school of choice, must make the request during the returning student registration process. The only exception: students who move into the Division from outside the geographic area, or another community within the Division, after the returning student registration closes. The Division contacts all families who apply to a non-designated school to advise if they can attend the school in the upcoming school year. Acceptance is based on available space.

Q: If EIPS changes any French Immersion program locations, can affected students be grandfathered into their current school?

A: At this point, it's too premature to answer that question. Typically, the Board makes decisions about grandfathering when it reviews the final recommendation from administration, which isn't close to happening yet. If there is a change in the boundaries, EIPS will contact all families to inform them about the details, including information about grandfathering, timelines, the registration process and student transportation implications.

Q: If EIPS changes any French Immersion program locations, can siblings of affected students continue attending the same school?

A: Yes, if the older child currently attends a school and will attend the school at the same time as the younger child. In this scenario, the sibling clause applies—simply register to attend the school during the returning student registration process in February. The only way this wouldn't apply is if the Board decides to limit the application of the sibling clause.

Busing

Q: How will busing work for students requiring transportation services?

A: EIPS provides an enhanced transportation service for both eligible and ineligible riders. So, anyone who wants to access existing Student Transportation can do so by requesting busing services during the new or returning student registration process in February. Families simply indicate on the online form busing is required for their child. Before the end of the school year, the family will receive their child's tentative busing information, including the associated fees.

Q: How are families charged for busing?

A: EIPS offers enhanced transportation services for students, using the below fee structure.

Eligible Fee: Riders who attend their designated French Immersion school and live more than 2.39 kilometres from that school. For 2022-23, the eligible fee is \$121 per year.

Ineligible Fee: Students who attend a non-designated French Immersion school or live less than 2.4 kilometres from their French Immersion designated school. For 2022-23, the ineligible fee is \$346 per year.

Next Steps

Q: What is the general timeline for EIPS' French Immersion public engagement effort?

A: In total, three public consultation phases are planned.

Phase 1 took place in November 2022 and included a drop-in, public meeting and an online survey to gather feedback from the French Immersion school community about what's most important about the program—building off the public engagement work done in the 2017-18 school year.

Phase 2 takes place in Winter 2023. Public consultations will focus on possible solutions to manage anticipated student growth and ways to improve junior high and senior high French Immersion program retention.

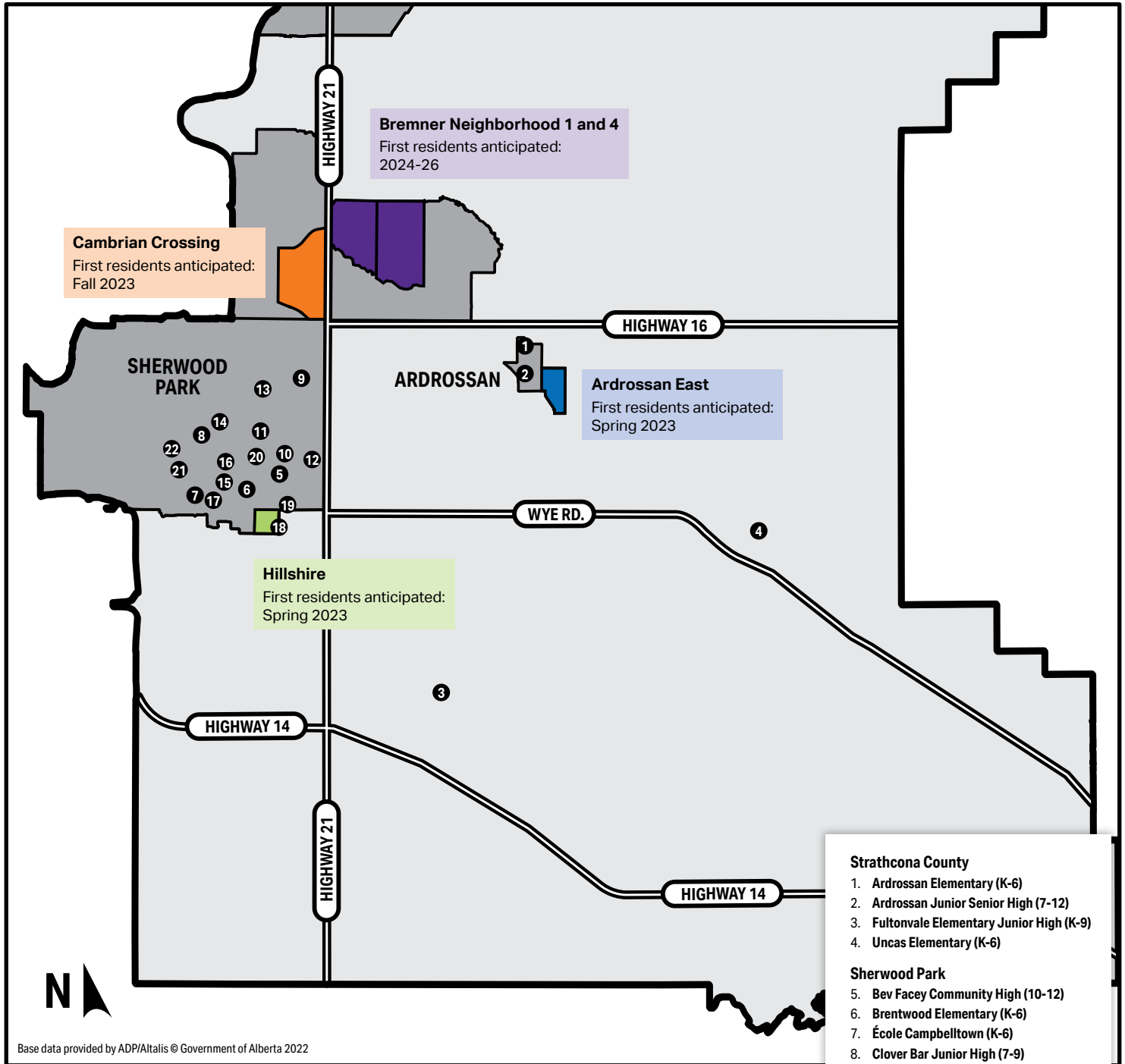
Phase 3 takes place in Spring 2023. Public consultations will focus on fine-tuning a solution to address the anticipated student growth and ways to enhance the junior high and senior high French Immersion program retention.

Q: When will EIPS make a final decision about any changes to the French Immersion program?

A: In June 2023, EIPS will present the Board of Trustees with a report about the French Immersion engagement efforts. Any Board-approved changes will take effect in the 2024-25 school year. Before making a decision, the EIPS Board will review all relevant data and the feedback gathered through the engagement efforts. EIPS is committed to keeping the community informed about the process and will provide information as it becomes available.

Q: If EIPS does make a change to French Immersion programming, how will the Division support the transition for students?

A: At this point, it's premature to speak to a transition plan. EIPS hasn't determined a solution or made a decision. Furthermore, the Board won't make any decision until it reviews the community input from all public engagement efforts. That said, anytime changes are made to attendance boundaries, EIPS puts a transition plan in place. The plan involves consultations with students, school council groups, school administration, staff and EIPS senior administration. The goal: To ensure a smooth transition for all students.



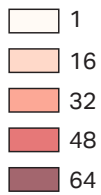
Base data provided by ADP/Altalis © Government of Alberta 2022

	Total number of residential units	Proportion of units planned for low density	School-aged population at neighbourhood build-out	Total population at neighbourhood build-out	Projected school-age population*		
					2027	2032	2037
Ardrossan East	1,547	94%	990	4,247	77	159	237
Bremner Neighborhood 1&4	14,283	71%	9,236	35,920	13	129	467
Cambrian Crossing	5,225	80%	3,345	12,081	216	592	1,025
Hillshire	1,056	64%	676	3,168	73	152	169
Total	22,111	-	14,247	55,416	379	1,032	1,898

*includes all projected school-aged children for the neighbourhood, not just those anticipated to attend EIPS

	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total
Ardrossan Elementary	27	26	22	33	26	27	34	-	-	-	-	-	-	195
École Campbelltown	50	42	60	54	57	54	47	-	-	-	-	-	-	364
École Parc Élémentaire	48	40	50	35	40	29	33	-	-	-	-	-	-	275
Heritage Hills Elementary	21	23	25	22	19	16	15	-	-	-	-	-	-	141
Sherwood Heights Junior High	-	-	-	-	-	-	-	49	49	39	-	-	-	137
Ardrossan Junior Senior High	-	-	-	-	-	-	-	38	45	46	57	33	37	256
Grade total	146	131	157	144	142	126	129	87	94	85	57	33	37	1,368

Student Heat Map



Strathcona County

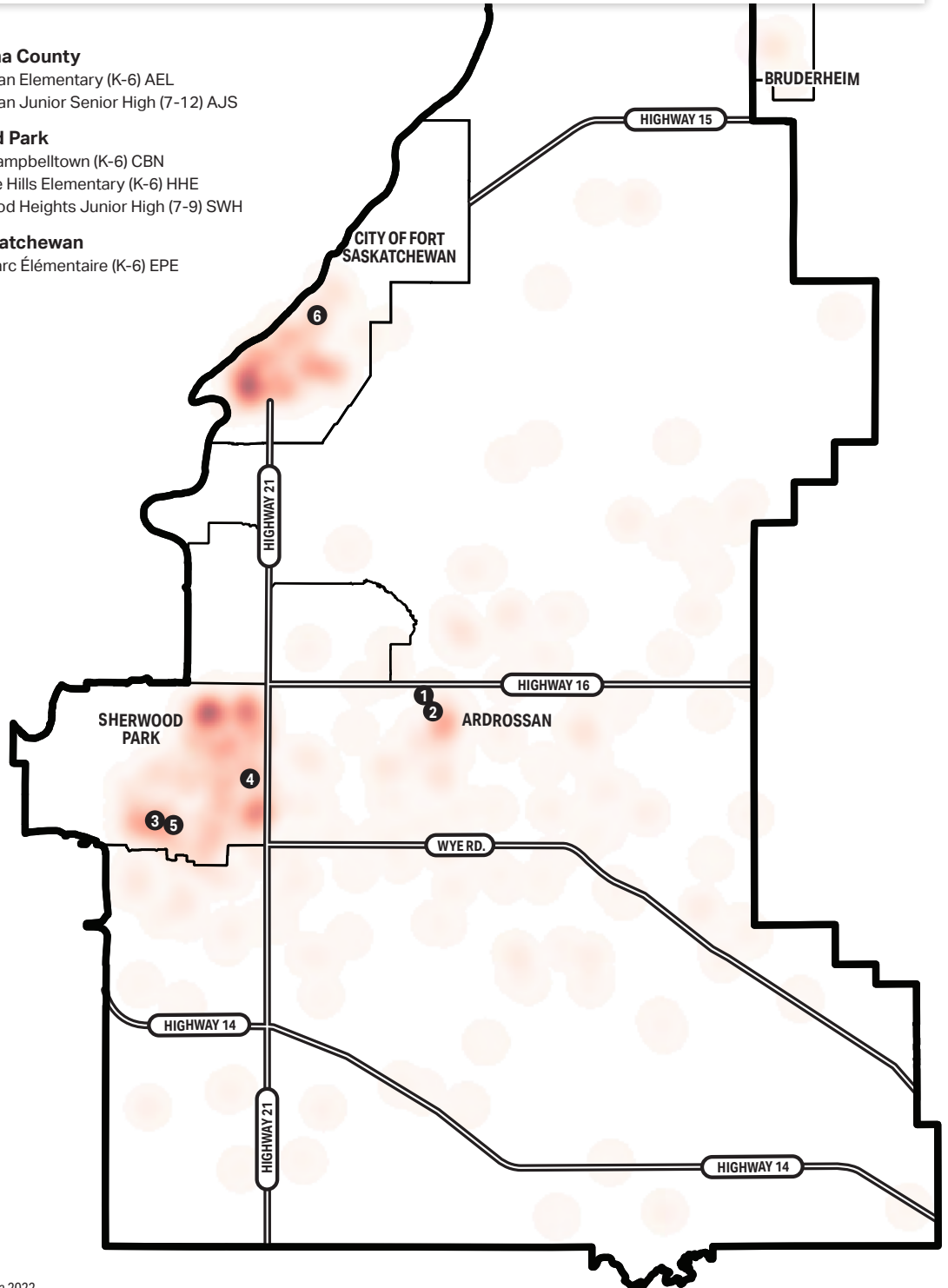
1. Ardrossan Elementary (K-6) AEL
2. Ardrossan Junior Senior High (7-12) AJS

Sherwood Park

3. École Campbelltown (K-6) CBN
4. Heritage Hills Elementary (K-6) HHE
5. Sherwood Heights Junior High (7-9) SWH

Fort Saskatchewan

6. École Parc Élémentaire (K-6) EPE



Phase 3

Part 1

TABLE OF CONTENTS

French Immersion Programming PowerPoint: April 13, 2023	163
What We Heard Report: Phase 3, Part 1	194
Questions and Answers: Phase 3, Part 1.....	214
Facts and Figures: April 2023	226
A Potential Solution	234
Recommendation Report: June 15, 2023.....	237

LAST UPDATED: October 2023



EIPS



Let's Talk About

EIPS French Immersion

Land & People Acknowledgment

We acknowledge with respect the history and culture of the people with whom Treaty 6 was entered into and the land upon which Elk Island Public Schools reside. We also acknowledge the traditional homeland of the Métis Nation.

We recognize our responsibility as treaty people and honour the heritage and gifts of the First Peoples.

We commit to moving forward in partnership with Indigenous communities in a spirit of collaboration and reconciliation.

Agenda

Welcome	Background & Overview	Move to Breakout Session Rooms	Breakout Session	Move Back to Gymnasium	Report Back	Conclusion
5:30 p.m.	5:35 p.m.	6:00 p.m.	6:05p.m.	6:55 p.m.	7:05 p.m.	7:30 p.m.

Who We Are

1

EIPS TRUSTEES

2

EIPS ADMINISTRATION

3

FACILITATORS, RECORDERS AND
BREAKOUT ROOMS

Engagement Norms

- ▶ We want to hear from you!
- ▶ Respect each other
- ▶ Listen to learn and understand
- ▶ One speaker at a time; don't interrupt
- ▶ Everyone has equal chance to speak
- ▶ Focus on topic, not on individual person
- ▶ All points of view are welcome
- ▶ Thoughtful questions and comments encouraged

Background

A Brief History

- ▶ EIPS' French Immersion program
- ▶ Up until 2020, the French Immersion program was offered at the following EIPS schools:
 - ▶ Fort Saskatchewan
 - [École Parc Élémentaire](#) (K to 6)
 - ▶ Rural Strathcona County
 - [Ardrossan Elementary](#) (K to 6)
 - [Ardrossan Junior Senior High](#) (7 to 12)
 - ▶ Sherwood Park
 - [École Campbelltown](#) (K to 6)
 - [Sherwood Heights Junior High](#) (7 to 9)

A Brief History

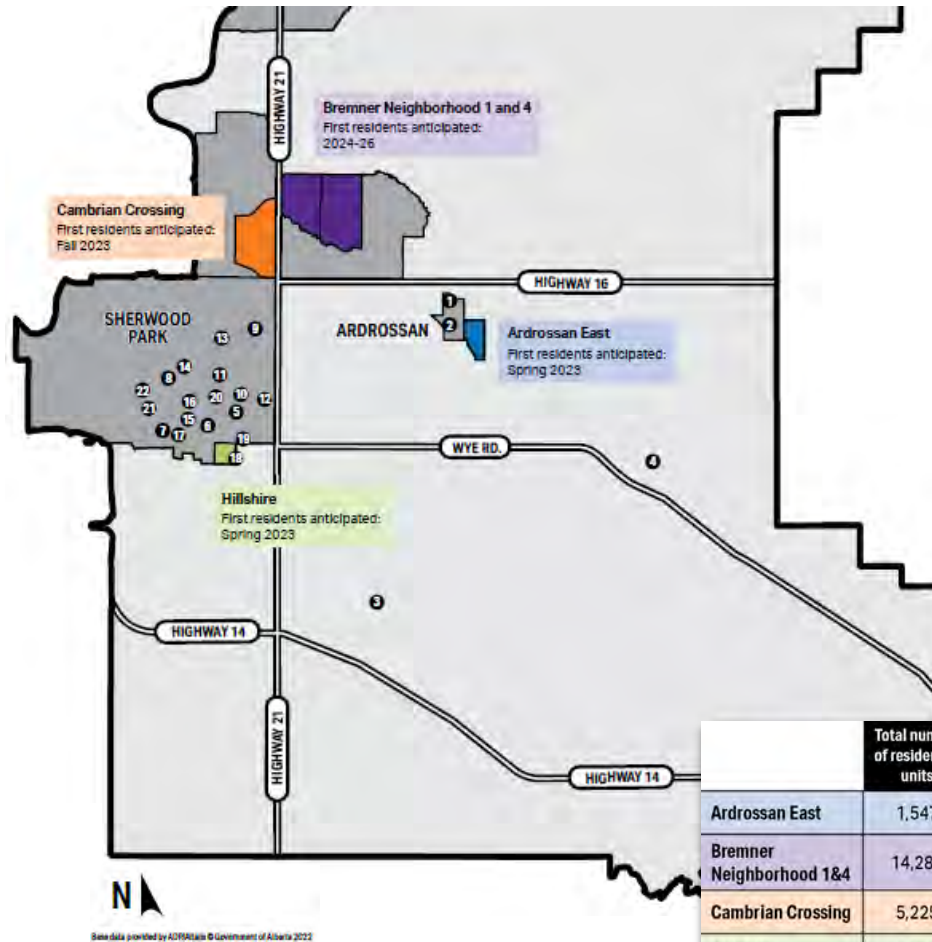
- ▶ In 2019, enrolment pressures were identified at École Campbelltown.
- ▶ In 2020, attendance boundaries were changed, and students east of Clover Bar Road were designated to Heritage Hills school. Students west of Clover Bar Road were designated to École Campbelltown.
- ▶ Currently, Heritage Hills Elementary's French Immersion program is undersubscribed—operating one French Immersion class for each grade of K-3, one Grade 4-5 split class and one Grade 5-6 split class.
- ▶ The new replacement school will consolidate École Campbelltown and Sherwood Heights Junior High—expected to open in the 2025-26 school year.

Why a Change Now?

Enrolment Pressures

Anticipated enrolment pressures affecting French Immersion programming:

- ▶ With several new residential developments underway, the Division expects significant enrolment pressures at Ardrossan schools in the near future.
- ▶ Two new neighbourhoods within Strathcona County—Cambrian and Hearthstone are developing simultaneously, with residents moving in, in fall 2023.
- ▶ Space limitations in Fort Saskatchewan and no room to expand the French Immersion program.
- ▶ Attendance boundaries for French Immersion programming for these future residents need to be accommodated through existing school infrastructure.



Base data provided by ADRS/Atlas © Government of Alberta 2022

Strathcona County

1. Ardrossan Elementary (K-6)
2. Ardrossan Junior Senior High (7-12)
3. Fultonvale Elementary Junior High (K-9)
4. Uncas Elementary (K-6)

Sherwood Park

5. Bev Facey Community High (10-12)
6. Brentwood Elementary (K-6)
7. École Campbelltown (K-6)
8. Clover Bar Junior High (7-9)
9. Davidson Creek Elementary (K-6)
10. F.R. Haythorne Junior High (7-9)
11. Glen Allan Elementary (K-6)
12. Heritage Hills Elementary (K-6)
13. Lakeland Ridge (K-9)
14. Mills Haven Elementary (K-6)
15. Pine Street Elementary (K-6)
16. Salisbury Composite High (10-12)
17. Next Step Sherwood Park (7-12)
18. Sherwood Heights Junior High (7-9)
19. SCA+ Elementary (K-6)
20. SCA+ Secondary (7-12)
21. Wes Hosford Elementary (K-6)
22. Westboro Elementary (K-6)
23. Woodbridge Farms Elementary (K-6)

	Total number of residential units	Proportion of units planned for low density	School-aged population at neighbourhood build-out	Total population at neighbourhood build-out	Projected school-age population*		
					2027	2032	2037
Ardrossan East	1,547	94%	990	4,247	77	159	237
Bremner Neighborhood 1&4	14,283	71%	9,236	35,920	13	129	467
Cambrian Crossing	5,225	80%	3,345	12,081	216	592	1,025
Hillshire	1,056	64%	676	3,168	73	152	169
Total	22,111	-	14,247	55,416	379	1,032	1,898

2022-23 Strathcona County Growth Areas
STRATHCONA COUNTY

Why a Change Now?

Retention

Retention at the secondary level is a concern:

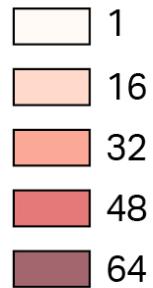
- ▶ Fewer students are deciding to stay in the program at the junior high and senior high levels.
- ▶ As of Sept. 29, 2022, EIPS has 129 Grade 6 students enrolled in French Immersion. But, in Grade 9, there are only 85 students enrolled in French Immersion.
- ▶ In Grade 12, only 37 students are enrolled.
- ▶ Based on historical trends, the two grades with the lowest retention rates: Grade 7, 86%, and Grade 10, 69%.
- ▶ Such a significant drop in students at the senior high level makes providing robust programming challenging.

Is where students reside and where they attend an issue?

School	Grade												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Ardrossan Elementary	27	26	22	33	26	27	34								195
École Campbelltown	50	42	60	54	57	54	47								364
École Parc Élémentaire	48	40	50	35	40	29	33								275
Heritage Hills Elementary	21	23	25	22	19	16	15								141
Sherwood Heights Junior High								49	49	39					137
Ardrossan Junior Senior High								38	45	46	57	33	37		256
TOTAL	146	131	157	144	142	126	129	87	94	85	57	33	37		1,368

	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total
Ardrossan Elementary	27	26	22	33	26	27	34	-	-	-	-	-	-	195
École Campbelltown	50	42	60	54	57	54	47	-	-	-	-	-	-	364
École Parc Élémentaire	48	40	50	35	40	29	33	-	-	-	-	-	-	275
Heritage Hills Elementary	21	23	25	22	19	16	15	-	-	-	-	-	-	141
Sherwood Heights Junior High	-	-	-	-	-	-	-	49	49	39	-	-	-	137
Ardrossan Junior Senior High	-	-	-	-	-	-	-	38	45	46	57	33	37	256
Grade total	146	131	157	144	142	126	129	87	94	85	57	33	37	1,368

Student Heat Map



Strathcona County

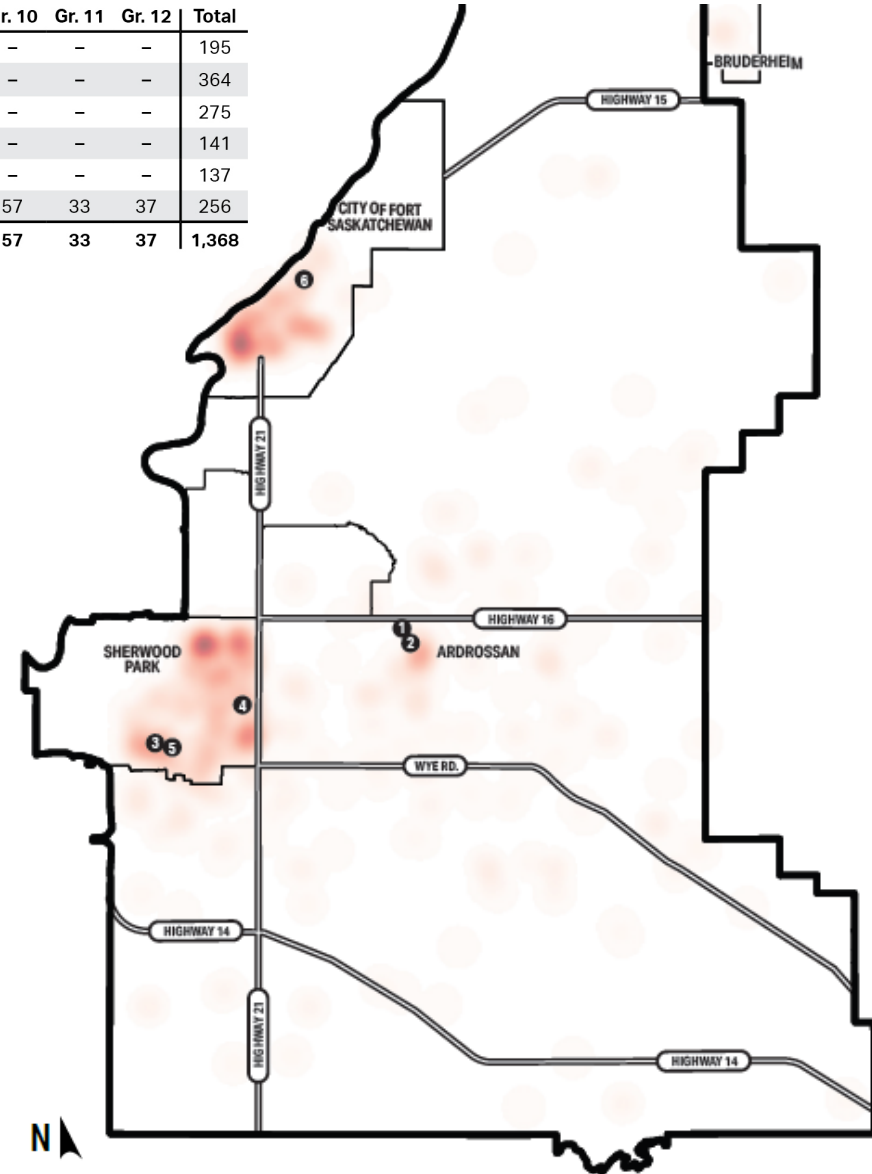
1. Ardrossan Elementary (K-6) AEL
2. Ardrossan Junior Senior High (7-12) AJS

Sherwood Park

3. École Campbelltown (K-6) CBN
4. Heritage Hills Elementary (K-6) HHE
5. Sherwood Heights Junior High (7-9) SWH

Fort Saskatchewan

6. École Parc Élémentaire (K-6) EPE



2022-23 Resident French Immersion Student Heat Map
STRATHCONA COUNTY

Engagement Efforts:

What we heard

1

ROBUST PROGRAMMING

2

PROXIMITY

3

FEWER SCHOOL TRANSITIONS

4

MORE ACADEMIC SUPPORTS

5

CLEAR VISION

6

PRESENT A SOLUTION

Vision & Guiding Principles

EIPS French Immersion Program

Based on feedback from Phase 1 and Phase 2 of the public engagement

Vision

Elk Island Public Schools' French Immersion program offers robust, high-quality, linguistically and culturally rich learning environments where students, K-12, are engaged in becoming highly proficient in Canada's two official languages.

Students who graduate from the program are well-prepared to be active and engaged citizens in today's bilingual and multicultural Canada.

Guiding Principles

- ▶ To best achieve the program goals, French Immersion students are encouraged to remain in the program until the end of Grade 12.
- ▶ Maximizing the amount of French language spoken in the learning environment is essential.
- ▶ Robust enrolment—more than one class per grade—enhances teaching quality and student learning.
- ▶ Embedded cultural activities and opportunities are essential to the program's effectiveness.
- ▶ Reducing the number of transitions to a new school, offering depth and breadth of programming, multiple choices in subject offerings and extracurricular activities is important to retention.
- ▶ Families play a key role in promoting immersion programs and supporting their child in achieving the program's goals.
- ▶ The Division advocates for the program, its accessibility and sustainability.
- ▶ The Division develops ongoing strategies to recruit and hire the best possible staff.

A Potential Solution

A potential solution must:

- ▶ Address growth, balanced enrolment and retention concerns.
- ▶ Support the vision and guiding principles.
- ▶ Align with *what we have heard*.
- ▶ Be financially sustainable.
- ▶ Enable growth of the program well into the future.

A Potential Solution:

Part A Elementary

A.1 Balance elementary French Immersion at Heritage Hills Elementary

Expand Heritage Hills Elementary's attendance boundary.

- ▶ Designate French Immersion students living in Cambrian Crossing to Heritage Hills Elementary, K-6, effective 2023-24.
- ▶ Expand Heritage Hills Elementary's French Immersion attendance boundary by aligning it with the regular program—phased in starting with kindergarten children in the 2024-25 school year.

How it addresses the criteria

- ▶ Supports anticipated growth in elementary French Immersion.
- ▶ Allows more elementary students close proximity to the program.
- ▶ Two classes per grade enables robust programming and helps facilitate more academic supports.
- ▶ Sustainable into the future and reduces further school transitions.

A Potential Solution:

Part A Elementary

A.2 Address anticipated enrolment pressures at Ardrossan Elementary

Accommodate students at Ardrossan Elementary through the Division's Modular Classroom Plan.

- ▶ Ardrossan Elementary continues to offer a dual-track regular and French Immersion program.
- ▶ Ardrossan Elementary's attendance boundaries remain unchanged—except students living in Cambrian Crossing are redirected to Heritage Hills Elementary for French Immersion.

How it addresses the criteria

- ▶ Supports anticipated growth in elementary French Immersion.
- ▶ Allows more elementary students close proximity to the program.
- ▶ Two or more classes per grade enables robust programming and helps facilitate more academic supports.
- ▶ Sustainable into the future and reduces further school transitions.

A Potential Solution:

Part A Elementary

A.3 Balance elementary French Immersion at the Sherwood Park replacement school

Students designated to École Campbelltown move to the new replacement school in Sherwood Park, expected in 2025-26.

- ▶ The replacement school's elementary French Immersion program has room to grow.
- ▶ The replacement school's elementary French Immersion program is contained within the new school and operates as a stand-alone school within a larger building.

How it addresses the criteria

- ▶ Supports growth in elementary French Immersion.
- ▶ Allows more elementary students close proximity to the program.
- ▶ Two or more classes per grade enables robust programming and helps facilitate more academic supports.
- ▶ Sustainable into the future and reduces further school transitions.

A Potential Solution:

Part B Secondary

B.1 Address French Immersion retention and anticipated enrolment pressures at Ardrossan Junior Senior High

Relocate all EIPS' secondary French Immersion program, grades 7-12, to Bev Facey Community High—effective at the same time the new K-9 replacement school in Sherwood Park opens, expected in the 2025-26 school year.

- ▶ Ardrossan Junior Senior High's French Immersion program relocates to Bev Facey Community High.
- ▶ Sherwood Heights Junior High's French Immersion program relocates to Bev Facey Community High.
- ▶ Make Bev Facey Community High the designated secondary school, grades 7-12, for Ardrossan Elementary, École Campbelltown, École Parc Élémentaire and Heritage Hills Elementary's French Immersion.

Continued

a potential
solution:

Part B:
Secondary

How it addresses the criteria

- ▶ Addresses students going to school closest to where the majority resides.
- ▶ Enables robust programming, especially concerning program offerings and extracurricular.
- ▶ Enhances a culture of French in the school by locating the Bev Facey French Immersion program in a section of the school building.
- ▶ Minimizes transitions and increases retention.
- ▶ Staff teaching junior high and senior high strengthen continuity in teaching and learning.
- ▶ Sustainable into the future.

A Potential Solution:

Your input

1

What are the strengths of the potential solution?

2

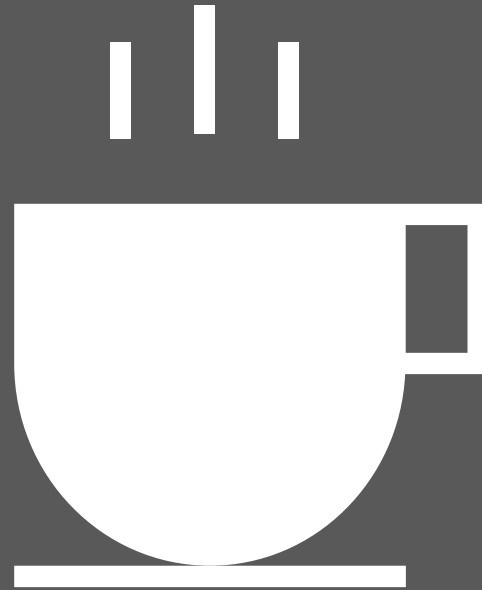
What challenges do you anticipate with the potential solution?

3

How can EIPS enhance the potential solution, or is there an alternative solution?

Any Clarification?

Break



Help yourself to refreshments and visit your breakout session room

Welcome Back:
Share your conversation

What's Next?

- ▶ Submit feedback through the online survey, April 14-24.
- ▶ The Board of Trustees will review all feedback, information and reports.
- ▶ A final decision is expected to take place at the Board meeting on June 15, 2023.

Visit eips.ca for updates and more information.

**Thank you
for joining us**

For more updates and information visit *eips.ca*





Elk Island Public Schools

EIPS French Immersion

Phase 3

What We Heard Report

Prepared by Y Station Communications and Research

TABLE OF CONTENTS

Overview 3

Public Engagement Summary 5

Phase 3: Engagement Summary 6

Who We Heard From 6

What We Heard 9

Potential Solution's Strengths 9

Anticipated Challenges 11

Enhancements or Alternative Solutions 14

Additional Thoughts – Survey 16

Conclusion 18

Next Steps 19

FAQ 19

Overview

Elk Island Public Schools (EIPS) is in year two of a three-year public engagement initiative to enhance programming offered throughout the Division. One of the programs EIPS is looking at is French Immersion. Specifically, exploring ways to enhance programming, address enrolment pressures and increase retention at the junior high and senior high levels.

To date, the public engagement approaches used for public participation mostly fall under the consult and involve category of the IAP2 engagement spectrum. The advantage of this form of public engagement is it allows the Division to communicate, create dialogue and collect feedback from the community—authentically and meaningfully.

A Brief History of EIPS' French Immersion Program

EIPS offers a kindergarten to Grade 12 French Immersion program to students throughout the Division. The program aims to prepare functionally bilingual students—giving them excellent English skills and the ability to speak and write comfortably in French. Through EIPS French Immersion, students complete the regular Alberta Education curriculum—language learning, mathematics, science, social studies, physical education, music, health, and art—in French and regular English language arts courses.

EIPS has offered French Immersion programming since forming in 1995. For most of its history, programming was offered at Ardrossan Elementary, Ardrossan Junior Senior High, École Campbelltown, École Parc Élémentaire and Sherwood Heights Junior High. Before EIPS was established, there was a brief period, when senior high French was offered at Bev Facey Community High, run by the Strathcona Education Board.

A sixth school was added in 2020, Heritage Hills Elementary. At that time, École Campbelltown was facing considerable enrolment pressures in early 2019. The Division was worried it wouldn't be able to accommodate all students wanting to enrol in French Immersion. So, the EIPS Board of Trustees conducted a review looking at possible solutions to ensure long-term program access. Through the review, it determined Heritage Hills Elementary—a new school still under construction at the time—could accommodate dual-track programming, regular English, and French Immersion programming, with space available for two classes per grade in each program. Fast forward three years, Heritage Hills Elementary French Immersion program is currently undersubscribed, operating only one French Immersion class for each grade of kindergarten to Grade 3, one Grade 4-5 split class and one Grade 5-6 split class. Ideally, the Division wants more balanced enrolment in the elementary French Immersion program.

Current Situation

In 2021-22, EIPS identified three new areas of concern for French Immersion long-term planning. The first: program retention at the secondary level. Fewer students are deciding to stay in the program at the junior high and senior high levels. For example, as of Sept. 29, 2022, EIPS has 129 Grade 6 students enrolled in French Immersion. But, in Grade 9, there are only 85 students enrolled in French Immersion. And, in Grade 12, only 37 students are enrolled. Based on historic trends, the two grades with the lowest retention rates are Grade 7, 86%, and Grade 10, 69%. Such a significant drop in students at the senior high level makes providing robust programming challenging.

The second concern is anticipated enrolment pressures in Ardrossan. With several new residential developments underway, the Division expects significant enrolment pressures at schools in Ardrossan in the coming years. EIPS can manage Ardrossan Elementary's enrolment pressures through modular classroom planning. However, that approach for Ardrossan Junior Senior High is not sustainable because it doesn't address the first area of concern, program retention. So, EIPS needs to determine an alternative solution to address the pending growth and accommodate students attending the junior-senior high.

Finally, the third concern is the new Cambrian Crossing development underway in Strathcona County. It's made up of two neighbourhoods, Cambrian and Hearthstone—both being constructed simultaneously. The first phase of residents should move in, starting in fall 2023. Both neighbourhoods do have a planned school site. However, obtaining provincial funding approval and new school construction is years away. As such, EIPS also needs to determine how best to accommodate French Immersion students from these areas using existing infrastructure until new schools are approved and built.

Engagement Effort

Before making any decisions about French Immersion programming, EIPS is undertaking significant public engagement efforts with the school community—families, students, and community members—to ensure a solution that's in the best interest of all students. EIPS administration has developed a public engagement strategy to seek feedback from the French Immersion school community about programming and possible solutions. Already, it's conducted the first two phases of the engagement. Each phase included a public meeting and an online survey.

Phase 1 was designed to exchange ideas with and determine the values of EIPS French Immersion families. Phase 2 involved informing the community of EIPS' concerns and collecting feedback to develop a potential solution. Six key themes emerged.

1. A desire for robust French Immersion programming, including:
 - o course options,
 - o French cultural experiences,
 - o extracurricular activities, and
 - o high-quality, French-speaking teachers.
2. A desire for a school site close to where students live.
3. A desire for the least amount of school transitions as possible.
4. A desire for more academic supports for students and families in French Immersion,
5. A desire for EIPS to develop a clear vision for the French Immersion program,
6. A desire for EIPS to develop possible solutions for the school community to engage about.

Based on the feedback collected from both Phases, EIPS developed a [vision for the French Immersion program and guiding principles](#) that align with the key themes identified during the first two phases. The Division also developed a [potential solution](#), which it presented at the third public engagement session on April 13, 2023. For those who couldn't attend, or wanted to provide additional feedback, EIPS also conducted an online survey, April 14-24.

The purpose was two-fold: To present a potential solution that addresses the space capacity, enrolment and retention issues and aligns with the themes from the previous engagement efforts. And the other, to use the potential solution as a springboard for focused small-group conversations to collectively develop a community-derived solution. It's important to note, even though the Board is reviewing French Immersion programming, it has no predetermined outcome in mind.

PUBLIC ENGAGEMENT SUMMARY: To date

Phase 1

Communications: Oct. 12, 2022 to Nov. 14, 2022

Tactics and mechanisms: Emails to stakeholders (families and staff), website updates, Twitter and Facebook posts

Public Meeting No. 1: Oct. 26, 2022

EIPS French Immersion School Community: 46 in attendance

At the meeting, EIPS reviewed the results of a 2017-18 French Immersion survey and collected feedback from attendees about the French Immersion program, their values, and long-term needs. The Division used the feedback to help inform next steps and determine if the 2017-18 survey themes were still valid—overall, they are.

Online Survey No. 1: October 27 to November 14, 2022

EIPS French Immersion School Community: 279 responses

Following the meeting, the Division conducted an online survey after the public meeting to gather even more feedback. The survey ran from October 27 to November 14. The questions were all similar to those questions asked at the in-person public meeting. The Division used the feedback to help inform next steps and determine if the 2017-18 survey themes were still valid—overall, they are.

Phase 2

Communications: Jan. 25, 2023 to Feb. 21, 2023

Tactics and mechanisms: Emails to stakeholders (families and staff), website updates, Twitter and Facebook posts

Public Meeting No. 2: Feb. 7, 2023

EIPS French Immersion School Community: 20 in attendance

At the public meeting, EIPS shared background information, what was heard during Phase 1, and its concerns about the French Immersion program. It then collected input on four key questions—what are their concerns? what should the Board consider? what are the barriers to continuing with French Immersion? and what are possible solutions? The Division used the feedback to help inform next steps and determine a possible solution.

Online Survey No. 2: February 8-21, 2023

EIPS French Immersion School Community: 280 responses

Following the second public meeting, the Division conducted an online survey to gather further input from the French Immersion school community about their concerns, what EIPS should consider, possible barriers and solutions. The Division used the feedback to help inform next steps and determine a possible solution.

Phase 3

Communications: March 23 to April 24, 2023

Tactics and mechanisms: Emails to stakeholders (families and staff), website updates, Twitter and Facebook posts

Public Meeting No. 3: April 13, 2023

EIPS French Immersion School Community: 98 in attendance

At the public meeting, EIPS shared background information, what was heard during Phase 2, the program's vision and guiding principles and a proposed potential solution. Participants then broke into four groups and discussed the potential solution in detail—its strengths, challenges, ways to make it better and alternative solutions. The Division will use the feedback to help inform next steps and further develop a solution.

Online Survey No. 3: April 14-24, 2023

EIPS French Immersion School Community: 712 responses

Following the third public meeting, the Division conducted an online survey to gather further input from the French Immersion school community about the proposed potential solution—its strengths, challenges, ways to make it better and alternative solutions. The Division will use the feedback to help inform next steps and further develop a solution.

Email Submissions: April 14-27, 2023

EIPS French Immersion School Community: 8 responses

PHASE 3: ENGAGEMENT SUMMARY

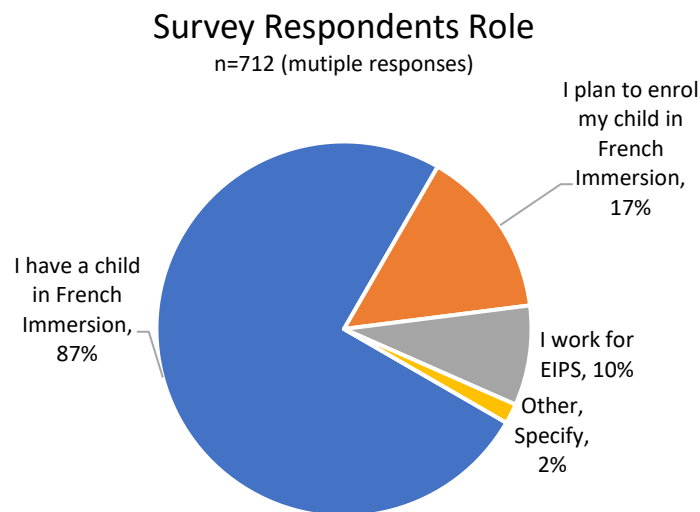
On April 13, EIPS launched Phase 3 of the public engagement, which included an in-person public feedback session, an online survey and email feedback submissions. At the in-person session, and through the survey, EIPS shared information with the French Immersion community and collected feedback on a potential solution for the French Immersion program—its strengths, challenges, how to make it better, and alternatives.

[A potential solution: EIPS French Immersion](#)

The following is a summary of the findings from Phase 3 of EIPS’ French Immersion public engagement efforts.

Who We Heard From

Through Phase 3 of the engagement, EIPS heard from a range of stakeholders across all consultation methods—from those who currently work at or have children or grandchildren enrolled in an EIPS French Immersion program to former parents, students and retired staff. The survey captured additional details on stakeholders from their role in relation to the program, what community they reside in, schools their child or children attend, and what grades they attend. Below is the breakdown of survey respondents by their role in relation to the French Immersion program. Survey respondents are identified mainly as someone who has a child in French Immersion.

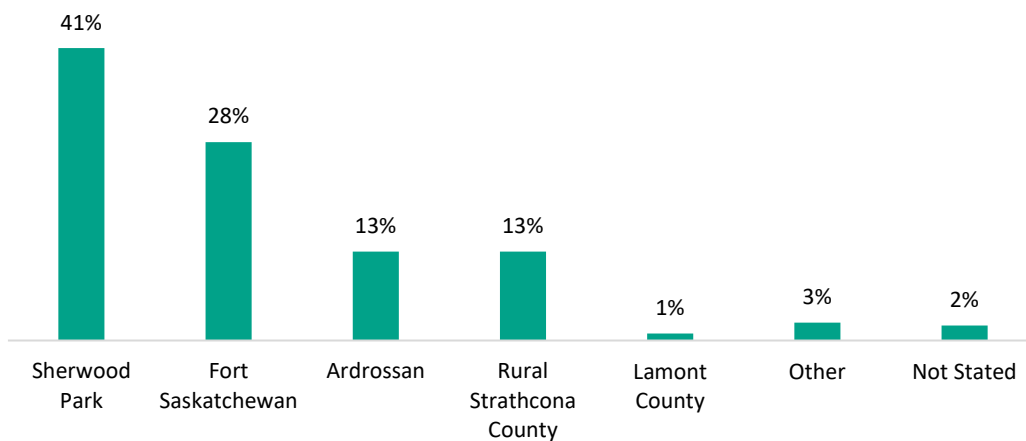


Other responses include retired EIPS French Immersion teachers, parents of former French Immersion students, parents of children in the regular English and French Immersion programs, grandparents of French Immersion students and former French Immersion students.

In terms of the community of residence, a little more than two-thirds of respondents indicated they reside in two communities—41% reside in Sherwood Park, and 28% reside in Fort Saskatchewan. Additionally, more than a quarter of respondents (26%) reside in Ardrossan and Rural Strathcona County.

What community do you reside in?

n=712

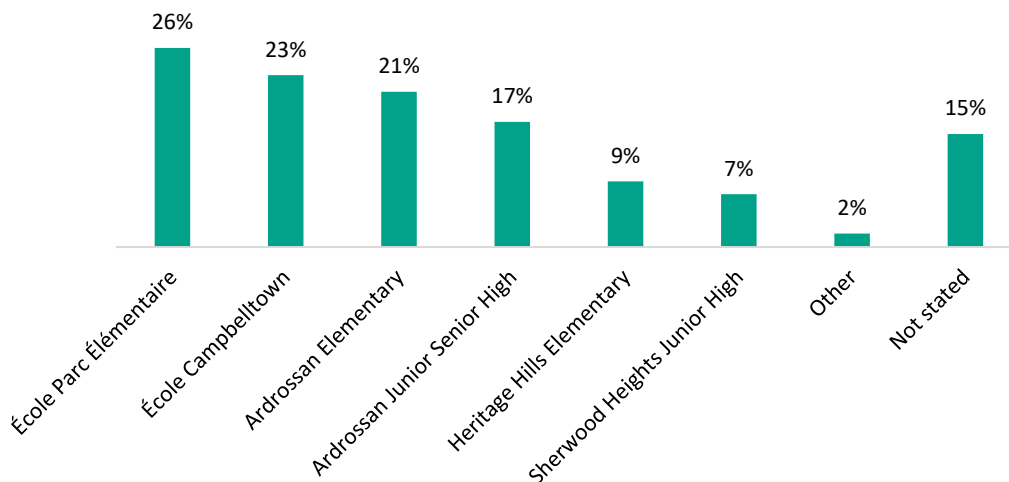


Other responses include Beaumont, Beaver County, Bruderheim, Edmonton, Gibbons, St. Albert and Sturgeon County.

Regarding what school their child attends, roughly one-quarter (26%) of respondents have a child attending École Parc Élémentaire. In comparison, almost one-quarter (23%) have a child attending École Campbelltown.

What school does your child attend?

n=712



Other responses include Archbishop Jordan Catholic High, Clover Bar Junior High, Run with French Preschool and Pine Street Elementary.

Respondents were asked how many children they have attending the six schools offering French Immersion programming. Below is a breakdown of the number of children a respondent has by the school they attend. Most respondents (53%) have one child attending a school or two children attending a school (39%).

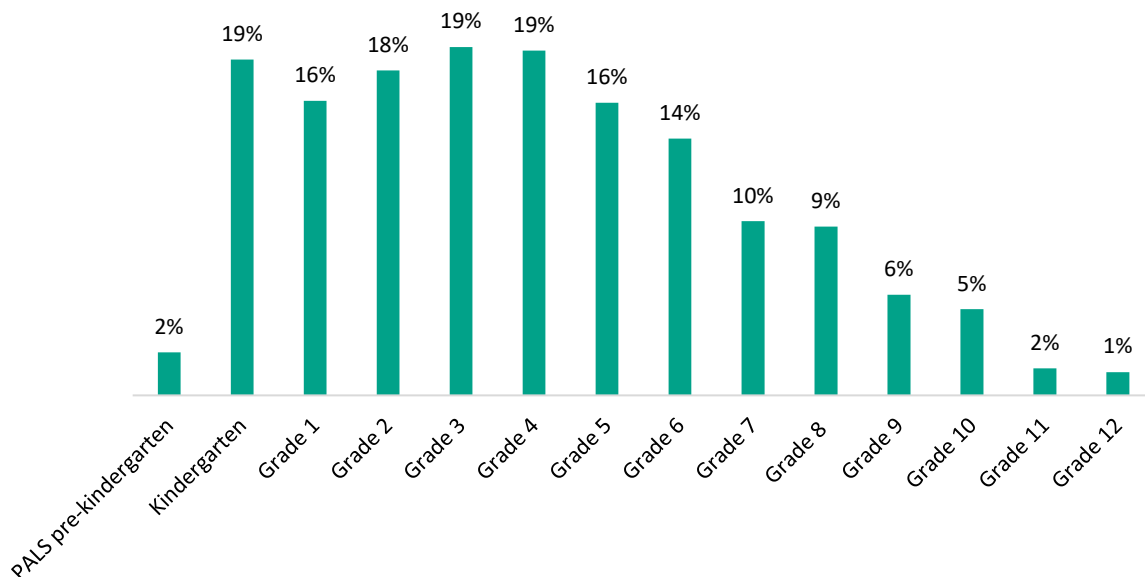
Table: How many children do you have attending?

	Ardrossan Elementary	Ardrossan Junior Senior High	École Campbelltown	École Parc Élémentaire	Heritage Hills Elementary	Sherwood Heights Junior High	Other — school not selected
1 child	67	75	84	85	30	40	8
2 children	61	41	61	87	29	10	0
3+ children	19	2	17	16	3	0	1
Total	147	118	162	188	62	50	9

Lastly, respondents were also asked to indicate their child or children’s grade—85% of respondents provided an answer, with most having a child or children in the elementary grades.

What grade is your child or children in?

n= 606



What We Heard

Session notes, email feedback and open-ended responses were analyzed for key themes and sub-themes. Survey responses were coded by themes and those coded themes are presented below. Email feedback and session notes were analyzed for themes and summarized. The survey feedback was further analyzed by two key respondent attributes to find additional insights based on the respondent's community and whether they have children attending elementary or secondary school.

Potential Solution's Strengths

A key theme throughout the feedback collected on the potential solution's strengths was the approach could increase the availability of French Immersion programming, especially at the elementary level. In turn, that could enhance and maintain the French community and culture. In both the survey and session discussion, it was noted the potential solution might enhance retention at the junior and senior high levels, given students are in the same building and transitioning together. It was also noted the approach could strengthen the program's robustness, particularly for grades 7 to 12.

Survey Feedback

The survey collected 404 comments regarding the potential solution's strengths. The main survey response themes ranged from increased availability of programming to no strengths to improving student retention:

- 21.5% stated it will increase availability and program access to EIPS' French Immersion program locally and in the community.
- 21% stated there are no strengths.
- 18.8% stated it will help ease current enrolment pressures and allow more students to enrol in the program.
- 15.8% stated all junior high and senior high students enrolled in the program are together and in the same building.
- 6.9% stated it will help increase student retention.

Several sub-themes emerged as well, from fewer transitions for students to respondents saying it was a good plan:

- 4.7% stated it allows for fewer transitions for students.
- 4.5% stated it offers ease and convenience of student transportation and commuting to and from school.
- 3.5% stated it offers the convenience of a central location.
- 2.7% stated it will help bring French-speaking students and the French community together.
- 2.5% stated it will help reduce large class sizes.
- 2.5% stated it will help in accommodating future growth and expansion.
- 2% stated it's a great plan and idea.

Additionally, there were also comments representing less than 2% of respondents:

- increases collaboration among program staff and teachers;
- students are close to local amenities and services;
- cost savings related benefits and strengths;
- access to recreational- and sports-related activities, programs, and facilities; and
- will help highlight the success of the program in rural communities.

Key Attribute Survey Feedback

Those residing in Ardrossan, Fort Saskatchewan and Rural Strathcona County indicated the same Top 3 strengths: there are no strengths to this potential solution, it will help ease current enrolment pressures, and it allows more students to enrol in the program and enhances program access.

Those residing in Sherwood Park indicated similar Top 2 strengths as their neighbours. However, no one from Sherwood Park indicated the solution had no strengths. Additionally, they noted the solutions allow all junior high and senior high students enrolled in the program to be together and in the same building. Below are the Top 3 themes by community respondents reside in.

Ardrossan themes (n=57):

- 30% of respondents indicated that there are no strengths to this potential solution.
- 21% stated it will help ease current enrolment pressures and allows more students to enrol.
- 18% stated it will improve the availability of and access to French Immersion education programming locally and in the community.

Fort Saskatchewan themes (n=113):

- 38% of respondents indicated that there are no strengths to this potential solution.
- 18% stated it will help ease current enrolment pressures and allows more students to enrol.
- 15% stated it will improve the availability of and access to French Immersion education programming locally and in the community.

Rural Strathcona County themes (n=54):

- 26% of respondents indicated that there are no strengths to this potential solution.
- 20% stated it will improve the availability of and access to French Immersion education programming locally and in the community.
- 17% stated it will help ease current enrolment pressures or allows more students to enrol.

Sherwood Park themes (n=168):

- 26% stated it will improve the availability of and access to French Immersion education programming locally and in the community.
- 24% stated a strength is that all junior and high school students enrolled in the program are together and in the same building.
- 21% stated it will help ease current enrolment pressures and allows more students to enrol.

In terms of if the respondent's child attends elementary or secondary grades, one key difference emerged. Fifty-four per cent of respondents, with elementary-grade students, felt the potential solution will help increase retention. Meanwhile, only 12% of the respondent with students in secondary grades felt similarly.

Session Feedback

The in-person session feedback for the potential solution's strengths ranged from it will help grow the program to using resources effectively to several benefits for students, families, staff, schools or community.

Benefits of the potential solution that focuses on students, families and the community include:

- students meeting students from other areas;
- fewer transitions and more proximity to schools;
- potentially better communication and promotion of programs at fewer sites;
- increasing and maintaining a cohesive French community and culture and identity;
- keeping friends together and keeping French Immersion students together;
- larger campus for more grades at each site; and
- staying together will increase the number of students who stay together.

Several benefits were identified for junior high and senior high students:

- robust programming and better extracurriculars;
- keeping grades 7-12 together reduces transitions;
- love all students together in junior high;
- allows for more options in junior high;
- more support by having all junior high students together;
- keeping all grades 7-12 French Immersion students in the same building; and
- students are less likely to leave in grades 9 and 10.

Additionally, benefits for those residing in Sherwood Park were noted:

- it accommodates the current majority of students in Sherwood Park for elementary;
- potential for all children in the same family to attend a dual-track school—regular English and French Immersion—in Sherwood Park;
- reduces commute times for grades 7-12 students in urban places, especially Sherwood Park;
- fewer transitions for Sherwood Park students—one less; and
- Sherwood Park’s location may attract more people to the secondary level of programming.

Several school sites were specifically mentioned in terms of the strengths and benefits of the potential solution:

- The realignment of the Heritage Hills Elementary boundary will reinforce the school’s community ties in the neighbourhood.
- The effort to grow Heritage Hills Elementary will drive more enrolment at one site—Heritage Hills Elementary and increase programming.
- Students coming from École Campbelltown will be in a new modern and spacious school.
- This will help with enrolment pressure at Ardrossan Elementary.
- This will provide more cultural opportunities at Bev Facey Community High.
- There is potential for enhanced all-French options at Bev Facey Community High.

A few attendees stated the potential solution was logical, balanced and a great way for the Division to maximize its resources. Many attendees noted a strength of the potential solution was the number of elementary sites offering French Immersion, as it would allow for program growth and might keep some students with the EIPS system. Lastly, it was noted the potential solution has benefits for EIPS employees by creating more opportunities for staff interactions and resource sharing.

Anticipated Challenges

Key themes throughout the engagement mechanisms for anticipated challenges were concerns about junior high students mixing with senior high students, transportation concerns and the impact on extracurricular activities, particularly for junior high students. Also, of high concern for participants and respondents was the loss of community felt by students through having to commute to a neighbouring and urban community.

Survey Feedback

The survey collected 457 comments regarding the potential solution’s anticipated challenges. The main survey response themes ranged from concerns about junior high students and transitions to student-retention concerns:

- 36% stated concerns that junior high students won’t transition or integrate well with senior high students.
- 32% noted transportation and commuting-related concerns—for example, the distance is too far and busing-related concerns.
- 24% noted challenges related to poor and limited extracurricular activities and junior high programming.
- 20% stated concerns that students may have to relocate and change schools.
- 17% stated student retention-related challenges and concerns.

Several sub-themes emerged for the potential solution’s anticipated challenges, from it won’t help grow the program to bully concerns:

- 9% stated the potential solution won’t help grow the French Immersion program or student enrolment.
- 4% noted the solution doesn’t address enrolment-related pressures and concerns.
- 4% stated concerns about children being split up from their friends and peers.
- 3% stated concern about and dislike for the dual-track education model.
- 3% stated the potential solution isn’t in the best interest of and doesn’t meet the needs of all students.
- 2% noted staffing-related challenges, including the lack of qualified teaching staff.
- 2% stated increased class-size challenges and concerns that class sizes will be too large.
- 2% noted bullying-related concerns and challenges.

Additionally, there were comments provided that represent less than 2% of respondents:

- the potential solution goes against the guiding principles and values;
- cost and budgetary-related concerns and challenges;
- school boundaries-related challenges and concerns;
- the potential solution has no supporting evidence to back up it will be successful;
- lack of and limited available space for modular buildings or classrooms;
- some students have difficulty adapting and getting used to changes;
- dislikes modular buildings or classrooms; and
- concerned that students will receive inadequate support.

Key Attribute Survey Feedback

Those residing in Ardrossan, Fort Saskatchewan and rural Strathcona County have the same top survey themes for anticipated challenges—transportation and commuting-related concerns such as the distance being too far and busing-related concerns.

Meanwhile, those residing in Sherwood Park indicated their top anticipated challenge was concern the junior high students will not transition and integrate well among the senior high population. Below are the Top 3 themes by respondents’ community.

Ardrossan themes (n=62):

- 52% stated transportation and commuting-related concerns.
- 32% noted concerns that students may have to relocate and change schools.
- 21% stated student retention-related challenges and concerns.

Fort Saskatchewan themes (n=143):

- 43% stated transportation and commuting-related concerns.
- 32% stated concerns junior high students won’t transition and integrate well with senior high students.
- 28% stated poor and limited extracurricular activities and programs for junior high students.

Rural Strathcona County themes (n=63):

- 42% stated transportation and commuting-related concerns.
- 29% stated concerns junior high students won’t transition and integrate well with senior high students.
- 27% stated poor and limited extracurricular activities and programs for junior high students.

Sherwood Park themes (n=175):

- 49% stated concerns junior high students won’t transition and integrate well with senior high students.
- 20% stated student retention-related challenges and concerns.
- 20% stated poor and limited extracurricular activities and programs for junior high students.

In terms of if the respondent's child attends elementary or secondary grades, again only one key difference emerged. Thirty-nine per cent of respondents whose children attend elementary grades were concerned that junior high students will not transition and integrate well among a high school population. Meanwhile, only 27% of respondents with students in secondary grades felt similarly.

Session Feedback

Session feedback for anticipated challenges for the potential solutions ranges from concerns regarding transportation, creating divisions between groups, staff retention, parent satisfaction, secondary concerns and site-specific feedback.

Transportation-related challenges and concerns figured large in the session conversations:

- transportation, longer bus rides;
- bus ride times, costs and access;
- transportation, increased commute times and costs for Fort Saskatchewan and Ardrossan;
- need to think logistically, including age, disability and time students can realistically be on the bus; and
- we don't want to have to travel to a bigger city.

Several attendees noted the potential solution will create divisions and have a negative impact on communities:

- creating division and tension between English and French students and potential conflict;
- loss of neighbourhood school;
- keep what Ardrossan has, the small community feel;
- loss of rural and small-town feel—not looking to send children to an urban setting such as Sherwood Park;
- loss of connection and relationship-building within communities that students reside in;
- families might start choosing francophone schools;
- social challenges for French junior high students being separated from English peers;
- Ardrossan has more junior high students in comparison to the school's senior high students resulting in Bev Facey's junior high students being a small cohort;
- potential for low retention from Sherwood Heights Junior High to Bev Facey Community High because of the transition; and
- kindergarten programming decisions will be made based on location, resulting in lower enrolment for those who live farther away.

Many session attendees raised challenges in terms of the junior and senior high potential changes:

- grades 7-9 French Immersion students alone—no English peers—which could affect options, electives, extracurriculars and field trips;
- have a mixed-age cohort for options;
- potentially not enough students to offer extracurriculars or able to offer lots of options;
- staffing French Immersion options classes;
- younger students in Grade 7 with older Grade 12 students.
- having a small group of junior high students in a high school;
- segregation of French Immersion students at Bev Facey Community High with junior high and senior high together; and
- don't want junior high students going to school with senior high students since there's an age gap.

Session attendees also provided site-based challenges feedback:

- grade 7 students may want to remain at Sherwood Heights with friends in English programming;
- moving Ardrossan Junior Senior High French Immersion Program to a new site will have a big impact;
- no secondary level French Immersion programming in Ardrossan or Fort Saskatchewan;

- potentially low retention of Fort Saskatchewan and Ardrossan students;
- enrolment at the secondary level could decrease because of the location change, since Ardrossan and Fort Saskatchewan like having a community feel;
- Ardrossan has more junior high students in comparison to the school’s senior high students—Bev Facey junior high students would be a small cohort; and
- potential for low retention from Sherwood Heights Junior High to Bev Facey Community High because of the transition.

A few attendees stated the potential solution could also result in the loss of staff and lower parent satisfaction with the Board of Trustees as the French Immersion program has moved before. Some attendees noted that larger groups and classes are not positive for all students.

Enhancements or Alternative Solutions

Regarding potential solution enhancement or alternative solutions, participants across the sessions, surveys and emails all noted that EIPS should consider changing school boundaries or rezone schools, keep Ardrossan’s French Immersion junior high and senior high site, and offer more French immersion programming across the Division. As well, session attendees added EIPS should specifically offer French Immersion at the replacement school in Sherwood Park and the requested replacement school in Fort Saskatchewan.

Survey Feedback

The survey collected 403 comments regarding the potential solution enhancement or alternative solutions. The main survey response themes ranged from offering French Immersion programming at more local schools to the need to review or change school boundaries:

- 27% stated offer French Immersion programming at more local schools.
- 25% stated that the French Immersion program should be kept at Ardrossan Junior Senior High and not moved to Bev Facey Community High.
- 19% stated offer French Immersion programming at local high schools—Bev Facey Community High, Ardrossan Junior Senior High.
- 17% noted that the replacement K-9 school in Sherwood Park should accommodate only French Immersion programming students, as a single-track school.
- 10% stated that EIPS should build more schools.
- 10% stated the need to change, review or rezone school boundaries.

Several sub-themes emerged from a deeper focus on easing current enrolment pressures to improve and provide more communication to keep stakeholder informed:

- 5% stated more focus on easing current enrolment pressures and issues.
- 5% suggested adding more modular and portable classrooms to schools.
- 4% suggested more focus on improving student retention.
- 4% suggested expanding and adding more space to existing schools.
- 4% stated maintain current French Immersion programming at schools and do not make any changes to programming.
- 3% suggested improving or offering more extracurricular activities and programs.
- 3% suggested improving or more communication to ensure stakeholders are kept informed.

Additionally, there were comments provided that represent less than 2% of respondents:

- provide students with more support and hire more teaching staff;
- improve program leadership and teaching staff;

- more focus on coming up with a solid solution and plan as soon as possible;
- listen to feedback, input and suggestions from stakeholders while continuing to engage with stakeholders;
- more focus on creating a strong sense of community;
- provide teaching staff with more support and resources;
- look at other jurisdictions where similar learning models are used;
- should keep junior high and senior high schools separated and in different buildings;
- relocate the junior high English program to a different school;
- more and expanded school bus routes;
- offer discounted busing fees for students who are relocating to a different school;
- offer more online learning opportunities; and
- improve long-term planning.

Key Attribute Survey Feedback

When examining survey responses by the respondent’s community, those residing in Ardrossan and rural Strathcona County have the same top survey theme: EIPS should keep the French Immersion program at Ardrossan Junior Senior High School or don’t move the program to Bev Facey Community High. While those residing in Fort Saskatchewan and Sherwood Park indicated, their top survey theme was to offer French Immersion programming at more local schools. Below are the Top 3 themes by community respondents reside in.

Ardrossan (n=58):

- 52% stated EIPS should keep the French Immersion program at Ardrossan Junior Senior High School and not move the program to Bev Facey Community High.
- 17% suggested offering French Immersion programming at more local schools.
- 16% noted the need to change, review or rezone school Boundaries.

Fort Saskatchewan (n=129):

- 36% suggested offering French Immersion programming at more local schools.
- 20% EIPS should keep the French Immersion program at Ardrossan Junior Senior High and not move the program to Bev Facey Community High.
- 16% suggested that EIPS should build more schools.

Rural Strathcona County (n= 54):

- 35% stated EIPS should keep the French Immersion program at Ardrossan Junior Senior High and not move the program to Bev Facey Community High.
- 22% suggested offering French Immersion programming at local high schools—Bev Facey Community High, Ardrossan Junior Senior High.
- 20% suggested offering French Immersion programming at more local schools.

Sherwood Park (n=148):

- 25% suggested offering French Immersion programming at more local schools.
- 24% suggested offering French Immersion programming at local high schools—Bev Facey Community High, Ardrossan Junior Senior High.
- 17% stated the new school should be designated for K-9 students.

In terms of if the respondent’s child attends elementary or secondary grades, one key difference emerged. Twenty-nine per cent of respondents whose child attends elementary grades want French Immersion programming offered at more local schools. Meanwhile, only 18% of respondents with students in secondary grades felt similarly.

Session Feedback

Session feedback for potential solution enhancements or alternative solutions ranged extensively from demonstrating evidence-based decision-making, considering mental health impacts to students, rezoning the English program students, working with the Catholic system and site-based reconfiguration to new schools.

Many attendees noted a desire for a solution to demonstrate evidence-based decision-making that goes beyond examining numbers:

- address reasons for attrition rather than statistics;
- look at why students are leaving—for example, one breakout room referenced the book, *Student Retention in Immersion and Francophone Schools*, co-written by Campus Saint-Jean professors Laurent Cammarata and Kristin Marchak; and
- use statistics and evidence for decision-making.

Several session attendees suggested changes to boundaries for regular English program students or to zone new subdivisions to Sherwood Park:

- change the boundaries for English students—change French Immersion school boundaries in Sherwood Park to reduce enrolment pressures at Ardrossan schools); and
- zone new subdivisions to Sherwood Park.

Some interesting suggestions included:

- work with the Catholic system to make sure there is junior high French Immersion in Ardrossan; and
- offer French Immersion level options for students who don't stay in the full program.

Site-specific configurations were raised by many participants:

- best to have K-6 and 7-12 in the same place as there are community links and continuity;
- have K-9 French Immersion at Sherwood Heights Junior High and K-9 French Immersion at École Parc Élémentaire, Ardrossan Elementary and Ardrossan Junior Senior High, and grades 10-12 at Bev Facey Community High;
- keep Ardrossan Junior Senior High for Ardrossan and Fort Saskatchewan students and keep Bev Facey Community High for Sherwood Park students;
- just keep grades 7-9 French Immersion at the replacement school;
- could move grades 10-12 to Bev Facey Community High;
- stay dual-track at junior high and senior high for grades 7-12 at Bev Facey Community High; and
- Bev Facey Community High to improve programming and sports.

New schools were suggested:

- K-12 French Immersion at the new replacement school in Sherwood Park;
- have French Immersion offered in Fort Saskatchewan at a new school; and
- potential for a K-9 French Immersion program, a single-track elementary and a dual-track junior high.

A few participants noted that the mental health aspect of any change should be considered in the solution. Some other participants suggested defining what commute times will be and communicating this information to the French Immersion community. Lastly, it was suggested to work with communities to find individual community solutions and consider phasing in any changes.

Additional Thoughts – Survey

At the end of the survey, respondents were asked to share any additional thoughts they might have—342 respondents provided comments. The main themes of these final comments ranged from keeping French Immersion at Ardrossan Junior Senior High to the potential solution will not help grow the French Immersion program and enrolment.

- 35% stated EIPS should keep the French Immersion program at Ardrossan Junior Senior High and not move the program to Bev Facey Community High.
- 17% stated they will likely pull their child out of the French Immersion program if the potential solution is implemented.
- 12% stated they do not support or like the potential solution, and it's a bad idea.
- 10% noted the need to listen to feedback, input and suggestions and continue to engage with stakeholders.
- 10% suggested the potential solution will not help grow the French Immersion program and enrolment.

Several sub-themes emerged as well, ranging from concerns about junior high students transitioning and integrating with senior high students to having the new replacement school accommodate French Immersion students only.

- 8% noted concerns that junior high students won't transition and integrate well with senior high students.
- 6% suggested offering French Immersion programming at more local schools.
- 6% said to ensure alternative solutions are carefully and thoroughly considered before making decisions.
- 6% stated offer French Immersion programming at local high schools--Bev Facey Community High, Ardrossan Junior Senior High.
- 6% stated they support, and like the potential solution and it is a good idea.
- 5% noted more focus on improving student retention is needed.
- 5% stated that there is a need to build a new school designated for K-9 students and more K-9 French Immersion programming.
- 5% noted transportation and commuting concerns—distance is too far and busing-related concerns.
- 4% stated needing more information and details about the potential solution.
- 4% suggested more focus on easing current enrolment pressures and issues.
- 2% noted the need to improve and offer more extracurricular activities and programs.
- 2% stated EIPS needs to build additional schools.
- 2% noted concern about their child being split up from their friends and peers.
- 2% stated the replacement school should be made to accommodate only French Immersion programming students, as a single-track school.

Additionally, there were comments provided that represent less than 2% of respondents:

- should obtain feedback and suggestions from students;
- need to improve and expand school busing transportation services and add more bus routes;
- increase promotion and public awareness of French Immersion programming;
- should obtain feedback and suggestions from the teaching staff;
- provide teaching staff with more support and resources;
- add more modular and portable classrooms to schools;
- appreciate the opportunity to provide input and feedback;
- should keep junior high and senior high schools separated and in different buildings;
- need to change, review and rezone school boundaries;
- develop partnership opportunities with other educational institutions and organizations;
- improve long-term planning; and
- the potential solution goes against the guiding principles and values; and
- improve program leadership.

Key Attribute Survey Feedback

Additional thoughts and feedback responses were also examined through the lens of a community of residence. Interestingly, all four communities had the same top response theme: EIPS should keep the French Immersion program at Ardrossan Junior Senior High School or not move the program to Bev Facey Community High.

Below are the Top 3 themes by respondents' community.

Ardrossan (n=51):

- 57% suggested EIPS should keep the French Immersion program at Ardrossan Junior Senior High and not move the program to Bev Facey Community High.
- 18% stated they don't support or like the potential solution, and it is a bad idea.
- 16% stated they will likely pull their child out of the French Immersion program if the Division implements the potential solution.

Fort Saskatchewan (n= 101):

- 39% suggested EIPS should keep the French Immersion program at Ardrossan Junior Senior High and not move the program to Bev Facey Community High.
- 26% stated they will likely pull their child out of the French Immersion program if the Division implements the potential solution.
- 12% suggested that EIPS should offer French Immersion programming at more local schools.

Rural Strathcona County (n= 55):

- 51% suggested EIPS should keep the French Immersion program at Ardrossan Junior Senior High and not move the program to Bev Facey Community High.
- 20% stated they will likely pull their child out of the French Immersion program if the Division implements the potential solution.
- 18% noted that EIPS needs to listen to feedback, input and suggestions from stakeholders and continue to engage with stakeholders.

Sherwood Park (n=125):

- 18% suggested EIPS should keep the French Immersion program at Ardrossan Junior Senior High and not move the program to Bev Facey Community High.
- 14% stated they support and like the potential solution, and it is a good idea.
- 12% stated EIPS needs to build a new school designated for K-9 students and offer more K-9 French Immersion programming.

Conclusion

Phase 3 of the French Immersion engagement effort connected with various French Immersion programming stakeholders. While many stakeholders reside in Sherwood Park, people from Ardrossan, Fort Saskatchewan and rural Strathcona County also contributed valuable insights and feedback on the potential solution. Additionally, many stakeholders indicated they had a child or children in elementary as compared to junior or senior high. They also provided feedback pertaining to all aspects of the potential solution.

Potential Solution's Strengths

Key themes throughout the feedback collected on the potential solution's strengths were that this approach could increase the availability of French Immersion programming, especially at the elementary level. That, in turn, could help increase enrolment and maintain or increase the French community and culture. In both the survey and session discussion, it was noted that this potential solution might enhance retention at the junior high and senior high levels, too, as students will be in the same building and transitioning together. It was also noted that this approach could enhance the robustness of the programming, particularly for grades 7-12.

Potential Solution's Anticipated Challenges

Key themes throughout the engagement mechanisms for anticipated challenges were concerns about junior high students mixing with senior high students, transportation concerns and the impact on extracurricular activities—particularly for junior high students. Also, of high concern for participants and respondents was the loss of community felt by students through having to commute to a neighbouring and urban community.

Potential Solution Enhancement or Alternative Solution

Regarding the potential solution's enhancement or alternative solutions, participants across the sessions, surveys, and emails all noted that EIPS should consider changing school boundaries or rezoning schools, keeping the secondary French Immersion program at the Ardrossan site, and offering more French immersion programming across the Division—specifically at the replacement school in Sherwood Park and the requested one in Fort Saskatchewan.

Additional Thoughts

At the end of the online survey, respondents were asked to share any additional thoughts they might have. The main themes of these final comments ranged from suggesting EIPS keep the French Immersion at Ardrossan Junior Senior High to the potential solution won't help grow the French Immersion program and enrolment. Another piece of feedback emerged, not pertaining to the potential solution, in terms of the engagement process. Several stakeholders, through email and the survey feedback, felt in-person engagement sessions should be held in Ardrossan and Fort Saskatchewan. Several also noted the potential solution did not reflect their values or community. Some respondents also felt the location of the Phase 3 session made it difficult for other stakeholders to attend. Lastly, other feedback suggested the engagement catered to one location of stakeholders.

Next Steps

EIPS will use the feedback gathered through Phase 3 to inform the next steps and further develop a solution—in a manner that balances stakeholder input; technical requirements; and EIPS policies, procedures, and fiduciary responsibilities. Based on the feedback collected EIPS will provide a recommendation to trustees at the June 15, 2023 Board meeting regarding the Heritage Hills Elementary attendance boundary. EIPS will conduct additional engagement around the junior and senior high program in June 2023. The Board will ensure any decision made is in the best educational interests of all students, which EIPS communicates to the French Immersion school community right way. Decisions related to secondary programming will take effect in the 2026-27 school year, at the earliest.

FAQ

Throughout the engagement, several questions were raised by stakeholders—organized below by theme. EIPS will provide answers broadly, and where appropriate, in a future Frequently Asked Questions document.

Broad location questions:

1. Why can't a French Immersion secondary program be available in all three communities?
2. French Immersion is the heart and soul of the community. Why are rural families affected by the decision?

Ardrossan and Fort Saskatchewan-specific questions:

3. What happens to students, currently at Ardrossan Junior Senior High for French Immersion, and their families who choose not to move to Sherwood Park? Can they stay at Ardrossan Junior Senior High in English?
4. Is the program viable at Ardrossan Junior Senior High?
5. Why is EIPS considering moving the program out of Ardrossan? It makes the appearance the Division doesn't care about Ardrossan and Fort Saskatchewan students.
6. Fort Saskatchewan is defined as a city so why can't there be a French Immersion program here?
7. Using French Immersion as a solution to the growth issue in Ardrossan, is there another solution? What about regular English programming students?

Sherwood Park Questions:

8. Why is EIPS considering a junior high program at Bev Facey Community High?
9. Why would EIPS consider removing the dual-track program at Sherwood Heights Junior High? The school was part of the ask for the replacement school and a lot of the École Campbelltown families worked too hard to advocate for the new replacement school, thinking their child would stay there for junior high?
10. What is the capacity of the new replacement school?
11. The senior high option at Bev Facey Community High, for students in grades 7-9 French Immersion, would they still have as many options as possible—electives, art, drama—and extracurriculars?

Engagement question:

12. Can EIPS host an in-person conversation about the program at AJS? Or host the next engagement session there?

Transportation questions:

13. What are the statistics for transportation commute times from Ardrossan to Sherwood Park and from Fort Saskatchewan to Sherwood Park? What are the gains and losses for rural and urban riders?
14. Would it increase the bus ride times for rural students and Fort Saskatchewan students?
15. What are the statistics for Ardrossan student bus rider locations—what parts of the county or other communities are they coming from?

Mapping and data questions:

16. Five years from now, the heat map will change significantly. Will this program be moved again?
17. Can the heat map be broken out into elementary, junior high, and senior high enrolment per community?
18. Please provide additional data, current and historical, on student populations, retention, and distributions. I am interested in more detailed data, particularly for the transition years between elementary and secondary, and site-based detailed data.

Other:

19. Are there more details about the modulars available? I heard that moving a modular is too expensive.
20. Why does the French Immersion program need to be affected by student accommodation issues?
21. Will the low number of junior high students at the school impact programming, options and extracurriculars?
22. Why does EIPS want to put 12-year-old with students in grades 10-12?

EIPS Questions and Answers

FRENCH IMMERSION PUBLIC ENGAGEMENT: SPRING 2023

LAST UPDATED: April 11, 2023



Q&A: FRENCH IMMERSION PUBLIC ENGAGEMENT

Introduction

Elk Island Public Schools (EIPS) is in year two of a three-year public engagement initiative to enhance programming offered throughout the Division. One of the programs EIPS is looking at is French Immersion. Specifically, it's exploring ways to enhance programming, increase retention at the junior high and senior high levels, address anticipated enrolment pressures in Ardrossan and balance enrolment at the elementary level. Before EIPS makes any decisions about French Immersion programming, it's conducting public consultations with school families, students and community stakeholders to ensure a solution that's in the best interest of all students. The following are answers to questions the Division has received about its French Immersion engagement effort. EIPS will update the document as new questions come forward.

General

Q1: Why is EIPS consulting with the French Immersion school community?

A: As part of the Division's reporting requirements to Alberta Education, EIPS reviews programs, enrolment transitions and boundaries regularly. When areas of concern are identified, the Division determines how best to resolve the issue. In the case of French Immersion, EIPS wants to find ways to enhance the program, increase retention at the junior high and senior high levels, address anticipated enrolment pressures in Ardrossan and balance enrolment at the elementary level. To determine the best solution, EIPS is seeking input from the French Immersion school community.

Q2: What's the history of EIPS' French Immersion program?

A: As background, EIPS has offered French Immersion programming since forming in 1995. For most of its history, programming was offered at Ardrossan Elementary, Ardrossan Junior Senior High, École Campbelltown, École Parc Élémentaire and Sherwood Heights Junior High. There was a period when a junior high program was offered in Fort Saskatchewan. And, before EIPS was established, there was a brief period, when senior high French was offered at Bev Facey Community High, run by the Strathcona Education Board.

A sixth school was added in 2020, Heritage Hills Elementary. As background, École Campbelltown was facing considerable enrolment pressures in early 2019. The Division was worried it wouldn't be able to accommodate all students wanting to enrol in French Immersion. So, the EIPS Board of Trustees conducted a review looking at possible solutions to ensure long-term program access. Through the review, it determined Heritage Hills Elementary—a new school still under construction at the time—could accommodate dual-track programming, regular English and French Immersion programming, with space available for two classes per grade in each program. Fast forward three years, Heritage Hills Elementary French Immersion program is currently undersubscribed, operating only one French Immersion class for each grade of kindergarten to Grade 3, one Grade 4-5 split class and one Grade 5-6 split class. Ideally, the Division wants more balanced enrolment in the elementary French Immersion program.

Q3: What is the vision for EIPS' French Immersion program?

A: Using the feedback from Phase 1 and Phase 2 of the public engagements, and evidence-based research about immersion language programming, EIPS developed a vision for French Immersion:

VISION

Elk Island Public Schools' French Immersion program offers robust, high-quality, linguistically and culturally rich learning environments where students, kindergarten to Grade 12, are engaged in becoming highly proficient in Canada's two official languages. Students who graduate from the program are well-prepared to be active and engaged citizens in a bilingual and multicultural Canada.

GUIDING PRINCIPLES

- To best achieve the program goals, French Immersion students are encouraged to remain in the program until the end of Grade 12.
- Maximizing the amount of French language spoken in the learning environment is essential.
- Robust enrolment, more than one class a grade, enhances teaching quality and student learning.
- Embedded cultural activities and opportunities are essential to the program's effectiveness.
- Reducing the school transitions, offering depth and breadth of programming, multiple choices in subject offerings and extracurricular activities is important to retention.
- Families play a key role in promoting immersion programs and supporting their child in achieving the program's goals.
- The Division advocates for the program, its accessibility and sustainability.
- The Division develops ongoing strategies to recruit and hire the best possible staff.

Q4: Does EIPS have a dedicated French Immersion team or consultant?

A: Yes. EIPS' Supports for Students department employs a French Immersion Consultant who works with administrators, teachers and educational assistants to build capacity and ensure all students enrolled in the French Immersion program develop high-functioning skills in speaking, reading, writing, listening and communicating in French by the end of Grade 12.

Q5: What's the difference between French Immersion and the francophone program?

A: French Immersion programming is offered by English-language school divisions and open to all students, K-12. The program is specifically designed for children whose first language isn't French. And, through the program, they acquire fluency in speaking, reading, writing, listening and communicating in French. Children start the program in kindergarten or Grade 1 with the curriculum taught entirely in French. By Grade 3, teachers begin introducing English language arts. The program goal: For students to become functionally fluent in French, develop an appreciation for French culture and achieve all the same learning outcomes as the regular programs of study. On the other hand, the French francophone program, is offered through the Conseil scolaire du Nord-Ouest school division and is only open to learners with a parent whose first language is French.

Engagement Efforts

Q6: How is EIPS using the feedback collected from the French Immersion engagement efforts?

A: To date, EIPS has reviewed all the feedback collected from Phase 1 and Phase 2 engagement efforts. Using that feedback, it created a vision for the program and developed a possible draft solution, which it will share at the next public consultation on April 13. Then, at the next consultation session, EIPS will collect more information from the French Immersion school community about the potential solution's strengths, challenges and how to improve it.

Q7: Why have there only been French Immersion public engagement sessions in Sherwood Park?

A: The decision to hold the public engagement session in Sherwood Park was based on how to get the best turnout. Sherwood Park is a central location for most French Immersion school families.

Q8: [Who is EIPS seeking feedback from for the French Immersion engagement efforts?](#)

A: For the French Immersion engagement effort, EIPS wants to hear from all French Immersion staff, students, families and community members. All groups are encouraged to take part in each engagement phase and share their thoughts.

Q9: [Can EIPS hold the next public engagement meeting virtually?](#)

A: No. The next public consultation takes place on April 13. The format for that session is not conducive to a hybrid or virtual model. However, following the meeting, EIPS will launch a survey to allow anyone who couldn't make the meeting a chance to provide their input. If an opportunity arises to offer a virtual public consultation, EIPS will notify all relevant parties to ensure they are aware.

Q10: [Will EIPS include French Immersion feedback in its advocacy for the Three-Year Capital Plan?](#)

A: It's possible. Every year, the Board establishes its advocacy strategy to inform its annual work plan and bases the Division's Three-Year Capital Plan on need.

Programming

Q11: [Where is French Immersion offered within EIPS?](#)

A: Currently, French Immersion is offered at six EIPS schools. Each school follows the Alberta curriculum and provides a range of educational courses and extracurricular classes to enhance the growth and success of all students. Visit each school's website for specific program details.

ELEMENTARY (K-6)

[École Parc Élémentaire](#) – single-track program

[Ardrossan Elementary](#) – dual-track program

[École Campbelltown](#) – single-track program

[Heritage Hills Elementary](#) – dual-track program

JUNIOR HIGH (7-9)

[Ardrossan Junior Senior High](#) – dual-track program

[Sherwood Heights Junior High](#) – dual-track program

SENIOR HIGH (10-12)

[Ardrossan Junior Senior High](#) – dual-track program

Q12: [What are the requirements for French Immersion?](#)

A: The French Immersion program requirements and learning outcomes are the same as the regular program. The only major differences: The grade English language arts is introduced and the time allotments for specific subjects. French Immersion students are taught entirely in French from kindergarten to Grade 2. Then, in Grade 3, English language arts is introduced. After that, French remains the primary language of instruction for most of the school day—all except English language arts. At the junior high level, French language arts, mathematics, science and social studies are taught in French—all other subjects in English. In senior high, it changes to French language arts, social studies, some sciences and mathematics taught in French. Alberta Education's programs of study are the same for each subject, regardless of the language of instruction. A complete list of program requirements is available in Alberta Education's [Guide to Education](#).

- Q14:** If EIPS changes any French Immersion program locations or attendance boundaries, can affected students be grandfathered into their current school?
- A:** At this point, it's too premature to answer that question. Typically, the Board makes decisions about grandfathering when it reviews the final recommendation from administration, which has yet to happen. If there is a change in the boundaries, EIPS will contact all families to inform them about the details, including information about grandfathering, timelines, the registration process and student transportation implications.
- Q15:** Other provinces offer French Immersion differently than EIPS. Is the Division looking at different pedagogical models for its French Immersion program?
- A:** No. EIPS' French Immersion program is based on the curriculum and achievement outcomes determined by Alberta Education. EIPS uses evidence-based pedagogy practices that are known to support and enhance the quality of second-language teaching and learning.
- Q16:** Why can't EIPS offer a French Immersion senior high program in all three communities—Ardrossan, Fort Saskatchewan and Sherwood Park?
- A:** It's simply not viable. The capacity to offer French Immersion in each community EIPS serves is currently out of reach because of the program's enrolment numbers. It's imperative EIPS continues offering a fulsome senior high French Immersion program. Providing it within all communities requires sufficient funding and resources—EIPS has a fiduciary responsibility to operate all programming at sustainable levels. Given current enrolment, the more locations the Division offers senior high French Immersion reduces the available resources to support programming.
- Q17:** Can EIPS offer senior high French Immersion programming to a small group at a senior high in all three communities—Ardrossan, Fort Saskatchewan and Sherwood Park?
- A:** It's simply not a viable option. The only time EIPS does this is if it's piloting a new program. In year 1, the new program can operate as a small group. After that pilot year, if feedback is positive and enrolment increases to sustainable levels, the program continues as a large-group program. If it doesn't, the Board reviews the program and determines if it's viable and if it should continue. For French Immersion, there aren't the student numbers to offer small-group French Immersion in each community long term. Doing so would reduce its ability to offer fulsome programming and deplete resources to support other programming.
- Q18:** Can students pick just one or two French Immersion courses, and still stay in the program?
- A:** No. EIPS is required to follow the guidelines and outcomes listed in Alberta Education's programs of study for French Immersion. That means there is no deviation from those guidelines. The French-to-English ratio is as follows:
- Kindergarten Grade 2:* All subjects are taught in French.
 - Grade 3:* All subjects other than English language arts are taught in French—80 per cent French, 20 per cent English
 - Grades 4 to 6:* 70 per cent of subjects are taught in French and 30 per cent taught in English.
 - Grades 7-9:* French language arts, mathematics, science and social Studies are taught in French; all other subjects are taught in English.
 - Graded 10-12:* French language arts, social studies, some sciences and mathematics are taught in French. All other subjects are taught in English.

Q19: How does EIPS measure the program's success?

A: There are several ways to measure a school program's success. Short term, school divisions look at metrics such as attendance and achievement scores. Long term, divisions look at graduation rates, retention, post-secondary readiness and the Rutherford Scholarship eligibility. There are also financial viability measures, program requirements and ongoing [reviews](#) the Division abides by.

Q20: Do all French Immersion schools have staff fluent in French?

A: All EIPS French Immersion teachers are fluent in French, and every school offering the immersion program has one French-speaking administrator. EIPS also tries to hire French-speaking support staff—educational assistants, secretaries and library technicians. However, it's not always feasible.

Q21: How does EIPS ensure administrators support French Immersion programming at their school?

A: Under *Education Act*, administrators have a responsibility to provide instruction consistent with the courses and programs of study prescribed, approved and authorized by Alberta Education. They are responsible for making sure students can meet the standards in the French Immersion curriculum. This in turn, ensures principals are supportive of all school programs they oversee. Additionally, using feedback from Phase 1 and Phase 2 of the French Immersion public engagement effort, and evidence-based research on immersion language programming, EIPS developed a new vision and guiding principles for its French Immersion program. Going forward, all EIPS administrators will use both to inform their school's French Immersion operations. Collectively, this will ensure robust, high-quality, linguistically and culturally rich second language learning environments.

Enrolment Pressures

Q22: What enrolment pressures does EIPS face?

A: For EIPS, it has two main areas of concern: Fort Saskatchewan and Strathcona County. In Fort Saskatchewan, EIPS anticipates enrolment pressure issues in most of its schools for the foreseeable future. Schools within the city are 81 per cent utilized. Four are above 87 per cent utilized, and two are expected to exceed 108 per cent by 2027. That, in turn, puts enrolment pressure on underutilized schools within EIPS. That, mixed with new developments underway in the Industrial Heartland, such as the Fort Saskatchewan Hydrogen Hub, EIPS anticipates further population growth for the region for the foreseeable future.

In Strathcona County, four new residential developments are underway—[Ardrossan East, Cambrian Crossing, Bremner and Hillshire](#). For French Immersion, Ardrossan East is a concern. As it develops, it will create enrolment pressures at both Ardrossan schools. In fact, by 2027, the Division projects enrolment to increase by 182 students at the two schools, with a utilization rate of 99 per cent. That, coupled with an influx of students from the Cambrian Crossing, Bremner and Hillshire developments, will create even more enrolment pressures on schools in Strathcona County.

To alleviate some of the anticipated enrolment pressures, EIPS has requested new and replacement schools through its [2024-27 Three-Year Capital Plan](#). However, the province needs to approve funding for these, which is years away. As such, EIPS must use existing infrastructure to balance school enrolments among overcrowded and under-used schools.

Q23: Where do most students live who are enrolled in the French Immersion program?

A: Most students enrolled in EIPS' French Immersion live in Sherwood Park—elementary, junior high and senior high. On Page 6 is a high-level breakdown of where most students in French Immersion live. For more detailed information, see the [2022-23 French Immersion Student Heat Map](#), as of Sept. 29, 2022.

SECTOR OF RESIDENCE	STUDENT TOTALS
Sherwood Park	621
Strathcona County	370
Fort Saskatchewan	331
Lamont County	16
County of Minburn	0
Out of Division	30
TOTAL STUDENTS	1,368

Q24: Why doesn't EIPS just increase class sizes and hire more EAs?

A: Increasing class sizes isn't a realistic solution. All schools have capacity limits, set by the province. Annually, Alberta Education reviews each school's capacity number using a formula that considers the building's available instructional space, area per student and grade configurations. At Ardrossan Elementary, the school capacity is 628. At Ardrossan Junior Senior High, it's 913. Already, Ardrossan Elementary is 93 per cent utilized and Ardrossan Junior Senior high is 92 per cent utilized.

Q25: If there is space at Bev Facey Community High or Salisbury Composite High, why doesn't EIPS make the solution moving the program to one of those schools?

A: At this point, it's too premature to answer that question. However, EIPS has reviewed all the feedback collected from Phase 1 and Phase 2 of the engagement effort. Using that feedback, it has put a potential solution together, which it will present at the next public consultation on April 13. At that session, EIPS will collect input from the school community about the potential solution's strengths, challenges and ways to make it better.

Q26: Why is French Immersion impacted when the issue is regular program enrolment pressures?

A: Last year, EIPS developed a Three-Year Engagement Strategy to address student accommodations divisionwide. The plan identifies four projects EIPS needs to explore to improve operations to best serve students. The French Immersion program is one of the projects, with multifaceted concerns.—secondary program retention, balancing elementary enrolment and addressing anticipated enrolment pressures in Ardrossan.

In terms of enrolment pressures, the main concern is growth from the new Ardrossan East development. EIPS expects 77 new students to reside within the Ardrossan East development by 2027. At full buildout, EIPS expects more than 715 school-aged children to reside within the development area. In addition to Ardrossan East, Ardrossan itself continues to grow. In fact, between 2016 and 2022, Ardrossan Estates and Ardrossan Subdivision II added an additional 144 students to EIPS' student enrolment.

As Ardrossan East expands, it will create enrolment pressures at both Ardrossan Elementary, Ardrossan Junior Senior High, which both already have more than a 90 per cent utilization rate. So, the anticipated enrolment pressure will make offering dual-track programming—the regular English program and French Immersion—at both schools challenging. Under Alberta's *Education Act*, it states: "Where a board establishes an attendance area for a school, a resident student of a board who resides in the attendance area for the school must be given priority over a student who does not reside in the area." As French Immersion is an alternative program that enrolls students from attendance areas across the Division, when space issues become a concern, the location of the alternative program needs to be reviewed.

Q27: Why can't EIPS build a new school to house the anticipated influx of students?

A: EIPS has several replacement schools listed as key priorities in its [2024-27 Three-Year Capital Plan](#)— including, a grades 7 to 12 school to replace Rudolph Hennig Junior High and Fort Saskatchewan High, a kindergarten to Grade 6 school to replace James Mowat Elementary and a new school in Cambrian Crossing. However, the province has yet to approve funding for any of these capital requests. Recently, it did approve a replacement school in Sherwood Park, which was a priority on the capital plan for more than 10 years. Funding approval generally takes years, as does the actual construction after approval is granted. So, EIPS needs to find solutions now to address its student accommodation issues.

Q28: What schools within Sherwood Park can accommodate Ardrossan-based and Fort Saskatchewan-based secondary French Immersion students?

A: Bev Facey Community High. Currently, the school has sufficient space, with a 67 per cent utilization rate, and ample classroom space for careers and technology courses.

Q29: How does EIPS offer other programs with low enrolment?

A: Other than specialized programming, such as GOALS, Impact and PLACE, EIPS doesn't offer small-group programs. It can't, as it's not a viable option. The only time EIPS does this is if it's piloting a new program. The Division will allow it to operate for one year to test the program. After that year, if enrolment increases to a sustainable level and the feedback is positive, it continues as a large-group program. If it doesn't, the Board reviews the program and determines if it's viable and if it should continue. For French Immersion, there simply aren't the student numbers to offer small-group French Immersion in each community long term. Doing so would reduce its ability to offer fulsome programming and deplete resources to support other programming.

Q30: What determines the maximum number of students EIPS can put in a classroom?

A: A grade class size depends on the space and complexity of student needs within the program.

Program Retention

Q31: How is program retention an issue at the French Immersion junior high and senior high levels?

A: In terms of retention, fewer students are deciding to stay in the program at the secondary level. For example, as of Sept. 29, 2022, EIPS has 129 Grade 6 students enrolled in French Immersion. But, in Grade 9, there are only 85 students enrolled in French Immersion. And, in Grade 12, only 37 students enrolled. Based on historic trends, the two grades with the lowest retention rates are Grade 7, 86 per cent, and Grade 10, 69 per cent. Such a significant drop in students at the senior high level makes providing robust programming challenging.

Q32: How many students are enrolled in the French Immersion elementary and secondary program?

A: The below table shows EIPS' French Immersion enrolment, as of Sept. 29, 2022.

School	Grade												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Ardrossan Elementary	27	26	22	33	26	27	34								195
École Campbelltown	50	42	60	54	57	54	47								364
École Parc Élémentaire	48	40	50	35	40	29	33								275
Heritage Hills Elementary	21	23	25	22	19	16	15								141
Sherwood Heights Junior High									49	49	39				137
Ardrossan Junior Senior High									38	45	46	57	33	37	256
GRADE TOTALS	146	131	157	144	142	126	129	87	94	85	57	33	37		1,368

Q33: Why are students leaving the secondary French Immersion program?

A: What EIPS learned through Phase 2 of the French Immersion public engagement efforts is there are a few key factors influencing program retention. One, is the student's [proximity to French Immersion programs](#). The other has to do with academic achievement—if a student is struggling in French Immersion, they often transfer to the regular program. Another relates to school transitions, the fewer transitions the better. There's also a desire for more robust programming, that comes with a larger student base. And, finally, another factor is a general lack of motivation to continue to learn French as children grow older.

Q34: How does EIPS's program retention compare to other school divisions?

A: EIPS doesn't have access to French Immersion retention rates for other school divisions.

Q35: Can EIPS hire a consultant to work with families to keep students in the program?

A: EIPS currently has a full-time French Immersion consultant who works with schools to ensure high-quality programming and new strategies to enhance programming. Some of that work includes piloting the new Oral Communication Project, a capacity-building initiative to strengthen student oral communication, various professional learning sessions and the development of a new French literacy resource tool for staff.

Q36: Is the current secondary French Immersion program sustainable?

A: Yes. EIPS offers a sustainable program at Ardrossan Junior Senior High. However, the program would be more robust with more students.

Q37: Why does EIPS want to grow the program if it's a sustainable program?

A: EIPS wants to grow the secondary French Immersion program because of its value statement: "[EIPS'] French Immersion program offers robust, high-quality, linguistically and culturally rich learning environments where students, K-12, are engaged in becoming highly proficient in Canada's two official languages" There's significant demand for French Immersion at the elementary level. That's not the case at the senior high level. So, finding a solution to improve program retention will ensure the Division can provide robust, linguistically and culturally rich learning environments for students, K-12, long term.

Q38: Can EIPS offer a French Immersion senior high program in Sherwood Park, Fort Saskatchewan or in both communities, instead of in Ardrossan?

A: Currently, EIPS offers a sustainable program at Ardrossan Junior Senior High. There aren't enough senior high students enrolled in senior high French Immersion to offer it at a second site.

Q39: How does EIPS plan to address the barriers people have around continuing with French Immersion at the secondary level?

A: What EIPS learned through Phase 2 of the French Immersion public engagement efforts is there are a few key factors influencing program retention. One, is the student's [proximity to French Immersion programs](#). The other has to do with academic achievement—if a student is struggling in French Immersion, they often transfer to the regular program. Another relates to school transitions, the fewer transitions the better. There's also a desire for more robust programming, that comes with a larger student base. And, finally, another factor is a general lack of motivation to continue to learn French as children grow older.

Using that feedback, the Division has put a potential solution together, which it will present at the next public consultation on April 13. At that session, EIPS will collect information about what the French Immersion school community likes, potential challenges and ways to improve the solution. The goal: To develop a community-derived solution that alleviates the anticipated enrolment pressures and encourages more students to remain in the program.

Q40: Are students who move to an Edmonton-based French Immersion, or a Francophone school included in the retention?

A: EIPS includes them in the drop-in retention rates. However, the Division does not track where students enrol after they leave an EIPS school.

Q41: Can EIPS advertise more to attract more students?

A: Yes. EIPS promotes all Division Alternative Programs equally—language, academic, Christian and outreach programming. Communication and promotion of the French Immersion program, and its benefits, is part of the potential draft solution. Schools can also highlight the program using other channels and networks—all promotional efforts must meet [EIPS' brand identity standard](#). Before publishing any advertising materials, submit for final approval to [Communication Services](#).

Solution Considerations

Q42: What are the possible options EIPS is exploring?

A: EIPS has reviewed all the feedback collected from Phase 1 and Phase 2 engagement efforts. Using the feedback heard, it has put a possible solution together, which it will present at the next public consultation on April 13. At that session, EIPS will collect information about what the French Immersion school community likes, potential challenges and ways to improve the solution.

Q43: Is EIPS considering moving the secondary French Immersion program out of Ardrossan Junior Senior High? And, if so, where will it move to?

A: EIPS will share a potential solution at the next public feedback consultation on April 13. The solution presented is not set in stone, but instead a starting place. From earlier engagements, the feedback was clear. People want a possible solution presented to provide feedback on what they like about it and what they find challenging.

Q44: What will happen to Ardrossan Junior Senior High programming—core, optional and career pathways—if the French Immersion program moves?

A: At this point, it's too premature to speak about a French Immersion site-location change. A decision hasn't been, and won't be, made until further public consultations take place. That said, if the Board-approved decision is to move the secondary French Immersion program, EIPS would put a transition plan in place. The plan would involve consultations with students, school council groups, school administration, staff and EIPS senior administration. EIPS would also ensure balanced school enrolments among overcrowded and under-used schools and increase access to programs for all EIPS students to ensure a smooth transition for all involved.

Q45: What's the timeline?

A: At this point, it's still too premature to speak about the specific solution timeline until future public consultations take place. However, EIPS will present the Board with report on the French Immersion engagement effort to date at the Board meeting on June 15. If changes are approved, they would take effect in the 2024-25 school year or the 2025-26 school year, at the earliest.

Q46: If EIPS plans to share a recommendation report at the Board meetings in June, are French Immersion families allowed to attend?

A: Yes. All EIPS board meetings are open to the public. The meeting will take place in the EIPS board room on June 15, at 10 a.m. EIPS will also livestream the meeting on the [EIPS YouTube channel](#).

Supports

Q47: Does EIPS have a list of tutors for families to contact if their child requires extra support?

A: Yes. Schools have a tutor list. The best thing to do is contact your child's school directly.

Q48: What supports and services do schools offer to French Immersion families?

A: French Immersion students are afforded all the same supports and services as students enrolled in the regular English program. Finding ways to provide added support for a child enrolled in the French Immersion program is sometimes challenging. It's important to remember, EIPS has no requirement or expectation for families to speak or understand French to support their child enrolled in French Immersion. Instead, teachers and staff at all EIPS schools work together to assist students with any questions they may have. That allows families to support their child at home the same way they would in the English program—by asking questions, engaging in learning activities, and establishing regular routines for completing homework and reading.

That said, there are many resources available for families. To access these, simply contact your child's school and tell them you're looking for French Immersion support resources. Most resources are available online and focus on literacy, numeracy and career planning.

Q49: Can EIPS offer opportunities to build parent capacity in French learning?

A: Yes. In fact, it does this already. Throughout the year, EIPS offers building capacity sessions to support regular program and French Immersion families to engage with their child or several topics, including literacy, numeracy, health and wellness, career pathways and early learning. For more information contact [Communication Services](#).

Busing

Q50: How will busing work for students requiring transportation services?

A: EIPS provides an enhanced transportation service for both eligible and ineligible riders. So, anyone who wants to access existing Student Transportation can do so by requesting busing services during the new or returning student registration process in February. Families simply indicate on the online form busing is required for their child. Before the end of the school year, the family will receive their child's tentative busing information, including the associated fees.

Q51: How are families charged for busing?

A: EIPS offers enhanced transportation services for students, using the below fee structure.

Eligible Fee: Riders who attend their designated French Immersion school and live more than 2.39 kilometres from that school. For 2022-23, the eligible fee is \$121 per year.

Ineligible Fee: Students who attend a non-designated French Immersion school or live less than 2.4 kilometres from their French Immersion designated school. For 2022-23, the ineligible fee is \$346 per year.

Q52: Is it possible to offer direct busing for all senior high French Immersion students?

A: No, not currently. A direct-bus ride time is much longer for students attending Ardrossan Junior Senior High than it is routing students on transfer-site bus routes.

Next Steps

Q53: If any changes are made, when will they come into effect?

A: In June 2023, EIPS will present the Board of Trustees with a report about the French Immersion engagement efforts. Any Board-approved changes will take effect in the 2024-25 or the 2025-26 school years, at the earliest. Before making a decision, the EIPS Board will review all relevant data and the feedback gathered through the engagement efforts. EIPS is committed to keeping the community informed about the process and will provide information as it becomes available.

Q54: If EIPS does make a change to French Immersion programming, how will the Division support the transition for students?

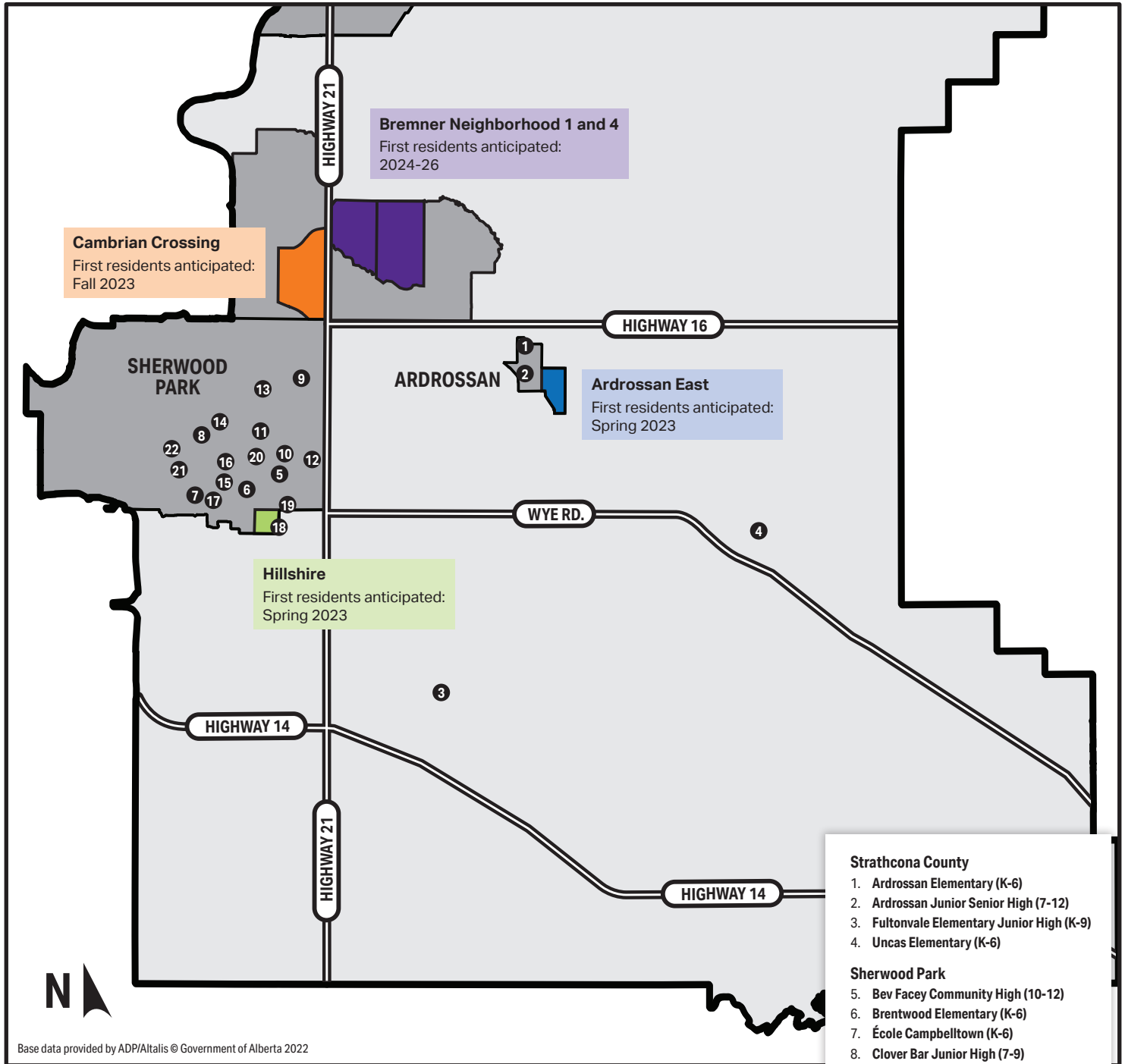
A: At this point, it's premature to speak to a transition plan. EIPS hasn't determined a solution or made a decision. Furthermore, the Board won't make any decision until it reviews the community input from all public engagement efforts. That said, anytime changes are made to attendance boundaries, EIPS puts a transition plan in place. The plan involves consultations with students, school council groups, school administration, staff and EIPS senior administration. The goal: To ensure a smooth transition for all students.

Q55: Can students register at a French Immersion school that's different from their designated French Immersion school?

A: Yes. Families wanting their child to attend a non-designated school, or school of choice, must make the request during the returning student registration process. The only exception: students who move into the Division from outside the geographic area, or another community within the Division, after the returning student registration closes. The Division contacts all families who apply to a non-designated school to advise if they can attend the school in the upcoming school year. Acceptance is based on available space.

Q56: If EIPS changes any French Immersion program locations, can siblings of affected students continue attending the same school?

A: Yes, if the older child currently attends a school and will attend the school at the same time as the younger child. In this scenario, the sibling clause applies—simply register to attend the school during the returning student registration process in February.



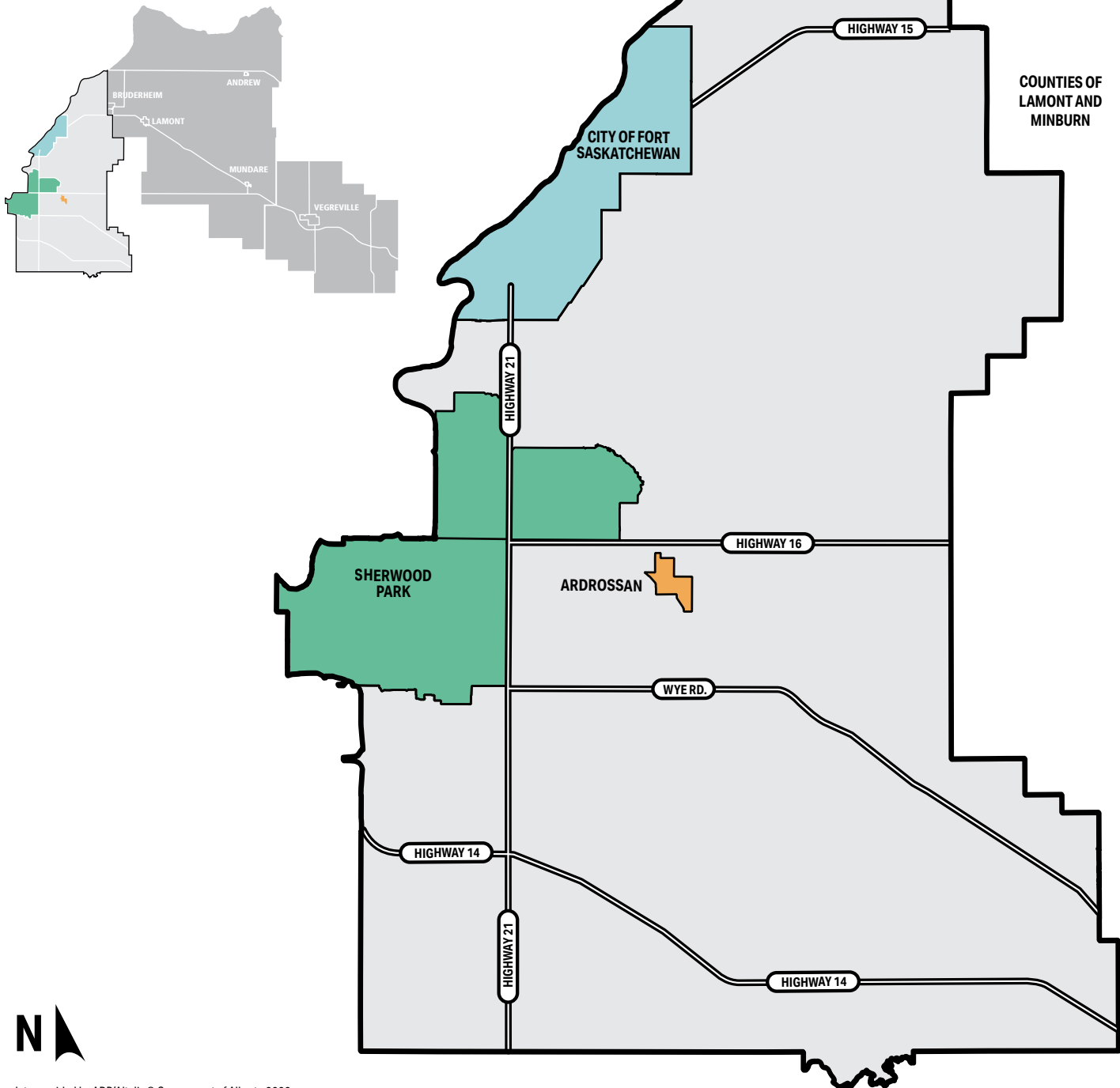
Base data provided by ADP/Altalis © Government of Alberta 2022

	Total number of residential units	Proportion of units planned for low density	School-aged population at neighbourhood build-out	Total population at neighbourhood build-out	Projected school-age population*		
					2027	2032	2037
Ardrossan East	1,547	94%	990	4,247	77	159	237
Bremner Neighborhood 1&4	14,283	71%	9,236	35,920	13	129	467
Cambrian Crossing	5,225	80%	3,345	12,081	216	592	1,025
Hillshire	1,056	64%	676	3,168	73	152	169
Total	22,111	-	14,247	55,416	379	1,032	1,898

*includes all projected school-aged children for the neighbourhood, not just those anticipated to attend EIPS

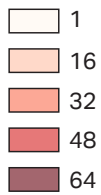
Region of Residency	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Ardrossan Hamlet	20	19	24	20	26	28	25	28	37
Rural Strathcona County	255	263	304	302	314	320	317	328	333
Sherwood Park	548	579	585	625	648	657	662	643	621
Fort Saskatchewan	238	243	297	289	303	333	325	327	333
Counties of Lamont and Minburn	10	9	6	9	11	9	15	14	16
<i>Out of Division*</i>	25	29	42	47	42	40	42	33	30
Total	1,096	1,142	1,258	1,292	1,344	1,387	1,386	1,373	1,370

*Out of Division: Students who reside outside EIPS' boundary



	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total
Ardrossan Elementary	27	26	22	33	26	27	34	-	-	-	-	-	-	195
École Campbelltown	50	42	60	54	57	54	47	-	-	-	-	-	-	364
École Parc Élémentaire	48	40	50	35	40	29	33	-	-	-	-	-	-	275
Heritage Hills Elementary	21	23	25	22	19	16	15	-	-	-	-	-	-	141
Sherwood Heights Junior High	-	-	-	-	-	-	-	49	49	39	-	-	-	137
Ardrossan Junior Senior High	-	-	-	-	-	-	-	38	45	46	57	33	37	256
Grade total	146	131	157	144	142	126	129	87	94	85	57	33	37	1,368

Student Heat Map



Strathcona County

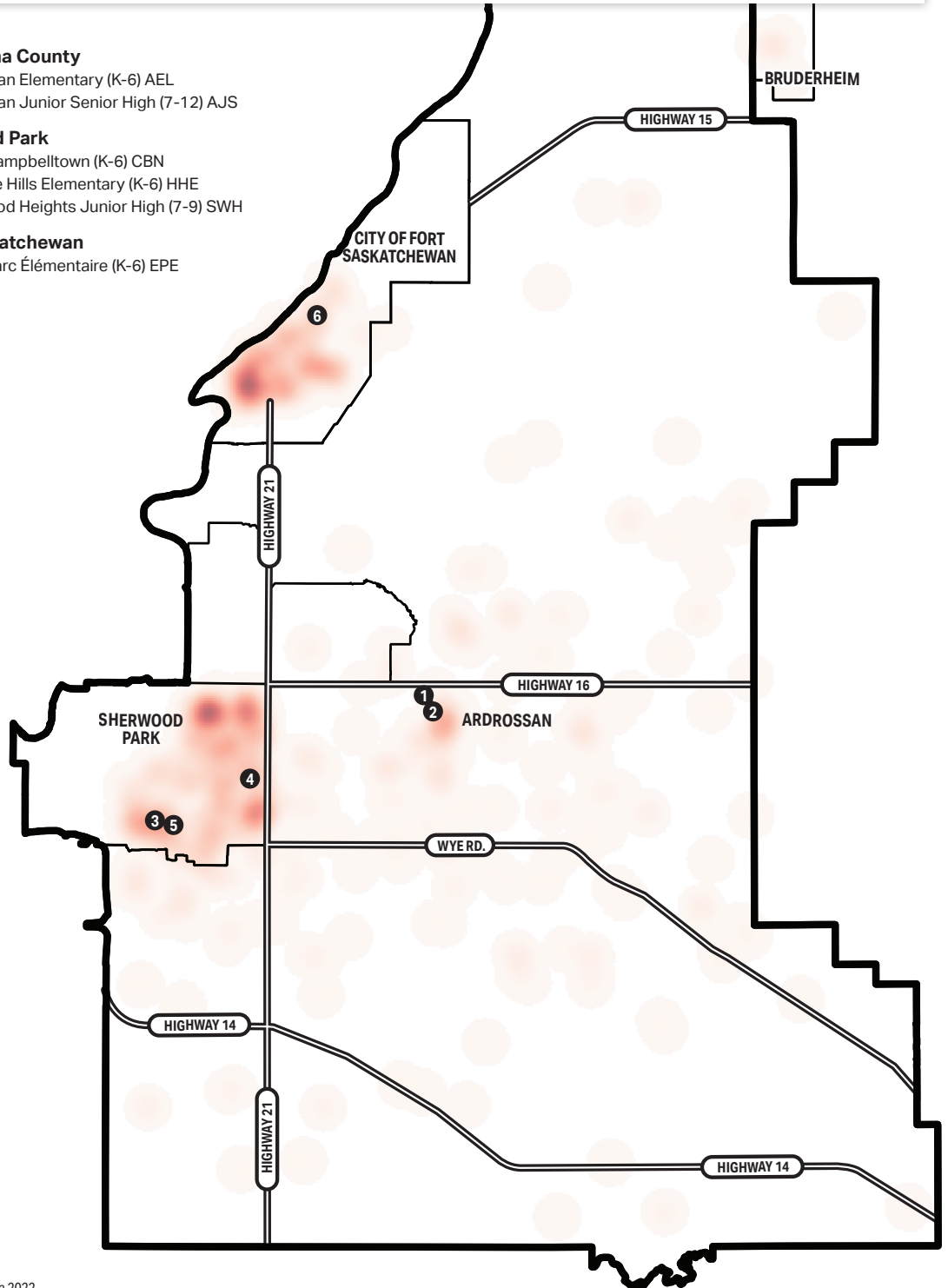
1. Ardrossan Elementary (K-6) AEL
2. Ardrossan Junior Senior High (7-12) AJS

Sherwood Park

3. École Campbelltown (K-6) CBN
4. Heritage Hills Elementary (K-6) HHE
5. Sherwood Heights Junior High (7-9) SWH

Fort Saskatchewan

6. École Parc Élémentaire (K-6) EPE



School Capacity, Utilization, and Enrolment Facts and Figures

Location	School	Current Grade Configuration	Utilization Rate	Net Capacity	Full-Time Equivalent Enrolment	Available Capacity	Headcount Enrolment
Ardrossan	Ardrossan Junior Senior High	7-12	92%	913	838	75	826
Ardrossan	Ardrossan Elementary	K-6	93%	628	586	42	612
Fort Saskatchewan	Fort Saskatchewan High	10-12	69%	739	512	227	474
Fort Saskatchewan	Rudolph Hennig Junior High	7-9	65%	688	447	241	436
Fort Saskatchewan	SouthPointe School	K-9	98%	683	668	15	684
Fort Saskatchewan	École Parc Élémentaire	K-6	87%	387	339	48	328
Sherwood Park	Bev Facey Community High	10-12	67%	1,618	1,082	536	1011
Sherwood Park	Clover Bar Junior High	7-9	71%	602	426	176	387
Sherwood Park	Lakeland Ridge	K-9	92%	821	755	66	769
Sherwood Park	Salisbury Composite High	10-12	71%	1,805	1,286	519	1,275
Sherwood Park	Sherwood Height Junior High	7-9	91%	743	678	65	666
Sherwood Park	École Campbelltown	K-6	72%	477	345	132	364
Sherwood Park	Heritage Hills Elementary	K-6	77%	612	404	208	494
Strathcona County	Fultonvale Elementary Junior High	K-9	80%	595	477	118	489

Utilization Rate is a measure used to determine the relative occupancy level for a school obtained from Alberta Education annually.

Net Capacity is the available capacity of a school building less any exempt space (childcare, decentralized administration or another lease).

Full-Time Equivalent Enrolment is the adjusted enrolment based on Alberta Education requirements for students in kindergarten and students with severe learning codes.

Available Capacity is the number of available student spaces based. It is the Net Capacity minus the Full Time Equivalent enrolment.

Headcount Enrolment is the unadjusted enrolment based on Sept. 29, 2022, count date.

EIPS French Immersion Program Enrolment by School by Grade
2000-2022

Ardrossan Elementary French Immersion Program Enrolment by Grade by School Year

Grade	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	21	28	17	17	21	24	18	33	25	18	16	15	32	25	27	17	37	24	28	25	21	20	27
1	25	25	26	16	16	17	25	21	35	29	16	13	18	30	26	27	24	34	28	27	27	21	26
2	17	23	19	28	19	16	17	25	19	31	25	16	13	17	26	24	31	20	32	27	23	30	22
3	18	16	21	17	24	17	17	16	25	16	28	21	20	14	16	26	23	24	19	33	29	26	33
4	15	19	15	24	14	22	14	16	13	23	16	22	21	20	15	16	29	23	27	19	29	28	26
5	20	14	20	15	21	14	20	13	16	13	23	18	24	19	21	17	17	25	23	27	16	31	27
6	10	15	18	22	16	19	15	23	15	16	14	26	18	25	20	23	15	17	24	23	26	16	34
Total	126	140	136	139	131	129	126	147	148	146	138	131	146	150	151	150	176	167	181	181	171	172	195

Ardrossan Junior Senior High French Immersion Program Enrolment by Grade by School Year

Grade	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
7	20	23	30	32	48	49	31	31	42	31	33	31	41	34	53	45	44	45	28	63	48	47	38
8	21	20	22	32	49	47	25	30	32	36	28	33	31	38	33	49	48	44	42	24	60	47	45
9	24	22	17	21	56	41	35	21	30	27	32	24	32	30	33	30	45	47	42	43	23	50	46
10	27	12	24	13	36	26	29	35	27	35	30	27	30	43	28	43	40	49	51	55	45	41	57
11	14	24	12	20	21	13	25	23	28	23	24	28	23	26	34	22	42	40	47	47	53	41	33
12	13	13	17	8	23	14	11	26	21	25	18	21	26	21	24	30	21	38	38	45	43	50	37
Total	119	114	122	126	233	190	156	166	180	177	165	164	183	192	205	219	240	263	248	277	272	276	256

Bev Facey Community High French Immersion Program Enrolment by Grade by School Year

Grade	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
12	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

EIPS French Immersion Program Enrolment by School by Grade
2000-2022

École Campbelltown French Immersion Program Enrolment by Grade by School Year

Grade	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	50	49	47	57	61	52	51	69	67	60	76	62	87	75	74	84	80	97	93	89	64	45	50
1	48	53	47	48	50	59	54	53	67	67	64	75	62	87	80	80	90	77	94	88	63	57	42
2	44	43	48	37	45	44	54	55	54	63	68	59	72	55	83	78	76	89	74	88	64	55	60
3	36	45	41	50	34	41	39	49	52	49	61	67	57	69	56	85	78	77	85	71	66	57	54
4	36	37	47	46	46	32	39	40	43	50	47	57	60	56	70	51	81	78	78	78	53	60	57
5	24	35	33	45	41	42	27	37	39	40	42	45	57	61	47	73	49	76	73	68	47	50	54
6	31	26	32	35	38	37	41	26	35	37	41	41	47	55	61	47	70	47	75	72	52	44	47
Total	269	288	295	318	315	307	305	329	357	366	399	406	442	458	471	498	524	541	572	554	409	368	364

École Parc Élémentaire French Immersion Program Enrolment by Grade by School Year

Grade	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	18	23	17	23	33	40	43	34	39	44	25	24	31	30	31	33	53	45	51	47	56	49	50
1	28	20	17	16	22	30	43	39	34	41	38	25	22	30	31	34	37	45	45	50	42	53	40
2	16	24	16	21	16	24	26	33	36	35	30	33	23	22	29	31	30	35	41	43	46	37	50
3	15	15	21	15	20	17	23	26	25	34	30	26	33	20	21	29	37	27	30	41	35	41	35
4	20	16	11	15	14	21	15	22	25	21	29	32	20	28	17	13	31	32	23	30	35	30	40
5	18	20	13	9	14	15	19	13	20	24	18	23	29	21	24	14	15	24	29	24	26	33	29
6	16	18	18	12	9	17	15	19	14	17	17	17	18	23	20	20	16	10	21	28	21	27	33
Total	131	136	113	111	128	164	184	186	193	216	187	180	176	174	173	174	219	218	240	263	261	270	277

EIPS French Immersion Program Enrolment by School by Grade
2000-2022

Heritage Hills Elementary French Immersion Program Enrolment by Grade by School Year

Grade	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	26	25	21
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28	27	23
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	21	24	25
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	19	21	22
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	17	19
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	23	15	16
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	21	15
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	142	150	141

Sherwood Heights Junior High French Immersion Program Enrolment by Grade by School Year

Grade	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
7	27	27	18	28	25	24	29	32	20	16	21	25	30	34	39	40	32	42	40	44	54	53	49
8	24	28	23	16	25	27	31	20	32	17	14	15	23	27	30	34	38	26	39	36	43	46	49
9	33	22	26	22	13	24	25	27	24	29	16	14	17	22	27	27	29	35	24	32	34	38	39
Total	84	77	67	66	63	75	85	79	76	62	51	54	70	83	96	101	99	103	103	112	131	137	137

EIPS French Immersion Program Enrolment
2000-2022

Grade	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	89	100	81	97	115	116	112	136	131	122	117	101	150	130	132	134	170	166	172	161	167	139	148
1	101	98	90	80	88	106	122	113	136	137	118	113	102	147	137	141	151	156	167	165	160	158	131
2	77	90	83	86	80	84	97	113	109	129	123	108	108	94	138	133	137	144	147	158	154	146	157
3	69	76	83	82	78	75	79	91	102	99	119	114	110	103	93	140	138	128	134	145	149	145	144
4	71	72	73	85	74	75	68	78	81	94	92	111	101	104	102	80	141	133	128	127	131	135	142
5	62	69	66	69	76	71	66	63	75	77	83	86	110	101	92	104	81	125	125	119	112	129	126
6	57	59	68	69	63	73	71	68	64	70	72	84	83	103	101	90	101	74	120	123	110	108	129
7	47	50	48	60	73	73	60	63	62	47	54	56	71	68	92	85	76	87	68	107	102	100	87
8	45	48	45	48	74	74	56	50	64	53	42	48	54	65	63	83	86	70	81	60	103	93	94
9	57	44	43	43	69	65	60	48	54	56	48	38	49	52	60	57	74	82	66	75	57	88	85
10	27	12	24	13	36	26	29	35	27	35	30	27	30	43	28	43	40	49	51	55	45	41	57
11	14	24	12	20	21	13	25	23	28	23	24	28	23	26	34	22	42	40	47	47	53	41	33
12	25	13	17	8	23	14	11	26	21	25	18	21	26	21	24	30	21	38	38	45	43	50	37
Total	741	755	733	760	870	865	856	907	954	967	940	935	1,017	1,057	1,096	1,142	1,258	1,292	1,344	1,387	1,386	1,373	1,370

What we heard

“EIPS needs to develop a clear vision for the French Immersion program”






VISION

Elk Island Public Schools' French Immersion program offers robust, high-quality, linguistically and culturally rich learning environments where students, K-12, are engaged in becoming highly proficient in Canada's two official languages. Students who graduate from the program are well-prepared to be active and engaged citizens in today's bilingual and multicultural Canada.

GUIDING PRINCIPLES

- To best achieve the program goals, French Immersion students are encouraged to remain in the program until the end of Grade 12.
- Maximizing the amount of French language spoken in the learning environment is essential.
- Robust enrolment—more than one class per grade—enhances teaching quality and student learning.
- Embedded cultural activities and opportunities are essential to the program's effectiveness.
- Reducing the number of transitions to a new school, offering depth and breadth of programming, multiple choices in subject offerings and extracurricular activities is important to retention.
- Families play a key role in promoting immersion programs and supporting their child in achieving the program goals.
- The Division advocates for the program, its accessibility and sustainability.
- The Division develops ongoing strategies to recruit and hire the best possible staff.

MUST-HAVE CRITERIA FOR THE POTENTIAL SOLUTION

-  **Address growth, balanced enrolment and retention concerns.** The Division anticipates significant growth coming from Ardrossan East, the elementary French Immersion program is undersubscribed at Heritage Hills Elementary and fewer students are deciding to stay in the program at the junior high and senior high levels.
-  **Align with what we have heard.** A desire for robust French Immersion programming, such as course options, French cultural experiences, extracurricular activities, high-quality, French-speaking teachers; school sites close to where students live; the least amount of school transitions as possible; more academic supports for students and families in French Immersion; a clear EIPS vision for the program; and a potential solution for the next engagement.
-  **Support the vision and guiding principles.** Based on feedback from Phase 1 and Phase 2 of the French Immersion engagement, EIPS has developed a vision and guiding principles for the program.
-  **Enable growth of the program well into the future.** A plan that enables program growth ensures EIPS can provide robust, linguistically and culturally rich learning environments for students, K-12, long term.
-  **Be financially sustainable.** EIPS has a fiduciary responsibility to operate all programming at sustainable levels.



SCAN FOR MORE INFORMATION:
Background, Questions & Answers, Facts and Figures,
What We Heard Reports, plus more



EIPS ”
Let's Talk About

What we heard



The French Immersion program needs robust programming, school sites close to where students live, the least amount of school transitions, and more supports for students and their families



PART A: ELEMENTARY

A.1 Balance elementary French Immersion at Heritage Hills Elementary

POTENTIAL SOLUTION:

Expand Heritage Hills Elementary's attendance boundary.

Balance Enrolment (K-6)

Address Enrolment Pressures

Enhance Retention

- Designate French Immersion students living in Cambrian Crossing to Heritage Hills Elementary, K-6, effective 2023-24.
- Expand Heritage Hills Elementary's French Immersion attendance boundary so it aligns with the regular program—phased in starting with kindergarten children in the 2024-25 school year.

A.2 Address anticipated enrolment pressures at Ardrossan Elementary

POTENTIAL SOLUTION:

Accommodate students at Ardrossan Elementary through the Division's Modular Classroom Plan.

Balance Enrolment (K-6)

Address Enrolment Pressures

Enhance Retention

- Ardrossan Elementary continues to offer a dual-track regular and French Immersion program.
- Ardrossan Elementary's attendance boundaries remain unchanged—except students living in Cambrian Crossing are redirected to Heritage Hills Elementary for French Immersion.

A.3 Balance elementary French Immersion at the Sherwood Park replacement school

POTENTIAL SOLUTION:

Students designated to École Campbelltown move to the new replacement school in Sherwood Park, expected in 2025-26.

Balance Enrolment (K-6)

Address Enrolment Pressures

Enhance Retention

- The replacement school's elementary French Immersion program has room to grow.
- The replacement school's elementary French Immersion program is contained within the new school and operates as a stand-alone school within a larger building.

HOW IT ADDRESSES THE CRITERIA

- Supports the anticipated growth in elementary French Immersion.
- Allows more elementary students close proximity to the program.
- Two classes per grade enables robust programming and helps facilitate more academic supports.
- Sustainable into the future and reduces further school transitions.

What we heard



The French Immersion program needs robust programming, school sites close to where students live, the least amount of school transitions, and more supports for students and their families



PART B: SECONDARY

B. Address French Immersion retention and anticipated enrolment pressures at Ardrossan Junior Senior High

POTENTIAL SOLUTION:

Balance Enrolment (K-6)
Address Enrolment Pressures
Enhance Retention

Relocate all EIPS' secondary French Immersion program, grades 7-12, to Bev Facey Community High—effective at the same time the new K-9 replacement school in Sherwood Park opens, expected in the 2025-26 school year.

- Relocate Ardrossan Junior Senior High's French Immersion program to Bev Facey Community High.
- Relocate Sherwood Heights Junior High's French Immersion program to Bev Facey Community High.
- Make Bev Facey Community High the designated secondary school, grades 7-12, for Ardrossan Elementary, École Campbelltown, École Parc Élémentaire and Heritage Hills Elementary's French Immersion.

HOW IT ADDRESSES THE CRITERIA

- Addresses students going to school closest to where the majority resides.
- Enables robust programming, especially concerning program offerings and extracurricular.
- Minimizes transitions and increases retention.
- Enhances a culture of French in the school by locating the Bev Facey French Immersion program in a section of the school building.
- Staff teaching junior high and senior high strengthen continuity in teaching and learning.
- Sustainable into the future.





RECOMMENDATION REPORT

DATE: June 15, 2023

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Attendance Boundary Adjustment: Elementary French Immersion

ORIGINATOR: Brent Dragon, Assistant Director, Planning

RESOURCE STAFF: Sandra Stoddard, Associate Superintendent, Supports for Students
Dave Antymniuk, Division Principal
Laura McNabb, Director, Communication Services
Corrie Fletcher, Communication Specialist, Communication Services
Brenda Fortin, Graphic Design Specialist, Communication Services

REFERENCE: Administrative Procedure 305: School Attendance Areas and Requests to Attend Non-Designated Schools

EIPS PRIORITY: Enhance high-quality learning and working environments

EIPS GOAL: Quality infrastructure for all

EIPS OUTCOME: Learning and working environments are supported by effective planning, management and investment in Division infrastructure

RECOMMENDATION:

That the Board approves the adjusted elementary French Immersion attendance boundaries:

- Designate elementary French Immersion students living in Cambrian Crossing to Heritage Hills Elementary, effective 2023-24.
- Expand Heritage Hills Elementary's French Immersion attendance boundary so it aligns with its regular English program boundary—phased in starting with kindergarten in 2024-25.

BACKGROUND:

Elk Island Public Schools (EIPS) is in year two of a three-year public engagement initiative to enhance programming offered throughout the Division. One of the programs EIPS is looking at is French Immersion. Specifically, it's exploring ways to enhance programming, address enrolment pressures and increase retention at the junior high and senior high levels. Before making any decisions about French Immersion programming, EIPS is undertaking significant public engagement efforts with the school community—families, students, and community members—to ensure a solution that's in the best interest of all students.

Already, the Division's conducted the [first two phases of the engagement](#)—each phase included a public meeting and an online survey. It's now finalizing Phase 3—focused on possible solutions. Based on the feedback collected from the first two phases, EIPS developed a [vision for the French Immersion program](#) and a [potential solution](#), which it presented at the third public engagement session on April 13, 2023.



RECOMMENDATION REPORT

For those who couldn't attend, or wanted to provide additional feedback, EIPS also conducted an online survey, April 14-24. In total, 98 people attended the in-person session, and 712 people responded to the online survey (see Attachment 1, "EIPS French Immersion Phase 3: What We Heard Report").

Part A.1 of the proposed solution was specific to Heritage Hills and involved balancing the Division's elementary French Immersion enrolment. Specifically, expanding the school's attendance area by:

- maintaining all current EIPS elementary French Immersion program sites;
- designating French Immersion students living in Cambrian Crossing—the Cambrian and Hearthstone neighbourhoods—to Heritage Hills Elementary, K-6, effective 2023-24; and
- expanding Heritage Hills Elementary's French Immersion attendance boundary so it aligns with the regular English program—phased in starting with kindergarten children in the 2024-25 school year.

After reviewing all the feedback provided through Phase 3 of the public engagement to date, Part A.1—balancing French Immersion enrolment at Heritage Hills—was well-received and was not identified by the French Immersion school community as an area of concern (see Attachment 1, "EIPS French Immersion Phase 3: What We Heard Report").

As background, Heritage Hill Elementary's French Immersion program is undersubscribed—in part because of its attendance boundary area. It's meant to accommodate two classes per grade for both the regular English and French Immersion programs. The school does accommodate two classes per grade in the regular program. But, the French Immersion program only accommodates one or less class per grade—one class for each grade kindergarten to Grade 3, one Grade 4-5 split class and one Grade 5-6 split class.

Additionally, the school's net capacity is 612 student spaces, and it currently accommodates 439 students—352 students attend the regular program, and 141 students attend the French Immersion program. As of Sept. 29, 2022, Heritage Hills also has a utilization rate of just 77 per cent—meaning it has sufficient student capacity to accommodate additional French Immersion students.

Furthermore, in Strathcona County four new residential developments are underway. One of which is Cambrian Crossing, which is developing two neighbourhoods—Cambrian and Hearthstone—with residents expected to start moving in, in fall 2023. Currently, elementary French Immersion students in this area are designated to Ardrossan Elementary. However, with the Ardrossan East development also underway, it's creating enrolment pressures at both Ardrossan schools. In fact, by 2027, the Division projects enrolment to increase by 182 students at the two schools, with a utilization rate of 99 per cent.

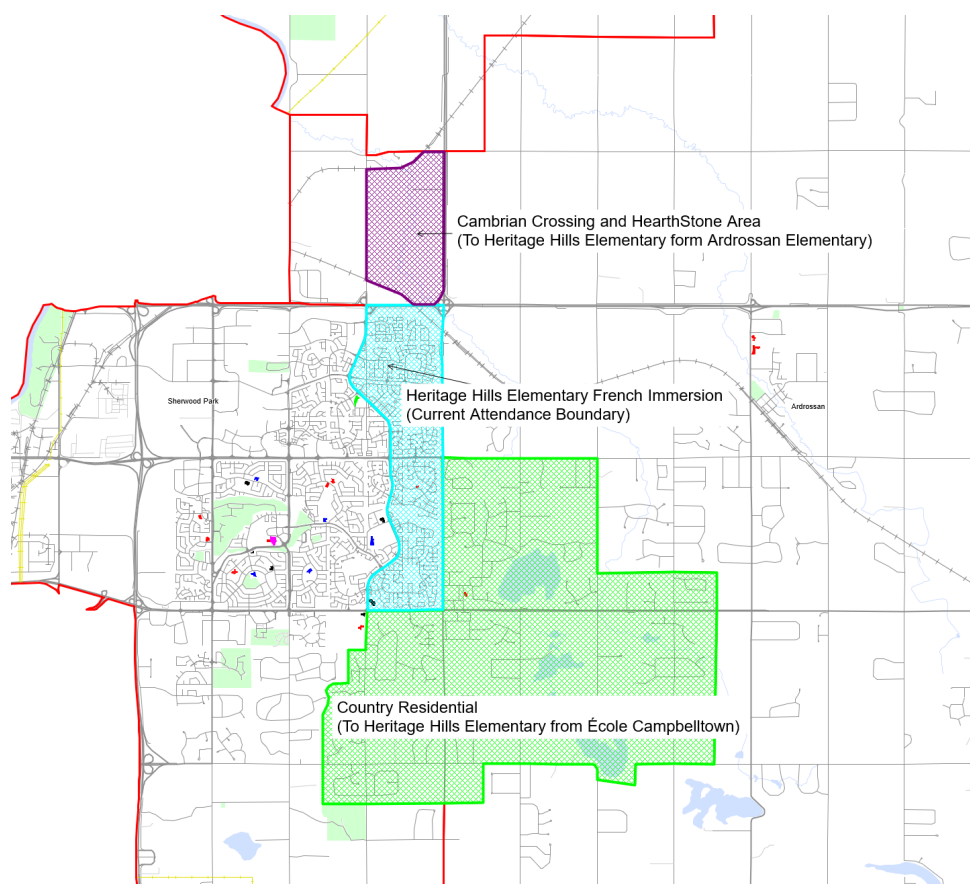
While Ardrossan Elementary doesn't have sufficient capacity to accommodate students from Cambrian or Hearthstone, Heritage Hills Elementary does. Enrolment projections indicate the school has capacity to accommodate students over the short and medium term. In the long term though, the province will need to approve funding for a new school within the new neighbourhoods.

As such, EIPS administration has developed a proposed expanded elementary French Immersion attendance area for Heritage Hills Elementary—detailed below in Table 1 and Map 1.

Table 1: Proposed French Immersion program designation

Area	Current Designation	Proposed Designation
Blue	Heritage Hills Elementary	Heritage Hills Elementary
Green	École Campbelltown	Heritage Hills Elementary
Purple	Ardrossan Elementary	Heritage Hills Elementary

Map 1: Proposed French Immersion program designation



To date, no students reside within the purple area, which represents the Cambrian and Hearthstone neighbourhoods. Twenty-five students enrolled in the elementary French Immersion program live in the green area being proposed to change designation to Heritage Hills Elementary. These students currently attend different schools within the Division but are all designated to École Campbelltown.

Table 2: Country Residential students affected by the proposed elementary attendance boundary adjustment

School of Attendance	Kinder.	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Total
Ardrossan Elementary	1		2		1	1		5
École Campbelltown		2	4		3	5	2	16
Heritage Hills Elementary			3				1	4
Grade Total	1	2	9	0	4	6	3	25



RECOMMENDATION REPORT

Overall, the proposed adjustment to the elementary French Immersion attendance boundary will:

- offer Heritage Hills Elementary a larger geographical area;
- help balance the Division's French Immersion enrolment;
- enhance the school's French Immersion program; and
- align with the regular program elementary boundary.

As such, EIPS administration recommends the following elementary French Immersion boundary adjustments:

1. Designate all French Immersion students living in Cambrian Crossing to Heritage Hills Elementary, K-6, effective 2023-24 (see Map 1, purple-shaded area). Currently, no students reside within the area. Adjusting the boundary for the 2023-24 school year ensures the boundary is in place before residents move in.
2. Expand Heritage Hills Elementary's French Immersion attendance boundary so it aligns with the regular program—phased in starting with kindergarten children in the 2024-25 school year (see Map 1, green-shaded area). The phased-in approach reduces school transitions for existing students and only impacts new students and families.

NOTE 1: Siblings of existing students who attend École Campbelltown or Ardrossan Elementary can apply to a non-designated school.

NOTE 2: Transportation fees apply as per the EIPS Student Transportation fee schedule.

COMMUNICATION PLAN:

If the Board approves the adjusted elementary French Immersion attendance boundaries EIPS administration will work with Communication Services and Student Transportation to update the Division's attendance boundary maps and the Find My Designated School tool. Draft attendance boundary maps are provided in Attachment 2. The current attendance boundary maps are provided in Attachment 3.

ATTACHMENT(S):

1. French Immersion What We-Heard Report No. 3.
2. Proposed Elementary French Immersion Attendance Boundary Maps.
3. Current Elementary French Immersion Attendance Boundary Maps.



Elementary French Immersion Attendance Boundaries (PROPOSED)

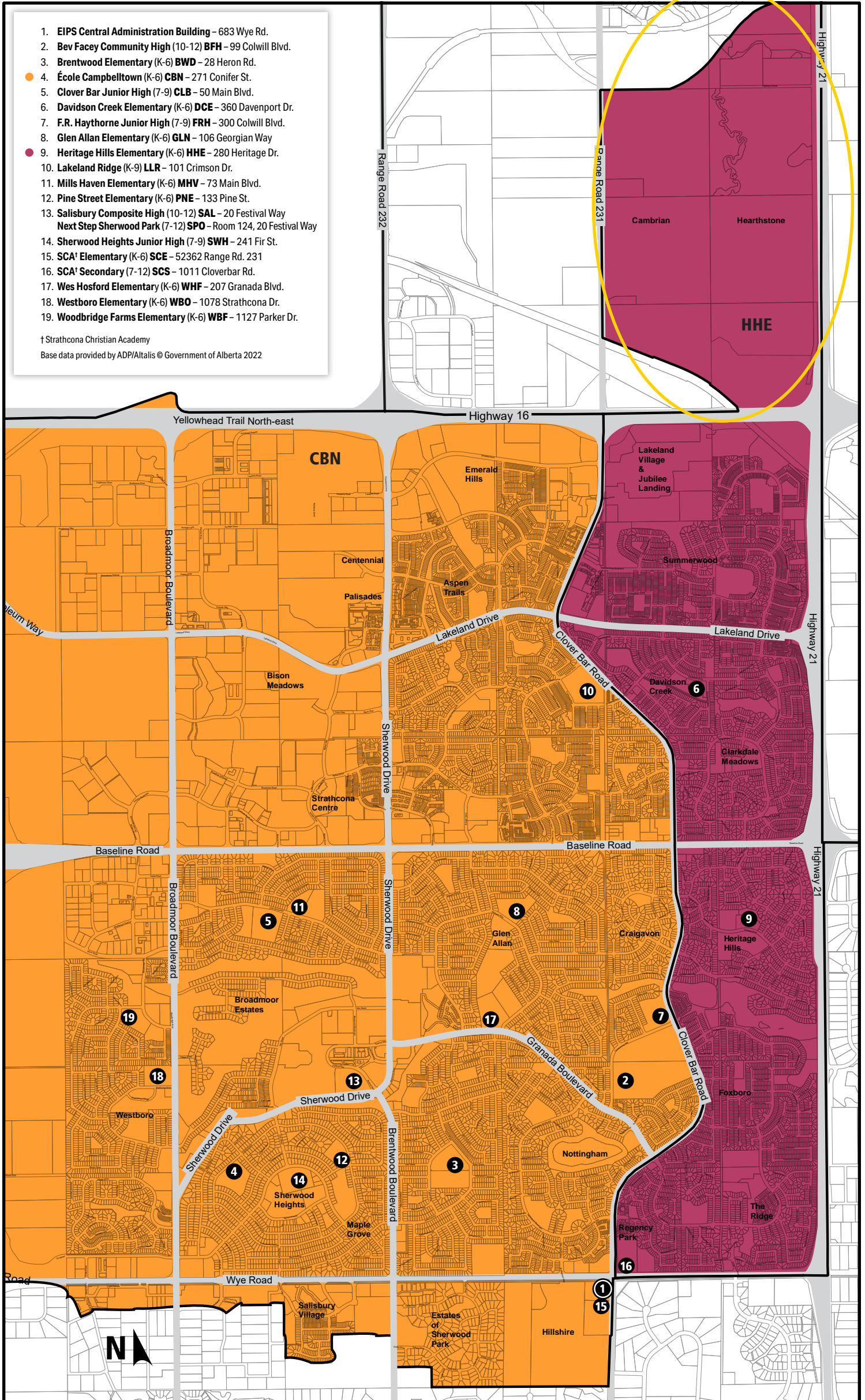
STRATHCONA COUNTY

Revised February 27, 2023

1. **EIPS Central Administration Building** – 683 Wye Rd.
2. **Bev Facey Community High** (10-12) **BFH** – 99 Colwill Blvd.
3. **Brentwood Elementary** (K-6) **BWD** – 28 Heron Rd.
4. **École Campbelltown** (K-6) **CBN** – 271 Conifer St.
5. **Clover Bar Junior High** (7-9) **CLB** – 50 Main Blvd.
6. **Davidson Creek Elementary** (K-6) **DCE** – 360 Davenport Dr.
7. **F.R. Haythorne Junior High** (7-9) **FRH** – 300 Colwill Blvd.
8. **Glen Allan Elementary** (K-6) **GLN** – 106 Georgian Way
9. **Heritage Hills Elementary** (K-6) **HHE** – 280 Heritage Dr.
10. **Lakeland Ridge** (K-9) **LLR** – 101 Crimson Dr.
11. **Mills Haven Elementary** (K-6) **MHV** – 73 Main Blvd.
12. **Pine Street Elementary** (K-6) **PNE** – 133 Pine St.
13. **Salisbury Composite High** (10-12) **SAL** – 20 Festival Way
Next Step Sherwood Park (7-12) **SPO** – Room 124, 20 Festival Way
14. **Sherwood Heights Junior High** (7-9) **SWH** – 241 Fir St.
15. **SCA' Elementary** (K-6) **SCE** – 52362 Range Rd. 231
16. **SCA' Secondary** (7-12) **SCS** – 1011 Cloverbar Rd.
17. **Wes Hosford Elementary** (K-6) **WHF** – 207 Granada Blvd.
18. **Westboro Elementary** (K-6) **WBO** – 1078 Strathcona Dr.
19. **Woodbridge Farms Elementary** (K-6) **WBF** – 1127 Parker Dr.

† Strathcona Christian Academy

Base data provided by ADP/Altalis © Government of Alberta 2022





Elementary French Immersion Attendance Boundaries (PROPOSED)

STRATHCONA COUNTY

Revised February 27, 2022

Strathcona County

- 1. **Ardrossan Elementary (K-6) AEL** – 53131 Range Rd. 222
- 2. **Ardrossan Junior Senior High (7-12) AJS** – 53129 Range Rd. 222
- 3. **Fultonvale Elementary Junior High (K-9) FTV** – 52029 Range Rd. 224
- 4. **Uncas Elementary (K-6) UNC** – 21313 Township Rd. 524

Sherwood Park

See Sherwood Park Boundary Map for more detailed locations.

- 5. **Bev Facey Community High (10-12) BFH** – 99 Colwill Blvd.
- 6. **Brentwood Elementary (K-6) BWD** – 28 Heron Rd.
- 7. **École Campbelltown (K-6) CBN** – 271 Conifer St.
- 8. **Clover Bar Junior High (7-9) CLB** – 50 Main Blvd.
- 9. **Davidson Creek Elementary (K-6) DCE** – 360 Davenport Dr.
- 10. **F.R. Haythorne Junior High (7-9) FRH** – 300 Colwill Blvd.
- 11. **Glen Allan Elementary (K-6) GLN** – 106 Georgian Way
- 12. **Heritage Hills Elementary (K-6) HHE** – 280 Heritage Dr.
- 13. **Lakeland Ridge (K-9) LLR** – 101 Crimson Dr.
- 14. **Mills Haven Elementary (K-6) MHV** – 73 Main Blvd.
- 15. **Pine St. Elementary (K-6) PNE** – 133 Pine St.
- 16. **Salisbury Composite High (10-12) SAL** – 20 Festival Way
- **Next Step Sherwood Park (7-12) SPO** – Room 124, 20 Festival Way
- 17. **Sherwood Heights Junior High (7-9) SWH** – 241 Fir St.
- 18. **SCA' Elementary (K-6) SCE** – 52362 Range Rd. 231
- 19. **SCA' Secondary (7-12) SCS** – 1011 Cloverbar Rd.
- 20. **Wes Hosford Elementary (K-6) WHF** – 207 Granada Blvd.
- 21. **Westboro Elementary (K-6) WBO** – 1078 Strathcona Dr.
- 22. **Woodbridge Farms Elementary (K-6) WBF** – 1127 Parker Dr.

Fort Saskatchewan

See Fort Saskatchewan Boundary Map for more detailed locations.

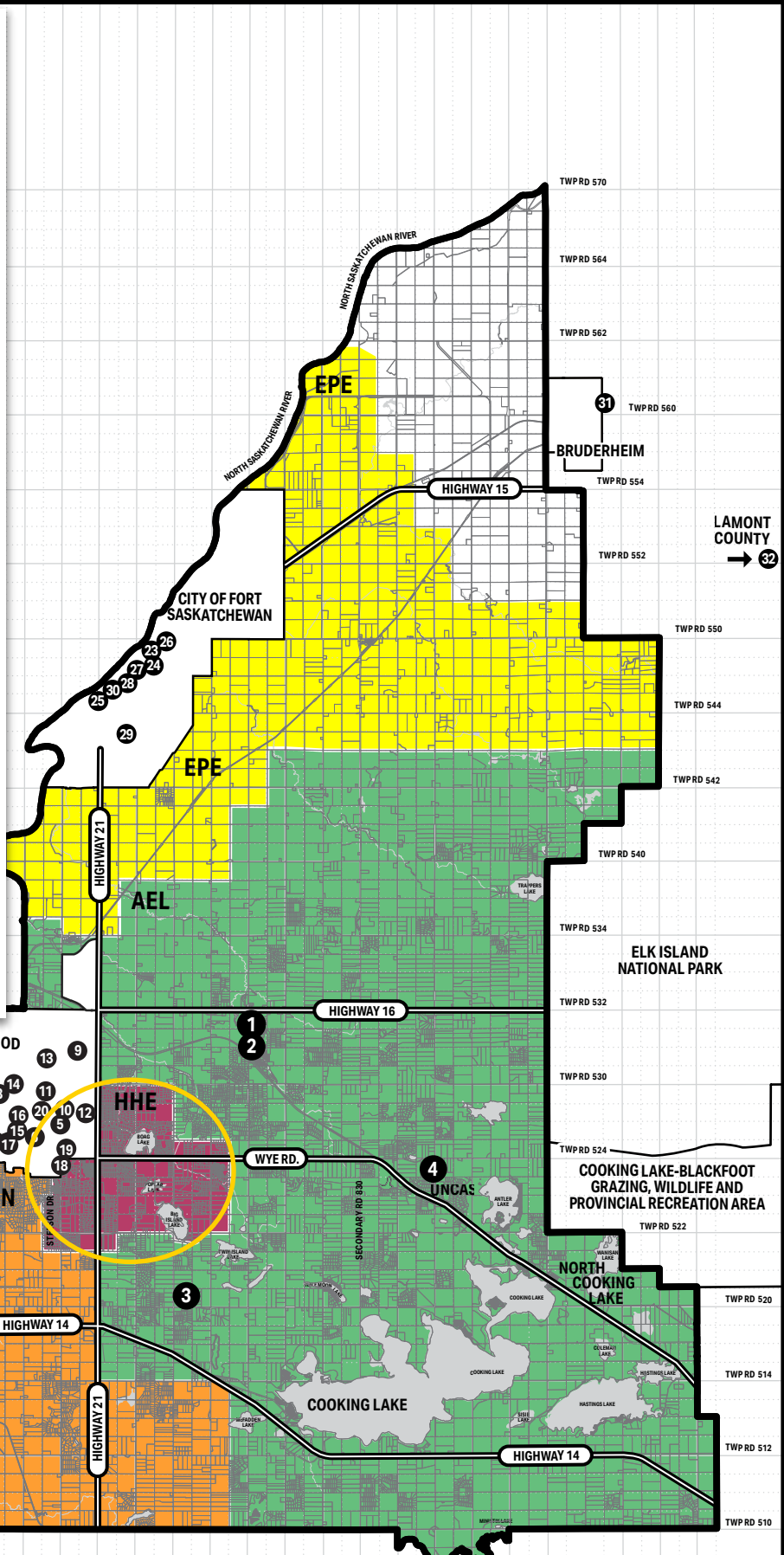
- 23. **Fort Saskatchewan Christian (K-9) FSC** – 9806 101 St.
- **Fort Saskatchewan Elementary (K-6) FSE** – 9802 101 St.
- 24. **Fort Saskatchewan High (10-12) FHS** – 10002 97 Ave.
- 25. **James Mowat Elementary (K-6) JMW** – 9625 82 St.
- 26. **Next Step Fort Saskatchewan (10-12) FSO** – 9807 108 St.
- 27. **École Parc Élémentaire (K-6) EPE** – 9607 Sherridon Dr.
- 28. **Rudolph Hennig Junior High (7-9) RHJ** – 9512 92 St.
- 29. **SouthPointe School (K-9) SPS** – 11 SouthPointe Blvd.
- 30. **Win Ferguson Elementary (K-6) WFG** – 9529 89 St.

Lamont County

See Lamont County Boundary Map for more detailed locations.

- 31. **Bruderheim School (K-6) BRU** – 4730 52 Ave., Bruderheim
- 32. **Lamont High (7-12) LHS** – 4811 50 Ave., Lamont

*Strathcona Christian Academy





Elementary French Immersion Attendance Boundaries

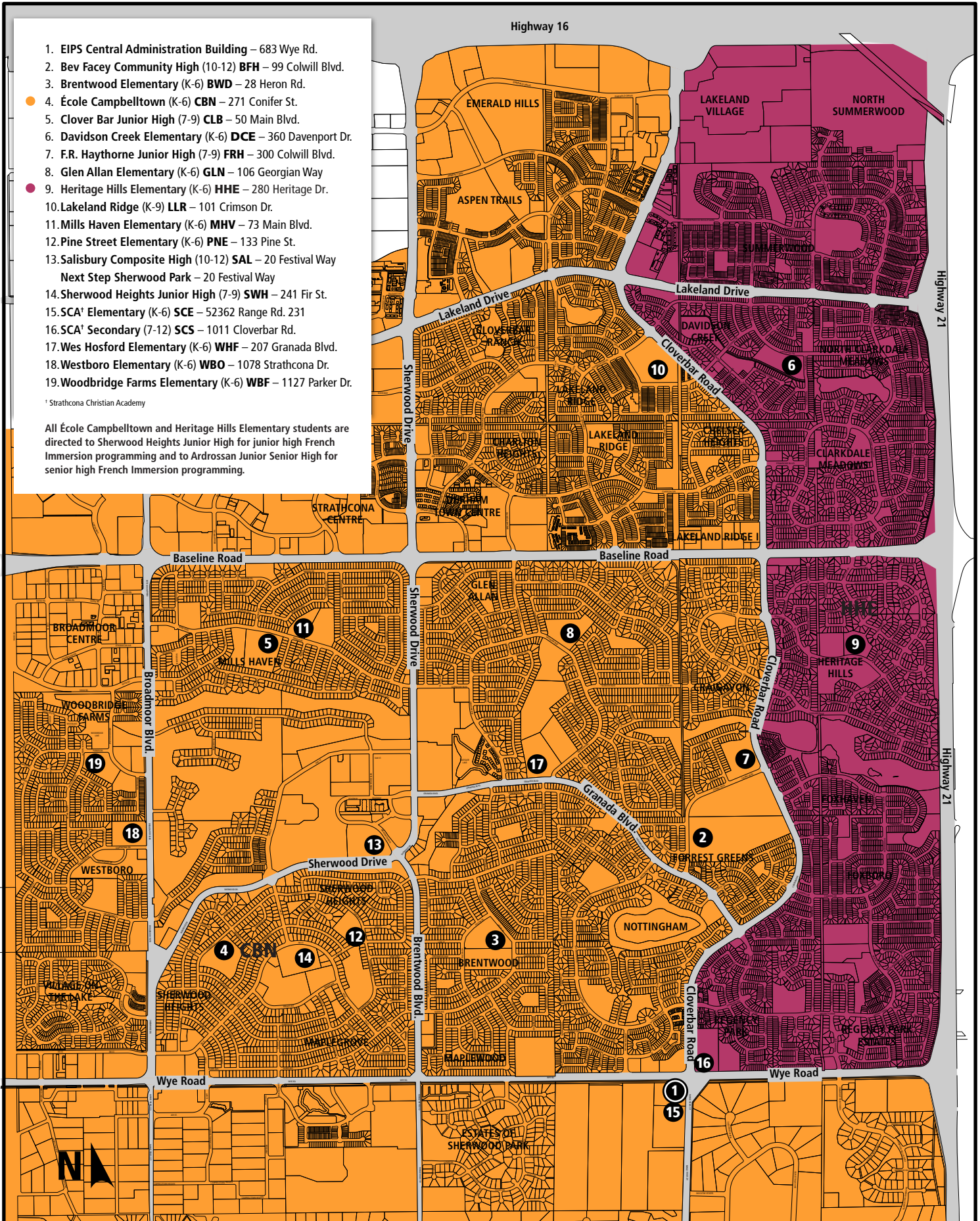
SHERWOOD PARK

Revised Sept. 1, 2020

1. EIPS Central Administration Building – 683 Wye Rd.
2. Bev Facey Community High (10-12) **BFH** – 99 Colwill Blvd.
3. Brentwood Elementary (K-6) **BWD** – 28 Heron Rd.
4. École Campbelltown (K-6) **CBN** – 271 Conifer St.
5. Clover Bar Junior High (7-9) **CLB** – 50 Main Blvd.
6. Davidson Creek Elementary (K-6) **DCE** – 360 Davenport Dr.
7. F.R. Haythorne Junior High (7-9) **FRH** – 300 Colwill Blvd.
8. Glen Allan Elementary (K-6) **GLN** – 106 Georgian Way
9. Heritage Hills Elementary (K-6) **HHE** – 280 Heritage Dr.
10. Lakeland Ridge (K-9) **LLR** – 101 Crimson Dr.
11. Mills Haven Elementary (K-6) **MHV** – 73 Main Blvd.
12. Pine Street Elementary (K-6) **PNE** – 133 Pine St.
13. Salisbury Composite High (10-12) **SAL** – 20 Festival Way
- Next Step Sherwood Park – 20 Festival Way
14. Sherwood Heights Junior High (7-9) **SWH** – 241 Fir St.
15. SCA¹ Elementary (K-6) **SCE** – 52362 Range Rd. 231
16. SCA¹ Secondary (7-12) **SCS** – 1011 Cloverbar Rd.
17. Wes Hosford Elementary (K-6) **WHF** – 207 Granada Blvd.
18. Westboro Elementary (K-6) **WBO** – 1078 Strathcona Dr.
19. Woodbridge Farms Elementary (K-6) **WBF** – 1127 Parker Dr.

¹ Strathcona Christian Academy

All École Campbelltown and Heritage Hills Elementary students are directed to Sherwood Heights Junior High for junior high French Immersion programming and to Ardrossan Junior Senior High for senior high French Immersion programming.





Elementary French Immersion Attendance Boundaries

STRATHCONA COUNTY

Revised Sept. 1, 2021

Strathcona County

- 1. **Ardrossan Elementary (K-6) AEL** – 53131 Range Rd. 222
- 2. **Ardrossan Junior Senior High (7-12) AJS** – 53129 Range Rd. 222
- 3. **Fultonvale Elementary Junior High (K-9) FTV** – 52029 Range Rd. 224
- 4. **Uncas Elementary (K-6) UNC** – 21313 Township Rd. 524

Sherwood Park

See Sherwood Park Boundary Map for more detailed locations.

- 5. **Bev Facey Community High (10-12) BFH** – 99 Colwill Blvd.
- 6. **Brentwood Elementary (K-6) BWD** – 28 Heron Rd.
- 7. **École Campbelltown (K-6) CBN** – 271 Conifer St.
- 8. **Clover Bar Junior High (7-9) CLB** – 50 Main Blvd.
- 9. **Davidson Creek Elementary (K-6) DCE** – 360 Davenport Dr.
- 10. **F.R. Haythorne Junior High (7-9) FRH** – 300 Colwill Blvd.
- 11. **Glen Allan Elementary (K-6) GLN** – 106 Georgian Way
- 12. **Heritage Hills Elementary (K-6) HHE** – 280 Heritage Dr.
- 13. **Lakeland Ridge (K-9) LLR** – 101 Crimson Dr.
- 14. **Mills Haven Elementary (K-6) MHV** – 73 Main Blvd.
- 15. **Pine St. Elementary (K-6) PNE** – 133 Pine St.
- 16. **Salisbury Composite High (10-12) SAL** – 20 Festival Way
- 17. **Next Step Sherwood Park (7-12) SPO** – Room 124, 20 Festival Way
- 18. **SCA' Elementary (K-6) SCE** – 52362 Range Rd. 231
- 19. **SCA' Secondary (7-12) SCS** – 1011 Cloverbar Rd.
- 20. **Wes Hosford Elementary (K-6) WHF** – 207 Granada Blvd.
- 21. **Westboro Elementary (K-6) WBO** – 1078 Strathcona Dr.
- 22. **Woodbridge Farms Elementary (K-6) WBF** – 1127 Parker Dr.

Fort Saskatchewan

See Fort Saskatchewan Boundary Map for more detailed locations.

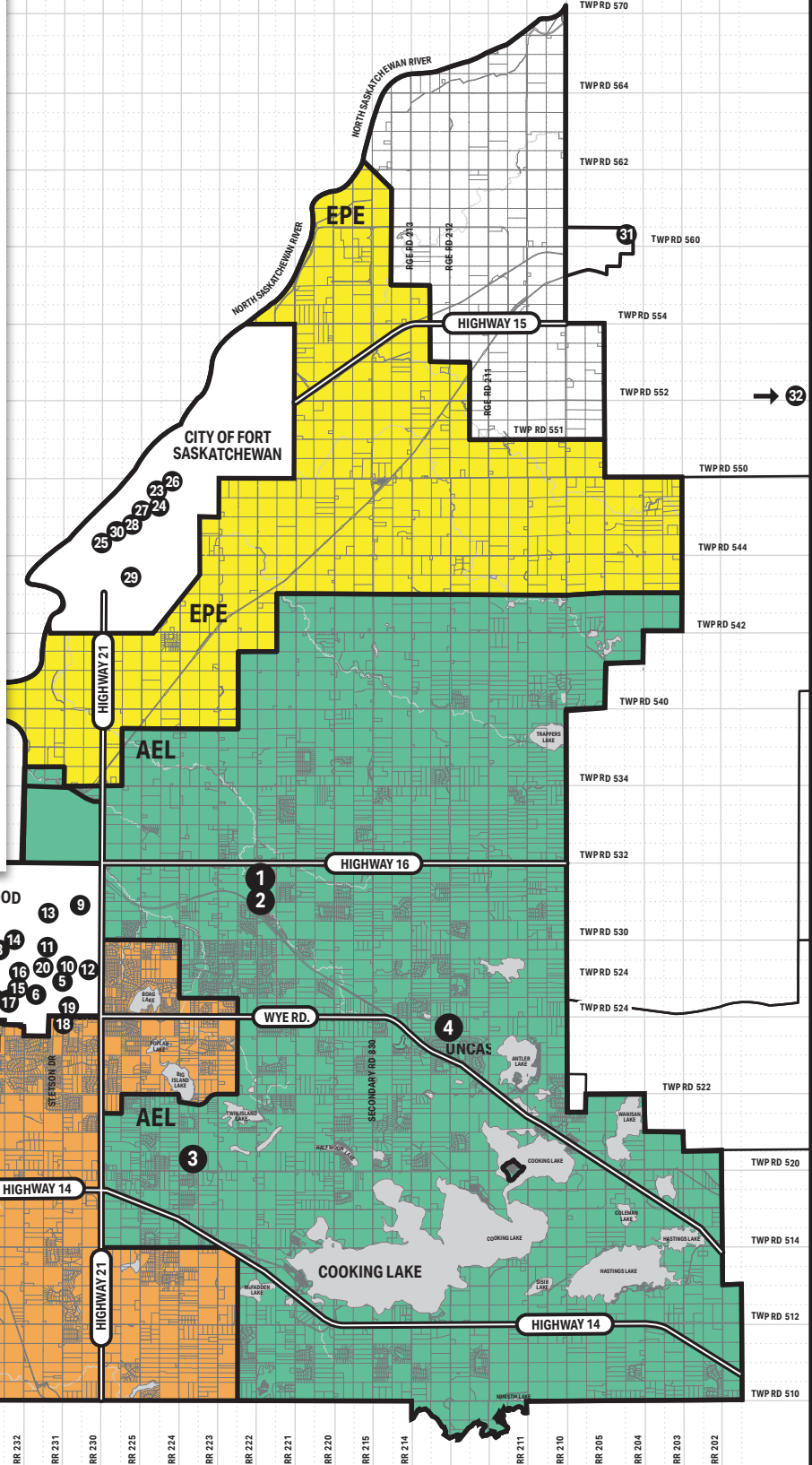
- 23. **Fort Saskatchewan Christian (K-9) FSC** – 9806 101 St.
- 24. **Fort Saskatchewan Elementary (K-6) FSE** – 9802 101 St.
- 25. **Fort Saskatchewan High (10-12) FHS** – 10002 97 Ave.
- 26. **James Mowat Elementary (K-6) JMW** – 9625 82 St.
- 27. **École Parc Élémentaire (K-6) EPE** – 9607 Sherridon Dr.
- 28. **Rudolph Hennig Junior High (7-9) RHJ** – 9512 92 St.
- 29. **SouthPointe School (K-9) SPS** – 11 SouthPointe Blvd.
- 30. **Win Ferguson Elementary (K-6) WFG** – 9529 89 St.

Lamont County

See Lamont County Boundary Map for more detailed locations.

- 31. **Bruderheim School (K-6) BRU** – 4730 52 Ave., Bruderheim
- 32. **Lamont High (7-12) LHS** – 4811 50 Ave., Lamont

*Strathcona Christian Academy



Strathcona County

1. **Ardrossan Elementary (K-6) AEL** – 53131 Range Rd. 222
2. **Ardrossan Junior Senior High (7-12) AJS** – 53129 Range Rd. 222
3. **Fultonvale Elementary Junior High (K-9) FTV** – 52029 Range Rd. 224
4. **Uncas Elementary (K-6) UNC** – 21313 Township Rd. 524

Sherwood Park

See Sherwood Park Boundary Map for more detailed locations.

5. **Bev Facey Community High (10-12) BFH** – 99 Colwill Blvd.
6. **Brentwood Elementary (K-6) BWD** – 28 Heron Rd.
7. **École Campbelltown (K-6) CBN** – 271 Conifer St.
8. **Clover Bar Junior High (7-9) CLB** – 50 Main Blvd.
9. **Davidson Creek Elementary (K-6) DCE** – 360 Davenport Dr.
10. **F.R. Haythorne Junior High (7-9) FRH** – 300 Colwill Blvd.
11. **Glen Allan Elementary (K-6) GLN** – 106 Georgian Way
12. **Heritage Hills Elementary (K-6) HHE** – 280 Heritage Dr.
13. **Lakeland Ridge (K-9) LLR** – 101 Crimson Dr.
14. **Mills Haven Elementary (K-6) MHV** – 73 Main Blvd.
15. **Pine St. Elementary (K-6) PNE** – 133 Pine St.
16. **Salisbury Composite High (10-12) SAL** – 20 Festival Way
Next Step Sherwood Park (7-12) SPO – Room 124, 20 Festival Way
17. **Sherwood Heights Junior High (7-9) SWH** – 241 Fir St.
18. **SCA' Elementary (K-6) SCE** – 52362 Range Rd. 231
19. **SCA' Secondary (7-12) SCS** – 1011 Cloverbar Rd.
20. **Wes Hosford Elementary (K-6) WHF** – 207 Granada Blvd.
21. **Westboro Elementary (K-6) WBO** – 1078 Strathcona Dr.
22. **Woodbridge Farms Elementary (K-6) WBF** – 1127 Parker Dr.

Fort Saskatchewan

See Fort Saskatchewan Boundary Map for more detailed locations.

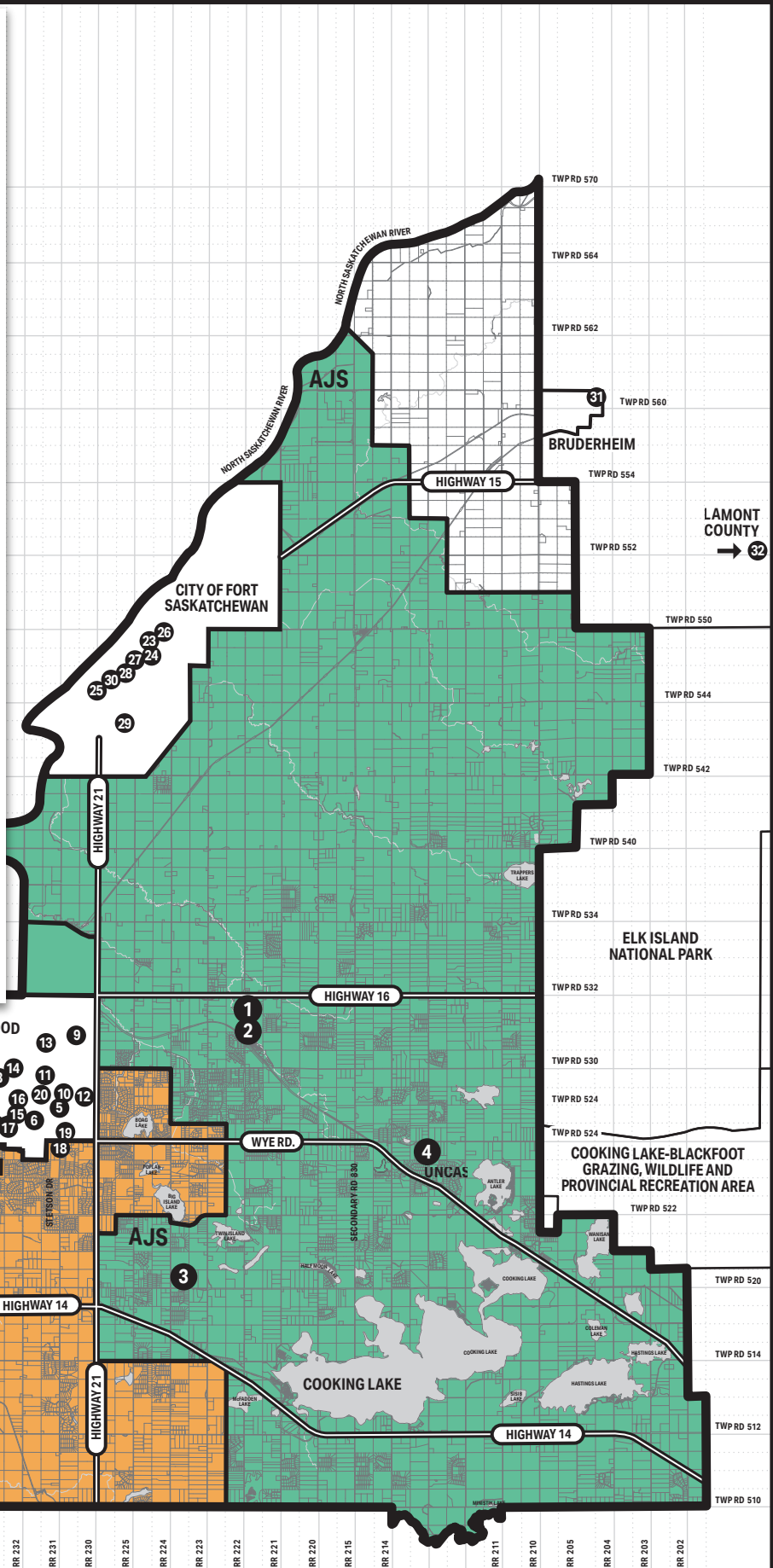
23. **Fort Saskatchewan Christian (K-9) FSC** – 9806 101 St.
Fort Saskatchewan Elementary (K-6) FSE – 9802 101 St.
24. **Fort Saskatchewan High (10-12) FHS** – 10002 97 Ave.
25. **James Mowat Elementary (K-6) JMW** – 9625 82 St.
26. **Next Step Fort Saskatchewan (10-12) FSO** – 9807 108 St.
27. **École Parc Élémentaire (K-6) EPE** – 9607 Sherridon Dr.
28. **Rudolph Hennig Junior High (7-9) RHJ** – 9512 92 St.
29. **SouthPointe School (K-9) SPS** – 11 SouthPointe Blvd.
30. **Win Ferguson Elementary (K-6) WFG** – 9529 89 St.

Lamont County

See Lamont County Boundary Map for more detailed locations.

31. **Bruderheim School (K-6) BRU** – 4730 52 Ave., Bruderheim
32. **Lamont High (7-12) LHS** – 4811 50 Ave., Lamont

*Strathcona Christian Academy





Senior High French Immersion Attendance Boundaries STRATHCONA COUNTY

Revised Sept. 7, 2021

Strathcona County

1. **Ardrossan Elementary (K-6) AEL** – 53131 Range Rd. 222
2. **Ardrossan Junior Senior High (7-12) AJS** – 53129 Range Rd. 222
3. **Fultonvale Elementary Junior High (K-9) FTV** – 52029 Range Rd. 224
4. **Uncas Elementary (K-6) UNC** – 21313 Township Rd. 524

Sherwood Park

See Sherwood Park Boundary Map for more detailed locations.

5. **Bev Facey Community High (10-12) BFH** – 99 Colwill Blvd.
6. **Brentwood Elementary (K-6) BWD** – 28 Heron Rd.
7. **École Campbelltown (K-6) CBN** – 271 Conifer St.
8. **Clover Bar Junior High (7-9) CLB** – 50 Main Blvd.
9. **Davidson Creek Elementary (K-6) DCE** – 360 Davenport Dr.
10. **F.R. Haythorne Junior High (7-9) FRH** – 300 Colwill Blvd.
11. **Glen Allan Elementary (K-6) GLN** – 106 Georgian Way
12. **Heritage Hills Elementary (K-6) HHE** – 280 Heritage Dr.
13. **Lakeland Ridge (K-9) LLR** – 101 Crimson Dr.
14. **Mills Haven Elementary (K-6) MHV** – 73 Main Blvd.
15. **Pine St. Elementary (K-6) PNE** – 133 Pine St.
16. **Salisbury Composite High (10-12) SAL** – 20 Festival Way
17. **Next Step Sherwood Park (7-12) SPO** – Room 124, 20 Festival Way
18. **SCA' Elementary (K-6) SCE** – 52362 Range Rd. 231
19. **SCA' Secondary (7-12) SCS** – 1011 Cloverbar Rd.
20. **Wes Hosford Elementary (K-6) WHF** – 207 Granada Blvd.
21. **Westboro Elementary (K-6) WBO** – 1078 Strathcona Dr.
22. **Woodbridge Farms Elementary (K-6) WBF** – 1127 Parker Dr.

Fort Saskatchewan

See Fort Saskatchewan Boundary Map for more detailed locations.

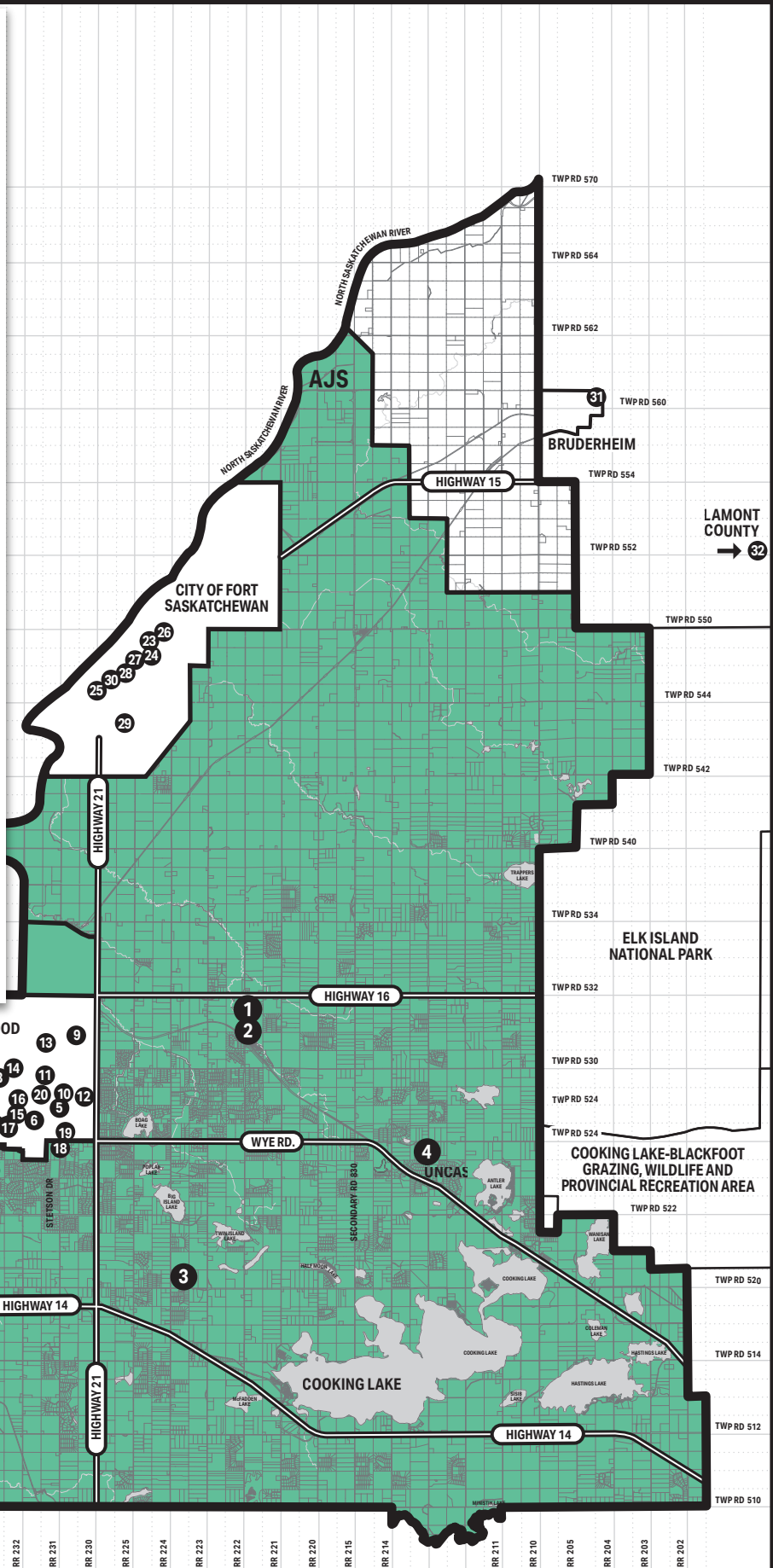
23. **Fort Saskatchewan Christian (K-9) FSC** – 9806 101 St.
24. **Fort Saskatchewan Elementary (K-6) FSE** – 9802 101 St.
25. **Fort Saskatchewan High (10-12) FHS** – 10002 97 Ave.
26. **James Mowat Elementary (K-6) JMW** – 9625 82 St.
27. **Next Step Fort Saskatchewan (10-12) FSO** – 9807 108 St.
28. **École Parc Élémentaire (K-6) EPE** – 9607 Sherridon Dr.
29. **Rudolph Hennig Junior High (7-9) RHJ** – 9512 92 St.
30. **SouthPointe School (K-9) SPS** – 11 SouthPointe Blvd.
30. **Win Ferguson Elementary (K-6) WFG** – 9529 89 St.

Lamont County

See Lamont County Boundary Map for more detailed locations.

31. **Bruderheim School (K-6) BRU** – 4730 52 Ave., Bruderheim
32. **Lamont High (7-12) LHS** – 4811 50 Ave., Lamont

*Strathcona Christian Academy



Phase 3

Part 2

TABLE OF CONTENTS

What We Heard Report: Phase 3, Part 2	248
Questions and Answers: Phase 3, Part 2	288
A Potential Solution	297
French Immersion Solution: Option 1	300
French Immersion Solution: Option 2	301
French Immersion Solution: Option 3	302

LAST UPDATED: October 2023





Elk Island Public Schools

EIPS French Immersion

Phase 3: Part 2

What We Heard Report

Prepared by Y Station Communications and Research

TABLE OF CONTENTS

Overview 3

Public Engagement Summary 5

Phase 3: Part 2 – Engagement Summary 7

Who We Heard From 7

What We Heard 12

Option Strengths 12

Option Challenges 14

Additional Considerations or Suggestions for the Options 17

Level of Support for Each Option 19

Conclusion 23

Strongest Endorsement from Stakeholders 24

Appendix 26

Option 1 26

Option 2 31

Option 3 35

Overview

Elk Island Public Schools (EIPS) is in year two of a three-year public engagement initiative to enhance programming offered throughout the Division. One of the programs EIPS is looking at is French Immersion. Specifically, exploring ways to enhance programming, address enrolment pressures and increase retention at the junior high and senior high levels.

To date, the public engagement approaches used for public participation mostly fall under the consult and involve category of the IAP2 engagement spectrum. The advantage of this form of public engagement is it allows the Division to communicate, create dialogue and collect feedback from the community—authentically and meaningfully.

A Brief History of EIPS' French Immersion Program

EIPS offers a kindergarten to Grade 12 French Immersion program to students throughout the Division. The program aims to prepare functionally bilingual students—giving them excellent English skills and the ability to speak and write comfortably in French. Through EIPS French Immersion, students complete the regular Alberta Education curriculum—language learning, mathematics, science, social studies, physical education, music, health and art—in French and regular English language arts courses.

EIPS has offered French Immersion programming since forming in 1995. For most of its history, programming was offered at Ardrossan Elementary, Ardrossan Junior Senior High, École Campbelltown, École Parc Élémentaire and Sherwood Heights Junior High. Before EIPS was established, there was a brief period when senior high French was offered at Bev Facey Community High, run by the Strathcona County Board of Education.

A sixth school was added in 2020, Heritage Hills Elementary. The reason: in early 2019, École Campbelltown was facing considerable enrolment pressures, and the Division was worried it wouldn't be able to accommodate all students wanting to enrol in French Immersion. The EIPS Board of Trustees then conducted a review looking at possible solutions to ensure long-term program access. Through the review, it determined Heritage Hills Elementary, a new school still under construction at the time, could accommodate dual-track programming—regular English and French Immersion programming—with space available for two classes per grade in each program. Fast forward three years, Heritage Hills Elementary French Immersion program is currently undersubscribed, operating only one French Immersion class for each grade of kindergarten to Grade 3, one Grade 4-5 split class and one Grade 5-6 split class. Ideally, the Division wants more balanced enrolment in the elementary French Immersion program.

Current Situation

In the 2021-22 school year, EIPS identified three new areas of concern for French Immersion long-term planning. The first: program retention at the secondary level. Fewer students are deciding to stay in the program at the junior high and senior high levels. For example, in September 2022, EIPS had 129 Grade 6 students enrolled in French Immersion. But, in Grade 9, there were only 85 students enrolled in French Immersion. And, in Grade 12, only 37 students are enrolled. Based on historic trends, the two grades with the lowest retention rates are Grade 7, 86 per cent, and Grade 10, 69 per cent. Such a significant drop in students at the senior high level makes providing robust programming challenging.

The second concern is anticipated enrolment pressures in Ardrossan. With several new residential developments underway, the Division expects significant enrolment pressures at schools in Ardrossan in the coming years. EIPS can manage Ardrossan Elementary's enrolment pressures through modular classroom planning. However, that approach for Ardrossan Junior Senior High is not sustainable. So, EIPS needs to determine an alternative solution to address the pending growth and accommodate students attending the junior-senior high.

The third concern is the new Cambrian Crossing development underway in Strathcona County. It's made up of two neighbourhoods, Cambrian and Hearthstone—both being constructed simultaneously. The first phase of residents should move in starting in fall 2023. Both neighbourhoods have planned school sites, but provincial funding approval and new school construction is years away. As such, EIPS needs to determine how best to accommodate French Immersion students from these areas using existing infrastructure until new schools are approved and built.

Engagement Effort Scope

Before making any decisions about French Immersion programming, EIPS has undertaken significant public engagement efforts with the school community—families, students and community members—to ensure a solution that's in the best interest of all students. EIPS administration developed a public engagement strategy to seek feedback from the French Immersion school community about programming and possible solutions. Already, it's conducted the first three phases of the engagement. Each phase included public meetings and online surveys.

Phase 1 was designed to exchange ideas with and determine the values of EIPS French Immersion families. Phase 2 involved informing the community of EIPS' concerns and collecting feedback to develop a potential solution. Six key themes emerged.

1. A desire for robust French Immersion programming, including:
 - o course options,
 - o French cultural experiences,
 - o extracurricular activities, and
 - o high-quality, French-speaking teachers.
2. A desire for a school site close to where students live.
3. A desire for the least amount of school transitions as possible.
4. A desire for more academic supports for students and families in French Immersion.
5. A desire for EIPS to develop a clear vision for the French Immersion program.
6. A desire for EIPS to develop possible solutions for the school community to engage about.

Based on the feedback collected from Phases 1 and 2, EIPS developed a [vision for the French Immersion program and guiding principles](#) that align with the key themes identified during the first two phases. The Division also developed a [potential solution](#), which it presented at the third public engagement—Phase 3: Part 1. A key theme that emerged from the Phase 3: Part 1 engagement was a general dissatisfaction with the one potential solution put forward for French Immersion secondary programming.

EIPS listened and developed additional options for the French Immersion secondary program. The added options were shared with the EIPS community through video explanations embedded in a survey—open to all EIPS French Immersion families and staff, and EIPS families with students in the regular English program who live within Strathcona County. The reason it expanded to all EIPS families living in Strathcona County is because some of the French Immersion secondary programming options have potential impacts on the Division's regular English program within the county. It's important to note, even though the Board is reviewing French Immersion programming, it has no predetermined outcome in mind.

Public Engagement Summary: To date

Phase 1

Communications: October 12 to Nov. 14, 2022

Tactics and mechanisms: Emails to stakeholders (families and staff), website updates, Twitter and Facebook posts

Public Meeting No. 1: October 26, 2022

EIPS French Immersion School Community: 46 in attendance

At the meeting, EIPS reviewed the results of a 2017-18 French Immersion survey and collected feedback from attendees about the French Immersion program, their values, and long-term needs. The Division used the feedback to help inform next steps and determine if the 2017-18 survey themes were still valid—overall, they are.

Online Survey No. 1: October 27 to November 14, 2022

EIPS French Immersion School Community: 279 responses

Following the meeting, the Division conducted an online survey after the public meeting to gather even more feedback. The survey ran from October 27 to November 14. The questions were similar to those questions asked at the in-person public meeting. The Division used the feedback to help inform next steps and determine if the 2017-18 survey themes were still valid—overall, they are.

Phase 2

Communications: January 25 to February 21, 2023

Tactics and mechanisms: Emails to stakeholders (families and staff), website updates, Twitter, and Facebook posts

Public Meeting No. 2: February 7, 2023

EIPS French Immersion School Community: 20 in attendance

At the public meeting, EIPS shared background information, what was heard during Phase 1, and its concerns about the French Immersion program. It then collected input on four key questions—what are their concerns? what should the Board consider? what are the barriers to continuing with French Immersion? and what are possible solutions? The Division used the feedback to help inform next steps and determine a possible solution.

Online Survey No. 2: February 8-21, 2023

EIPS French Immersion School Community: 280 responses

Following the second public meeting, the Division conducted an online survey to gather further input from the French Immersion school community about their concerns, what EIPS should consider, possible barriers and solutions. The Division used the feedback to help inform next steps and determine a possible solution.

Phase 3: Part 1

Communications: March 23 to April 24, 2023

Tactics and mechanisms: Emails to stakeholders (families and staff), website updates, Twitter and Facebook posts

Public Meeting No. 3: April 13, 2023

EIPS French Immersion School Community: 98 in attendance

At the public meeting, EIPS shared background information, what was heard during Phase 2, the program's vision and guiding principles and a proposed potential solution. Participants then broke into four groups and discussed the potential solution in detail—its strengths, challenges, ways to make it better and alternative solutions. The Division will use the feedback to help inform next steps and further develop a solution.

Online Survey No. 3: April 14-24, 2023

EIPS French Immersion School Community: 712 responses

Following the third public meeting, the Division conducted an online survey to gather further input from the French Immersion school community about the proposed potential solution—its strengths, challenges, ways to make it better and alternative solutions. The Division will use the feedback to help inform next steps and further develop a solution.

Email Submissions: April 14-27, 2023

EIPS French Immersion School Community: 8 responses

Phase 3: Part 2

Communications: June 13 to July 14, 2023

Tactics and mechanisms: Emails to stakeholders (families and staff), website updates, Twitter and Facebook posts

Online Survey No. 4: June 13 to July 14, 2023

EIPS French Immersion School Community and Sherwood Park EIPS Families: 1,066 responses with 511 respondents completing all the questions.

The Division conducted an online survey with video explainers to gather input from all EIPS stakeholders about three proposed potential options—their strengths, challenges, ways to make it better and alternative solutions. The Division will use the feedback to help inform the next steps and further develop a solution.

Video Views:

- Background – 398
- What we know for sure – 400
- Option 1 – 516
- Option 2 – 397
- Option 3 – 373
- Next steps – 70

PDF Link Clicks:

- Option 1 – 395
- Option 2 – 320
- Option 3 - 317

Survey Question Responses:

- What category best describes you? n=1,066
- What school does your child attend? n=942
- What grade is your child currently in—for the 2022-23 school year? n=942
- Do you or will you have a child in any of the following programs? n=573
- What community do you reside in? n=942
- What are Option 1’s strengths? n=394
- What challenges do you anticipate with Option 1? n=416
- What else should EIPS consider or additional suggestions do you have related to Option 1? n=307
- What are Option 2’s strengths? n=323
- What challenges do you anticipate with Option 2? n=351
- What else should EIPS consider or additional suggestions do you have related to Option 2? n=228
- What are Option 3’s strengths? n=341
- What challenges do you anticipate with Option 3? n=305
- What else should EIPS consider or additional suggestions do you have related to Option 3? n=220
- Please indicate your level of support for each option. n=511

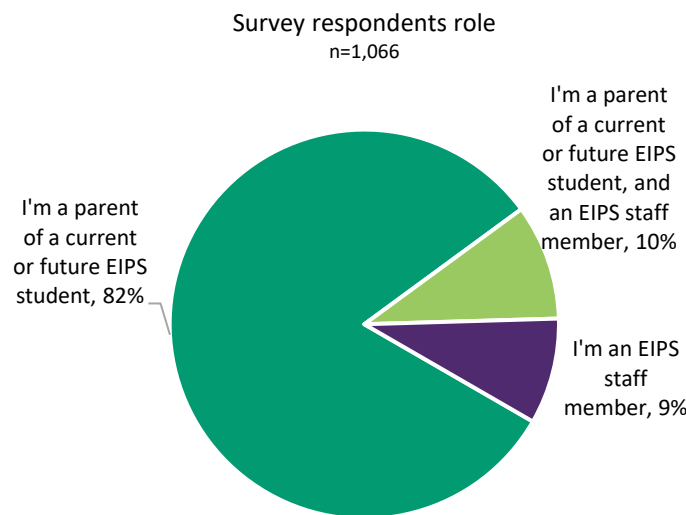
Phase 3: Part 2 – Engagement Summary

On June 13, 2023, EIPS launched Phase 3: Part 2 of the public engagement. The phase consisted of a survey with video explanations of the project background, each option up for consideration and the next steps. The survey asked some demographic questions first; then requested participants review each option and note strengths, challenges and additional considerations or suggestions; and then, lastly, to rank each option. The following are the findings from Phase 3: Part 2 of EIPS’ French Immersion public engagement effort.

In the conclusion section, an assessment of each option based on applicable guiding principles and must-have criteria identified in phase 1 and 2 engagements is explored. The goal of this assessment framework is to determine which option or options are most endorsed by EIPS stakeholders.

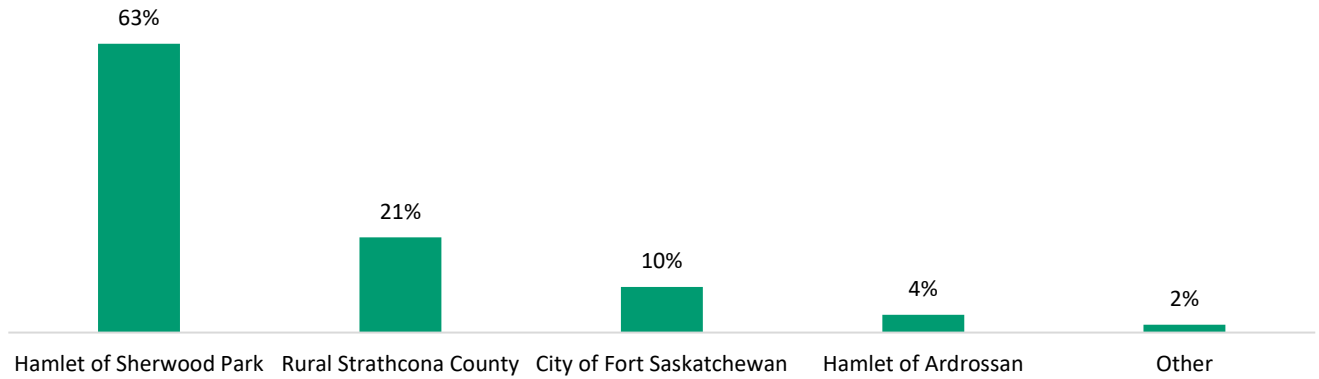
Who We Heard From

Through Phase 3: Part 2 of the engagement, EIPS heard from a range of stakeholders—including parents of current or future students and EIPS staff. Below is the breakdown of survey respondents by their relation to EIPS. Survey respondents identified mainly as a parent of current or future EIPS students.



In terms of the community of residence, just under two-thirds of respondents indicated they reside in Sherwood Park ,63%, and 21% of respondents were from rural Strathcona County.

What community do you reside in?
 n=942 (respondents who are a parent of a current or future EIPS student)

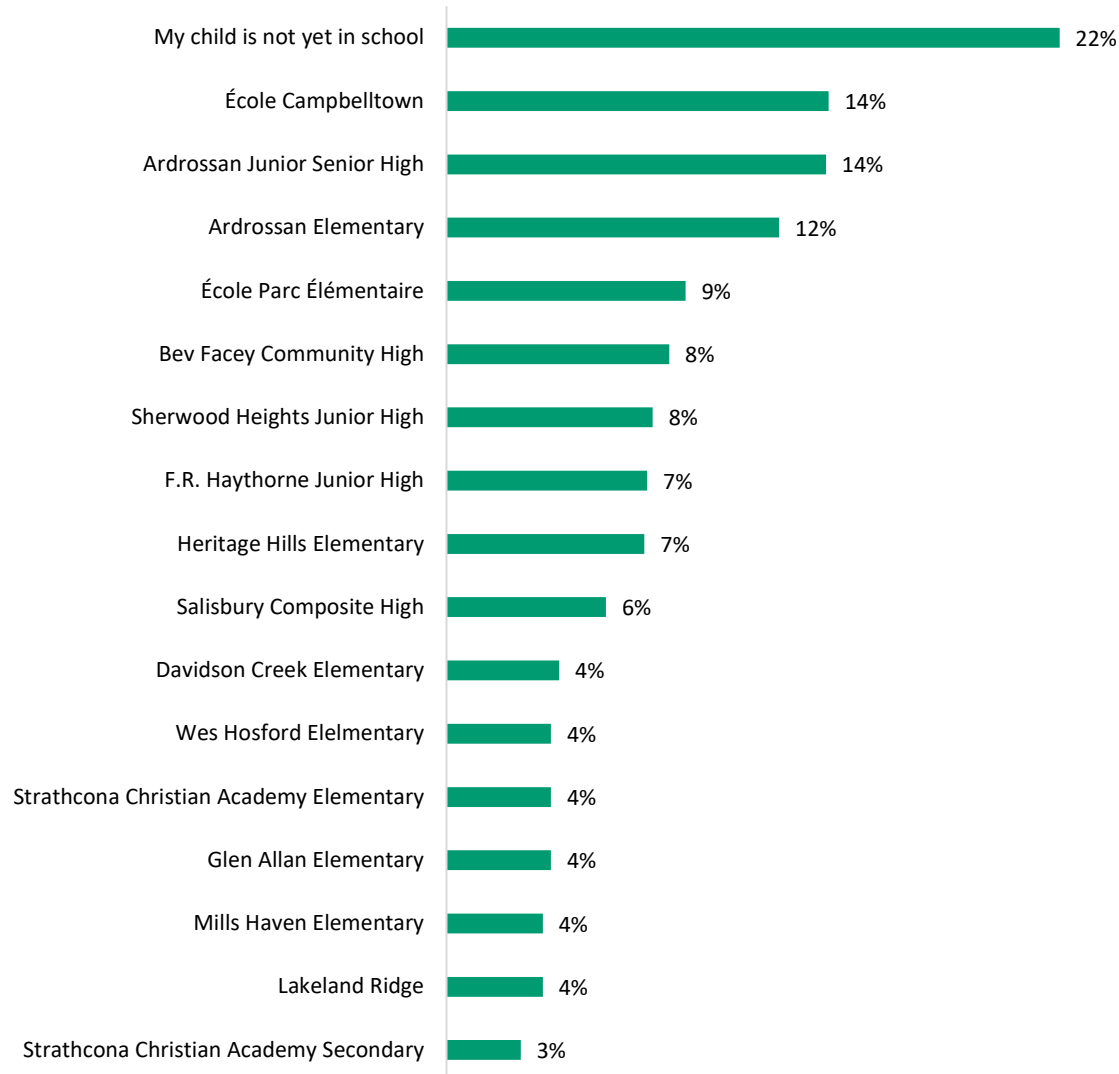


Other responses include respondents from the communities of Beaumont, Beaver County, Bruderheim, Edmonton and Sturgeon County.

Regarding what school their child attends, 22% of respondents indicated that they do not yet have a child in school. A total of 14% of respondents have children at École Campbelltown, and 14% have children at Ardrossan Junior Senior High.

What school does your child attend?*

n=942 (respondents who are a parent of a current or future EIPS student)



*Responses under 3% aren't graphed and include Clover Bar Junior High, 22 respondents; Brentwood Elementary, 21 respondents; Other, 20 respondents; Pine Street Elementary, 20 respondents; Woodbridge Farms Elementary, 14 respondents; Westboro Elementary, 14 respondents; Uncas Elementary, 11 respondents; and Next Step Sherwood Park, three respondents.

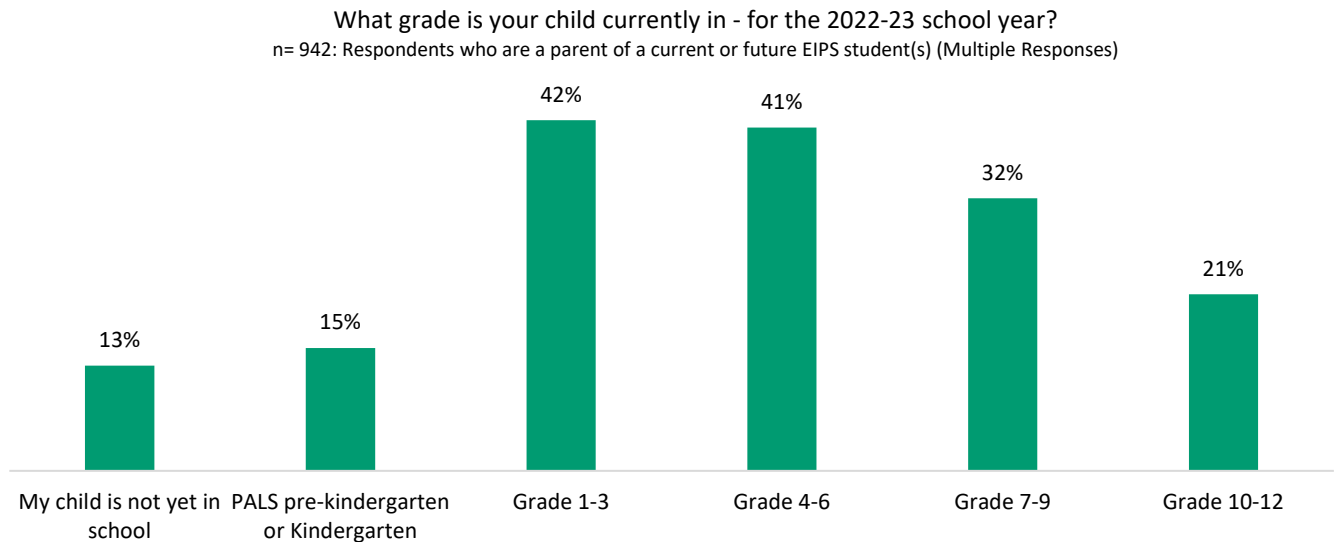
The question allowed multiple responses. For the response option "other" some respondents indicated a school not in EIPS as they may have children in EIPS and another school division. Other school attendance responses include Archbishop Jordan Catholic High, a French Immersion school in Beaumont, SouthPointe School, New Horizons, Unlimited Potential, Vimy Ridge Academy, Fort Saskatchewan Christian, Holy Redeemer Catholic High School, St. John XXIII Catholic School and Bellerose Composite High School.

Respondents were asked how many children they have attending EIPS schools. Most respondents (66%) have one child attending school or two children attending school (27%). Below is a breakdown of the number of children a respondent has by the school they attend.

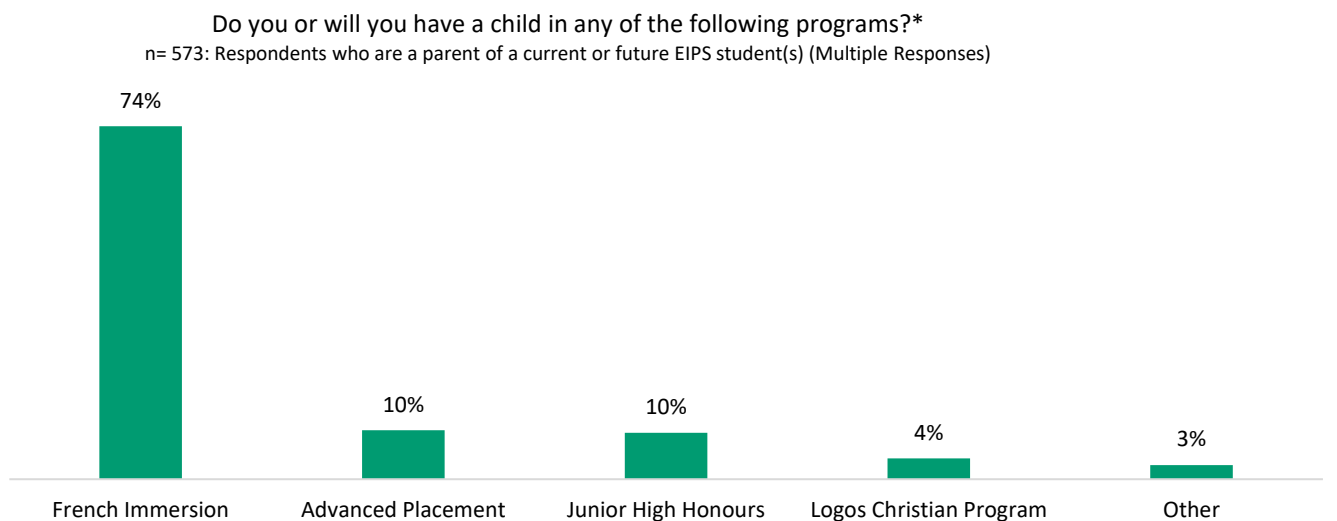
Table: How many children do you have attending?

	1 child	2 children	3+children	Total
Ardrossan Elementary	56	44	14	114
Ardrossan Junior Senior High	79	47	4	130
Bev Facey Community High	63	10	3	76
Brentwood Elementary	10	8	3	21
École Campbelltown	68	55	8	131
Clover Bar Junior High	22	0	0	22
Davidson Creek Elementary	23	14	2	39
F.R. Haythorne Junior High	56	12	0	68
Fultonvale Elementary Junior High	4	9	3	16
Glen Allan Elementary	23	9	4	36
Heritage Hills Elementary	32	26	10	68
Lakeland Ridge	16	13	4	33
Mills Haven Elementary	26	7	0	33
Next Step Sherwood Park	3	0	0	3
École Parc Élementaire	38	36	8	82
Pine Street Elementary	17	3	0	20
Salisbury Composite High	43	12	0	55
Sherwood Heights Junior High	55	16	0	71
Strathcona Christian Academy Elementary	22	11	3	36
Strathcona Christian Academy Secondary	18	4	3	25
Uncas	6	3	2	11
Wes Hosford Elementary	25	10	1	36
Westboro Elementary	10	3	1	14
Woodbridge Farms Elementary	3	10	1	14
Other	7	5	1	13

Next, respondents were asked to indicate their child or children’s grade—83% of respondents have a child or children in the elementary grades.



Respondents were also asked to indicate if they will have or currently have a child in a Specialized System Program or Alternative Program, 74% indicated the French Immersion program, 10% indicated the Advanced Placement program and 10% selected the Junior High Honours program.



*Responses under 2% aren’t graphed and include Focus, nine respondents; GOALS, nine respondents; Impact, nine respondents; PLACE, nine respondents; None, six respondents; and don’t know or not stated, 12 respondents.

Other responses included the German Language and Culture program, Sport for Life, STEPS, SEAS, IB Programme, Next Steps, LINKS, Connections and Academic Excellence program—a total of 15 respondents.

What We Heard

The survey then explored each of the three options. Respondents were asked to identify strengths, challenges and what else should be considered for each option. They were then asked to indicate their level of support for each option. The options explored were:

- **Option 1:** To relocate all EIPS' secondary French Immersion programs to Bev Facey Community High, taking effect when the new Sherwood Park replacement school opens—likely in 2026-27.
- **Option 2:** To make Bev Facey Community High a dual-track junior high and senior high, taking effect when the new Sherwood Park replacement school opens—likely in 2026-27.
- **Option 3:** To relocate all EIPS junior high French Immersion programming to the new replacement school in Sherwood Park and relocate all senior high French Immersion programming to Bev Facey Community High—effective when the new replacement school opens, expected in 2026-27.

Below is a summary of top themes by strengths, challenges and additional considerations—presented by the overall response themes and then themes by location. Lastly, this section explores respondents' level of support for each option. The ranking question provides insights into the strength of respondents' support for each option. The results of the ranking questions are presented by each option's overall response ranking, residence location ranking and the ranking by location for all options.

NOTE: A detailed exploration of the open-ended feedback received for each option is provided in the Appendix. The Appendix also contains analysis based on other key respondent attributes, such as grade level of children, program and role in relation to EIPS—an analysis is only included where significant differences between the sub-groups or differences compared to overall results.

Option Strengths

Overall, survey responses for each option included a variety of strengths. For Option 1, 81% of respondents identified strengths (see pg. 26, "Appendix"). For Option 2, 80% of respondents identified strengths. And, for Option 3, 92% of respondents identified strengths. Through these, several key strengths emerged as themes.

Reported Strengths

Enables better programming and extracurriculars.

In all three options, a strength was the option enables better programming and extracurriculars.

- 10% of respondents identified better programming for Option 1 and Option 3.
- 16% felt Option 2 would enable better programming.
- Option 1 – only two communities, the Hamlet of Ardrossan and the City of Fort Saskatchewan, listed better programming and extracurriculars as a top three strength.
- Option 2 – the theme was a key strength across all communities.
- Option 3 – only two communities, The City of Fort Saskatchewan and rural Strathcona County, listed better programming and extracurriculars as a top three strength.

Single-track and dual-track programming

- 18% of Option 2 respondents identified dual-track programming as a strength—which was further identified as a key strength by the Hamlet of Ardrossan, 25%, City of Fort Saskatchewan, 27%, and rural Strathcona County, 18%, Hamlet of Sherwood Park, 14%.
- 6% of Option 1 respondents identified single-track programming as a strength.

Secondary students together and secondary students separate

- 15% of Option 1 respondents identified a strength as keeping secondary students together, which was identified as a key strength in all four communities.
- 33% of Option 3 respondents identified keeping junior high and senior high students separate as a key strength, which was identified as a key strength in all four communities.
- Overall, and among all four communities, more respondents felt keeping junior high and senior high students separate was a strength than keeping junior high and senior high students together.

Other Findings

- For Option 3, 28% of respondents identified relocating all French Immersion junior high students to the new replacement school as a key strength.
- For Option 3 all four communities identified relocating the French Immersion junior high program to the new replacement school as a key strength—the Hamlet of Ardrossan, 21%; City of Fort Saskatchewan, 26%; rural Strathcona County, 26%, and the Hamlet of Sherwood Park, 30%.
- In all three options, fewer transitions for students was also a strength—Option 1, 14%; Option 2, 7%; and Option 3, 6%. At the community level, fewer transitions was only a key theme with Option 1 for the Hamlet of Sherwood Park, 16%.
- For Option 3, 7% of respondents felt it would increase retention. Additionally, overall, 10% identified relocating senior high French Immersion to Bev Facey Community High as a strength.

Strengths			
Community	Option 1	Option 2	Option 3
Overall	<ul style="list-style-type: none"> • 15% – all secondary students are together in one building • 14% – fewer transitions • 12% – convenient central location • 10% – enables better programming and extracurriculars • 7% – continuity in teaching and learning for grades 7 to 12 • 6% – Bev Facey Community High has sufficient room • 6% – single-track junior high French Immersion 	<ul style="list-style-type: none"> • 20% – result in larger French Immersion junior high program • 18% – dual-track junior and senior high program • 16% – enables better programming and extracurriculars • 7% – fewer transitions • 6% – of all secondary students are together in one building 	<ul style="list-style-type: none"> • 33% – keep junior high and senior high students separate • 28% – junior high at the new school • 10% – enables better programming and extracurriculars • 10% – relocation of senior high French Immersion programming to Bev Facey Community High • 7% – result in increased retention • 6% – fewer transitions
Ardrossan Hamlet	<ul style="list-style-type: none"> • 14% – enables better programming and extracurriculars • 14% – of all secondary students are together in one building • 10% – convenience of a central location 	<ul style="list-style-type: none"> • 30% – result in larger French Immersion junior high program • 25% – dual-track junior and senior high program • 15% – enables better programming and extracurriculars 	<ul style="list-style-type: none"> • 21% – junior high at the new school • 16% – keep junior high and senior high students separate

City of Fort Saskatchewan	<ul style="list-style-type: none"> • 17% – all secondary students are together in one building • 14% – enables better programming and extracurriculars • 12% – convenience of a central location 	<ul style="list-style-type: none"> • 27% – larger French Immersion Junior High program • 27% – dual-track junior and senior high program • 22% – enables better programming and extracurriculars 	<ul style="list-style-type: none"> • 36% – keep junior high and senior high students separate • 26% – French Immersion junior high at the new school • 10% – enables better programming and extracurriculars
Rural Strathcona County	<ul style="list-style-type: none"> • 15% – all secondary students are together in one building • 13% – existing programs at Bev Facey Community High remain unchanged • 11% – result in fewer transitions for students. 	<ul style="list-style-type: none"> • 18% – result in larger French Immersion junior high program • 18% – dual-track junior and senior high program • 14% – enables better programming and extracurriculars 	<ul style="list-style-type: none"> • 26% – French Immersion junior high at the new school • 21% – keep junior high and senior high students separate • 7% – enables better programming and extracurriculars
Hamlet of Sherwood Park	<ul style="list-style-type: none"> • 16% – fewer transitions for students • 14% – central location with all secondary students in one building • 14% all secondary students enrolled in the program together, in the same building. 	<ul style="list-style-type: none"> • 17% – result in larger French Immersion junior high program • 17% – enables better programming and extracurriculars • 14% – dual-track junior and senior high program 	<ul style="list-style-type: none"> • 35% – keep junior high and senior high students separate • 30% – French Immersion junior high at the new school • 13% – senior high to Bev Facey Community High

NOTE: See the Appendix for more detail. Listed themes are summarized for spacing and readability.

Option Challenges

Overall, survey responses for each option included a variety of potential challenges. For Option 1, 97% of respondents identified possible challenges (see pg. 26, “Appendix”). For Option 2, 99% of respondents identified possible challenges. And, for Option 3, 89% of respondents identified challenges. Through these, several key challenges emerged as themes.

Reported Challenges

Transportation

Transportation is a key challenge for all three options—Option 1, 22%; Option 2, 12%; and Option 3, 17%.

- At the community level, the Hamlet of Ardrossan, the City of Fort Saskatchewan and rural Strathcona County identified transportation as a challenge for all options.
- For respondents from the Hamlet of Ardrossan, 39% viewed Option 3 as having transportation or commuting concerns. Meanwhile, for Option 2, 25% had concerns, and for Option 1, 23% had concerns.
- 40% of respondents from rural Strathcona County viewed Option 1 as having transportation and commuting concerns. Meanwhile, for Option 2, 24% had concerns and for Option 3, 29% had concerns.
- A similar percentage of Fort Saskatchewan respondents identified transportation concerns for all three options—Option 1, 38%; Option 2, 33%; and Option 3, 32%.

Relocation of Alternative Programs

- 22% of respondents for Option 2 identified relocating alternative and specialized system programs out of Bev Facey Community High as a challenge.
- For Option 2, the communities of the City of Fort Saskatchewan, 20%; rural Strathcona County, 22%; and the Hamlet of Sherwood Park, 25%, identified relocating Alternative Programs and Specialized System Programs out of Bev Facey Community High as a challenge.
- 17% of all Option 3 respondents identified relocating Alternative Programs and Specialized System Programs out of Sherwood Heights Junior High as a challenge.
- For Option 3, 20% of the Hamlet of Sherwood Park and 11% of Fort Saskatchewan respondents identified relocating Alternative Programs and Specialized System Programs out of Sherwood Heights Junior High as a challenge.

Integration of junior high and senior high students

- 35% of respondents for Option 1 and 18% of respondents for Option 2 identified a key challenge may be junior high students not integrating well with senior high students.
- For Option 1, 44% of respondents from the Hamlet of Sherwood Park identified integrating junior high and senior high students as a challenge. For Option 2, this concern was reduced to 26%.

Student retention

Student retention was a key challenge in all three options—Option 1, 10%; Option 2, 11%; Option 3, 17%.

- At the community level, this was a key theme in Option 3 responses for the Hamlet of Ardrossan, rural Strathcona County and the Hamlet of Strathcona County.
- Respondents from the City of Fort Saskatchewan identified student retention as a key challenge in Option 2, 13%.

Other findings

- Overall, for Option 1 respondents identified the ratio of junior high students to senior high students as a key challenge, 15%. At the community level, the Hamlet of Ardrossan, 23%, and the Hamlet of Sherwood Park, 15%, identified this as a key theme.
- For Option 3, 19% of respondents identified increased transitions as a challenge. All four communities also identified this as a key challenge.
- Another key challenge was students needing to move or change schools—12% of respondents for Option 1, and 14% for Option 2.

Community	Challenges		
	Option 1	Option 2	Option 3
Overall	<ul style="list-style-type: none"> • 35% – junior high students may not integrate well with senior high students • 22% – transportation and commuting concerns • 20% – limited programming and extracurriculars • 15% – small junior high population compared to a large senior high population • 12% – students will have to move or change schools 	<ul style="list-style-type: none"> • 22% – relocation of Bev Facey Community High’s alternative and specialized system programs • 18% – junior high students may not integrate well with senior high students • 14% – space availability and overcrowding at Bev Facey Community High • 14% – students will have to move or change schools • 12% – transportation and commuting concerns 	<ul style="list-style-type: none"> • 19% – more transitions • 17% – transportation and commuting concerns • 17% – student retention challenges • 17% – relocation of Sherwood Heights Junior High’s alternative and specialized system programs • 8% – space at Bev Facey Community High

Overall (Continued)	<ul style="list-style-type: none"> 10% – student retention challenges 10% – space at Bev Facey Community High 	<ul style="list-style-type: none"> 11% – student retention challenges 11% – boundary changes at Bev Facey Community High for junior high and senior high 5% – dislike the dual-track program 	
Ardrossan Hamlet	<ul style="list-style-type: none"> 23% – small junior high population compared to a large senior high population 23% – junior high students may not integrate well with senior high students 23% – transportation and commuting concerns 	<ul style="list-style-type: none"> 25% – transportation and commuting concerns 25% – students will have to move or change schools 15% – space availability and overcrowding at Bev Facey Community High 	<ul style="list-style-type: none"> 39% – transportation and commuting concerns 33% – student retention 28% – more transitions
City of Fort Saskatchewan	<ul style="list-style-type: none"> 38% – transportation and commuting concerns 23% – junior high students may not integrate well with senior high students 23% – students will have to move or change schools 	<ul style="list-style-type: none"> 33% – transportation and commuting concerns 20% – relocation of Bev Facey Community High’s alternative and specialized system programs 13% – student retention challenges 	<ul style="list-style-type: none"> 41% – more transitions 32% – transportation and commuting concerns 11% – relocation of Sherwood Heights Junior High’s alternative and specialized system programs
Rural Strathcona County	<ul style="list-style-type: none"> 40% – transportation and commuting concerns 22% – limited programming and extracurriculars 18% – junior high students may not integrate well with senior high students 	<ul style="list-style-type: none"> 24% – transportation and commuting concerns 22% – students will have to move or change schools 22% – relocation of Bev Facey Community High’s alternative and specialized system programs 	<ul style="list-style-type: none"> 32% – more transitions 29% – transportation and commuting concerns 24% – student retention
Hamlet of Sherwood Park	<ul style="list-style-type: none"> 44% – junior high students may not integrate well with senior high students 20% – limited programming and extracurriculars 15% – small junior high population compared to a large senior high population 	<ul style="list-style-type: none"> 26% – junior high students may not integrate well with senior high students 25% – relocation of Bev Facey Community High’s alternative and specialized system programs 16% – space availability and overcrowding at Bev Facey Community High 	<ul style="list-style-type: none"> 20% – relocation of Sherwood Heights Junior High’s alternative and specialized system programs 15% – student retention 10% – more transitions

NOTE: See the Appendix for more detail. Listed themes are summarized for spacing and readability.

Additional Considerations or Suggestions for the Options

Similar to strengths and challenges, common themes for additional considerations or suggestions emerged across all three options. The following explores the top themes for additional considerations or suggestions, followed by a detailed table of the themes by option and respondent location (see pg. 26, “Appendix”).

Reported Considerations

Student Retention

All three options had student retention as one of the top themes for additional consideration—Option 1, 9%; Option 2, 10%; and Option 3, 13%.

- The Hamlet of Ardrossan identified student retention as a top theme for Option 1, 33% and Option 3, 12%.
- The City of Fort Saskatchewan identified student retention as a top theme for Option 2, 10%, and Option 3, 26%.
- Rural Strathcona County only identified student retention as a key theme for Option 3, 13%.
- The Hamlet of Sherwood Park identified student retention as a top theme for Option 2, 12%, and Option 3, 11%.

Do Not Relocate Programming

A top theme across all three options for additional consideration or a suggestion was not to move the Secondary French Immersion program.

- For Option 1, 24% stated French Immersion programming should not be relocated to Bev Facey Community High. For Option 2, 12% stated French Immersion programming should not be relocated to Bev Facey Community High. And, for Option 3, 11% stated French Immersion programming should not be relocated.
- By respondent location, the “do not relocate programming” was indicated as a key theme for all options by respondents living in the Hamlet of Ardrossan and rural Strathcona County.
- Meanwhile, Hamlet of Sherwood Park respondents only mentioned the theme for Option 1. Fort Saskatchewan respondents mentioned the theme for Option 1 and Option 2.

Junior High Students Integration with Senior High Students

An additional consideration raised was concerns about how junior high students will integrate with senior high students for both Option 1, 12%, and Option 2, 5%.

- The student integration concern was also noted as a top three theme for Option 1 by respondents from the City of Fort Saskatchewan, 17%, and the Hamlet of Sherwood Park, 14%.

Other Finding

Another key consideration or suggestion raised for all three options was French Immersion programming should be offered at more schools—Option 1, 8%; Option 2, 7%; and Option 3, 12%.

- Respondents from the City of Fort Saskatchewan indicated this theme twice, once in Option 1, 17% and once for Option 3, 22%.
- Meanwhile, respondents of the Hamlet of Ardrossan indicated this theme for Option 3, 13%, rural Strathcona County for Option 1, 16%, and the Hamlet of Sherwood Park for Option 3, 10%.

Transportation concerns were also noted as a key consideration overall—for Option 1, 11%.

- The concern was noted for Option 2 by respondents from the City of Fort Saskatchewan, 26%.
- The concern was noted for Option 1 by respondents from rural Strathcona County, 21%.
- For respondents from rural Strathcona County transportation concerns were noted in their top three additional considerations for each option.

Consideration for boundary changes at Bev Facey Community High did not emerge as a top theme for overall feedback to Option 2. However, respondents from the Hamlet of Ardrossan, rural Strathcona County and the Hamlet of Sherwood Park noted it as a top three concern for this option.

Additional Considerations or Suggestions			
Community	Option 1	Option 2	Option 3
Overall	<ul style="list-style-type: none"> • 24% – French Immersion programming should not relocate to Bev Facey Community High • 12% – junior high students may not integrate well with senior high students • 11% – transportation and commuting concerns • 9% – student retention challenges • 8% – French Immersion should be offered at more schools • 8% – limited programming and extracurriculars • 6% – space availability and overcrowding at Bev Facey Community High 	<ul style="list-style-type: none"> • 12% – French Immersion programming should not relocate to Bev Facey Community High • 10% – student retention challenges • 9% – concern about relocating Bev Facey Community High’s alternative and specialized system programs • 7% – French Immersion should be offered at more schools • 5% – limited programming and extracurriculars • 5% – junior high students may not integrate well with senior high students 	<ul style="list-style-type: none"> • 13% – student retention challenges • 12% – French Immersion should be offered at more schools • 11% – French Immersion programming should not be relocated • 6% – students will have to move or change schools • 6% – transportation and commuting concerns • 5% – more transitions
Ardrossan Hamlet	<ul style="list-style-type: none"> • 39% – French Immersion programming should not be relocated to Bev Facey Community High • 33% – student retention challenges 	<ul style="list-style-type: none"> • 29% – French Immersion programming should not relocate to Bev Facey Community High • 14% – concern about boundary changes at Bev Facey Community High for junior high and senior high • 14% – listen to feedback and continue to engage 	<ul style="list-style-type: none"> • 13% – student retention challenges • 13% – French Immersion should be offered at more schools • 13% – French Immersion programming should not be relocated
City of Fort Saskatchewan	<ul style="list-style-type: none"> • 28% – French Immersion programming should not relocate to Bev Facey Community High • 17% – French Immersion should be offered at more schools • 17% – junior high students may not integrate well with senior high students 	<ul style="list-style-type: none"> • 26% – transportation and commuting concerns • 23% – French Immersion programming should not be relocated to Bev Facey Community High • 10% – student retention challenges 	<ul style="list-style-type: none"> • 26% – student retention challenges • 22% – French Immersion should be offered at more schools • 17% – students will have to move or change schools

Rural Strathcona County	<ul style="list-style-type: none"> • 28% French Immersion programming should not relocate to Bev Facey Community High • 21% – transportation and commuting concerns • 16% – French Immersion should be offered at more schools 	<ul style="list-style-type: none"> • 21% – transportation and commuting concerns • 17% – French Immersion programming should not be relocated to Bev Facey Community High • 13% – concern about boundary changes at Bev Facey Community High for junior high and senior high 	<ul style="list-style-type: none"> • 28% – French Immersion programming should not be relocated • 13% – transportation and commuting concerns • 13% student retention challenges
Hamlet of Sherwood Park	<ul style="list-style-type: none"> • 20% – French Immersion programming should not be relocated to Bev Facey Community High • 14% – junior high students may not integrate well with senior high students • 10% – limited programming and extracurriculars 	<ul style="list-style-type: none"> • 12% – student retention challenges • 12% – concern about relocating alternative programs to a different school • 11% – concern about boundary changes at Bev Facey Community High for junior high and senior high 	<ul style="list-style-type: none"> • 33% – support this option • 11% – student retention challenges • 10% – French Immersion should be offered at more schools

NOTE: See the Appendix for more detail. Listed themes are summarized for spacing and readability.

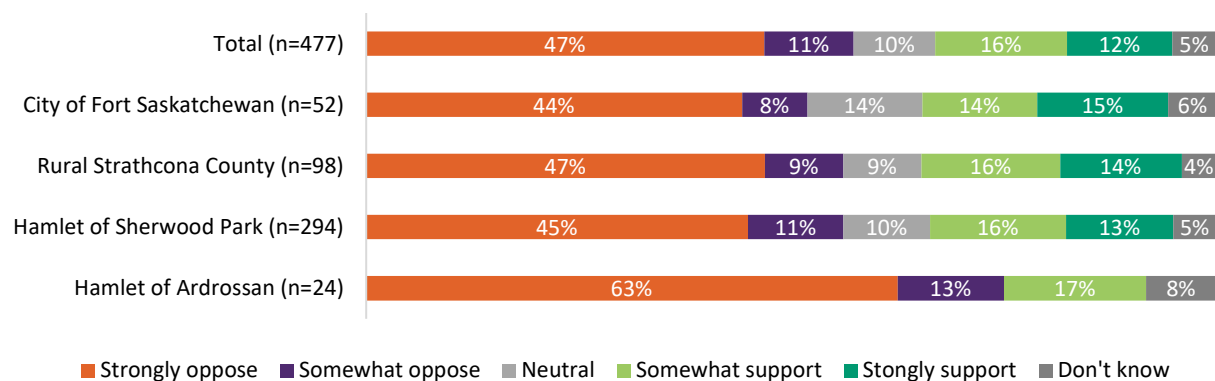
Level of Support for Each Option

Respondents were asked to indicate their level of support for each option on a five-point scale, where a ranking of one indicated strongly opposed and a ranking of five indicated strongly supported.

Level of Support for Each Option by Place of Residence

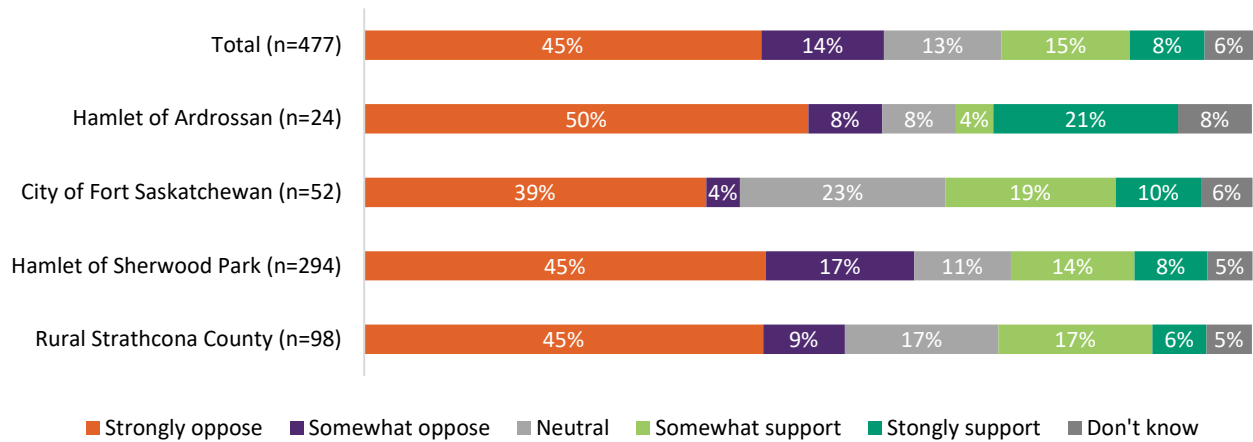
In total, 28% of respondents indicated some level of support for Option 1. In terms of place of residence, Option 1 received the least amount of support from Hamlet of Ardrossan respondents, 17%, and the most amount of support from respondents in rural Strathcona County, 30%.

Level of Support for Option 1 by Place of Residence



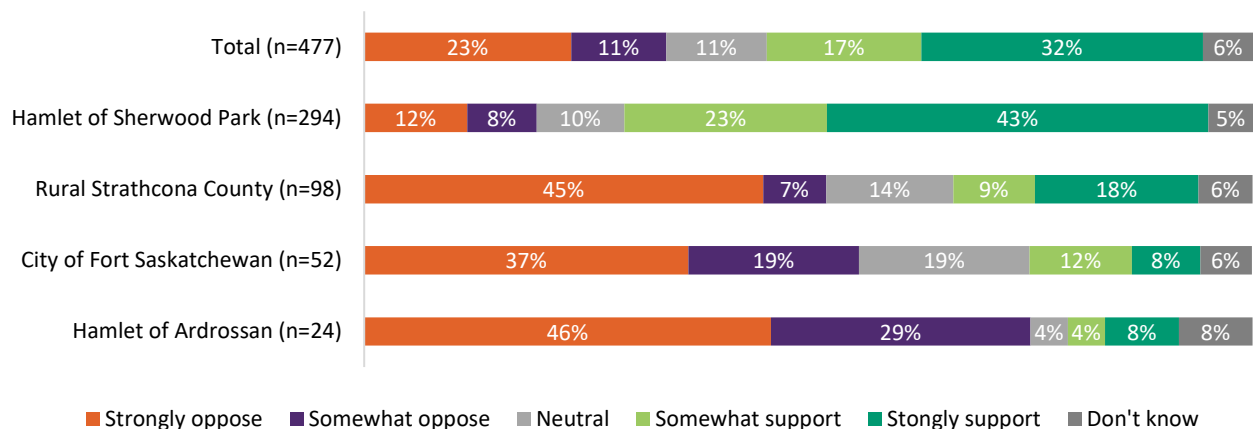
In total, 23% of respondents indicated some level of support for Option 2. In terms of place of residence, Option 2 received the least amount of support from the Hamlet of Sherwood Park, 22%, and the most amount of support from respondents in the City of Fort Saskatchewan, 29%.

Level of Support for Option 2 by Place of Residence



In total, 49% of respondents indicated some level of support for Option 3. In terms of place of residence, Option 3 received the least support from the Hamlet of Ardrossan, 12%, and the most support from respondents in the Hamlet of Sherwood Park, 66%.

Level of Support for Option 3 by Place of Residence

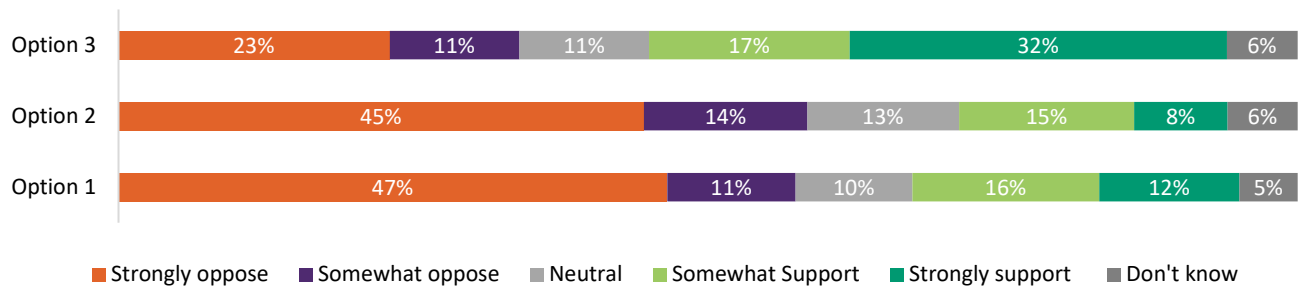


Level of Support by Option for Each Region

When comparing the overall level of support for each option, the option with the most support is Option 3, 49%, and Option 2 has the least support, 23%. Option 1 received 28% support.

All Respondents

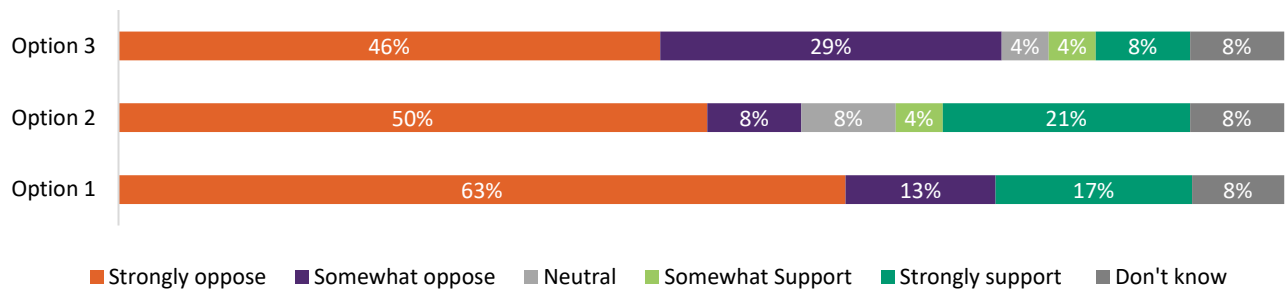
n=477



For those who reside in the Hamlet of Ardrossan, Option 2 received the most support, 25%, and Option 3 received the least support, 12%. Option 1 received 17% support.

Hamlet of Ardrossan

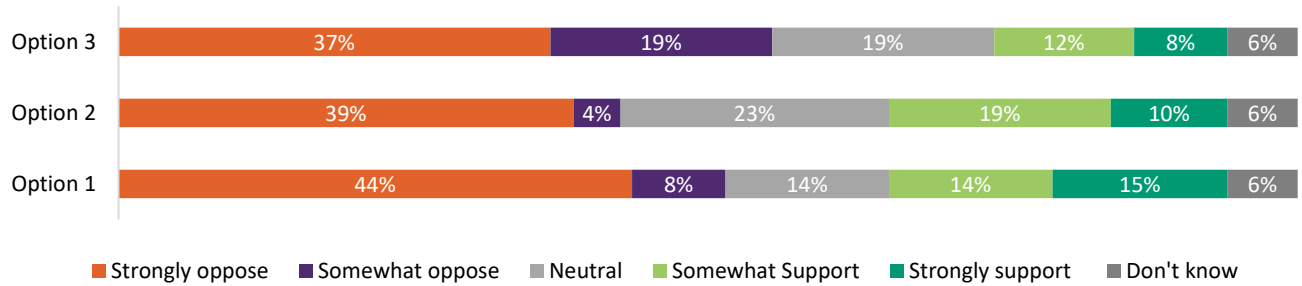
n=24



For those who reside in the City of Fort Saskatchewan, Option 1 and Option 2 received the same level of support, 29%, and Option 3 received the least support, 20%.

City of Fort Saskatchewan

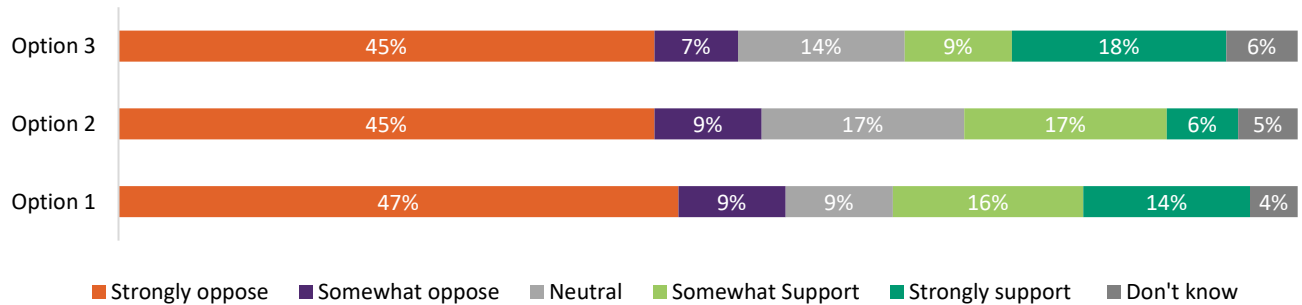
n=52



Respondents living in rural Strathcona County showed the most support for Option 1, 30%, and the least for Option 2, 23%. Options 3 received 27% support.

Rural Strathcona County

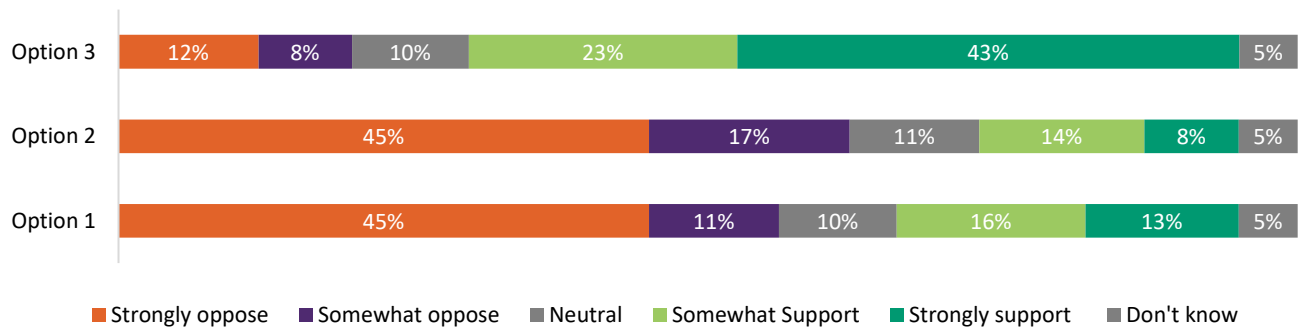
n=98



Respondents living in the Hamlet of Sherwood Park indicated the most support for Option 3, 66%, and the least support for Option 2, 22%. Option 1 received 29% support.

Hamlet of Sherwood Park

n=294



Throughout the What We Heard section of this report, respondents carefully considered each option and provided useful insights to deepen EIPS’s understanding of what is important to respondents. They provided valuable reflections on areas of strengths and concerns for all options. Combining these nuanced and rich insights with their level of support for each option it is possible to determine the option, or options, that stakeholders endorse.

Conclusion

The public engagement participation level used for Phase 3: Part 2 mostly falls under the consult and involve category of the IAP2 engagement spectrum. The advantage of these combined levels of public engagement is they allow the Division to communicate, create dialogue and collect feedback from the community—authentically and meaningfully. Meanwhile, the engagement technique for this phase was virtual—online videos and a survey. The technique functioned well as the time frame for this engagement meant many stakeholders were busy with end-of-school-year activities and possible summer vacations, which would have resulted in low in-person session attendance. In total, 1,066 stakeholders responded to the online survey with 511 respondents completing the last mandatory question of the survey.

The survey collected several responses from a variety of stakeholders.

- 82% indicated they were a parent of a current or future EIPS student, 10% a parent of a current or future EIPS student and an EIPS staff member, and 9% an EIPS staff member.
- 63% of respondents reside in the Hamlet of Sherwood Park, 21% in rural Strathcona County, 10% in the City of Fort Saskatchewan, 4% in the Hamlet of Ardrossan, 0% in Lamont and 2% in other.
- 22% of respondents indicated they don’t have a child in school, 14% said they have children at École Campbelltown, and another 14% said they have children at Ardrossan Junior Senior High.
- The majority of respondents, 83%, have children in grades 1 to 6, and 53% have children in grades 7 to 12—a multiple select question.
- In terms of programming, 74% of respondents stated they have a child enrolled in the French Immersion program, 10% in the Advanced Placement program and 10% in the Junior High Honours program.

Strengths

The key strength for all options was enabling better programming and extracurriculars. A key strength of Option 2 was the dual-track programming. Some respondents felt a key strength of Option 1 and Option 2 was keeping all secondary students together. For Option 3, a key strength was keeping junior high and senior high students separate and relocating the junior high French Immersion program to the replacement school in Sherwood Park. Another key strength, noted across all options, was fewer student transitions.

Challenges

Two key challenge themes for all options emerged—transportation and student retention. As well, a key challenge raised for Option 2 was relocating the alternative or specialized system programs from Bev Facey Community High. For Option 3, relocation the alternative or specialized system program from Sherwood Heights Junior High was identified as a key challenge. Lastly, for Option 1 respondents identified the ratio of junior high students to senior high students as a key challenge.

Additional Considerations or Suggestions

Two key themes emerged across all options for additional considerations or suggestions: concerns about student retention and EIPS should consider offering French Immersion programming at more schools. For Option 1 and Option 2, many respondents felt an additional consideration is how junior high and senior high students will integrate. Transportation was also raised as a consideration—for Option 1 overall, 11%, and Option 3, 6%.

Strongest Endorsement from Stakeholders

To determine what option received the strongest endorsement from EIPS stakeholders, each option was scored based on its alignment to the guiding principles and must-have criteria identified in engagement phases 1 and 2 as determined through stakeholder feedback throughout the survey. It’s important to note not all [guiding principles and must-have criteria](#) can be assessed through the survey data as they are out of the scope of the survey design and data. The guiding principles out-of-scope:

- Maximizing the amount of French language spoken in the learning environment is essential.
- Embedded cultural activities and opportunities are essential to the program’s effectiveness.
- Families play a key role in promoting the program and supporting their child in achieving its goals.
- The Division advocates for the program, its accessibility and sustainability
- The Division develops ongoing strategies to recruit and hire the best possible staff.

The out-of-scope must-have criteria: support the vision and guiding principles and be financially sustainable.

Additionally, one of the guiding principles and must-have criteria was split into two items for the assessment as they contained related but distinct items. As well, all three options put forward support the [vision](#) created in phases 1 and 2 of the engagement. Overall response themes for the strengths of each option and the option-ranking question were scored based on their alignment with applicable guiding principles and must-have criteria:

- A score of 1 equals low alignment with the guiding principles and must-have criteria.
- A score of 2 equals medium alignment with the guiding principles and must-have criteria.
- A score of 3 equals high alignment with the guiding principles and must-have criteria.

For example, scoring “depth and breadth of programming,” Option 1 scored a one for this principle element since respondents indicated this was a strength of this option less often than they did for Option 2 or Option 3. Meanwhile, Option 2 scored a three since respondents indicated this was a strength of this option more often.

NOTE: The below table scores each option based solely on the survey feedback, and doesn’t consider other Division factors.

	Option 1 scores	Option 2 scores	Option 3 scores
Guiding Principles			
French Immersion students are encouraged to remain in the program until the end of Grade 12.	1	2	2
Robust enrolment—more than one class per grade—enhances teaching quality and student learning.	2	2	2
Reduce the number of transitions to a new school.	3	2	1
Offering depth and breadth, multiple subject offerings and extracurricular activities is important to retention.	1	3	3
Must-have criteria for the potential solution			
Address growth.	3	2	2
Address enrolment and retention concerns.	2	3	2
Align with what we heard.	1	2	3
Enable growth of the program well into the future.	1	2	3
Ranking choice question			
Hamlet of Ardrossan (n=24)	2	3	1
City of Fort Saskatchewan (n= 52)	3	3	2
Rural Strathcona County (n =98)	3	1	2
Hamlet of Sherwood Park (n=294)	2	1	3
Total	24	26	26

Based on the scoreable criteria, Option 2 and Option 3 received identical scores and, therefore, can both be considered options that received high endorsement based on stakeholder feedback. Whichever option is chosen, the associated challenges and additional considerations should be reviewed and considered as part of an implementation plan.

Next Steps

Using the information and assessment presented in this report, Phase 3: Part 2 What We Heard, EIPS administration will make a recommendation to the Board of Trustees—in a manner that balances stakeholder input; technical requirements; and EIPS policies, procedures, and fiduciary responsibilities. EIPS will provide the report to the Board at a public Board meeting in fall 2023. The Board will ensure any decision made is in the best educational interests of all students. As soon as a decision is made, EIPS will communicate to the school community. Whatever decision is made, the earliest it will take effect in the 2026-27 school year.

Appendix

The following section presents in detail the open-ended survey feedback received for each option--detailing all the main themes, sub-themes and single-response themes collected by the survey.

Option 1

Option 1 is to relocate all EIPS' secondary French Immersion programs to Bev Facey Community High, taking effect when the new Sherwood Park replacement school opens—projected to be in 2026-27.

Strengths

The survey collected 394 comments regarding the strengths of Option 1. The overall survey response themes ranged from all secondary students enrolled in the program are together, in the same building or school to single-track French Immersion for junior high programming:

- 81% stated it has strengths.
 - 15% stated a strength is all secondary students enrolled in the program are together, in the same building.
 - 14% stated it will result in fewer transitions for students.
 - 12% stated it has the convenience of a central location.
 - 10% stated that it enables better programming, course options and extracurricular activities.
 - 7% stated it allows for continuity in teaching and learning for grades 7 to 12.
 - 6% stated that Bev Facey Community High has sufficient room for additional students.
 - 6% stated they felt a strength is single-track French Immersion for junior high programming.
- 19% of respondents stated it has no strengths.

Several sub-themes emerged as well, from programming remains unchanged at Bev Facey Community High to it fulfilling the requirements of EIPS:

- 5% stated that all programming remains unchanged at Bev Facey Community High, and those students don't have to relocate to other schools.
- 5% liked the dual-track French Immersion for senior high programming.
- 4% stated it allows for reasonable bus times.
- 3% stated it allows for a dedicated French Immersion section of the building to maximize French-speaking opportunities.
- 3% stated that it will help ease enrolment pressures.
- 2% stated it is a solution that is closer to where the majority of French Immersion students live.
- 2% stated it fulfills or fits the requirements of EIPS.

Additionally, there were also comments representing less than 2% of respondents:

- a more focused program and programming;
- cost savings;
- will accommodate future program growth and expansion; and
- help with the sustainability of the program into the future.

Key Attributes Analysis

All four places of residence have in their top four themes as a strength that all secondary students enrolled in the program are together, in the same building.

Hamlet of Ardrossan themes (n=22):

- 73% stated it has strengths, the top three were:

- 14% of respondents indicated that it enables better programming, course options and extracurricular activities.
 - 14% stated a strength is all secondary students enrolled in the program are together, in the same building.
 - 10% stated a strength is the convenience of a central location.
 - 27% stated it has no strengths.
- City of Fort Saskatchewan themes (n=43):
- 79% stated it has strengths, the top three were:
 - 17% stated a strength is all secondary students enrolled in the program are together, in the same building.
 - 14% of respondents indicated that it enables better programming, course options and extracurricular activities.
 - 12% stated a strength is the convenience of a central location.
 - 21% stated it has no strengths.
- Rural Strathcona County themes (n=72):
- 81% stated it has strengths, the top three were:
 - 15% stated a strength is all secondary students enrolled in the program are together, in the same building.
 - 13% stated that all programming remains unchanged at Bev Facey Community High.
 - 11% stated it will result in fewer transitions for students.
 - 19% stated it has no strengths.
- Hamlet of Sherwood Park themes (n=220):
- 81% stated it has strengths, the top three were:
 - 16% stated it will result in fewer transitions for students.
 - 14% stated it will have the convenience of a central location.
 - 14% stated it will have all secondary students enrolled in the program together, in the same building.
 - 19% stated it has no strengths.

In terms of the respondents' role, those who are parents of a future or current EIPS student and an EIPS staff members felt this option resulted in fewer transitions for students—26% compared to 14% overall. Additionally, EIPS staff members were more likely to state that a strength of this option is that all secondary students enrolled in the program are together—23% compared to 15% overall. Additionally, 17% of EIPS staff members stated a strength is single-track French immersion junior high program compared to 6% overall.

Regarding the respondent's current child(ren) grade, respondents with grades 7 to 9 students indicated this option resulted in fewer transitions less often—8% compared to 14% overall.

Respondents with students in a French Immersion program indicated this resulted in fewer transitions for students—14% compared to 7% of other program respondents. French Immersion program respondents stated less often that this option has no strengths—20% compared to 31% of other program respondents.

Challenges

The survey collected 416 comments regarding Option 1's anticipated challenges. The overall survey response themes ranged from concerns about junior high students not transitioning well among senior high students to concerns about student retention:

- 97% stated challenges.

- 35% stated they are concerned junior high students will not transition or integrate well among the senior high population.
- 22% stated there will be transportation and commuting-related challenges—distance too far and busing concerns.
- 20% stated there will be a lack of or limited programs, option courses and extracurriculars for students.
- 15% stated concerns about a small junior high student population compared to large numbers of senior high students.
- 12% stated concerns students will have to relocate or change schools.
- 10% stated there might be challenges with student retention.
- 10% stated concerns related to space and capacity at Bev Facey Community High.
- 3% stated no challenges.

Several sub-themes emerged as well:

- 5% stated concerns and dislike for the single-track junior high model.
- 3% stated bullying-related concerns.
- 3% stated concerns about students being split up from their friends and peers.

Additionally, there were also comments representing less than 2% of respondents:

- increased vehicle traffic volumes in the area;
- increased class-size challenges and concerns;
- staffing-related challenges and lack of qualified teaching staff;
- concerns and dislikes about the dual-track senior high program model; and
- concerned about budget.

Key Attributes Analysis

In terms of challenges of Option 1 by location, respondents from the Hamlet of Ardrossan, the City of Fort Saskatchewan and rural Strathcona County all noted transportation and commuting-related challenges—too far a commute distance and busing concerns.

Hamlet of Ardrossan themes (n=22):

- 73% stated it had challenges, the top three were:
 - 23% stated concerns about a small junior high student population compared to large numbers of senior high students.
 - 23% stated they are concerned junior high students will not transition or integrate well among the senior high population, there will be transportation and commuting-related challenges—distance too far and busing concerns.
 - 23% stated concerns students will have to relocate or change schools.
- 27% stated it has no challenges.

City of Fort Saskatchewan themes (n=44):

- 95% stated it had challenges, the top three were:
 - 38% stated transportation and commuting-related challenges—distance too far and busing concerns.
 - 23% stated they are concerned that junior high students will not transition or integrate well among the senior high population.
 - 23% stated concerns that students will have to relocate or change schools.
- 5% stated it had no challenges.

Rural Strathcona County themes (n=78):

- 99% stated it had challenges, the top three were:

- 40% stated there will be transportation and commuting-related challenges—distance too far and busing concerns.
- 22% stated there will be a lack of or concerns there will be limited programs, option courses and extracurriculars for students.
- 18% stated they are concerned junior high students will not transition or integrate well among the senior high population.
- 1% stated it had no challenges.

Hamlet of Sherwood Park themes (n=233):

- 97% stated it had challenges, the top three were:
 - 44% stated they are concerned junior high students will not transition or integrate well among the senior high population.
 - 20% stated there will be a lack of or limited programs, option courses and extracurriculars for students.
 - 15% stated concerns about a small junior high student population compared to large numbers of senior high students.
- 3% stated it had no challenges.

Respondents who are both a parent of current or future students and an EIPS staff member were more likely to suggest the challenge of a small junior high student population compared to a large number of senior high students—34% compared to 15% overall.

In terms of difference based on the current grade of respondent’s student, those with students in grades 7 to 9 stated there will be limited programs, option courses and extracurriculars for students—28% compared to 20% overall. Respondents with children not yet in school were concerned junior high students will not transition or integrate well among the senior high population—43% compared to 34% overall.

Those in French Immersion programming are slightly more concerned about a small junior high student population in comparison to large numbers of senior high students, 19%, versus respondents in other programs, 11%. French Immersion program respondents stated more often, there will be transportation and commuting-related challenges, such as distance too far and busing concerns—23% compared to 12% of other programs respondents. French Immersion program respondents stated less often concerns related to space and capacity at Bev Facey Community High—8% compared to 21% from respondents with a child in another EIPS program.

Additional Considerations and Suggestions

The survey collected 307 comments regarding additional suggestions or considerations related to Option 1. The overall survey response themes ranged from French Immersion programming should not be relocated to Bev Facey Community High to concerns about space and capacity at Bev Facey Community High:

- 24% stated the French Immersion program should not relocate to Bev Facey Community High, especially not the junior high program.
- 12% stated concerns junior high students won’t transition or integrate well among the senior high population.
- 11% stated there will be transportation and commuting-related challenges—distance too far and busing concerns.
- 9% stated there will still be student retention challenges.
- 8% suggested offering French Immersion programming at more local schools across the Division.
- 8% stated there will be a lack of or limited programs, option courses and extracurriculars for students.
- 7% stated they do not like or support this option.

- 6% stated concerns related to space and capacity at Bev Facey Community High.

Several sub-themes emerged as well:

- 3% stated a new school should be built and designated for French Immersion programming.
- 3% asked for more information and details about the option.
- 3% stated concerns about the small junior high student population compared to large numbers of senior high students.

Additionally, there were comments representing less than 2% of respondents:

- add more portable or modular classrooms to schools;
- cost and budget concerns related to all the changes;
- concerns about students being split up from their friends and peers;
- concerns about student security and safety;
- concerns about the dual-track senior high program;
- increased vehicle traffic volumes in the area;
- concerned class sizes will be large;
- support for this option;
- need to build more schools; and
- staffing challenges with a lack of qualified teaching staff.

Key Attributes Analysis

In all four communities, a top three theme was the not to relocate the secondary French Immersion program to Bev Facey Community High, especially not the junior high program.

Hamlet of Ardrossan (n= 18):

- 39% stated the secondary French Immersion program shouldn't relocate to Bev Facey Community High, especially not the junior high program.
- 33% stated there will still be student retention challenges.
- The remaining codes were single counts.

City of Fort Saskatchewan (n= 36):

- 28% stated the secondary French Immersion program shouldn't relocate to Bev Facey Community High, especially not the junior high program.
- 17% suggested offering French Immersion programming at more local schools across the Division.
- 17% stated concerns junior high students won't transition or integrate well among the senior high population.

Rural Strathcona County (n=64):

- 28% stated the secondary French Immersion program shouldn't relocate to Bev Facey Community High, especially not the junior high program.
- 21% stated there will be transportation and commuting-related challenges—distance too far and busing concerns.
- 16% suggested offering French Immersion programming at more local schools across the Division.

Hamlet of Sherwood Park (n= 159):

- 20% stated the secondary French Immersion program shouldn't be relocated to Bev Facey Community High, especially not the junior high program.
- 14% stated junior high students won't transition or integrate well among the senior high population.
- 10% stated there will be a lack of or limited programs, option courses and extracurriculars for students.

In terms of respondent role, parents of current or future EIPS students and an EIPS staff member were more likely to specify a preference for not relocating all secondary French Immersion programming to Bev Facey Community High—40% compared to 24% overall.

Option 2

Option 2 is almost identical to Option 1. Except, instead of Bev Facey Community High becoming a single-track junior high, it would become a dual-track junior high and senior high.

Strengths

The survey collected 323 comments regarding the strengths of Option 2. The main survey response themes ranged from Option 2 will result in a larger junior high population to all secondary students enrolled in the program will be in the same building:

- 80% stated there were strengths.
 - 20% stated this option will result in a larger junior high population in the French Immersion program.
 - 18% stated a strength is the dual-track French Immersion junior and senior high program.
 - 16% stated it enables better programming, course options and extracurricular activities.
 - 7% stated it will result in fewer transitions for students.
 - 6% stated all secondary students enrolled in the program will be in the same building.
- 20% stated there are no strengths to Option 2.

Several sub-themes emerged as well:

- 4% stated this site is closer to where the majority of French Immersion students live.
- 3% stated the continuity in teaching and learning for grades 7 to 12.
- 3% stated the convenience of the central location.
- 3% stated Bev Facey Community High has sufficient room for additional students.

Additionally, there were also comments representing less than 2% of respondents:

- will help increase student retention;
- readjustment of the attendance boundaries for regular English program students;
- cost savings benefits
- allows for a dedicated French Immersion section of the building to maximize French-speaking opportunities;
- high-quality teaching staff;
- sustainability of the program into the future; and
- allows for reasonable bus-ride times.

Key Attributes Analysis

Interestingly, all four communities felt Option 2 would result in a larger junior high population in the French Immersion program. There were also two communities—the Hamlet of Ardrossan and Hamlet of Sherwood Park—noted as a top three theme Option 2 has no strengths.

Hamlet of Ardrossan (n= 20):

- 85% stated there were strengths, the top three were:
 - 30% stated Option 2 will result in a larger junior high population in the French Immersion program.
 - 25% stated a strength is the dual-track French Immersion junior high and senior high program.
 - 15% stated it enables better programming, course options and extracurricular activities.
- 15% stated there are no strengths.

City of Fort Saskatchewan (n= 37):

- 81% stated there are strengths, the top three were:

- 27% stated this option will result in a larger junior high population in the French Immersion program.
 - 27% stated a strength is the dual-track French Immersion junior high and senior high program.
 - 22% stated it enables better programming, course options and extracurricular activities.
 - 19% stated there are no strengths.
- Rural Strathcona County (n= 56):
- 27% stated there are strengths, the top three were:
 - 18% stated Option 2 will result in a larger junior high population in the French Immersion program.
 - 18% stated a strength is the dual-track French Immersion junior high and senior high program.
 - 14% stated it enables better programming, course options and extracurricular activities.
 - 13% stated there are no strengths.
- Hamlet of Sherwood Park (n= 183):
- 78% stated there are strengths, the top three were:
 - 17% stated this option will result in a larger junior high population in the French Immersion program.
 - 17% stated it enables better programming, course options and extracurricular activities.
 - 14% stated a strength is the dual-track French Immersion junior high and senior high program.
 - 22% stated there are no strengths.

Regarding respondent roles, parents of current or future EIPS students and an EIPS staff members were more likely to state Option 2 will result in a larger junior high population in the French Immersion program—35% compared to 20% of the total. They were also more likely to state a strength of this option is the continuity in teaching and learning for grades 7 to 12—9% compared to 3% of the total.

In terms of children’s current grades, respondents with children in grades 10 to 12 stated more often Option 2 enables better programming, course options and extracurricular activities—25% compared to 18% of the total. Additionally, French Immersion program respondents stated Option 2 will result in a larger junior high population—24%, compared to 12% for those in other programs. As well, French Immersion program respondents stated. Option 2 enables better programming, course options and extracurricular activities—22% compared to 7% for those in other programs.

Challenges

The survey collected 351 comments regarding Option 2’s challenges. The main survey response themes ranged from concerns about relocating Bev Facey Community High’s alternative and specialized system programs to note liking the dual-track program:

- 99% stated challenges:
 - 22% stated concerns about relocating Bev Facey Community High’s alternative and specialized system programs to a different school.
 - 18% stated concerns junior high students will not transition and integrate well among the senior high population.
 - 14% stated concerns about limited available space and overcrowding at Bev Facey Community High.
 - 14% stated concerns students will have to relocate and change schools.
 - 12% stated concerns about transportation and commuting challenges—distance too far and busing concerns.
 - 11% stated student retention-related concerns.

- 11% stated concerns about redefining or adjusting Bev Facey Community High’s attendance boundaries for regular English junior high and senior high programs.
- 5% stated concerns and a dislike for the dual-track program.
- 1% stated no challenges.

Several sub-themes emerged as well:

- 3% stated concerns about students being split up from their friends and peers.
- 3% stated concerns about limited or poor-quality programs, options and extracurriculars for students.
- 2% stated staffing-related challenges, including finding qualified staff.

Additionally, there were also comments representing less than 2% of respondents:

- low student enrolment numbers at other local schools;
- student relationship concerns and challenges;
- increased class-size concerns;
- increased traffic volumes in the neighbourhood; and
- cost and budgetary concerns.

Key Attributes Analysis

The only community not to have in their top three themes transportation and commuting challenges was the Hamlet of Sherwood Park. Meanwhile, the only community not to have in their top three themes concerns relocating Bev Facey Community High alternative and specialized system programs was the Hamlet of Ardrossan.

Hamlet of Ardrossan (n= 20):

- 95% stated challenges, the top three were:
 - 25% stated concerns about transportation and commuting challenges—distance too far and busing concerns.
 - 25% stated concerns that students will have to relocate and change schools.
 - 15% stated concerns about the limited available space and overcrowding concerns at Bev Facey Community High.
- 5% stated no challenges.

City of Fort Saskatchewan (n= 40):

- 95% stated challenges, the top three were:
 - 33% stated concerns about transportation and commuting challenges—distance too far and busing concerns.
 - 20% stated concerns about the relocation of Bev Facey Community High’s alternative and specialized system programs to a different school.
 - 13% stated student retention concerns.
- 5% stated no challenges.

Rural Strathcona County (n= 63):

- 100% stated challenges, the top three were:
 - 24% stated concerns about transportation and commuting challenges—distance too far and busing concerns.
 - 22% stated concerns students will have to relocate and change schools.
 - 22% stated concerns about the relocation of Bev Facey Community High’s alternative and specialized system programs to a different school.

Hamlet of Sherwood Park (n= 195):

- 99% stated challenges, the top three were:
 - 26% stated concerns about junior high students not transitioning and integrating well among the senior high population.

- 25% stated concerns about the relocation of Bev Facey Community High’s alternative and specialized system programs to a different school.
- 16% stated concerns about the limited available space and overcrowding concerns at Bev Facey Community High.
- 5% stated no challenges.

EIPS staff members indicated more often concern students would have to relocate or change schools—23% compared to 14% overall. Parents of current or future EIPS students and an EIPS staff member mentioned concern about student retention challenges more often—20% compared to 11% of the total. They also stated concerns about junior high students not transitioning and integrating well among the high school population more often—29% compared to 18% overall.

French Immersion program respondents less often noted concern students will have to relocate or change schools—12% compared to 21% of other program respondents. French Immersion program respondents less often noted concern about the relocation of Bev Facey Community High’s alternative and specialized system programs to a different school—17% compared to 25% of other program respondents.

Additional Considerations Suggestions

The survey collected 228 comments regarding Option 2’s additional consideration suggestions. The main survey response themes ranged from all secondary French Immersion programming shouldn’t relocate to Bev Facey Community High to concerns junior high students won’t transition and integrate well among the senior high population:

- 12% stated that all secondary French Immersion programming should not be relocated to Bev Facey Community High.
- 10% stated student retention-related challenges.
- 10% stated concerns about transportation and commuting challenges—distance too far and busing concerns.
- 10% stated concerns about redefining or adjusting attendance boundaries.
- 9% stated they do not like the idea of relocating alternative or specialized system programs to a different school.
- 7% stated that French Immersion programming should be offered at more local and regional schools.
- 7% stated they do not like or support Option 2.
- 5% stated concerns about limited or poor-quality programs, options and extracurriculars for students.
- 5% stated concerns that junior high students will not transition and integrate well among the high school population.

Several sub-themes emerged as well, from concerns about limited space and capacity at Bev Facey Community High to a new school should be built and designated for French Immersion programming:

- 4% stated concerns about limited space and capacity at Bev Facey Community High.
- 4% stated concerns that students will have to relocate and change schools.
- 3% stated concerns about students being split up from their friends and peers.
- 2% stated concerns about the dual-track programming.
- 2% stated they need more information or details about the option.
- 2% stated they support this option.
- 2% stated that a new school should be built and designated for French immersion programming.

Additionally, there were also comments representing less than 2% of respondents:

- offer junior high French Immersion programming at the new replacement school;
- offer K-12 single-track French Immersion program at Bev Facey Community High;

- staffing-related challenges, including finding qualified staff;
- need to listen to feedback and input from parents and continue to engage with them;
- increased class-size concerns;
- increased traffic volumes in the neighbourhood;
- concerns about student security and safety;
- adding more modular and portable classrooms to schools; and
- cost and budgetary concerns.

Key Attributes Analysis

Interestingly, the Hamlet of Sherwood Park was the only community not to have in their top three themes all secondary French Immersion programming shouldn't relocate to Bev Facey Community High. Meanwhile, the City of Fort Saskatchewan was the only community not to have in their top three themes concerns about redefining or adjusting boundaries.

Hamlet of Ardrossan (n= 13):

- 29% stated all secondary French Immersion programming shouldn't relocate to Bev Facey Community High.
- 14% stated concerns about redefining or adjusting attendance boundaries.
- 14% stated a need to listen to feedback and input from parents and continue to engage with them.

City of Fort Saskatchewan (n= 31):

- 26% stated concerns about transportation and commuting challenges—distance too far and busing concerns.
- 23% stated all secondary French Immersion programming shouldn't relocate to Bev Facey Community High.
- 10% stated student retention challenges.

Rural Strathcona County (n= 47):

- 21% stated concerns about transportation and commuting challenges—distance too far and busing concerns.
- 17% stated all secondary French Immersion programming shouldn't relocate to Bev Facey Community High.
- 13% stated concerns about redefining or adjusting attendance boundaries.

Hamlet of Sherwood Park (n= 115):

- 12% stated student retention challenges.
- 12% stated they do not like the idea of relocating alternative or specialized system programs to a different school.
- 11% stated concerns about redefining or adjusting attendance boundaries.

In terms of respondent role, parents of a current or future EIPS student and an EIPS staff member more often stated French Immersion programming should be offered at more local and regional schools—24% compared to 7% overall.

Option 3

Option 3 is to relocate all EIPS junior high French Immersion programming to the new replacement school in Sherwood Park and to relocate all senior high French Immersion programming to Bev Facey Community High—effective when the new replacement school opens, expected in 2026-27.

Strengths

The survey collected 341 comments about Option 3's strengths. The main survey response themes ranged from it will keep secondary students separated and with their age group to it resulting in fewer transitions:

- 92% stated this option has strengths.
 - 33% stated it will keep junior high and senior high students separated and with their own age and grade levels.
 - 28% stated a strength was the relocation of all junior high French Immersion programming to the new replacement school.
 - 10% stated it enables better programming, course options and extracurricular activities.
 - 10% stated a strength was relocating all senior high French Immersion programming to Bev Facey Community High.
 - 7% stated it will help increase student retention.
 - 6% stated it will result in fewer transitions for students.
- 8% stated this option has no strengths.

Several sub-themes emerged as well:

- 4% stated a strength is the convenience of a central location.
- 3% stated liking the dual-track French Immersion model.
- 2% stated it supports the sustainability of the program into the future.
- 2% stated it will ensure good quality teaching staff.
- 2% stated it will increase a sense of community among the French Immersion student population.

Additionally, there were comments representing less than 2% of respondents:

- allows for reasonable bus-ride times;
- a more focused program;
- strengthens the continuity in teaching and learning;
- increases student enrolment in French Immersion programming; and
- it is closer to where the majority of French Immersion students live.

Key Attributes Analysis

All four communities noted in their top three themes that a strength was that it will keep junior high and senior high students separated and with their own age and grade levels. Only the Hamlet of Sherwood Park did not have in its top three themes, the option has no strengths.

Hamlet of Ardrossan (n= 19):

- 74% stated this option has strengths, the top three were:
 - 21% stated a strength was the relocation of all junior high French Immersion programming to the new replacement school.
 - 16% stated that it will keep junior high and senior high students separated and with their own age and grade levels.
 - No top-third strength noted.
- 26% stated this option has no strengths.

City of Fort Saskatchewan (n= 31):

- 84% stated this option has strengths, the top three were:
 - 36% stated that it will keep junior high and senior high students separated and with their own age and grade levels.
 - 26% stated a strength was the relocation of all junior high French Immersion programming to the new replacement school.
 - 10% stated it enables better programming, course options and extracurricular activities.
- 16% stated this option has no strengths.

Rural Strathcona County (n= 57):

- 84% stated this option has strengths, the top three were:
 - 26% stated a strength was the relocation of all junior high French Immersion programming to the new replacement school.
 - 21% stated that it will keep junior and senior high students separated and with their own age and grade levels.
 - 7% stated it enables better programming, course options and extracurricular activities.
- 16% stated this option has no strengths.

Hamlet of Sherwood Park (n= 208):

- 97% stated this option has strengths, the top three were:
 - 35% stated that it will keep junior high and senior high students separated and with their own age and grade levels.
 - 30% stated a strength was the relocation of all junior high French Immersion programming to the new replacement school.
 - 13% stated a strength was the relocation of all senior high French Immersion programming to Bev Facey Community High.
- 3% stated this option has no strengths.

In terms of respondent role, parents of current or future EIPS students and an EIPS staff member mentioned more often a strength was the relocation of all junior high French Immersion programming to the new replacement school—38% compared to 28% of the total. Parents of current or future EIPS students and an EIPS staff member indicated more often a strength was the relocation of all senior high French Immersion programming to Bev Facey Community High—25% compared to 10% overall.

In terms of children’s current grades, 51% of respondents with children in prekindergarten and kindergarten indicated a strength was that it will keep junior high and senior high students separated and with their own age and grade levels, while only 23% of grade 7-9 stated the same strength, compared to overall at 32%.

French Immersion program respondents stated a strength was the relocation of all junior high French Immersion programming to the new replacement school—31% compared to 19% of other programs respondents. French Immersion respondents stated less often that a strength was the relocation of all senior high French Immersion programming to Bev Facey Community High—7% compared to 21% of other program respondents.

Challenges

The survey collected 305 comments regarding Option 3’s challenges. The main survey response themes ranged from it will result in more transition for students to concerns about overcrowding at the replacement school:

- 89% stated challenges.
 - 19% stated it will result in more transitions for students.
 - 17% stated there will be transportation and commuting-related challenges—distance too far and busing concerns.
 - 17% stated student retention-related concerns.
 - 17% stated concerns about the relocation of alternative and specialized system programs offered at Sherwood Heights Junior High.
 - 8% stated concern about overcrowding at the new replacement school.
- 11% stated no challenges with this option.

Several sub-themes emerged as well:

- 5% stated they are concerned about students being split up from their friends and peers.
- 4% stated a challenge will be a lack of more programming, options and extracurriculars for students.

- 4% stated staffing-related challenges, including finding qualified staff.
- 3% stated they were concerned about development progress and construction delays of the new replacement school in Sherwood Park.
- 3% stated concerns about the dual-track programming.

Additionally, there were also comments representing less than 2% of respondents:

- increased traffic volumes in the neighbourhood;
- cost and budgetary concerns;
- concerns that students will have to relocate or change schools;
- concerned about having junior high students mixing with elementary students; and
- increased class-size concerns.

Key Attributes Analysis

All four communities noted that this option will have the challenge of resulting in more transitions for students. The Hamlet of Sherwood Park was the only community to not have in its top three themes there will be transportation and commuting-related challenges.

Hamlet of Ardrossan (n= 18):

- 100% stated challenges, the top three were:
 - 39% stated there will be transportation and commuting-related challenges—distance too far and busing concerns).
 - 33% stated student retention-related concerns.
 - 28% stated it will result in more transitions for students.

City of Fort Saskatchewan (n= 37):

- 97% stated challenges, the top three were:
 - 41% stated it will result in more transitions for students.
 - 32% stated there will be transportation and commuting-related challenges—distance too far and busing concerns).
 - 11% stated concerns about the relocation of alternative and specialized system programs offered at Sherwood Heights Junior High.
- 3% stated no challenges.

Rural Strathcona County (n= 59):

- 98% stated challenges, the top three were:
 - 32% stated it will result in more transitions for students.
 - 29% stated there will be transportation and commuting-related challenges—distance too far and busing concerns).
 - 24% stated student retention-related concerns.
- 2% stated no challenges,

Hamlet of Sherwood Park (n=164):

- 82% stated challenges, the top three were:
 - 20% stated concerns about the relocation of alternative and specialized system programs offered at Sherwood Heights Junior High.
 - 15% stated student retention-related concerns.
 - 10% stated it will result in more transitions for students.
- 18% stated no challenges.

In terms of respondent role, EIPS staff members stated more often student retention-related concerns, 25% compared to 17% overall.

Regarding children in current grades, concerns about the relocation of alternative and specialized system programs offered at Sherwood Heights Junior High were mentioned more frequently by respondents of students in grades 7 to 9, 24%, and grades 10 to 12—27%, compared to 17% overall. Of respondents with a child not yet in school—34% are concerned about increased transitions for children compared to 20% overall. Of respondents with a child not yet in school—38% were concerned there will be transportation and commuting-related challenges, distance too far and busing concerns, compared to 19% overall.

Other program respondents stated concerns about the relocation of alternative and specialized system programs offered at Sherwood Heights Junior High more frequently—39% compared to 12% of French Immersion program respondents.

Additional Considerations Suggestions

The survey collected 220 comments regarding Option 3’s additional consideration suggestions. The main survey response themes ranged from general support of Option 3 to concerns about increased transition for students:

- 21% stated they support this option.
- 13% stated concerns about student retention.
- 12% stated that French Immersion programming should be offered at more local or regional schools.
- 11% stated not to relocate French Immersion programming.
- 6% stated concerns that students will have to relocate or change schools.
- 6% stated there will be transportation and commuting-related challenges—distance too far and busing concerns.
- 5% stated concerns about increased transitions for students.

Several sub-themes emerged as well:

- 4% stated they do not support this option.
- 3% stated that EIPS needs to listen to feedback from parents and continue to engage with them.
- 2% stated it enables better programming, course options and extracurricular activities.
- 2% stated staffing-related challenges, including finding qualified staff.
- 2% stated that there needs to be more schools built.

Additionally, there were also comments representing less than 2% of respondents:

- overcrowding-related challenges at the new replacement school;
- offer junior high French Immersion programming in a dedicated section at the new replacement school;
- concerns about the relocation of alternative and specialized system programs offered at Sherwood Heights Junior High;
- ensure students have adequate one-on-one time with teachers;
- concerns junior high students will not transition and integrate well among the senior high population;
- concerned about development progress and construction delays of the new replacement school in Sherwood Park;
- dislike the dual-track program;
- will help increase retention;
- add more modular or portable classrooms to schools;
- cost and budgetary concerns; and
- concerned about students being split up from their friends and peers.

Key Attributes Analysis

All four communities noted in their top three themes concerns about student retention. While the Hamlet of Sherwood Park indicated they support this option, the three other locations had in their top three themes that considerations should be given to not relocating the French Immersion program.

Hamlet of Ardrossan (n= 15):

- 13% stated concerns about student retention.
- 13% stated French Immersion programming should be offered at more local or regional schools.
- 13% stated not to relocate French Immersion programming.

City of Fort Saskatchewan (n= 23):

- 26% stated concerns about student retention.
- 22% stated French Immersion programming should be offered at more local or regional schools.
- 17% stated concerns students will have to relocate or change schools.

Rural Strathcona County (n= 47):

- 28% stated not to relocate French Immersion programming.
- 13% stated there will be transportation and commuting-related challenges—distance too far and busing concerns.
- 13% stated concerns about student retention.

Hamlet of Sherwood Park (n= 114):

- 33% stated they support this option.
- 11% stated concerns about student retention.
- 10% stated French Immersion programming should be offered at more local or regional schools.

Regarding EIPS staff members, they more often stated French Immersion programming should be offered at more local or regional schools—19% compared to 12% overall.

Parents of pre-kindergarten or kindergarten children more often noted concerns there will be transportation and commuting-related challenges, such as the distance is too far and busing concerns—14% compared to 6% overall. Additionally, parents of pre-kindergarten or kindergarten more often stated not to relocate French Immersion programming—21% compared to 12% overall. Of those whose child is not yet in school—35% support Option 3 compared to overall at 21%.

Respondents from other programs more often indicated support for Option 3—29% compared to 17% of French immersion program respondents.

EIPS Questions and Answers

FRENCH IMMERSION PUBLIC ENGAGEMENT: PHASE 3 – PART 2

LAST UPDATED: June 16, 2023



Q&A: FRENCH IMMERSION PUBLIC ENGAGEMENT

Introduction

Elk Island Public Schools (EIPS) is in year two of a three-year public engagement initiative to enhance programming offered throughout the Division. One of the programs EIPS is looking at is French Immersion. Specifically, it's exploring ways to enhance programming, increase retention at the junior high and senior high levels, address anticipated enrolment pressures in Ardrossan and balance enrolment at the elementary level. Through three phases of engagement, EIPS solved how best to balance the elementary enrolment—by expanding the elementary French Immersion boundaries for Heritage Hills Elementary—which the Board of Trustees approved at a public meeting on June 15.

For the remaining concerns, EIPS is engaging stakeholders on three [viable options](#) that address enrolment pressures and help to enhance program retention—Phase 3 – Part 2. The Division will use the feedback from Phase 3 – Part 2 to ensure a solution that's in the best interest of all students. The following are answers to recent questions the Division has received about its French Immersion engagement effort. EIPS will update the document as new questions come forward.

General

Q1: [Why is EIPS consulting with the French Immersion school community?](#)

A: As part of the Division's reporting requirements to Alberta Education, EIPS reviews programs, enrolment transitions and boundaries regularly. When areas of concern are identified, the Division determines how best to resolve the issue. In the case of French Immersion, EIPS is seeking feedback to determine the best solution that addresses retention issues at the junior high and senior high levels, addresses anticipated enrolment pressures in Ardrossan and meets the program's vision and guiding principles.

Q2: [What is the vision for EIPS' French Immersion program?](#)

A: In Spring 2023, EIPS developed a vision and guiding principles for its French Immersion program—based on feedback from Phase 1 and Phase 2 of the French Immersion engagements and evidence-based research about immersion language programming. Both the vision and guiding principles are available online at eips.ca.

[EIPS French Immersion: Vision and Guiding Principles](#)

Engagement Efforts

Q3: [How is EIPS using the feedback collected from the French Immersion engagement efforts?](#)

A: EIPS has reviewed all feedback collected to date from the French Immersion engagement efforts. It used the input from phases 1 and 2 to develop a vision for the program and a potential draft solution, which it presented to stakeholders and collected input in April 2023—Phase 3 – Part 1. From the feedback offered in April, EIPS' Board determined the best way to balance the enrolment issue is to expand the French Immersion attendance boundaries at Heritage Hills Elementary.

The feedback from April also made it clear EIPS needed to explore multiple options to address the French Immersion enrolment pressures and program retention numbers. So, that's what senior administration did.

It's currently consulting stakeholders on [three possible options](#). EIPS will spend the next month consulting stakeholders on each option through a survey running from June 16 to July 13. All are viable and meet the Division's long-term program needs and criteria.

Q4: Who is EIPS seeking feedback from through the French Immersion engagement efforts?

A: For Phase 1 to Phase 3 – Part 1, EIPS sought feedback from all French Immersion staff, students, families and community members. Now, it's expanding stakeholders to also include all EIPS families and staff within Strathcona County. The reason: Two of the [proposed solution options](#) for the French Immersion program impact other programming within the Division—in terms of specialized system programs, alternative programs and boundary designations.

Programming Location: Secondary French Immersion

Q5: Why can't EIPS offer a French Immersion senior high program in all three communities—Ardrossan, Fort Saskatchewan and Sherwood Park?

A: It's simply not viable. The capacity to offer French Immersion in each community EIPS serves is currently out of reach because of the program's enrolment numbers, and two of the three communities are experiencing student capacity issues that prevent EIPS from growing the program. It's imperative EIPS continues offering a fulsome secondary French Immersion program. Providing it within all communities also requires sufficient funding and resources—EIPS has a fiduciary responsibility to operate all programming at sustainable levels.

Q6: If EIPS relocates the secondary French Immersion program, can affected students be grandfathered into their current school?

A: At this point, it's too premature to answer that question. Typically, the Board makes decisions about grandfathering when it reviews the final recommendation from administration, which has yet to happen. If there is a program or boundaries change, EIPS will contact all families to inform them about the details, including information about grandfathering, timelines, the registration process and student transportation implications.

Q7: French Immersion is the heart and soul of the community. Why do rural families have to be affected by the decision?

A: It's not that EIPS wants to impact rural families specifically. The issue is Ardrossan Junior Senior High will soon experience enrolment pressures. Already, the school is 92% utilized. In fact, EIPS expects 77 new students to reside within the Ardrossan East development by 2027. At full buildout of Ardrossan East, EIPS expects more than 715 school-aged children to reside within the development area. With the influx of families, Ardrossan Junior Senior High simply can't accommodate a dual-track program, and also, grow the secondary French Immersion program.

And, the reason French Immersion is impacted over the regular program is because, under Alberta's *Education Act*, it states: "Where a board establishes an attendance area for a school, a resident student of a board who resides in the attendance area for the school must be given priority over a student who does not reside in the area." As French Immersion is an alternative program that enrolls students from attendance areas across the Division, when space issues become a concern, the location of the alternative program needs to be reviewed.

Q8: Why is EIPS considering moving the program out of Ardrossan—it makes the appearance the Division doesn't care about Ardrossan and Fort Saskatchewan students?

A: It's not a case of not caring about students from Ardrossan and Fort Saskatchewan. EIPS absolutely cares about all students and works hard to ensure each child is successful and has access to high-quality educational experiences. There are two factors at play regarding the need to relocate the French Immersion program.

The first. Ardrossan is growing, and that's a reality. Ardrossan East is already under development, and homes are currently being built. As it grows, it will create enrolment pressures at Ardrossan Elementary and Ardrossan Junior Senior High. Already, both schools have [utilization rates](#) of more than 90 per cent, meaning both schools are already close to capacity. EIPS can't manage both the influx of students from Ardrossan East, and also, grow the French Immersion secondary program. There just isn't enough space.

As mentioned, the reason EIPS needs to look at relocating the secondary French Immersion program instead of the regular English program is because it's mandated by Alberta Education, under the *Education Act*. Again, the Act states school divisions are required to prioritize students living in an attendance area over students attending a school for special programming. French Immersion is an alternative program, or a program of choice, and it enrolls students from across the Division. That means, when space becomes limited, the location of the alternative program needs to be reviewed, and not the regular program, as it only accepts students living in the attendance area.

Q9: [Fort Saskatchewan is defined as a city, so why can't there be a French Immersion program there?](#)

A: Fort Saskatchewan is experiencing similar enrolment pressures as in Ardrossan. In Fort Saskatchewan, EIPS anticipates enrolment pressure issues in most of its schools for the foreseeable future. Schools within the city are already 81 per cent utilized. Four are above 87 per cent utilized, and two are expected to exceed 108 per cent by 2027. That, in turn, puts enrolment pressure on underutilized schools within EIPS. That, mixed with new developments underway in the Industrial Heartland, such as the Fort Saskatchewan Hydrogen Hub, EIPS anticipates further population growth for the region for the foreseeable future. So, simply put, Fort Saskatchewan doesn't have the student capacity to relocate the program there or the ability for EIPS to grow secondary French Immersion to ensure robust programming.

Q10: [Is there another option other than relocating secondary French Immersion to solve the enrolment pressures in Ardrossan? What about regular English programming students?](#)

A: EIPS is currently exploring three possible [viable options](#). Each option addresses the program concerns and there are possibilities in all of them. The Division is consulting stakeholders between June 16 and July 13. That said, the proposed options involve relocating secondary French Immersion. Again, the Division can't explore relocating Ardrossan Junior Senior High's regular English program. That's because Alberta's *Education Act* states: "Where a board establishes an attendance area for a school, a resident student of a board who resides in the attendance area for the school must be given priority over a student who does not reside in the area." As such, because French Immersion is an alternative program with students from attendance areas across the Division, when space issues become a concern, the location of the alternative program needs to be reviewed, not the regular English program.

Q11: [Is the current secondary French Immersion program sustainable?](#)

A: Yes. EIPS offers a sustainable French Immersion program at Ardrossan Junior Senior High. However, the program would be robust with more students, and that's the program's vision.

Potential Solution

Q12: [Why is EIPS considering a junior high program at Bev Facey Community High?](#)

A: Overall, relocating the junior high and senior high program addresses all the Division's concerns, it meets the program vision, and incorporates the feedback heard during Phase 1 and Phase 2 of the engagement efforts. Briefly, moving the program to Bev Facey:

- allows the alternative and specialized system programs offered at the school to remain there—Advanced Placement, GOALS, Place and Focus;
- allows for closer proximity to where most French Immersion students live;
- allows the school to dedicate a French Immersion section in the building to maximize French-speaking opportunities;
- allows for robust, linguistically, and culturally rich programming;
- allows for robust careers and technology foundations (CTF), careers and technology studies (CTS), and extracurricular programs;
- allows for minimal transitions—at a point when most students drop out of the program;
- allows for continuity in teaching and learning from grades 7 to 12.
- allows the school to maximize French teachers as they can teach French full time, or almost;
- it's sustainability into the future; and
- allows for reasonable bus ride times.

Q13: Why does EIPS want to put 12-year-olds with students in grades 10 through 12?

A: Moving the junior high French Immersion program to Bev Facey Community High is a viable solution that addresses the enrolment pressures at Ardrossan Junior Senior High; will help to boost program retention; and allows for robust programming, fewer school transitions and strengthens continuity in teaching, among other things. Already, EIPS operates four schools that offer grades 7 to 12 programming—one of which house the current secondary French Immersion program. All four schools operate without issues, and the Division has policies to ensure schools are welcoming, caring, respectful and safe. The Division will also ensure it has a plan in place to ensure smooth transitions for everyone.

Q14: Why is EIPS considering removing the dual-track program at Sherwood Heights Junior High, when part of the Sherwood Park replacement school ask included dual-track junior high programming?

A: There are three main reasons why EIPS proposed a solution that moved Sherwood Heights Junior High's junior high French Immersion program to Bev Facey:

1. To ensure robust secondary French Immersion programming—with a goal to have the same number of students who start the program in kindergarten, end the program in Grade 12.
2. A dual-track program at the Sherwood Park replacement school, requires the Division to explore relocating programs currently offered at Sherwood Heights Junior High—Junior High Honours, Impact and Logos Christian—to ensure sufficient student capacity, long term.
3. The new replacement school doesn't allow the Division to maximize French-speaking opportunities for junior high students because the replacement school doesn't have the space for a dedicated French Immersion area.
4. Feedback from Phase 1 and Phase 2 indicated a desire for fewer school transitions. Placing the junior high French Immersion program at the new replacement school only minimizes transitions for students attending elementary there—not for anyone else.

Q15: If EIPS decides to relocate the French Immersion junior high program to Bev Facey, as a single-track junior high program, will students have as many options as they have now?

A: Yes. If the decision is to offer a single-track junior high program at Bev Facey Community High, EIPS projects 265 to 270 students to enrol in that program. That's similar to Lakeland Ridge's and Strathcona Christian Academy Secondary's student enrolment. And, it's higher than the junior high enrolment in Lamont and Vegreville. All four of these schools offer fulsome optional courses and extracurriculars. Plus, Bev Facey has extensive careers and technologies studies space, which the junior high program can take full advantage of for careers and technologies foundations classes.

Enrolment Pressures

Q16: What are the enrolment pressures EIPS is facing?

A: For EIPS, it has two main areas of concern: Fort Saskatchewan and Strathcona County. In Fort Saskatchewan, EIPS anticipates enrolment pressure issues in most of its schools for the foreseeable future. Schools within the city are 81 per cent utilized. Four are above 87 per cent utilized, and two are expected to exceed 108 per cent by 2027. That, in turn, puts enrolment pressure on underutilized schools within EIPS. That, mixed with new developments underway in the Industrial Heartland, such as the Fort Saskatchewan Hydrogen Hub, EIPS anticipates further population growth for the region for the foreseeable future.

In Strathcona County, four new residential developments are underway—[Ardrossan East, Cambrian Crossing, Bremner and Hillshire](#). For French Immersion, Ardrossan East is a concern. As it develops, it will create enrolment pressures at both Ardrossan schools. In fact, by 2027, the Division projects enrolment to increase by 182 students at the two schools, with a utilization rate of 99 per cent. That, coupled with an influx of students from the Cambrian Crossing, Bremner and Hillshire developments, will create even more enrolment pressures on schools in Strathcona County.

To alleviate some of the anticipated enrolment pressures, EIPS has requested new and replacement schools through its [2024-27 Three-Year Capital Plan](#). However, the province needs to approve funding for these, which is years away. As such, EIPS must use existing infrastructure to balance school enrolments among overcrowded and under-used schools.

Q17: Where do most students who are enrolled in the French Immersion program live?

A: Most students enrolled in EIPS’ French Immersion program live in Sherwood Park—elementary, junior high and senior high. On Page 6 is a high-level breakdown of where most students in French Immersion live. For more detailed information, see the [2022-23 French Immersion Student Heat Map](#), as of Sept. 29, 2022.

SECTOR OF RESIDENCE	STUDENT TOTALS
Sherwood Park	621
Strathcona County	370
Fort Saskatchewan	331
Lamont County	16
County of Minburn	0
Out of Division	30
TOTAL STUDENTS	1,368

Q18: Why can’t EIPS build a new school to house the anticipated influx of students?

A: EIPS has several replacement schools listed as key priorities in its [2024-27 Three-Year Capital Plan](#)—including, a grades 7 to 12 school to replace Rudolph Hennig Junior High and Fort Saskatchewan High, a kindergarten to Grade 6 school to replace James Mowat Elementary and a new school in Cambrian Crossing. However, the province has yet to approve funding for any of these capital requests. Recently, it did approve a replacement school in Sherwood Park, which was a priority on the capital plan for more than 10 years. Funding approval generally takes years, as does the actual construction after approval is granted. So, EIPS needs to find solutions now to address its student accommodation issues.

Program Retention

Q19: How is program retention an issue at the French Immersion junior high and senior high levels?

A: In terms of retention, fewer students are deciding to stay in the program at the secondary level. For example, as of Sept. 29, 2022, EIPS has 129 Grade 6 students enrolled in French Immersion. But, in Grade 9, there are only 85 students enrolled in French Immersion. And, in Grade 12, only 37 students enrolled. Based on historic trends, the two grades with the lowest retention rates are Grade 7, 86 per cent, and Grade 10, 69 per cent. Such a significant drop in students at the senior high level makes providing robust programming challenging.

Q20: Why are students leaving the secondary French Immersion program?

A: What EIPS learned through Phase 2 of the French Immersion public engagement efforts is there are a few key factors influencing program retention. These include the student's [proximity to French Immersion programs](#), academic achievement, wanting fewer transitions, a desire for more robust programming that comes with a larger student base and a general lack of motivation to continue to learn French as children grow older.

Q21: How many students are enrolled in the French Immersion elementary and secondary program?

A: The below table shows EIPS' French Immersion enrolment, as of Sept. 29, 2022.

School	Grade												Total			
	K	1	2	3	4	5	6	7	8	9	10	11		12		
Ardrossan Elementary	27	26	22	33	26	27	34									195
École Campbelltown	50	42	60	54	57	54	47									364
École Parc Élémentaire	48	40	50	35	40	29	33									275
Heritage Hills Elementary	21	23	25	22	19	16	15									141
Sherwood Heights Junior High									49	49	39					137
Ardrossan Junior Senior High								38	45	46	57	33	37			256
GRADE TOTALS	146	131	157	144	142	126	129	87	94	85	57	33	37			1,368

Q22: Why does EIPS want to grow the French Immersion secondary program if it's sustainable?

A: EIPS wants to grow the secondary French Immersion program because of its value statement: "[EIPS'] French Immersion program offers robust, high-quality, linguistically and culturally rich learning environments where students, K-12, are engaged in becoming highly proficient in Canada's two official languages" There's significant demand for French Immersion at the elementary level. That's not the case at the senior high level. So, finding a solution to improve program retention will ensure the Division can provide robust, linguistically and culturally rich learning environments for students, K-12, long term.

Facts and Figures

Q23: Can EIPS provide current and historical data on its French Immersion student populations, retention levels and transitions?

A: Yes. The information is posted online on the French Immersion Engagement web page under [Facts and Figures](#) (see pg. 5, "EIPS French Immersion Program Enrolment 2000-22"). Briefly, since 2000, EIPS' French Immersion Program has grown to 1,370 students from 741 students. For example, the current Grade 12 cohort has 37 students, and when they started kindergarten, the cohort had 117 children enrolled. For the cohort, the largest single-year enrolment drop was when it moved to Grade 10—dropping to 45 students from 75. The next was in Grade 7, dropping to 87 students from 101. Each grade cohort shows a similar trend.

Q24: Looking ahead to five years, the [Resident French Immersion Student Heat Map](#) will look different, will EIPS need to explore relocating the program again?

A: EIPS recognizes demographics change over time. Regularly, EIPS reviews projected growth trends in all areas it serves. Doing so provides insight into how EIPS' demographics will—from the next five years to the next 50 years. When developing [viable solution options](#), the Division used this growth data to ensure each account for the projected growth and can accommodate that long-term growth.

Q25: Can EIPS break the [Resident French Immersion Student Heat Map](#) into elementary, junior high and senior high enrolment per community?

A: Yes. The information is posted online under the French Immersion Engagement web page under Facts and Figures (see pg. 2, "Total French Immersion Student Enrolment by Community of Residency"). The charts detail the communities students reside in and are broken down into elementary, junior high and senior high enrolments.

Q26: How can EIPS address the elementary enrolment pressures through modular classrooms?

A: Every year, EIPS reviews its modular classroom unit needs as part of the province's Modular Classroom Program. Specifically, the Division looks at the schools needing new modular units, surplus units that can be relocated to another school and required modular demolitions. It then submits a request to the province for funding consideration. EIPS will use this process to accommodate student growth at Ardrossan Elementary.

Q27: What is the student capacity of the Sherwood Park replacement school?

A: The new Sherwood Park replacement school has a student capacity of 1,015.

Busing

Q28: How will busing work for students requiring transportation services?

A: EIPS provides an enhanced transportation service for both eligible and ineligible riders. So, anyone who wants to access existing Student Transportation can do so by requesting bus services during the new or returning student registration process. Families simply indicate on the online form busing is required for their child.

Q29: What will bus ride times look like for the different options:

A: All the bus times are reasonable. Below is a breakdown of ride times for each option.

OPTION 1:

- Shorter ride times for urban Fort Saskatchewan riders;
- similar ride times for students living in rural Fort Saskatchewan and Strathcona County; and
- longer ride times for current direct-bus Ardrossan students—but reasonable and comparable to other riders coming into town.

OPTION 2:

- shorter ride times for urban Fort Saskatchewan riders;
- similar ride times for students living in rural Fort Saskatchewan and Strathcona County; and
- longer ride times for current direct-bus Ardrossan students—but reasonable and comparable to other riders coming into town.

OPTION 3:

- similar ride times for students living in Fort Saskatchewan and rural areas; and
- longer ride times for current direct-bus Ardrossan students—but reasonable and comparable to other riders coming into town.

Q30: Will relocating the secondary French Immersion program to Sherwood Park increase bus-ride times for rural students and Fort Saskatchewan students?

A: If the program relocates to Sherwood Park, ride times would be similar to what they are now for students living in rural areas and shorter for riders living in urban Fort Saskatchewan. For Ardrossan-based students, who currently have a direct-bus, ride times will increase, but will be reasonable.

Q31: Where do riders who currently attend Ardrossan Junior Senior High's French Immersion program typically live?

A: Ardrossan Junior Senior High enrolls French Immersion students from across the Division. EIPS provides bus services to any resident students who request transportation services.

Q32: Is it possible to offer direct busing to all secondary French Immersion students?

A: No, not currently. A direct-bus ride time would be much longer for students attending the French Immersion program than routing students on transfer-site bus routes.

Next Steps

Q33: If changes are made to the secondary French Immersion program, when will they take effect?

A: Any changes made to the EIPS secondary French Immersion program will take effect when the new Sherwood Park replacement school opens. So, the earliest is in the 2026-27 school year.

Q34: If EIPS does make a change to French Immersion programming, how will the Division support the transition for students?

A: At this point, it's premature to speak to a transition plan. EIPS hasn't determined a solution or made a decision. That said, anytime changes are made to attendance boundaries, EIPS puts a transition plan in place. The plan involves consultations with students, school council groups, school administration, staff and EIPS senior administration. The goal: To ensure a smooth transition for all students.

Q35: Can students register at a French Immersion school that's different from their designated French Immersion school?

A: Yes. Families wanting their child to attend a non-designated school, or school of choice, must make the request during the returning student registration process. The only exception: students who move into the Division from outside the geographic area, or another community within the Division, after the returning student registration closes. The Division contacts all families who apply to a non-designated school to advise if they can attend the school in the upcoming school year. Acceptance is based on available space.

Q36: If EIPS changes any French Immersion program locations, can siblings of affected students continue attending the same school?

A: Yes, if the older child currently attends a school and will attend the school at the same time as the younger child. In this scenario, the sibling clause applies—simply register to attend the school during the returning student registration process in February.

What we heard

“EIPS needs to develop a clear vision for the French Immersion program”






VISION

Elk Island Public Schools’ French Immersion program offers robust, high-quality, linguistically and culturally rich learning environments where students, K-12, are engaged in becoming highly proficient in Canada’s two official languages. Students who graduate from the program are well-prepared to be active and engaged citizens in today’s bilingual and multicultural Canada.

GUIDING PRINCIPLES

- To best achieve the program goals, French Immersion students are encouraged to remain in the program until the end of Grade 12.
- Maximizing the amount of French language spoken in the learning environment is essential.
- Robust enrolment—more than one class per grade—enhances teaching quality and student learning.
- Embedded cultural activities and opportunities are essential to the program’s effectiveness.
- Reducing the number of transitions to a new school, offering depth and breadth of programming, multiple choices in subject offerings and extracurricular activities is important to retention.
- Families play a key role in promoting immersion programs and supporting their child in achieving the program goals.
- The Division advocates for the program, its accessibility and sustainability.
- The Division develops ongoing strategies to recruit and hire the best possible staff.

MUST-HAVE CRITERIA FOR THE POTENTIAL SOLUTION

-  **Address growth, balanced enrolment and retention concerns.** The Division anticipates significant growth coming from Ardrossan East, the elementary French Immersion program is undersubscribed at Heritage Hills Elementary and fewer students are deciding to stay in the program at the junior high and senior high levels.
-  **Support the vision and guiding principles.** Based on feedback from Phase 1 and Phase 2 of the French Immersion engagement, EIPS has developed a vision and guiding principles for the program.
-  **Be financially sustainable.** EIPS has a fiduciary responsibility to operate all programming at sustainable levels.
-  **Align with what we have heard.** A desire for robust French Immersion programming, such as course options, French cultural experiences, extracurricular activities, high-quality, French-speaking teachers; school sites close to where students live; the least amount of school transitions as possible; more academic supports for students and families in French Immersion; a clear EIPS vision for the program; and a potential solution for the next engagement.
-  **Enable growth of the program well into the future.** A plan that enables program growth ensures EIPS can provide robust, linguistically and culturally rich learning environments for students, K-12, long term.



SCAN FOR MORE INFORMATION:
Background, Questions & Answers, Facts and Figures,
What We Heard Reports, plus more



EIPS “
Let’s Talk About

What we heard



The French Immersion program needs robust programming, school sites close to where students live, the least amount of school transitions, and more supports for students and their families



PART A: ELEMENTARY

A.1 Balance elementary French Immersion at Heritage Hills Elementary

POTENTIAL SOLUTION:

Expand Heritage Hills Elementary's attendance boundary.

Balance Enrolment (K-6)

Address Enrolment Pressures

Enhance Retention

- Designate French Immersion students living in Cambrian Crossing to Heritage Hills Elementary, K-6, effective 2023-24.
- Expand Heritage Hills Elementary's French Immersion attendance boundary so it aligns with the regular program—phased in starting with kindergarten children in the 2024-25 school year.

A.2 Address anticipated enrolment pressures at Ardrossan Elementary

POTENTIAL SOLUTION:

Accommodate students at Ardrossan Elementary through the Division's Modular Classroom Plan.

Balance Enrolment (K-6)

Address Enrolment Pressures

Enhance Retention

- Ardrossan Elementary continues to offer a dual-track regular and French Immersion program.
- Ardrossan Elementary's attendance boundaries remain unchanged—except students living in Cambrian Crossing are redirected to Heritage Hills Elementary for French Immersion.

A.3 Balance elementary French Immersion at the Sherwood Park replacement school

POTENTIAL SOLUTION:

Students designated to École Campbelltown move to the new replacement school in Sherwood Park, expected in 2025-26.

Balance Enrolment (K-6)

Address Enrolment Pressures

Enhance Retention

- The replacement school's elementary French Immersion program has room to grow.
- The replacement school's elementary French Immersion program is contained within the new school and operates as a stand-alone school within a larger building.

HOW IT ADDRESSES THE CRITERIA

- Supports the anticipated growth in elementary French Immersion.
- Allows more elementary students close proximity to the program.
- Two classes per grade enables robust programming and helps facilitate more academic supports.
- Sustainable into the future and reduces further school transitions.

What we heard

“ The French Immersion program needs robust programming, school sites close to where students live, the least amount of school transitions, and more supports for students and their families ”



PART B: SECONDARY

B. Address French Immersion retention and anticipated enrolment pressures at Ardrossan Junior Senior High

POTENTIAL SOLUTION:

Balance Enrolment (K-6)
Address Enrolment Pressures
Enhance Retention

Relocate all EIPS' secondary French Immersion program, grades 7-12, to Bev Facey Community High—effective at the same time the new K-9 replacement school in Sherwood Park opens, expected in the 2025-26 school year.

- Relocate Ardrossan Junior Senior High's French Immersion program to Bev Facey Community High.
- Relocate Sherwood Heights Junior High's French Immersion program to Bev Facey Community High.
- Make Bev Facey Community High the designated secondary school, grades 7-12, for Ardrossan Elementary, École Campbelltown, École Parc Élémentaire and Heritage Hills Elementary's French Immersion.

HOW IT ADDRESSES THE CRITERIA

- Addresses students going to school closest to where the majority resides.
- Enables robust programming, especially concerning program offerings and extracurricular.
- Minimizes transitions and increases retention.
- Enhances a culture of French in the school by locating the Bev Facey French Immersion program in a section of the school building.
- Staff teaching junior high and senior high strengthen continuity in teaching and learning.
- Sustainable into the future.



What we heard

“The French Immersion program needs robust programming, school sites close to where students live, the least amount of school transitions, and more supports for students and their families”

Address French Immersion program retention and anticipated enrolment pressures at Ardrossan Junior Senior High



FRENCH IMMERSION: OPTION 1

HIGHLIGHTS

Addresses enrolment

Enhances retention

Bev Facey Community High becomes

- single-track junior high
- dual-track senior high

BUSING

Reasonable ride times

- urban Fort Saskatchewan – shorter
- rural areas – similar
- Ardrossan – similar to rural areas

Relocate all secondary French Immersion programs, grades 7-12, to Bev Facey Community High

- Effective at the same time the new K-9 replacement school in Sherwood Park opens, expected in the 2026-27 school year.
- Ardrossan Junior Senior High's French Immersion program relocates to Bev Facey Community High—grades 7-12.
- Sherwood Heights Junior High's French Immersion program relocates to Bev Facey Community High.
- Make Bev Facey Community High the designated secondary school, grades 7-12, for Ardrossan Elementary, École Campbelltown, École Parc Élémentaire and Heritage Hills Elementary's French Immersion.
- Bev Facey becomes a single-track French Immersion junior high, and a dual-track senior high.

HOW IT ADDRESSES THE CRITERIA

- All alternative and specialized programs offered at the school can remain unchanged.
- Supports the anticipated enrolment pressures at Ardrossan Junior Senior High.
- Addresses students going to a school closest to where the majority resides.
- Enhances a French culture at the school by locating the French Immersion program in a dedicated section of the school building.
- Enables robust programming, especially concerning program offerings, careers and technologies courses, options, extracurriculars and sports teams.
- Minimizes transitions and increases retention.
- Strengthen continuity in teaching and learning, grades 7-12.
- Maximizes French teachers—teaching French full time, or almost full time.
- Sustainable into the future.

NOTE: The Division will also put a plan in place to ensure smooth transitions for everyone.

What we heard

“On top of being close to where students live and fewer transitions we want to ensure robust programming. A single-track French Immersion junior high may limit programming and social experiences”

Address French Immersion program retention and anticipated enrolment pressures at Ardrossan Junior Senior High



FRENCH IMMERSION: OPTION 2

HIGHLIGHTS

Addresses enrolment

Enhances retention

Bev Facey Community High becomes

- dual-track junior high
- dual-track senior high

BUSING

Reasonable ride times

- urban Fort Saskatchewan – shorter
- rural areas – similar
- Ardrossan – similar to rural areas

Relocate all EIPS' secondary French Immersion program to Bev Facey Community High. AND, readjust the junior high English regular attendance to include Bev Facey.

- Effective at the same time the new K-9 replacement school in Sherwood Park opens, expected in the 2026-27 school year.
- Relocate Ardrossan Junior Senior High's French Immersion program to Bev Facey Community High, grades 7-12.
- Relocate Sherwood Heights Junior High's French Immersion program to Bev Facey Community High, grades 7-9.
- Add a junior high regular English program at Bev Facey Community High.
- Redefine the Strathcona County's junior high and senior high boundaries—both French Immersion and regular English programs.
- Make Bev Facey Community High the designated secondary school, grades 7-12, for Ardrossan Elementary, École Campbelltown, École Parc Élémentaire and Heritage Hills Elementary's French Immersion.
- Bev Facey becomes a dual-track secondary school, grades 7-12.

HOW IT ADDRESSES THE CRITERIA

- Supports the anticipated enrolment pressures at Ardrossan Junior Senior High.
- Addresses students going to a school closest to where the majority resides.
- Enhances a French culture at the school by locating the French Immersion program in a dedicated section of the school building.
- Enables robust programming, especially concerning program offerings, careers and technologies courses, options, extracurriculars and sports teams.
- Minimizes transitions.
- Increases retention.
- Strengthen continuity in teaching and learning, grades 7-12.
- Maximizes French teachers—teaching French full time, or almost full time.
- Sustainable into the future.

NOTE: The Division will also put a plan in place to ensure smooth transitions for everyone.

What we heard



On top of robust programming and being close to where students live, we feel a better option is to move the French Immersion junior high program to the new Sherwood Park replacement school



Address French Immersion program retention and anticipated enrolment pressures at Ardrossan Junior Senior High



FRENCH IMMERSION: OPTION 3

HIGHLIGHTS

Addresses enrolment

Enhances retention

Replacement school becomes

- single-track elementary
- dual-track junior high

Bev Facey Community High becomes

- dual-track senior high

BUSING

Reasonable ride times

- Fort Saskatchewan – similar
- Rural areas – similar
- Ardrossan – similar to rural areas

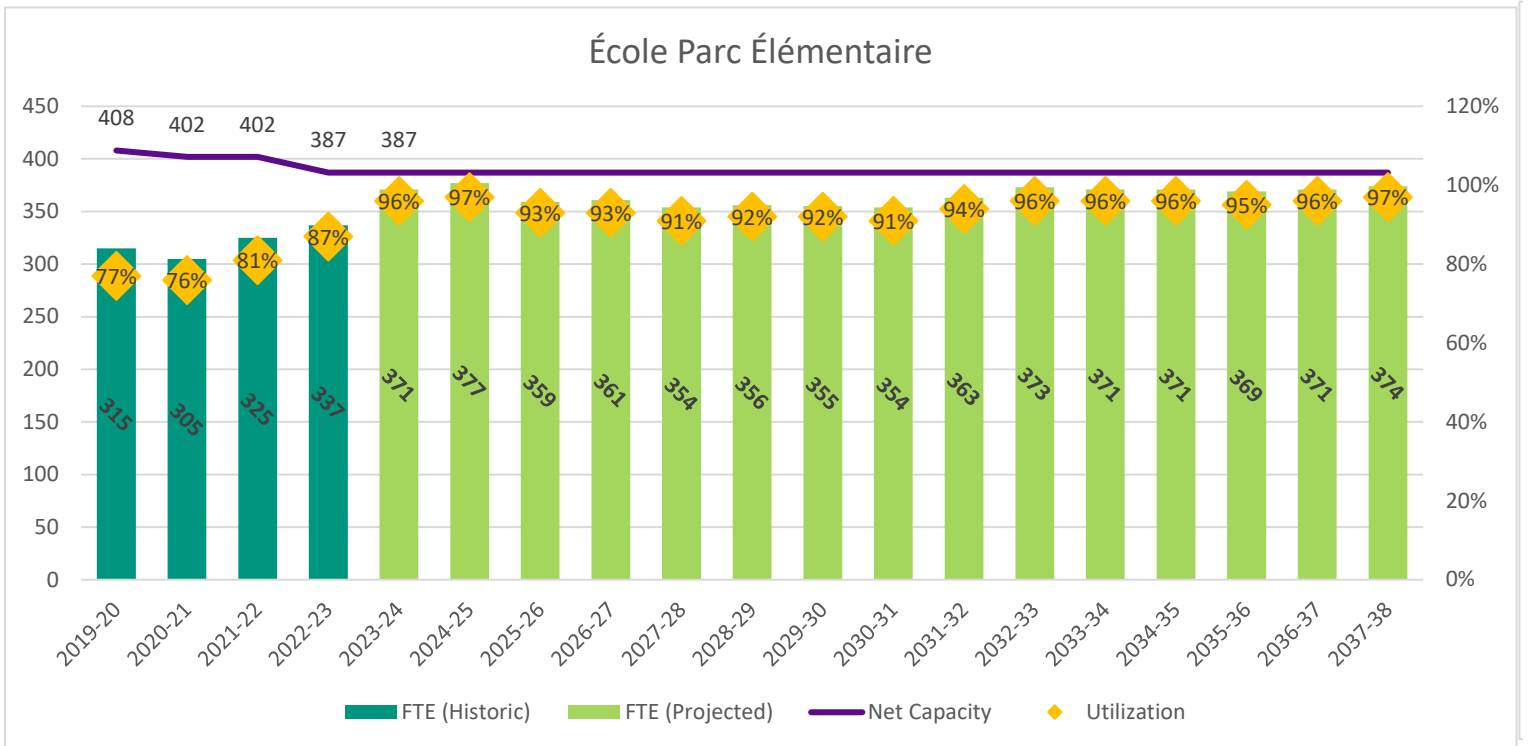
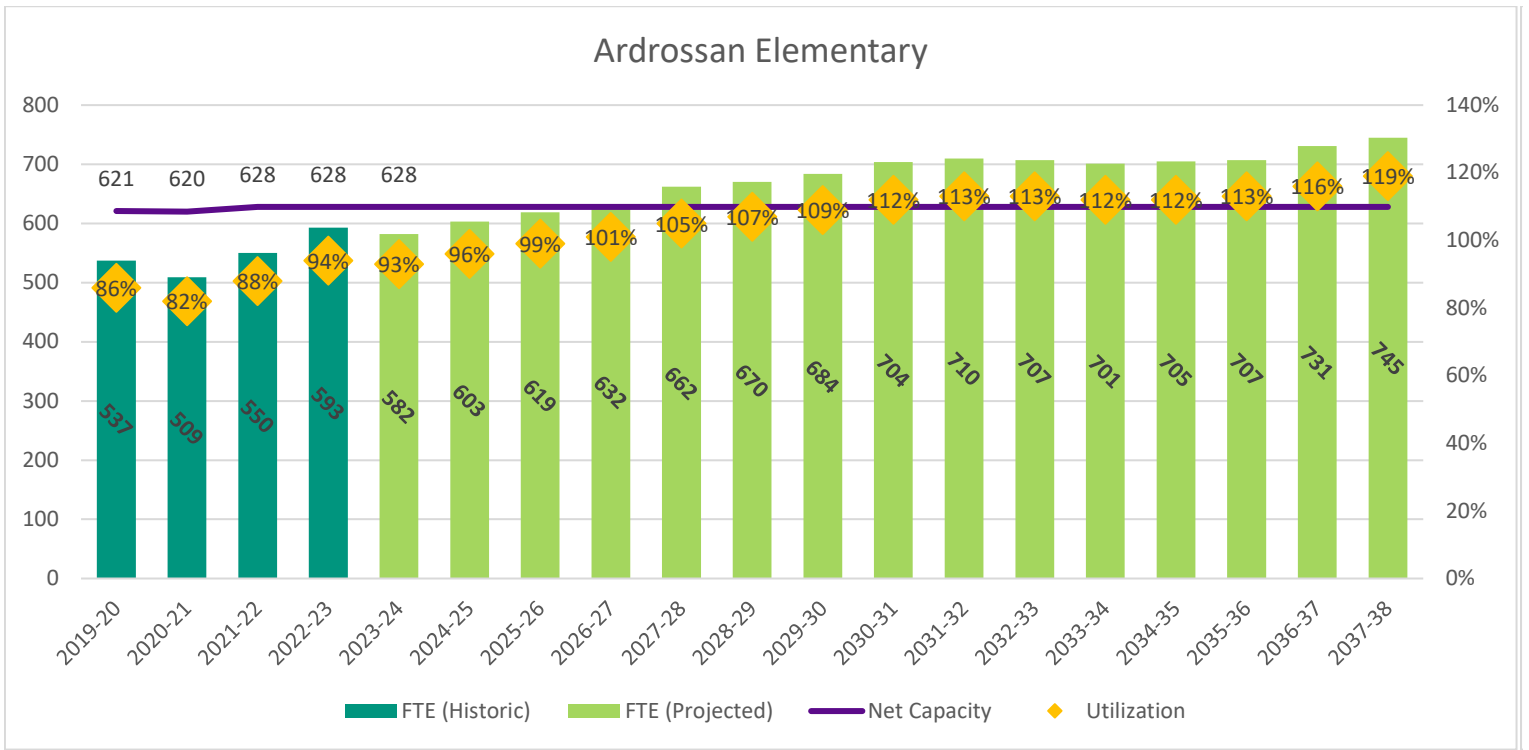
Relocate all EIPS junior high French Immersion programming to the new replacement school in Sherwood Park. AND, relocate all senior high French Immersion programming to Bev Facey Community High.

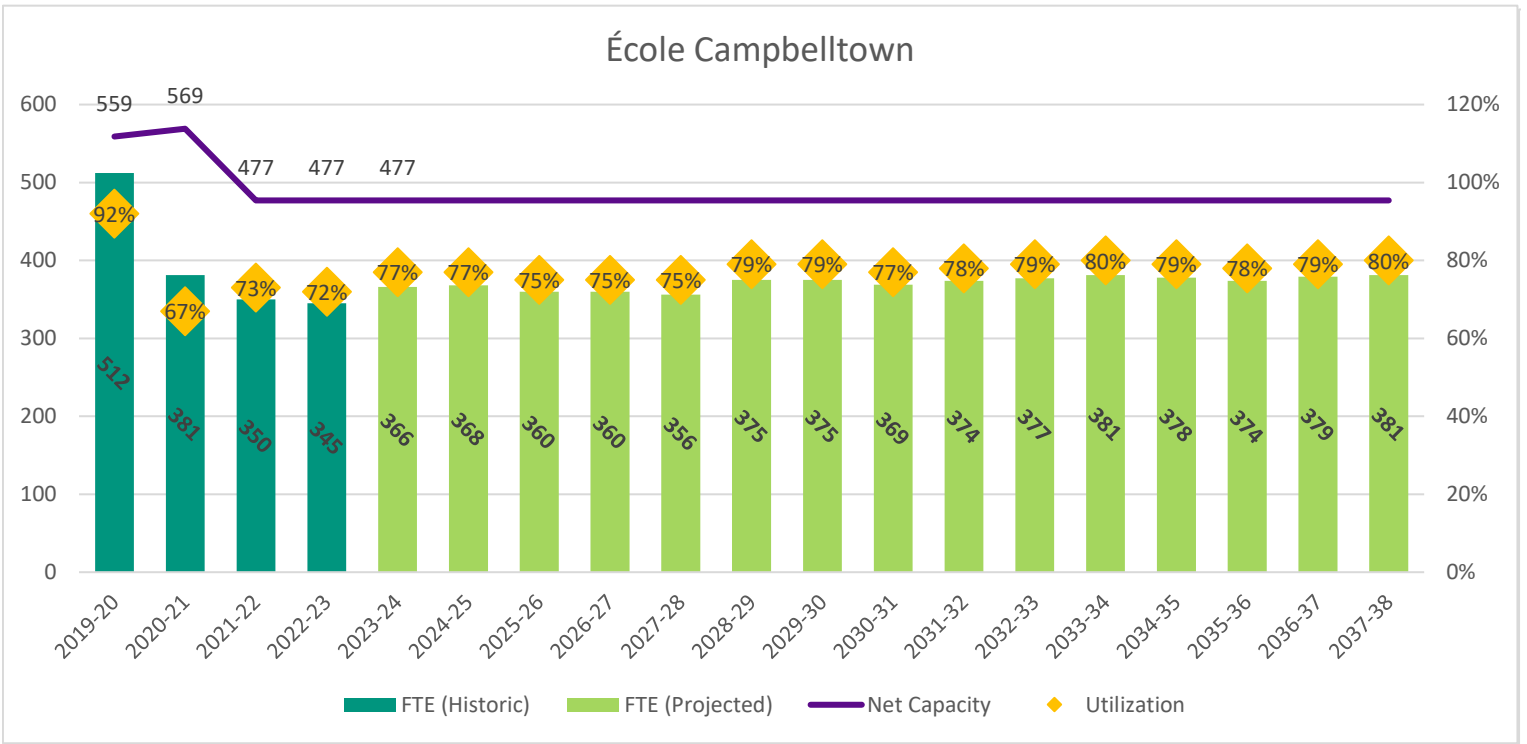
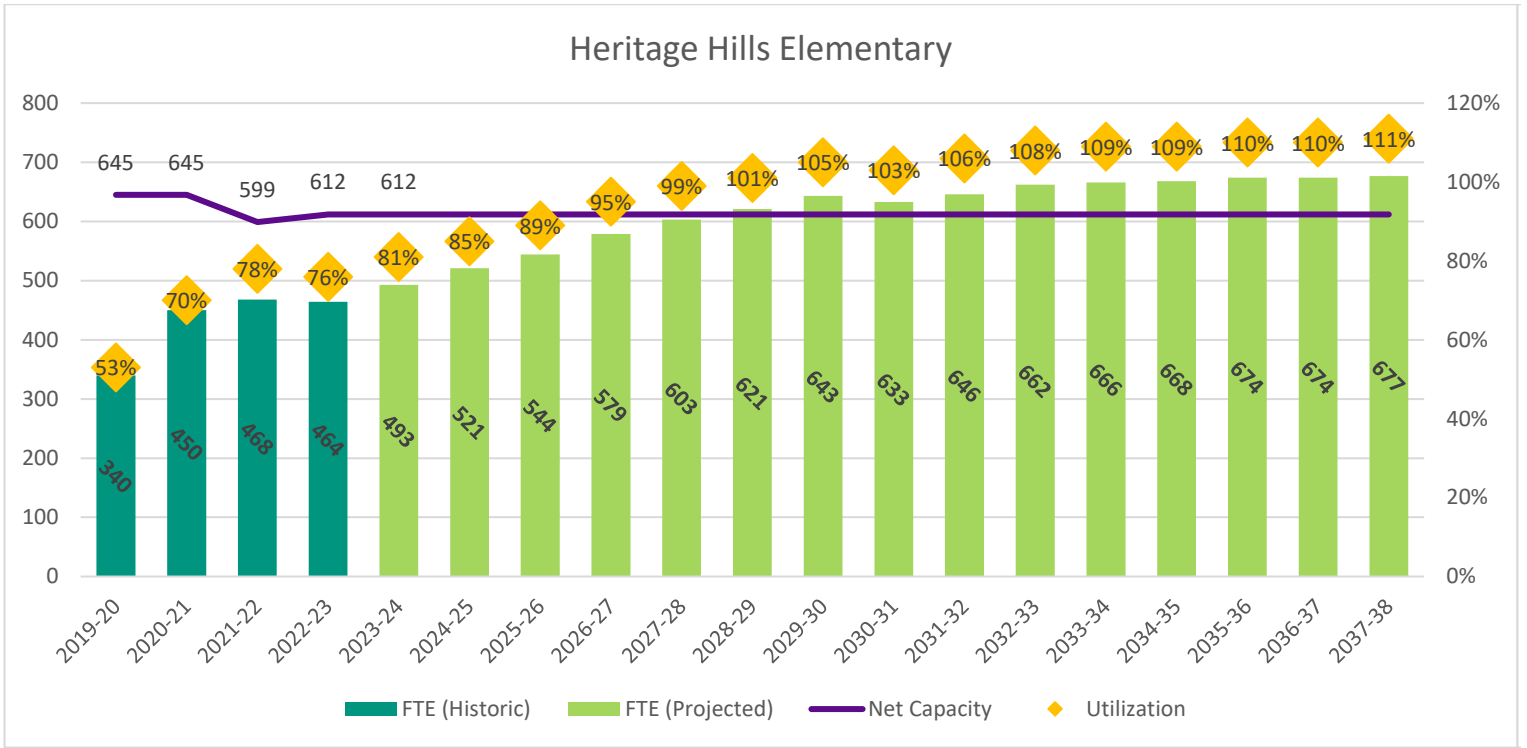
- Effective at the same time the new K-9 replacement school in Sherwood Park opens, expected in the 2026-27 school year.
- Ardrossan Junior Senior High's junior high French Immersion program relocates to the new Sherwood Park replacement school, grades 7-9.
- Sherwood Heights Junior High's French Immersion program relocates to the new Sherwood Park replacement school, grades 7-9.
- Ardrossan Junior Senior High's senior high French Immersion program relocates to Bev Facey, grades 10-12.
- Make the Sherwood Park replacement school the designated junior high, grades 7-9, for Ardrossan Elementary, École Campbelltown, École Parc Élémentaire and Heritage Hills Elementary's French Immersion.
- The replacement school becomes a single-track French Immersion elementary school, K-6; and a dual-track junior high, grades 7-9.
- Bev Facey becomes a dual-track secondary school, grades 10-12.

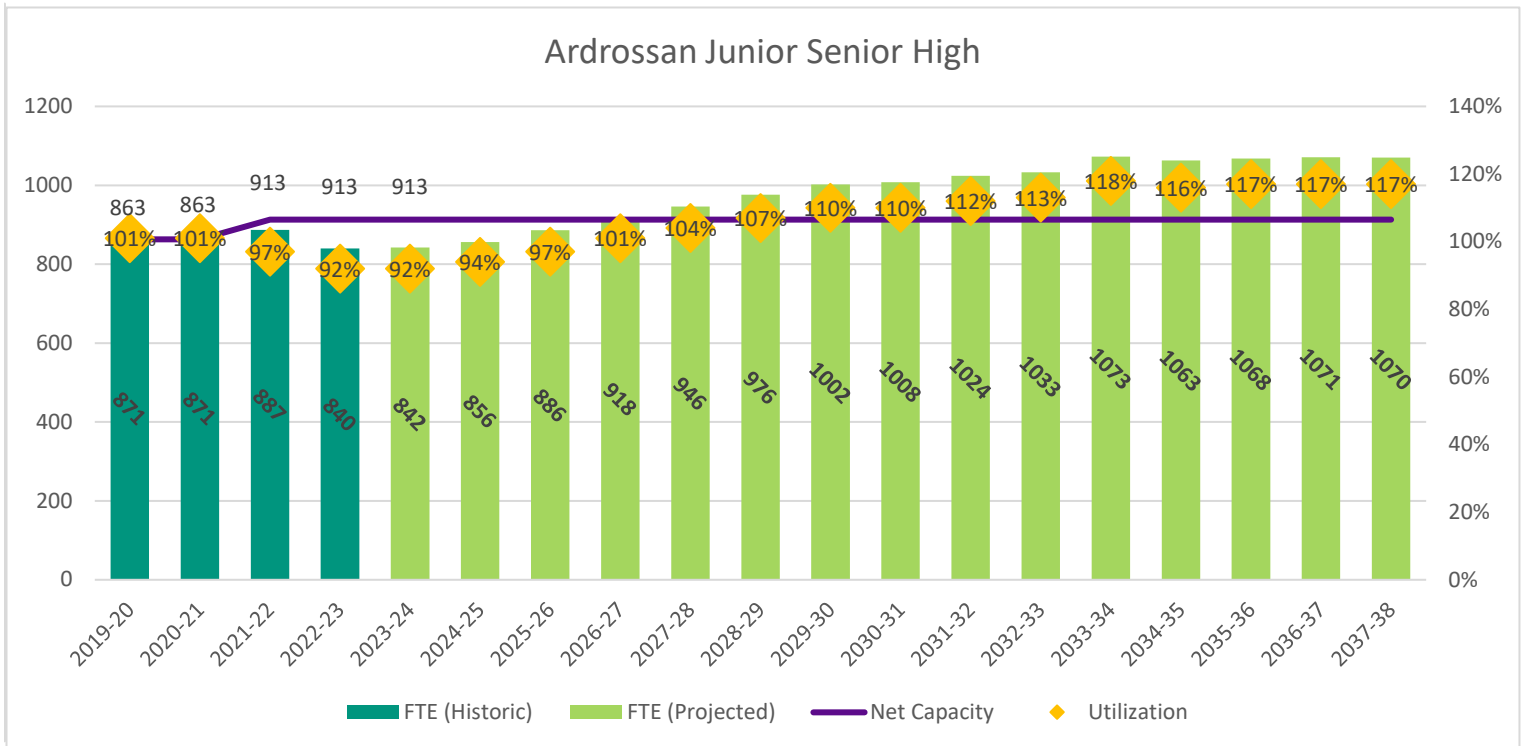
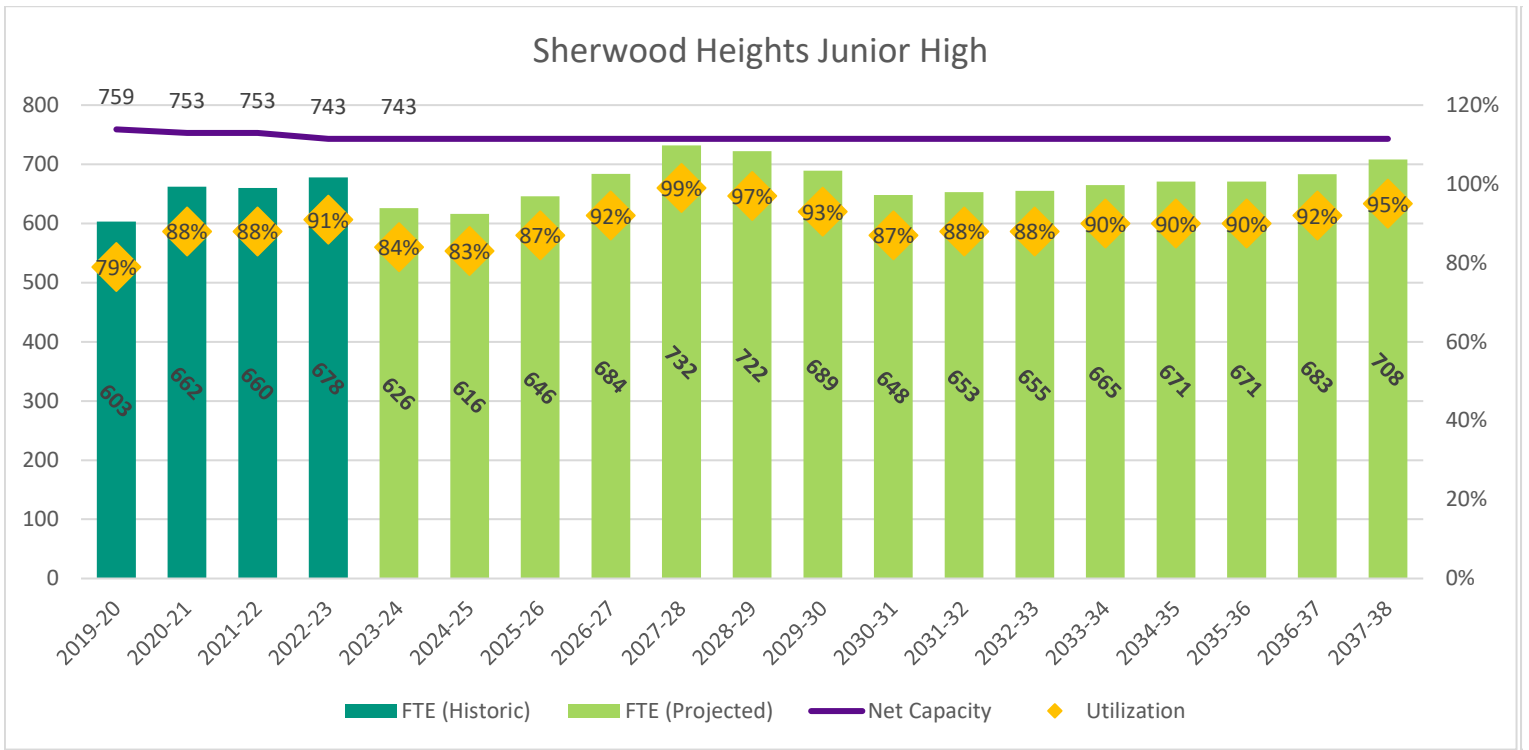
HOW IT ADDRESSES THE CRITERIA

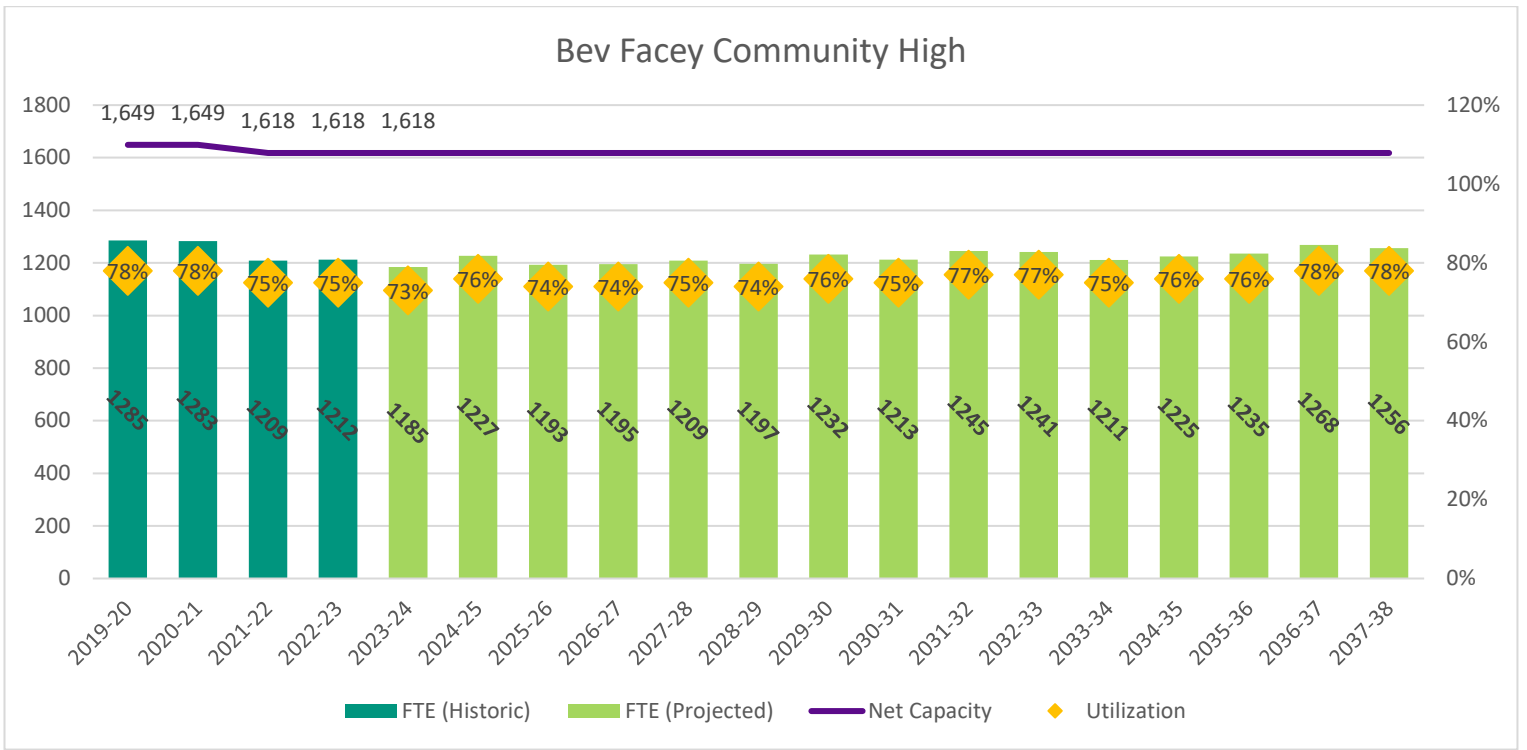
- Supports the anticipated enrolment pressures at Ardrossan Junior Senior High.
- Addresses students going to a school closest to where the majority resides.
- Strengthen continuity in teaching and learning, for students in grades 7-12
- Enables robust programming, especially concerning program offerings, careers and technologies courses, options, extracurriculars and sports teams.
- Maximizes French teachers—teaching French full time, or almost full time.
- Sustainable into the future.

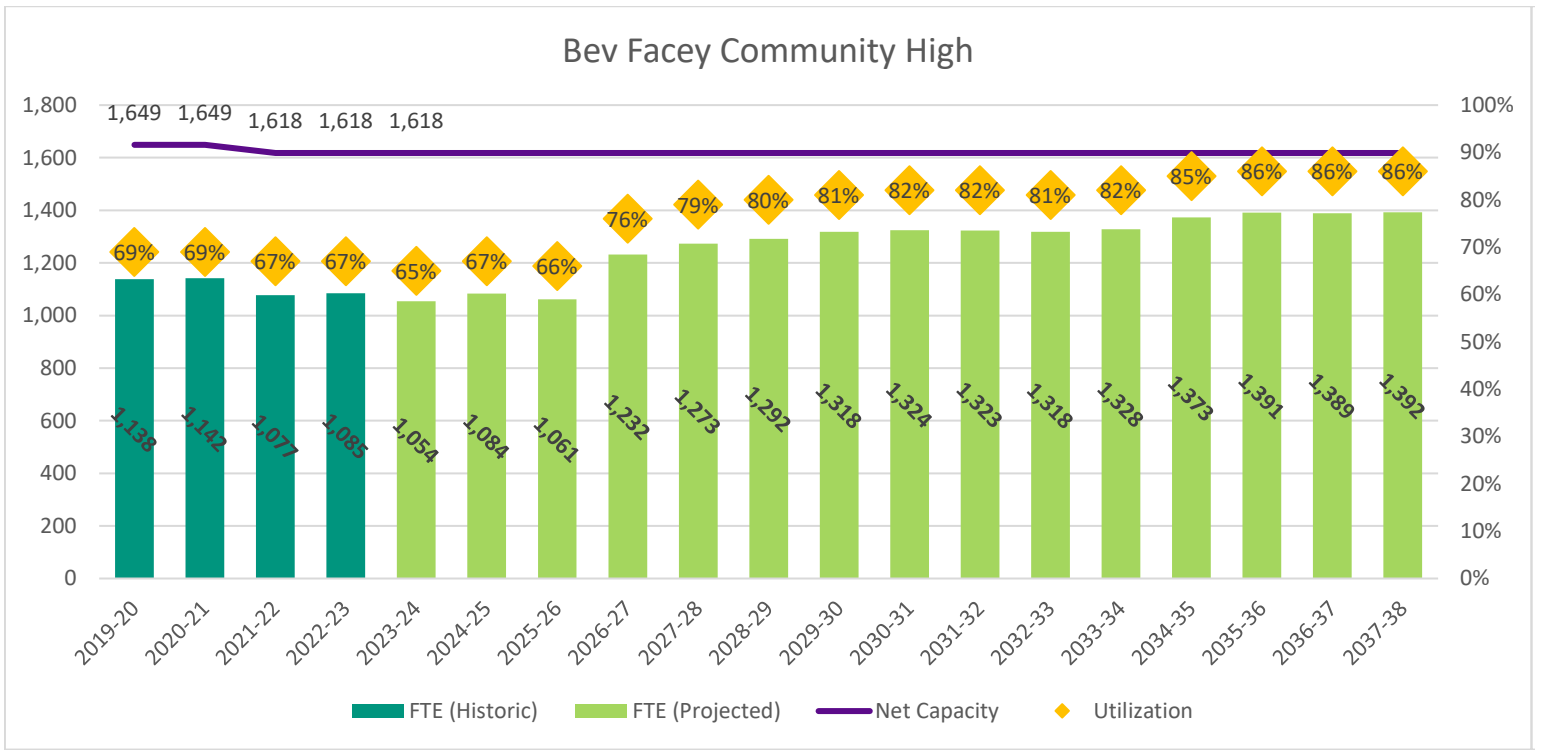
NOTE: The Division will also put a plan in place to ensure smooth transitions for everyone.



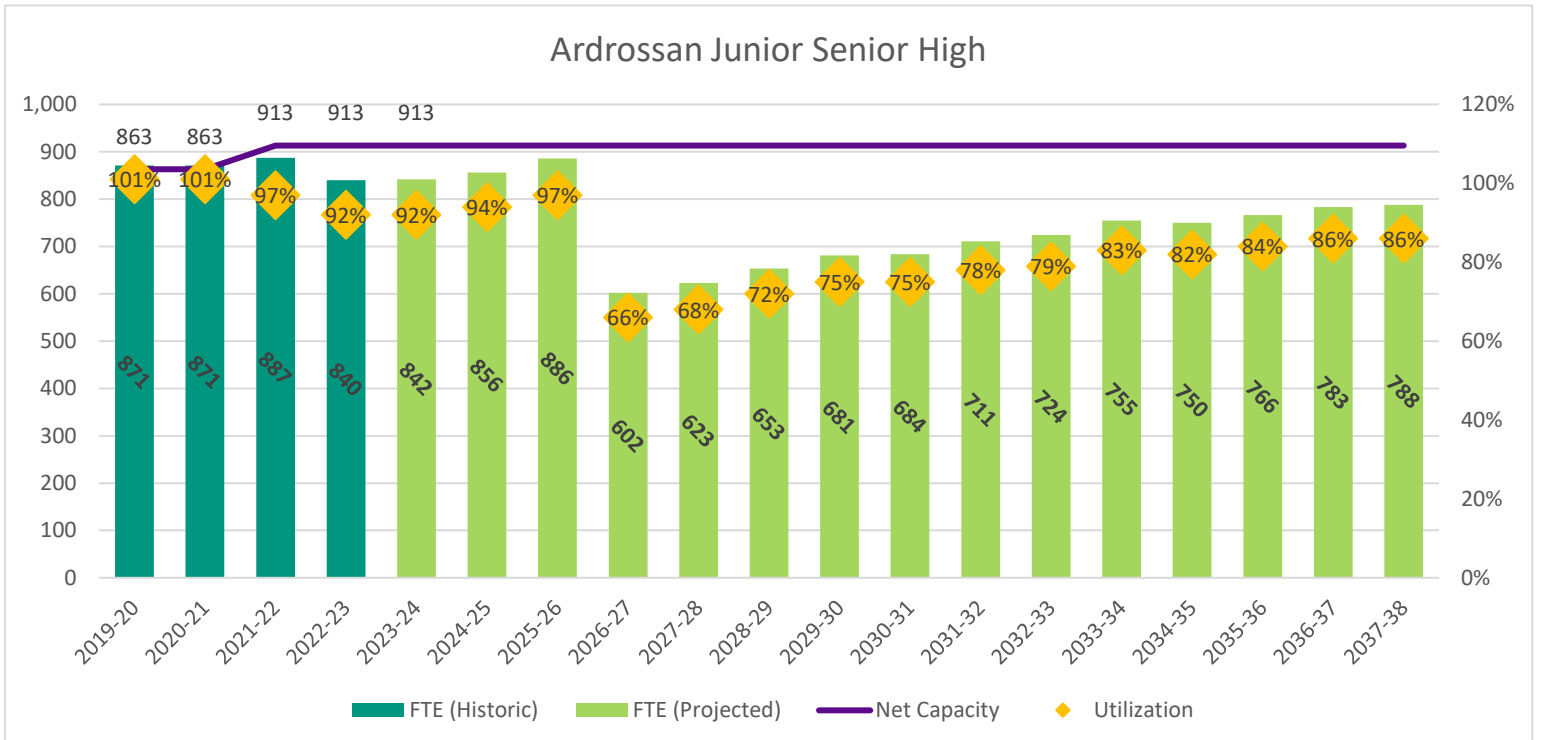




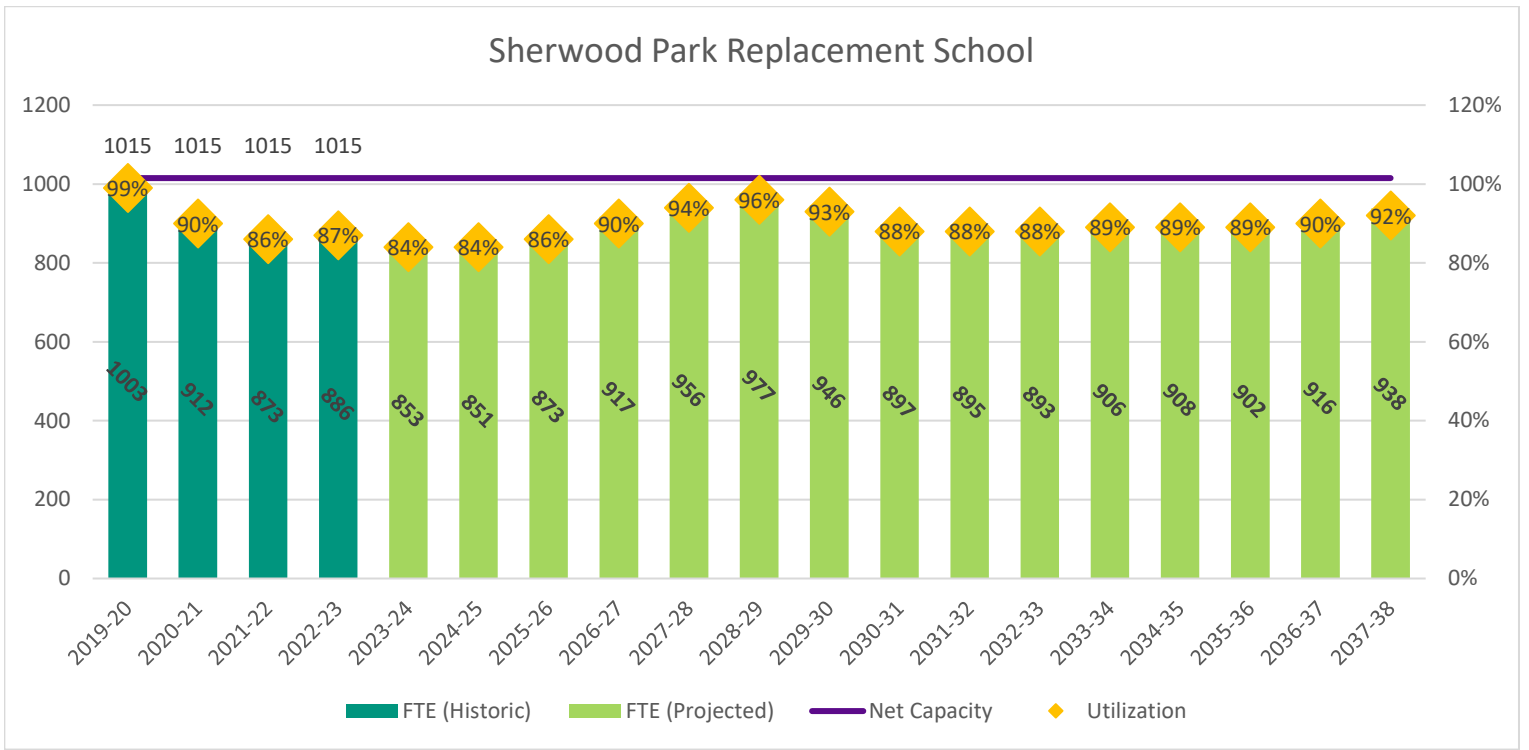




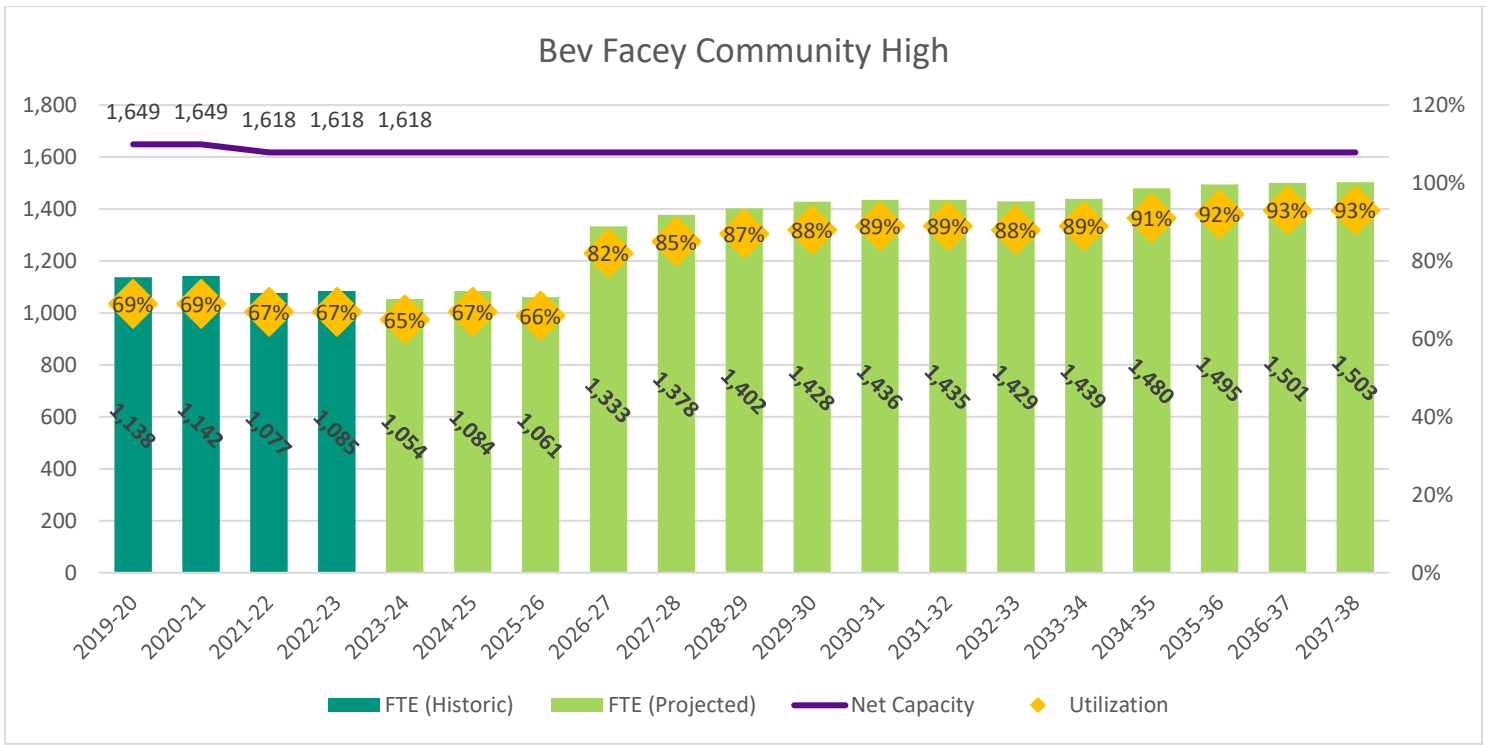
Projection assumptions include closed boundaries at Bev Facey Community High.



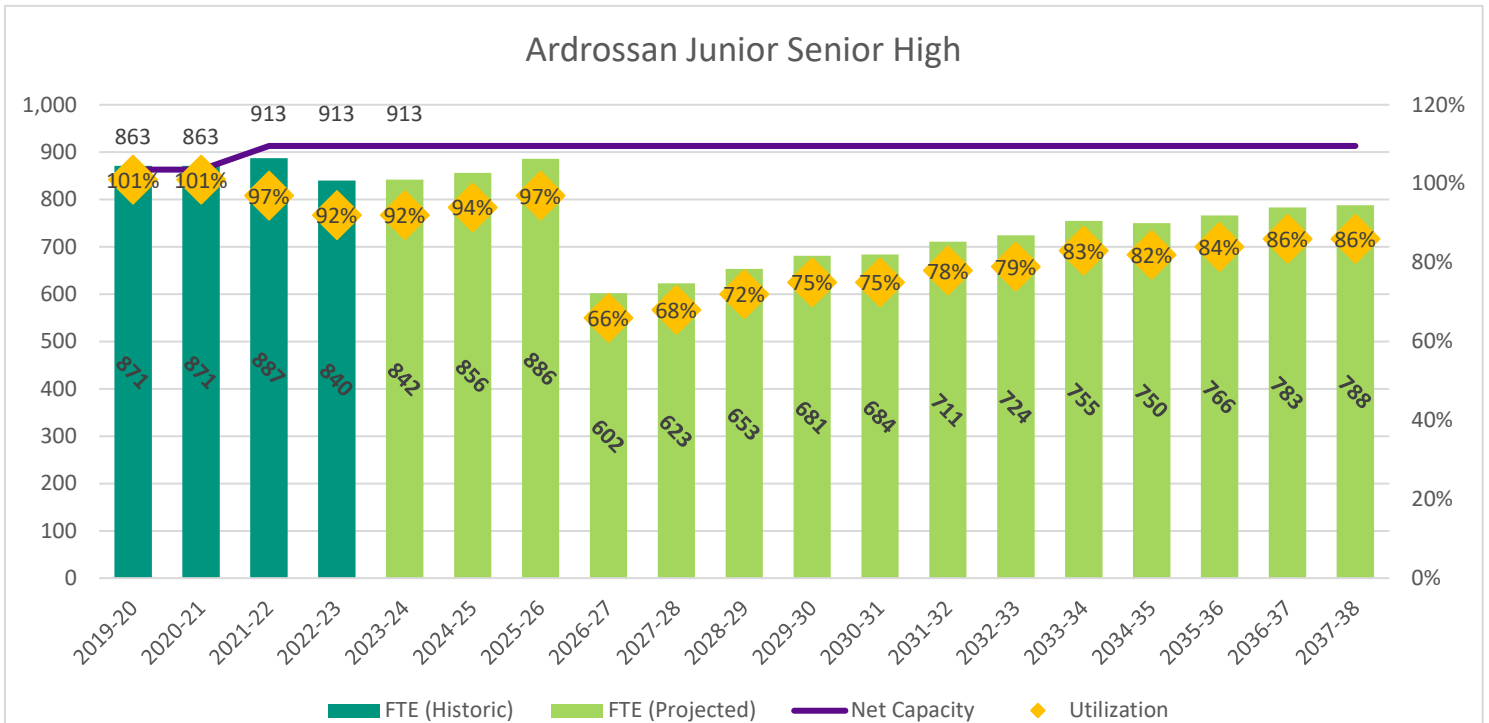
The 2026-27 year sees a drop in enrolment with the grades 7-12 French Immersion students moved to Bev Facey Community High. The Projection also includes enrolment growth from the Ardrossan East growth area.



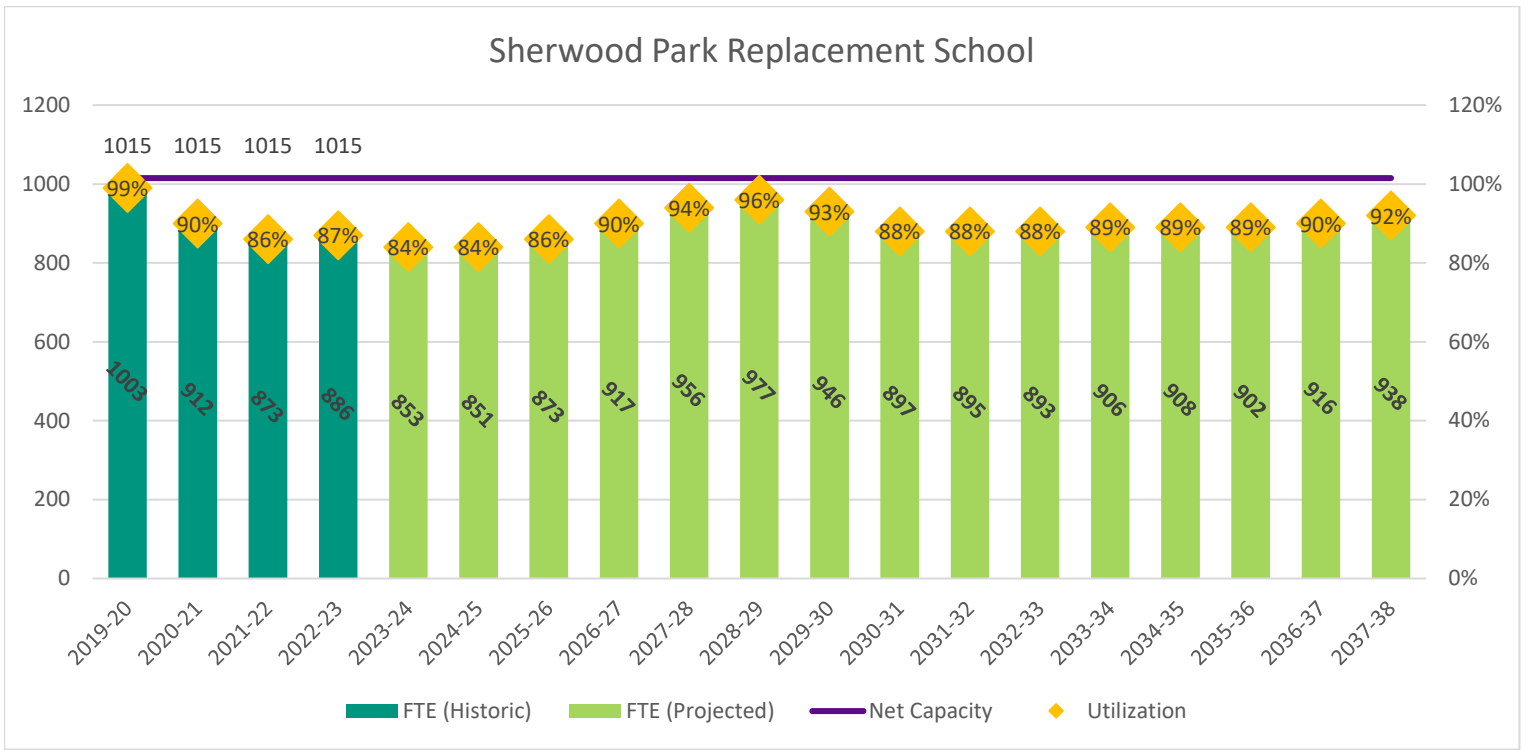
The historic and 2023 to 2025 projection is based on combined enrolment of Sherwood Heights Junior High School and École Campbelltown. Beyond 2026, all 7-9 French Immersion students have been relocated to Bev Facey Community High.



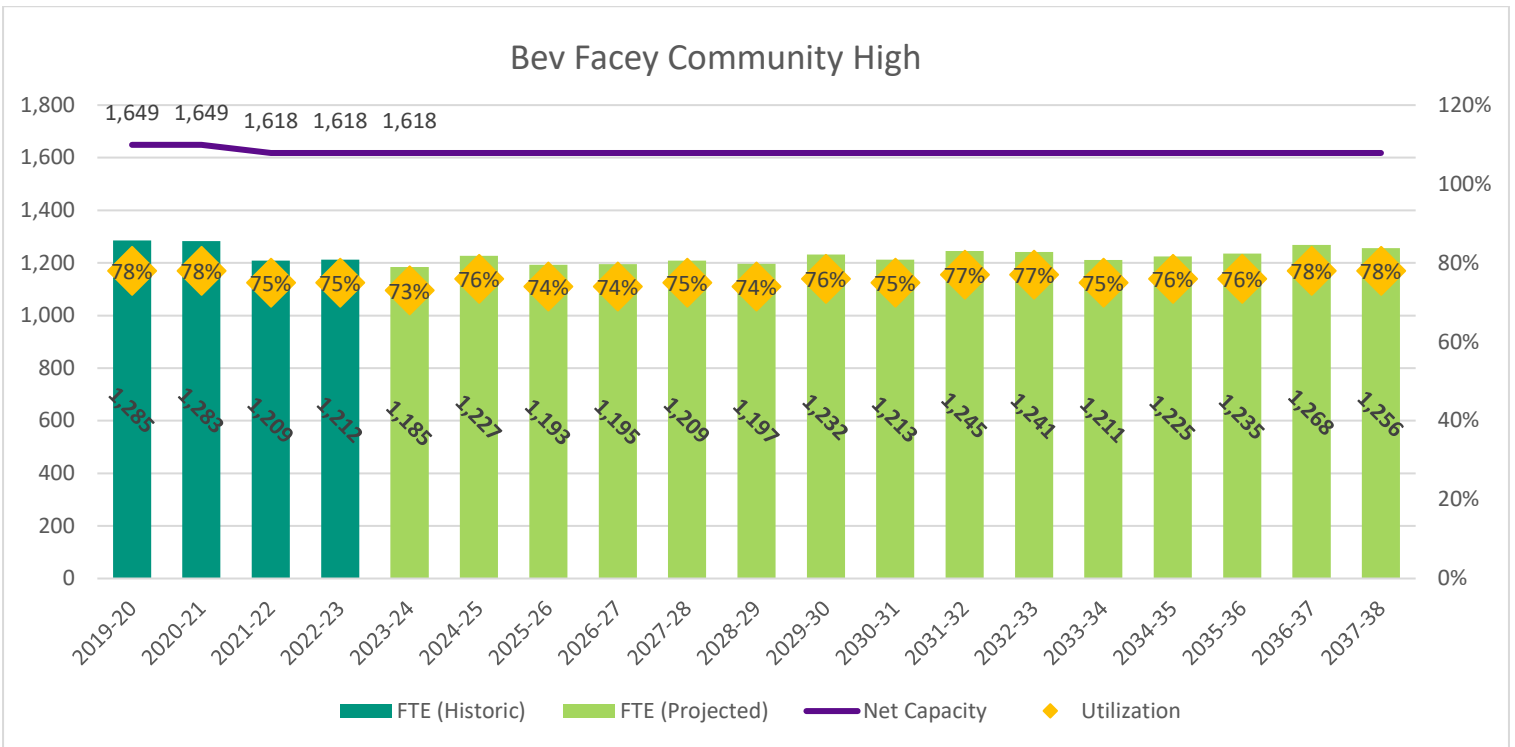
Bev Facey Community High enrolment projection is based on closed boundaries with grades 7-12 French Immersion, an additional 7-9 program, Regular program grades 10-12 and Advanced Placement grades 10-12.



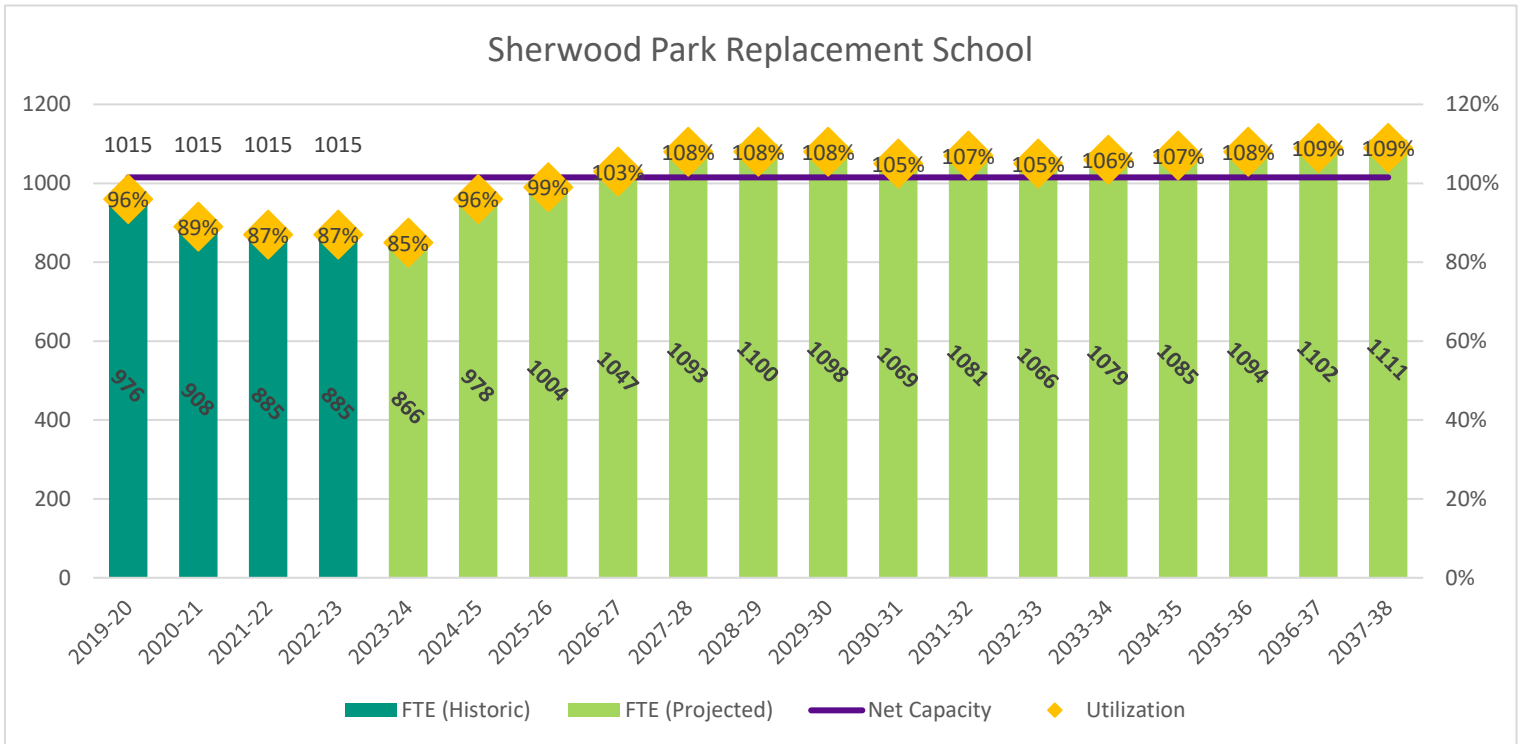
The 2026-27 year sees a drop in enrolment with the grades 7-12 French Immersion students moved to Bev Facey Community High. The Projection also includes enrolment growth from the Ardrossan East growth area.



The historic and 2023 to 2025 projection is based on combined enrolment of Sherwood Heights Junior High School and École Campbelltown. Beyond 2026, all 7-9 French Immersion students have been relocated to Bev Facey Community High.



Projection includes the addition of senior high French Immersion program. This projection includes closed boundaries at Bev Facey.



The historic and 2023 to 2025 projection is based on combined enrolment of Sherwood Heights Junior High School and École Campbelltown. Beyond 2026, the projection incorporates all 7-9 French Immersion Students.



RECOMMENDATION REPORT

DATE: Oct. 19, 2023

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: 2024-25 Modular Classroom Plan

ORIGINATOR: Calvin Wait, Director, Facility Services

RESOURCE STAFF: Brent Dragon, Assistant Director, Facility Services
Shaylin Sharpe, Planner, Facility Services

REFERENCE: *Alberta Education School Capital Manual*
Chapter 12, Modular Classroom Program

EIPS PRIORITY: Enhance high quality learning and working environments.

EIPS GOAL: Quality infrastructure for all.

EIPS OUTCOME: Learning and working environments are supported by effective planning, management, and investment in Division infrastructure.

RECOMMENDATION:

That the Board of Trustees direct administration to request funding to:

- **add two new A-Type modular classrooms from Alberta Education to Ardrossan Elementary;**
- **add two new B-Type modular classrooms from Alberta Education to SouthPointe School;**
- **demolish two modular classrooms and reclaim the site at Westboro Elementary.**

BACKGROUND:

Elk Island Public Schools (EIPS) 2024-25 Modular Classroom Plan outlines the Division's highest priorities for modular classroom requests (see Attachment 1). Modular classrooms are standard classroom units built centrally and distributed to schools to ease enrolment pressures in high-growth areas. Modular classrooms are funded through Chapter 12, "Modular Classroom Program" of the 2023-24 School Capital Manual, October, 2023 (see Attachment 2).

Every year, requests for modular classrooms—for the following school year—are due to Alberta Education. Typically, submissions are due by November 1. Alberta Education then reviews and considers each division's modular submission. Modular classrooms are requested under three categories: new or replacement units, relocation of existing units and the demolition of ageing units. Typically, Alberta Education provides funding for new modular classrooms or the relocation of modular classrooms when enrolment pressures at a school are projected to exceed and remain above 100 per cent utilization.

Funding for demolishing modular classrooms is usually granted by Alberta Education if health and safety issues are identified. Alberta Education also considers enrolment pressures within the context of the surrounding schools. For this reason, EIPS evaluates modular classroom needs at the school level and considers enrolment and space requirements at the sector level when developing a modular classroom request.

The purpose of the 2024-25 Modular Classroom Plan is to accommodate short-term enrolment pressures and provide alternative options to ensure students have access to high-quality learning spaces. Modular classrooms are flexible infrastructure and should be deployed to meet short-term enrolment issues across the Division.

COMMUNICATION PLAN:

The following communication will occur if/when the recommendation is approved:

1. A completed modular classroom program request form will be submitted to Alberta Education for approval.
2. If/when Alberta Education approves the request(s):
 - a. The applicable school administrator(s) will be advised of the approval and provided with approximate delivery dates.
 - b. A prep sheet will be prepared for Alberta Infrastructure that includes an estimate of the unit cost, school site plan and work plan.

ATTACHMENT(S):

1. 2024-25 Modular Classroom Plan
2. Chapter 12, "Modular Classroom Program" *2023-24 School Capital Manual, October 2023*
3. Modular Classrooms by School by Sector
4. Government of Alberta Fiscal Plan 2023-25 – Modular Classroom Program



2024-25 Modular Classroom Plan

Board of Trustees Oct. 19, 2023

1. Background

Table 1 summarizes the modular classroom requests made by EIPS over the last six years.

Table 1: Modular classroom program submission to Alberta Education over the last five years

Plan Year	Receiving School	Donor School	Number Requested	Request Type	Approved
2023-24	SouthPointe School	École Campbelltown	2	Relocation	Yes
	SouthPointe School		2	New	No
	Uncas Elementary		3	Demolition	Yes
2022-23	James Mowat Elementary		1	New	No
	James Mowat Elementary		3	Replacement	No*
	SouthPointe School	Fultonvale Elementary Junior High	3	Relocation	No
	Uncas Elementary		3	Demolition	No
2021-22	SouthPointe School	Pine Street Elementary	2	Relocation	Yes
	SouthPointe School	École Campbelltown	2	Relocation	Yes
	Ardrossan Junior Senior High	École Campbelltown	2	Relocation	Yes
2020-21	SouthPointe School	Wye Elementary	1	Relocation	No**
	SouthPointe School	Pine Street Elementary	2	Relocation	No
	SouthPointe School	École Campbelltown	2	Relocation	No
2019-20	Ardrossan Junior Senior High		2	Demolition	Yes^
	Uncas Elementary		1	Demolition	Yes
	SouthPointe School		4	New	No^^
	École Campbelltown		1	Replacement	Yes

*EIPS relocated one modular classroom to James Mowat Elementary from Fultonvale Elementary Junior High using unallocated reserves.

**Approved under the grant agreement for Heritage Hills Elementary.

^Approval granted for the demolition of two modular classrooms at Ardrossan Junior Senior High. The remaining four modular classrooms were demolished using Infrastructure Maintenance and Renewal (IMR) funding.

^^EIPS relocated three modular classrooms to SouthPointe School from Mundare School using unallocated reserves.

In 2023, the Alberta government allocated \$93 million over the next three years for the modular classroom program. The modular classroom budget for 2023-24 is \$43 million (Attachment 4). These funds are allocated to address urgent space needs across the province. On October 1, 2022, EIPS submitted a modular classroom request to address enrolment concerns at SouthPointe School. This request included two new modular classrooms, and the relocation of two modular classrooms from École Campbelltown to SouthPointe School. Additionally, to remove aging infrastructure at Uncas Elementary, EIPS requested the demolition of three modular classrooms that were past their life span.

In January 2023, the province notified EIPS that the demolition of three modular classrooms at Uncas Elementary, and the relocation of two modular classrooms from École Campbelltown to Southpointe School were approved. EIPS was not allocated funds for the addition of two new modular classrooms at Southpointe School.

Enrolment pressures are significant across Alberta. In fact, many school boards are experiencing more than two per cent annual growth. In 2022 Alberta Infrastructure posted a request for proposals for new modular classroom suppliers.

Recent conversations with Alberta Education indicate no additional suppliers were secured. As of the writing of this report Alberta Education has not circulated a formal request for the 2024-25 Modular Classroom Program.

Table 2: Classroom submissions by project type for the last five years

Request Type	Requested	Approved	Denied
Replacement	4	1	3
Relocation	16	8	8
Demolition	9	6	3
New	7	0	7
Total	36	15	21

The table does not include EIPS-funded projects - four demolished units at Ardrossan Junior Senior, three units relocated to SouthPointe from Mundare School, and one unit relocated to James Mowat Elementary from Fultonvale Elementary Junior High.

Table 2 provides an overview of the number of requested, approved, and denied projects. It should be noted that EIPS has shifted to relocating modular classrooms where possible to meet the community's needs. Before a request is made to relocate a modular classroom EIPS considers the donor school's medium- to long-term programming and enrolment needs. EIPS has relocated eight modular classrooms over the last five years. As a result, there are fewer units available for relocation. Requesting funds to demolish modular classrooms that are past their expected lifecycle at underutilized schools is one way to reduce the Division's five-year maintenance costs.

Overall, EIPS has 115 modular classrooms located at 18 school facilities. This is down from 2022-23 due to the demolition of three units at Uncas Elementary.

Table 3: The number of modular classrooms at each EIPS facility

Schools	Number of Modular Classrooms	Average Age	Total Student Capacity
Ardrossan Elementary	10	6	212
Ardrossan Junior Senior High	2	10	42
Clover Bar Junior High	2	20	42
École Campbelltown	4	13	86
F.R. Haythorne Junior High	2	22	44
Fort Saskatchewan Christian	3	8	60
Fort Saskatchewan Elementary	7	11	158
Fultonvale Elementary Junior High	12	9	261
Glen Allan Elementary	4	33	88
James Mowat Elementary	10	36	247
Lakeland Ridge	6	15	132
Mills Haven Elementary	4	7	88
Pine Street Elementary	2	19	46
SouthPointe School	14	8	294
Wes Hosford Elementary	13	9	262
Westboro Elementary	2	48	38
Win Ferguson Elementary	12	33	252
Woodbridge Farms Elementary	6	42	126
Grand Total	115	17	2,478

The average age of modular classrooms across the Division has remained at 17 years, due to the demolition of three 1978 units at Uncas Elementary. Table 3 indicates many schools have old modular classrooms that are well beyond their anticipated lifecycle of 25 years. Table 3 also illustrates modular classrooms account for 2,478 student spaces across the Division.

In 2022-23, EIPS had 21,394 student spaces, not including leased facilities or space leased to community organizations. As shown in Figure 1, modular classrooms account for 12 per cent of the Division's total capacity. The management and effective use of these spaces are vital to accommodating students over the short and medium term.

Figure 1: Student spaces by facility type

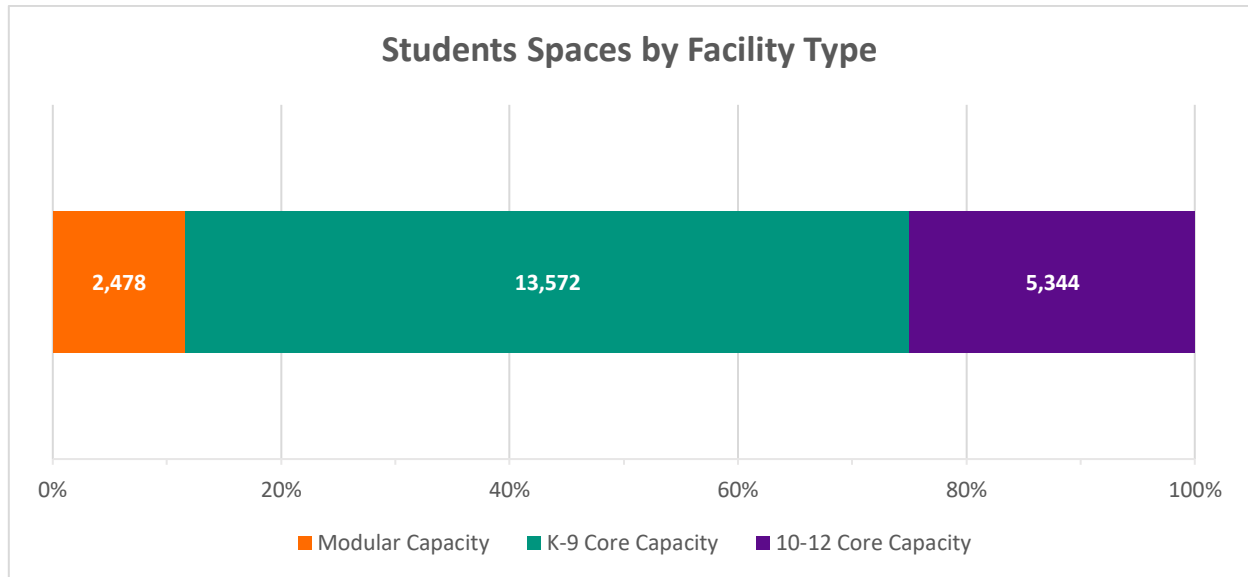


Figure 1 illustrates the proportion of student spaces categorized by facility type, modular classroom, K-9 core capacity and 10-12 core capacity.

The above figure represents the proportion of student spaces categorized by facility type.

- Modular capacity accounts for the 115 modular classrooms space in the 2022-23 Area Capacity and Utilization Report (ACU).
- Kindergarten to Grade 9 core capacity accounts for all kindergarten to Grade 9 student spaces in core infrastructure.
- Grades 10 to 12 core capacity accounts for all grade 10-12 student spaces in core infrastructure.

NOTE: The data includes Fort Saskatchewan Christian and excludes colony schools, Strathcona Christian Academy Elementary, Strathcona Christian Academy Secondary, Next Step and Elk Island Youth Ranch Learning Centre.

2. Determination of Need

Conversations with Alberta Education indicated funding for new modular classrooms and the relocation of modular classrooms occurs when enrolment pressures at a school are projected to exceed 100 per cent utilization and remain above 100 per cent. Alberta Education usually grants funding for the demolition of modular classrooms if health and safety issues are present. Alberta Education also considers enrolment pressures within the context of the surrounding schools. For this reason, EIPS evaluates modular classroom needs at the school level and considers enrolment and space requirements at the sector level when developing all modular classroom requests.

The foundation of the analysis focuses on the 2022-23 Area Capacity and Utilization Report. The modular classroom request focuses on 34 of the Division's 42 schools. Colony schools, Strathcona Christian Academy Elementary, Strathcona Christian Academy Secondary, Next Step and Elk Island Youth Ranch Learning Centre are not considered for modular classrooms.

In developing this report, historical utilization rates and enrolment projections were reviewed for all 34 schools. Of the 34 schools, 13 had utilization rates at or above 80 per cent, up by two schools from the previous year.

Table 4: Utilization rates for the 13 schools with utilization rates above 80 per cent in the 2022-23 ACU report.

2023-24 OEL Boundary Status	School Name	2022-23 Official Net Capacity	2022-23 Official Utilization	Estimated Utilization				
				2023-24	2024-25	2025-26	2026-27	2027-28
Open	A.L. Horton Elementary	453	80%	78%	81%	82%	86%	89%
Open	Fultonvale Elementary Junior High	595	80%	80%	78%	78%	76%	74%
Open	Mills Haven Elementary	519	85%	85%	89%	94%	98%	101%
Open	École Parc Élémentaire	387	87%	96%	97%	91%	91%	89%
Open	Sherwood Heights Junior High	743	90%	83%	88%	91%	94%	97%
Closed	Ardrossan Junior Senior High	913	92%	92%	96%	98%	102%	103%
Open	F.R. Haythorne Junior High	733	92%	93%	88%	88%	81%	78%
Open	Lakeland Ridge School	821	92%	87%	86%	83%	82%	82%
Closed	Ardrossan Elementary	628	93%	93%	97%	99%	100%	103%
Open	Fort Saskatchewan Christian	422	94%	100%	102%	100%	100%	100%
Closed	SouthPointe School	683	97%	92%	94%	97%	99%	103%
Closed	James Mowat Elementary	406	100%	97%	96%	98%	94%	98%
Closed	Davidson Creek Elementary	594	104%	108%	107%	100%	96%	93%

NOTE: The table also estimates each school's utilization for the next five years. Estimated utilization rates are based on adjusted enrolment projections. The net capacity of schools is adjusted to reflect the 2022-23 summer modular projects.

Enrolment projections for A.L. Horton Elementary and Sherwood Heights Junior High are anticipated to have steady enrolment growth over the next five years, however they will not exceed 100 per cent utilization. Ardrossan Junior Senior High and Mills Haven Elementary are expected to exceed 100 per cent utilization in the next five years, however they will remain below this threshold for the 2024-25 school year. EIPS will continue to closely monitor the growth of these schools. Meanwhile, enrolment projections for Fultonvale Elementary Junior High, F.R. Haythorne Junior High and Lakeland Ridge indicate an overall enrolment decline over the five-year period. École Parc Élémentaire is projected to have relatively stable enrolment over the next five years. Fort Saskatchewan Christian and James Mowat Elementary are expected to have stable enrolment levels around 94 per cent to 100 per cent over the next five years. EIPS is not considering these schools for modular classrooms as the division has systems in place to manage enrolment at James Mowat Elementary and Fort Saskatchewan Christian.

In the case of Davidson Creek, enrolment is anticipated to increase to 108 per cent utilization by 2023-24, and then gradually decline to 93 per cent by 2027-28. EIPS anticipates Ardrossan Elementary and Southpointe School to continue to have high enrolment numbers above 90 per cent, and up to 103 per cent by 2027-28.

Modular Classrooms End-of-Life Cycle Review

Since the 2022-23 Modular Classroom Plan, EIPS has reviewed underutilized schools with modular classrooms that have exceeded their expected life cycle. For this report, an underutilized school is one with an anticipated utilization below 60 per cent. A modular classroom has an expected life cycle of 25 years. Westboro Elementary is the only school that meets the modular classroom age and utilization criteria.

The two modular classrooms at Westboro Elementary were constructed in 1975. In 2022-23, Westboro Elementary had a utilization of 71 per cent, however EIPS anticipates Westboro Elementary to drop to 59 per cent utilization for the 2023-24 school year. The drop in utilization at Westboro Elementary is due to the relocation of the Logos program to

Brentwood Elementary. While EIPS has designated Cambrian Crossing West to Westboro Elementary, enrolment growth is not anticipated to surpass 2022-23 levels until 2027-28. At which point the modular classrooms at Westboro Elementary would be 52 years old—well beyond their anticipated life expectancy. Furthermore, the removal of these modular classrooms will better facilitate the addition of new modular classrooms should the Cambrian Crossing West neighbourhood oversubscribe the school before infrastructure can be constructed within the neighbourhood. Therefore, demolishing the two modular classrooms would help right-size the school’s capacity.

Table 5: Utilization rates for Westboro Elementary. The table also estimates the school's utilization for the next five years. Estimated utilization rates are based on adjusted enrolment projections.

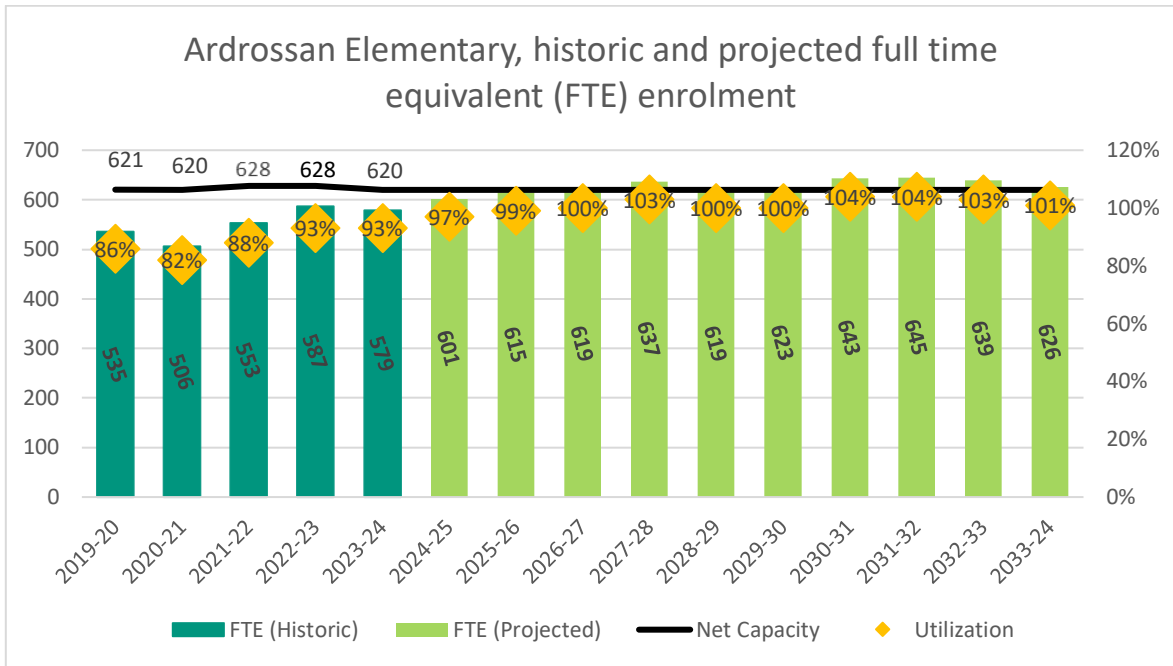
2023-24 OEL Boundary Status	School Name	2022-23 Official Net Capacity	2022-23 Official Utilization	Estimated Utilization				
				2023-24	2024-25	2025-26	2026-27	2027-28
Open	Westboro Elementary	481	71%	59%	62%	64%	63%	71%

2. Needs Analysis

Site limitations and the design of Davidson Creek Elementary make the addition of modular classrooms a non-optimal solution for the school’s enrolment pressures. In addition, EIPS expects the enrolment to stabilize over the medium term at a level that can be accommodated within the school’s existing capacity. As result, EIPS will evaluate alternative solutions for the enrolment pressures at the school.

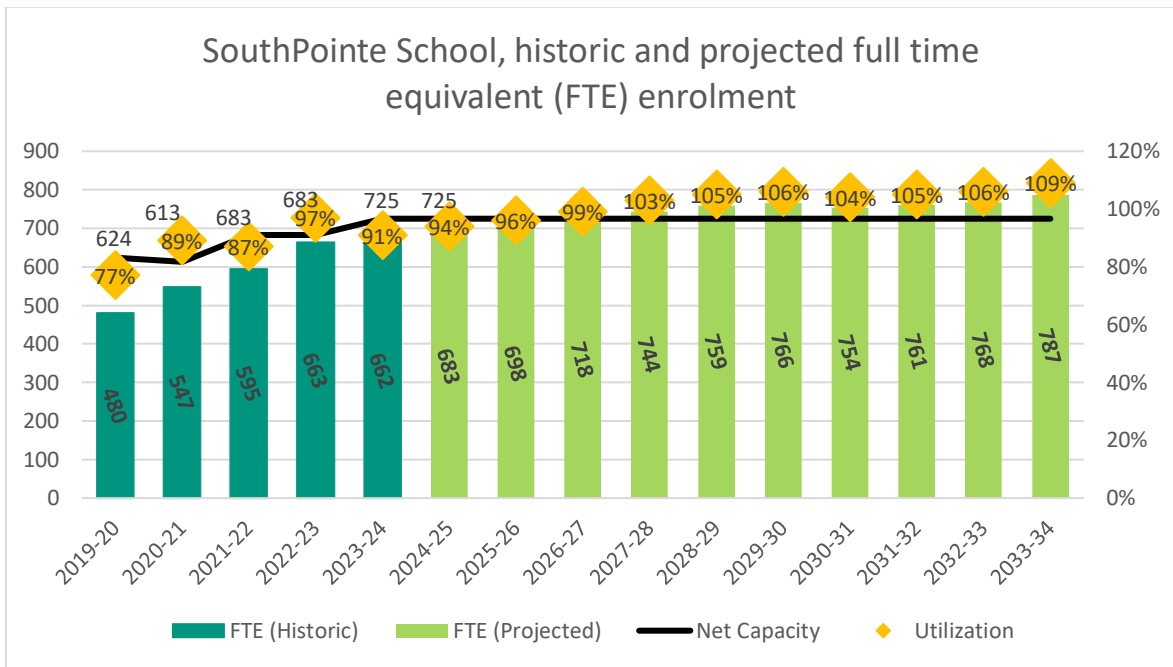
EIPS expects enrolment at Ardrossan Elementary and SouthPointe School to continue to increase. As such, modular classrooms are required no later than the 2024-25 school year. Meanwhile EIPS expects Westboro Elementary to maintain a low utilization beyond the 2027-28 school year. Demolishing the two modular classrooms, which are in poor condition, would bring the net capacity of the school down to 443 student spaces. This would increase utilization by five per cent, bringing the 2024-25 utilization to 67 per cent. Following the demolition of the modular classrooms, Westboro Elementary will still have enough capacity to accommodate future growth.

Figure 2: Ardrossan Elementary



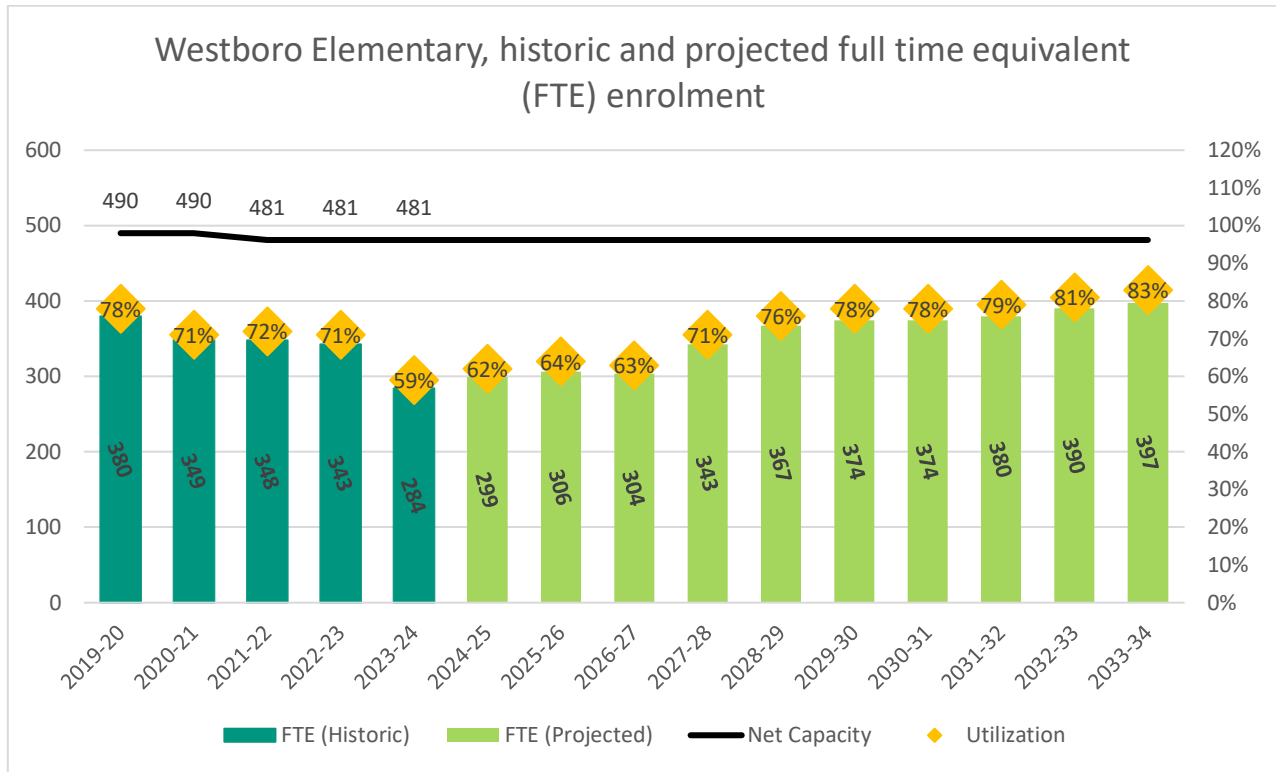
EIPS projects Ardrossan Elementary to experience a utilization rate of 100 per cent for the 2026-27 school year. Utilization is anticipated to increase to 103 per cent by 2027-28 and remain at or above 100 per cent until 2033-34. Note that enrolment growth due to the Ardrossan East growth has been considered in the above projection, but the rate and pace of housing will impact the anticipated enrolment projection.

Figure 3: SouthPointe School



EIPS projects SouthPointe School to have a 97 per cent utilization rate by 2025-26. If additional modular classrooms are not provided, enrolment pressures will approach 109 per cent by 2033-34.

Figure 4: Westboro Elementary



EIPS projects Westboro Elementary to experience low utilization over the next 10 years. Utilization is not anticipated to exceed 85 per cent. It should be noted EIPS currently leases both of the modular classrooms to a for-profit, out-of-school care provider.

3. Recommendation

To address the need for modular classrooms at Ardrossan Elementary and SouthPointe School, EIPS must consider the type of modular classroom required and if relocation is feasible. There are three types of modular classroom units:

- A-Type – includes a corridor;
- B-Type –does not include a corridor; and
- a washroom unit – available for both A-Type and B-Type designs.

Each modular classroom type is also available in heavy-duty construction. Modular classrooms can be attached directly to a school or attached to a school using a connecting link. The cost of a connecting link is typically the responsibility of the Division. However, the 2023-24 Modular Classroom Program Alberta Education allowed school jurisdictions to include the cost of the connecting link as part of the program.

3.1.Recommendation Summary

A request to

- add two new A-Type modular classrooms from Alberta Education to Ardrossan Elementary;
- add two new B-Type modular classrooms from Alberta Education to SouthPointe School; and
- demolish two modular classrooms and reclaim the site at Westboro Elementary.

NOTE: EIPS has decided not to pursue the removal of modular classrooms at École Campbelltown or Fultonvale Elementary Junior High due to enrolment projections at the schools. Administration will continue to monitor the enrolment at the schools and consider modular classroom relocation in future years.

3.2. Ardrossan Elementary Recommendation

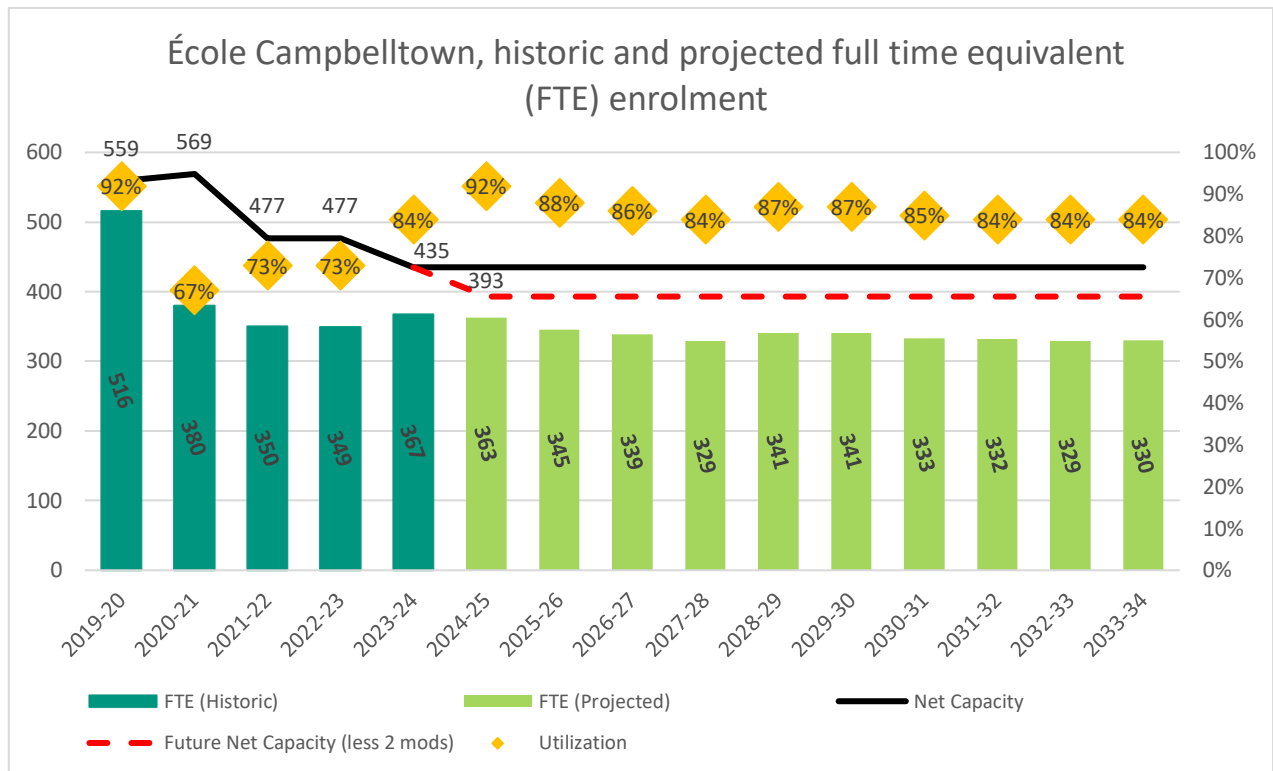
Two Additional Modular Classrooms

Ardrossan Elementary was designed to accommodate 12 modular classrooms of various design types. Currently, there are ten modular classrooms on-site leaving room for two additional modular classrooms. The modular classrooms selected for relocation must consider the donor school’s future enrolment and modular type to minimize conflict at the receiving school.

After reviewing the Division’s inventory for compatible modular classrooms EIPS does not feel that École Campbelltown has sufficient core capacity to accommodate the removal of modular classrooms and accommodate anticipated enrolment growth. As such EIPS requires two new modular classrooms from Alberta Education to accommodate growth at the school. As outlined in Figure 5, École Campbelltown has four modular classrooms on site. Two of these were constructed in 2004 and are incompatible with existing modular classrooms at SouthPointe School. Of the remaining two units, both are A-type and constructed in 2016.

Figure 5 shows École Campbelltown’s enrolment projections, should two modular classrooms be relocated to Ardrossan Elementary. The utilization of École Campbelltown would be at or exceed 84 per cent for the next ten years. Therefore, EIPS is not proposing to relocate two modular classrooms from École Campbelltown, as it would put undo enrolment pressure on the school.

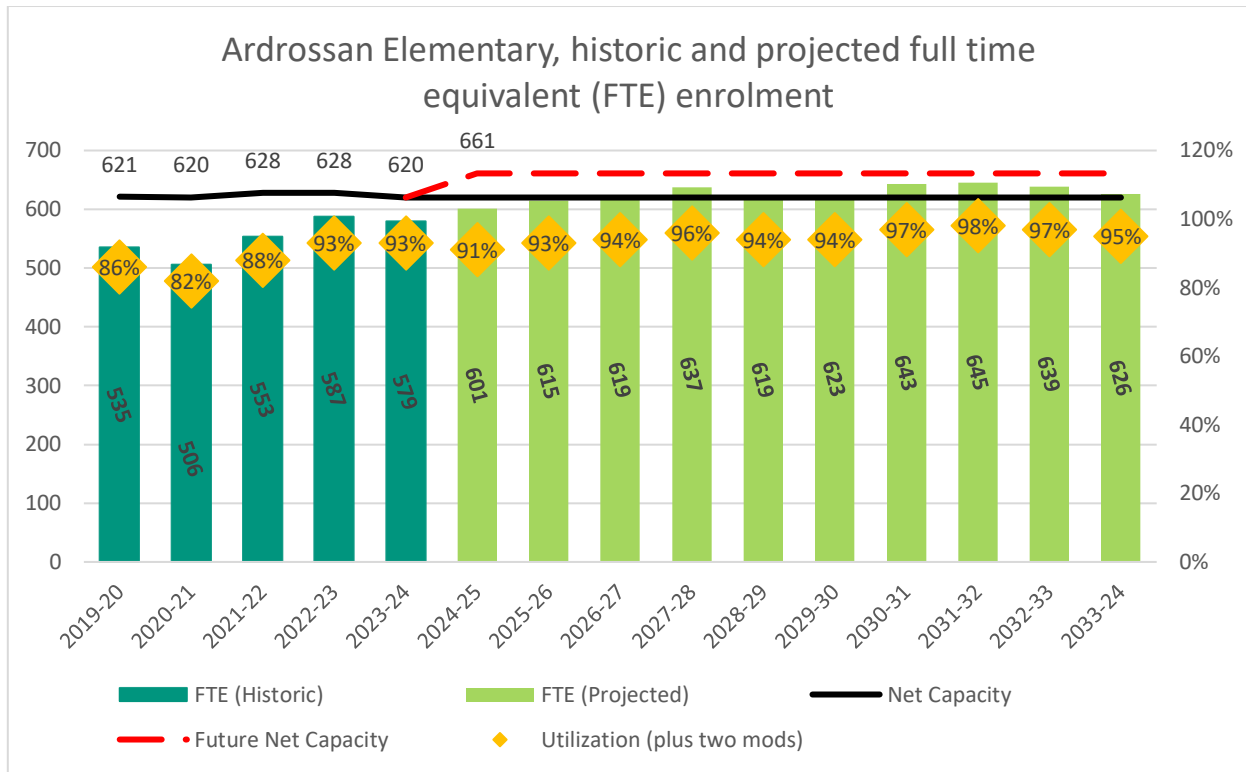
Figure 5: École Campbelltown enrolment projections



NOTE: The utilization is based on the future net capacity beyond the 2023-24 school year. Future net capacity is based on the removal of two modular classrooms.

Figure 6 illustrates Ardrossan Elementary’s enrolment projections should two modular classrooms be added to the school. The enrolment projections indicate that with the addition of two modular classrooms to Ardrossan Elementary the school's utilization would remain between 91% to 98% utilized over the next ten years.

Figure 6: Ardrossan Elementary



3.3.SouthPointe School Recommendation

Two Additional Modular Classrooms

SouthPointe School was designed to accommodate 16 modular classrooms of various design types. Currently, there are 14 modular classrooms on-site leaving room for an additional two. The modular classrooms selected for relocation must consider the donor school’s future enrolment and modular type to minimize conflict at the receiving school. The four modular classrooms relocated to SouthPointe School from Mundare School and Wye Elementary were A-Type units, and two B-Type Modular classrooms were relocated from École Campbelltown. Now, SouthPointe School requires two additional B-Type units to join the relocated modular classrooms.

After reviewing the Division’s inventory for compatible modular classrooms EIPS does not feel that Fultonvale Elementary Junior High has sufficient capacity to accommodate the removal of two modular classrooms and accommodate anticipated enrolment growth. With two modular classrooms removed from Fultonvale School, the utilization is anticipated to reach 84% for the 2024-25 school year. Due to recent fluctuations at the kindergarten entry grade, the removal of modular classrooms is not recommended until enrolment trends stabilize. As such, EIPS requires two new modular classrooms from Alberta Education to accommodate growth at the SouthPointe School.

Figure 7 illustrates if EIPS relocates two modular classrooms to Southpoint School from Fultonvale Elementary Junior High.

Figure 7: Fultonvale Elementary Junior High

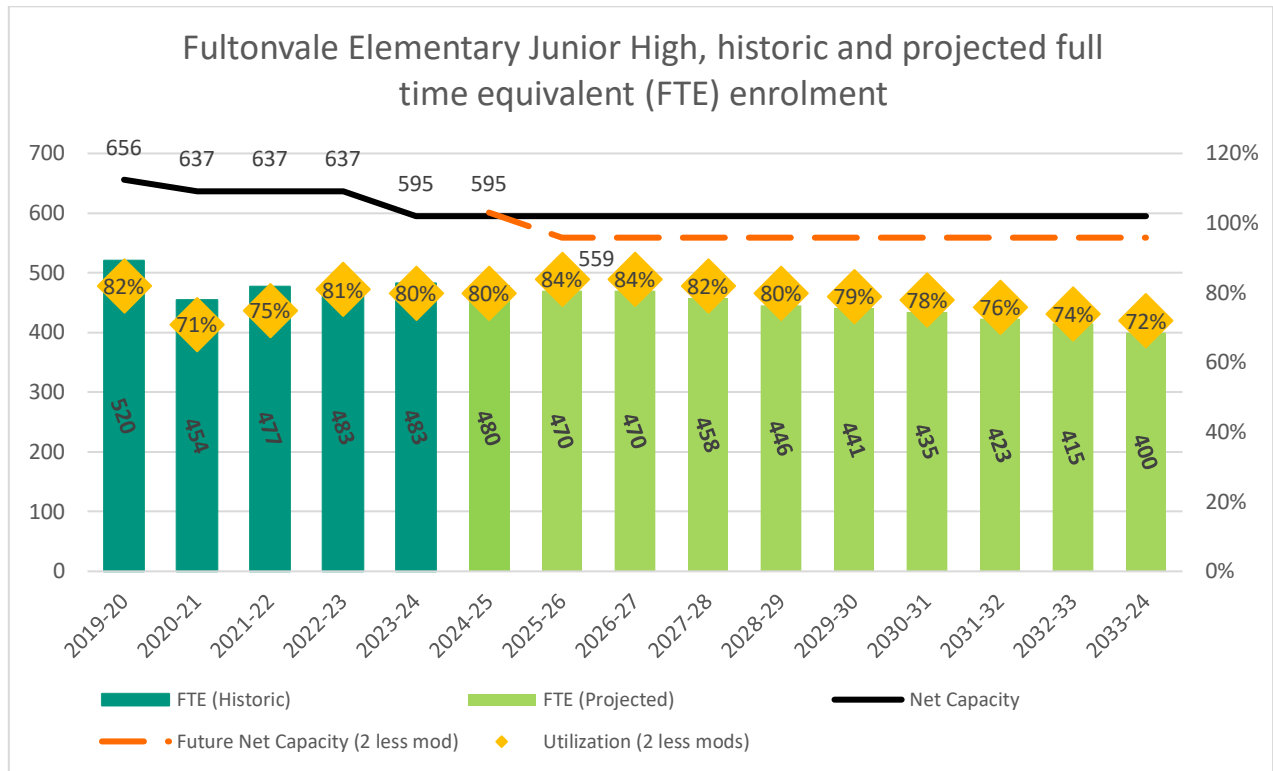
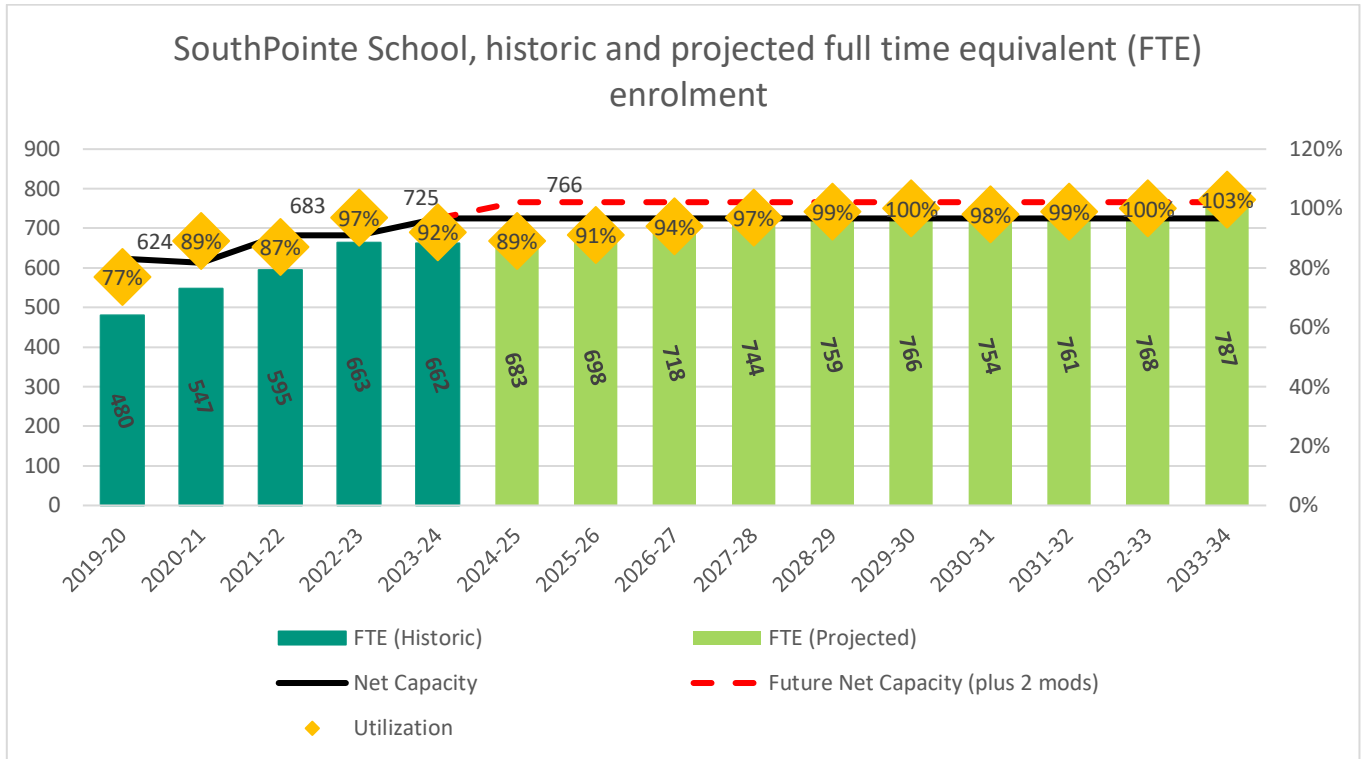


Figure 8 illustrates enrolment projections with the addition of two modular units at SouthPointe School. There would be enough capacity to accommodate current and projected enrolment levels until 2033-34. If modular classrooms are added for 2024-25, the school will achieve a utilization rate of 89 per cent. Ideally, the additional two modular classrooms would be new from Alberta Education.

Figure 8: SouthPointe School enrolment projections



NOTE: Utilization is based on the future net capacity beyond the 2023-24 school year. Future net capacity is based on the addition of two modular classrooms.

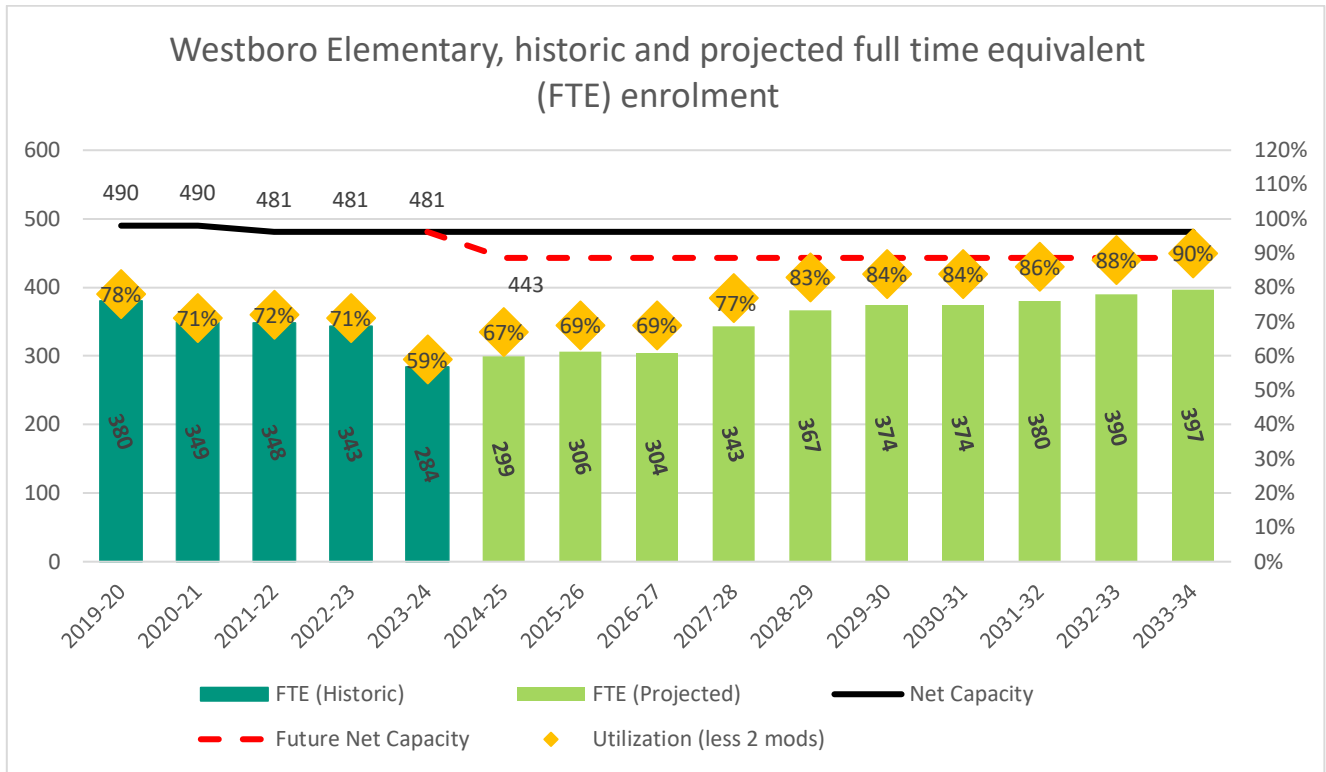
3.4. Westboro Elementary Recommendation

Demolish Two Modular Classrooms

The request to demolish two modular classrooms is based on a review of their current condition. Every effort is made to ensure all educational spaces are safe and effective for 21st century learning. Keeping that in mind, the modular classrooms at Westboro Elementary have original heating units, making them challenging to repair. The two modular classrooms were constructed in 1975.

Figure 9 illustrates that should EIPS receive funding to demolish the two remaining modular classrooms at Westboro Elementary, sufficient capacity would remain to accommodate current and projected enrolment levels. If the modular classrooms were removed for the 2024-25 school year, the school would achieve a utilization rate of 67 per cent. This utilization will continue to increase and surpass 80 per cent by 2028-29 as the Cambrian Crossing West growth area develops. EIPS is confident that should the modular classrooms be removed, the lease operator could be accommodated within the core facility should they choose to continue to partner with EIPS.

Figure 9: Westboro Elementary enrolment projections



NOTE: Utilization is based on the future net capacity beyond the 2024-25 school year.

Chapter 12

Modular Classroom Program

12.1 Background

The Modular Classroom Program (MCP) provides school jurisdictions with modular classrooms, modular/portable unit relocations and demolitions in order to assist jurisdictions with the accommodation of students on an urgent basis.

Education oversees the prioritization, planning and approval of the program, while Infrastructure is responsible for implementation.

12.1.1 Exceptions

The modular classroom program does not apply to the following:

- modular classrooms that are part of a new, replacement or modernization school capital project
- modular classrooms for decanting purposes
- modular classrooms for P3 (public-private partnership) schools that have achieved their full build out capacity
- modular classrooms that are being relocated or leased at the school jurisdiction's own expense (*Education Act*, section 195(2))

12.2 Policies

12.2.1 Modular Classrooms

Each year, school jurisdictions are asked to submit requests for modular classroom units to help ease enrolment pressures, address programming needs, address health and safety issues, and the replacement of portables exceeding or at the end of their service life. Modular classrooms are provided as solutions to the above issues and should be removed (via relocation or redeployment) when no longer required.

In some cases, connecting links are incorporated to provide interior access to an exterior grouping of modular classrooms. The construction of any link, if required, will be the responsibility of the school division.

12.2.2 Relocation of Modular/Portable Classrooms

As part of the annual modular classroom program funding may also be designated for the relocation of modular classrooms from an existing school (donor school) to another school (receiver school) or to another school jurisdiction for the purpose of easing enrolment pressures at the receiver school.

12.2.3 Declaration of Surplus Modular/Portable Classrooms

When a jurisdiction finds that they have a modular classroom that is no longer needed to accommodate the instructional needs of students, they are asked to advise Education of the surplus unit(s) through the modular classroom program annual modular submission process. Before declaring any surplus, jurisdictions must ensure that the modular classroom unit(s) in question are in good condition. In order to do so, jurisdictions are asked to provide a modular-unit condition assessment report (MCA) from a certified professional with their submission.

12.2.4 Demolition of Modular/Portable Classrooms

Modular classroom program funding may also be designated for the demolition of modular/portable classrooms and the reclamation of the affected school sites for the purpose of removing classroom units which are no longer viable from a jurisdiction's inventory. Demolition and reclamation requests can be submitted through the modular classroom program and annual modular submission process. Submissions should be accompanied by additional information verifying the condition of the modular classroom(s) being considered, including a modular-unit condition assessment report from a certified professional.

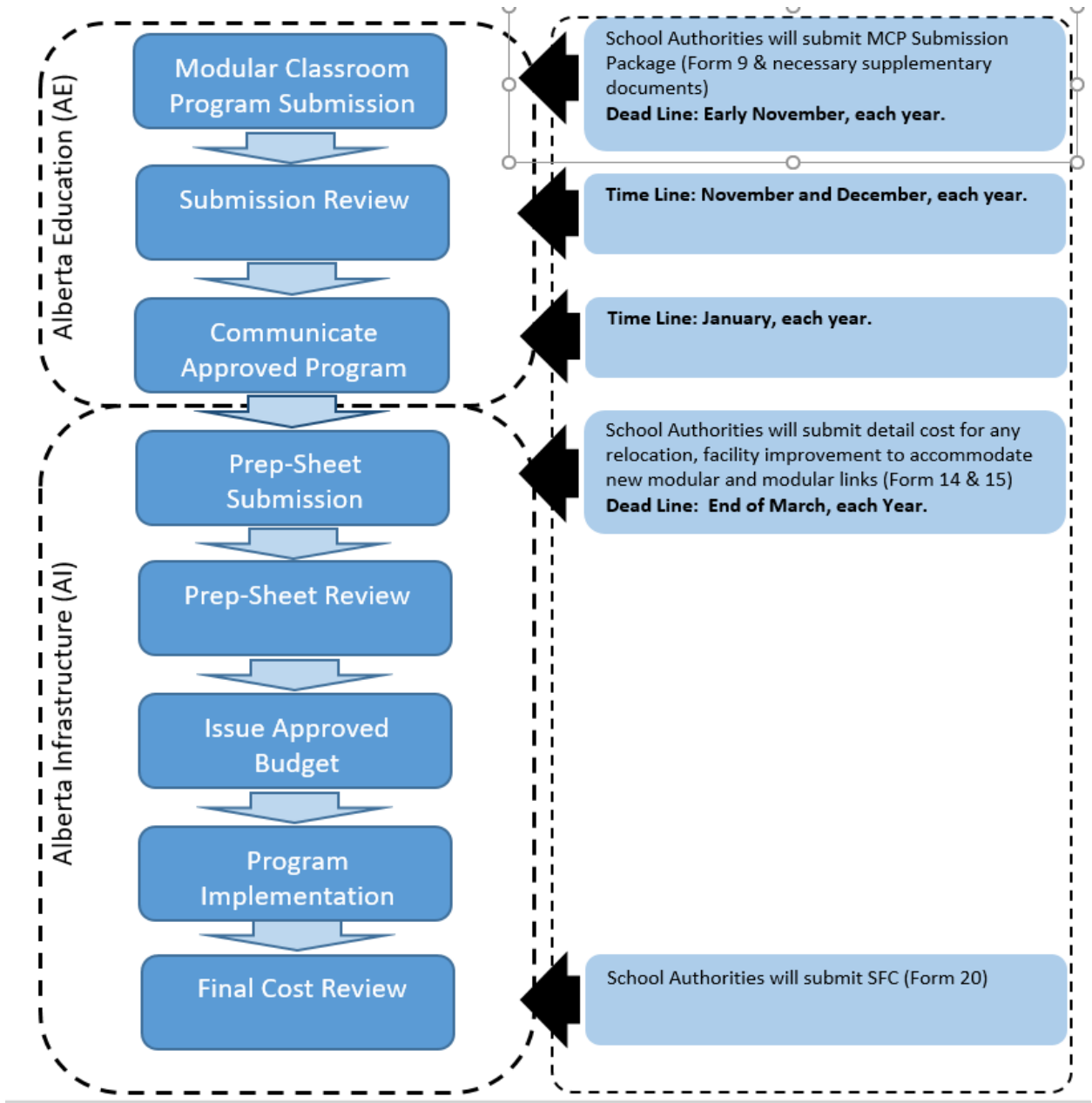
12.3 Modular Classroom Program Procedure

Each year in October, Education asks school jurisdictions to submit their modular classroom program requests for:

- additional modular classroom space;
- relocation of existing classroom(s) between schools within the jurisdiction;
- declaration of surplus modular classroom(s) (not required within the jurisdiction);

demolition of modular classroom(s) no longer performing as suitable student accommodation and the associated site reclamation.

The modular classroom program (MCP) procedure is illustrated in the flowchart below²



² Any change of these dates will be communicated by Capital Planning Department to School Jurisdiction in well advance

12.3.1 Submission of Modular Requests

All jurisdictions are required to complete [Form 9 – Modular Classroom Program Request](#). The cover page will instruct jurisdictions on the corresponding schedule(s) to complete based on their needs. If a jurisdiction has no requests applicable to a particular modular request, the cover page of the form is required to be completed with “no” selected in all the modular requests listed.

The signed form, along with the original excel documents are to be submitted to Education (edc.cpdata@gov.ab.ca) by early November. Education will review the submissions and create a list of recommendations for the Deputy Minister’s consideration. The approval of modular classrooms, modular/portable relocations, and demolitions is dependent on the provincial funding allocation. If funding has been allocated, approved projects are often announced in January of the following year.

12.3.2 Modular Classroom Program Approval

Upon approval of new modular classrooms, jurisdictions will appoint a consultant and design team to help the jurisdiction with the requirement to submit the prep sheet and site plan for review and approval (Section 12.4.1).

Once the prep sheets are approved, Infrastructure will order the units(s) from the manufacturer and advise the jurisdiction to proceed with the development of a pre-tender package (which includes drawings, specifications, and a cost estimate) for the delivery and set up of the modular units (Section 12.4.2). Jurisdictions must submit the pre-tender package to Infrastructure for consideration and to ensure the scope of work aligns with the funding available.

The funding approval letter will be provided to the school jurisdiction outlining the allocation of funding for the approved project. The funding amount is based on the tendered project amount and applicable fees (consultant fees, project expenses).

Upon receipt of the signed construction contract and approval of [Form 20 – Payment Request Form](#), the jurisdiction will receive 80 percent of the approved funding for the installation of the modular classroom units. Up to 20 percent of the remaining funding may be forwarded to the jurisdiction upon receipt of the statement of final cost.

Jurisdictions are to provide confirmation to Infrastructure when modular space is operational, and supply project plans to ensure that school capacity information is updated.

If the school jurisdiction has not submitted its prep sheet (the approved modular classrooms) within six months of the approval date, the approval and all associated funding may be rescinded and the modular classrooms reallocated to the next highest provincial priority.

Jurisdictions are required to submit their statement of final cost for all modular projects within six months of the completion of the installation and set-up. It will then be reviewed by Infrastructure. Once it has been approved, the provincial portion of the actual expenditures up to the remaining 20 percent will be forwarded

to the jurisdiction. Release of the final funding will be subject to receipt by Infrastructure of a small scale plan in acceptable format and detail.

The payment request form, once completed, should be submitted to INFRAS.JurisdictionPayments@gov.ab.ca

12.4 General Information

12.4.1 Modular Classroom Prep Sheet

Once modular projects are approved, jurisdictions are required to complete the modular classroom prep sheet(s). Prep sheets should include the configuration of the modular classroom(s), estimated costs, and connecting link costs (if applicable). [Form 14 – Modular Prep Sheet](#) is intended for modular units and [Form 15 – Relocation Prep Sheet](#) is for the relocation, deployment, or demolition of modular/portable units.

A site plan is also required with the prep sheet submission. The plan should show the full dimensions of the entire school site including the school, its location, the orientation of the modular classrooms and connecting link (if required), as well as site access points. The site plan should also identify the type of modular classrooms (A-unit type and orientation and/or B-unit).

Jurisdictions need to submit the completed form(s), site plan(s), along with any supplementary information to Infrastructure (Infras.MCP@gov.ab.ca) by the end of March. Please note if the above information is not received by the due date, the unit(s) are not guaranteed to be on site for the start of the coming school year.

12.4.2 Pre-tender Package

Infrastructure is responsible for ordering all the new unit(s) from the manufacturer(s) and advising authorities to proceed with the development of a pre-tender package once Infrastructure has reviewed and approved the prep sheet. School authorities must submit the pre-tender package to Infrastructure for review. This review will ensure that the scope of work aligns with the modular classroom program supportable scope of work.

The funding allocation for furniture and equipment for new modular units is currently \$12,000 per unit and the allowable consultants' fees are up to a maximum of 12.58 percent of the delivery, and set-up project costs (excludes purchase of the unit and furniture and equipment). Post tender adjustment of fees will not be supported for higher than anticipated costs. There is no furniture and equipment allocation for modular relocations or redeployments.

Authorities must ensure that they are following all relevant contract legislation and requirements, including the [New West Partnership Trade Agreement](#) and [Canadian Free Trade Agreement](#).

School	Identification Number (T#)	Construction Year	Gross Area	Student Capacity
Sector 1 Sherwood Park	Grand Total	45	4475.17	952
École Campbelltown	Total	4	471.38	86
	T3688	2004	123.85	21
	T6009	2004	123.85	23
	T7446	2016	111.48	21
	T7467	2016	112.2	21
Clover Bar Junior High	Total	2	170.9	42
	T5550	2009	170.9	21
	T5551	2009		21
F.R. Haythorne Junior High	Total	2	199.5	44
	T3682	2001	199.5	22
	T3683	2001		22
Glen Allan Elementary	Total	4	421.65	88
	T3702	1977	204.38	23
	T3703	1977		23
	T3704	2003	217.27	21
	T3705	2003		21
Lakeland Ridge	Total	6	654	132
	T1140	2007	452	22
	T1141	2007		22
	T1142	2007		22
	T1143	2007		22
	T1637	2010	202	22
	T1638	2010		22
Mills Haven Elementary	Total	4	311.1	88
	T7451	2016	311.1	22
	T7452	2016		22
	T7658	2017		22
	T7659	2017		22
Pine Street Elementary	Total	2	313.2	46
	T3689	2004	313.2	23
	T6012	2004		23
Westboro Elementary	Total	2	209.5	38
	T3690	1975	209.5	19
	T3691	1975		19
Wes Hosford Elementary	Total	13	1284.14	262
	T3714	2003	392.3	19
	T3715	2003		19
	T5710	2012		19
	T6439	2015		19
	T6716	2015		19
	T7666	2017	111.48	19
	T7667	2017	111.48	19
	T7668	2017	111.48	19
	T7669	2017	111.48	23
	T7670	2017	111.48	23
	T7671	2017	111.48	22
	T7672	2017	111.48	21
	T7673	2017	111.48	21
Woodbridge Farms Elementary	Total	6	439.8	126
	T3727	1981	439.8	21
	T3728	1981		21
	T3729	1981		21
	T3730	1981		21
	T3731	1981		21
	T3732	1981		21

School	Identification Number (T#)	Construction Year	Gross Area	Student Capacity
Sector 2 Strathcona County	Grand Total	24	2681.96	513
Ardrossan Junior Senior High	Total	2	222.96	40
	T5588	2010	111.48	20
	T7469	2016	111.48	20
Ardrossan Elementary	Total	10	1114.8	212
	T7587	2017	111.48	22
	T7588	2017	111.48	22
	T7589	2017	111.48	21
	T7590	2017	111.48	21
	T7591	2017	111.48	21
	T7592	2017	111.48	21
	T7593	2017	111.48	21
	T7594	2017	111.48	21
	T7595	2017	111.48	21
	T7596	2017	111.48	21
Fultonvale Elementary Junior High	Total	12	1344.2	261
	T6205	2013	730.9	22
	T6206	2013		22
	T6207	2013		22
	T6208	2013		21
	T6209	2013		22
	T6210	2013		22
	T6417	2015	613.3	22
	T6418	2015		22
	T6419	2015		21
	T6420	2015		22
	T6421	2015		22
	T6422	2015		21

School	Identification Number (T#)	Construction Year	Gross Area	Student Capacity
Sector 3 Fort Saskatchewan	Grand Total	40	5082.64	1010
Fort Saskatchewan Christian School	Total	3	369.6	60
	T7196	2015	123.2	20
	T7197	2015	123.2	20
	T7198	2015	123.2	20
Fort Saskatchewan Elementary	Total	7	776.4	158
	T1513	2010	415	23
	T1514	2010		23
	T1515	2010		23
	T1516	2010		22
	T6438	2015	115	23
	T6690	2016	123.2	22
	T6715	2016	123.2	22
James Mowat Elementary	Total	10	1135.58	247
	T3733	1976	221.1	21
	T3734	1976		22
	T3735	1981	677	24
	T3736	1981		24
	T3737	1981		24
	T3738	1981		30
	T3739	1981		30
	T3740	1981		30
	T5711	2012	126	21
	T7690	2017	111.48	21
	SouthPointe School	Total	14	1520.76
T6125		2013	348	20
T6126		2013		20
T6127		2013		20
T7170		2016	437	22
T7171		2016		20
T7172		2016		22
T7173		2016		22
T6639		2015	111.48	21
T6708		2016	334.44	21
T6709		2016		21
T7468		2016		21
T7443		2016		89.18
T7471		2016	89.18	21
T7907		2019	111.48	21
Win Ferguson Elementary	Total	12	1280.3	252
	T3672	1978	386.6	21
	T3673	1978		21
	T3674	1978		21
	T3675	1978		21
	T3676	1979	391.1	21
	T3677	1979		21
	T3678	1979		21
	T3679	1979		21
	T6275	2013	231.6	21
	T6276	2013		21
	T6640	2015	117	21
	T7446	2016	154	21

Sector 4 Lamont County has no modular classrooms

Sector 5 County of Minburn has no modular classrooms

Capital Plan Details, continued

(millions of dollars)

	2022-23		2023-24	2024-25	2025-26	3-Year
	Budget	Forecast	Estimate	Target	Target	Total
Roads and Bridges						
City of Edmonton – 50th Street	14	6	14	8	-	22
Deerfoot Trail Upgrades (Calgary)	73	8	187	142	100	430
Edmonton / Calgary Ring Roads	266	288	127	11	-	138
Highway 11 Twinning from Red Deer west to Rocky Mountain House	-	18	28	76	4	108
Highway 16A and Range Road 20 Intersection	-	-	3	20	-	22
Highway 19 (East and West ends)	43	17	10	-	-	10
Highway 1A Upgrade (Stoney First Nation)	2	9	15	15	27	57
Highway 2 Balzac Interchange Replacement	-	-	1	10	40	51
Highway 201 Bow River Bridge on SE Stoney Trail	42	27	15	-	-	15
Highway 3 Twinning (From Taber to Burdett)	28	28	31	48	15	94
Highway 40 grade widening between Grande Cache and Hinton	1	1	34	34	9	77
Highway 40 Twinning south of Grande Prairie	5	88	74	10	-	84
Highway 60 Capital Improvements	6	5	11	21	29	61
Highway 63 Twinning North of Fort McMurray	-	-	48	48	22	117
Highway 881 safety and roadway improvements	1	-	-	28	23	51
Highway Twinning, Widening and Expansion	200	124	232	131	41	403
La Crete Bridge	50	15	43	71	48	162
Multiple Engineering Projects	-	-	25	28	23	75
QEII and 40th Avenue Interim Ramp (near Airdrie)	27	51	11	9	-	21
Ray Gibbon Drive Upgrade Project	-	14	-	-	3	3
Terwillegar Expansion	31	-	37	24	32	92
Yellowhead Trail	-	60	37	50	52	139
Vinca Bridge Replacement	1	1	4	8	48	60
Total Roads and Bridges	789	761	986	791	515	2,293
Renewing Educational Infrastructure						
Collegiates and Charter School Expansion	27	103	85	52	-	137
Modular Classroom Program	48	48	43	25	25	93
Previously Announced School Projects	670	487	433	399	213	1,045
Schools Capital Projects Budget 2023 – Planning	-	-	4	-	-	4
Schools Capital Projects Budget 2023	-	-	68	126	178	372
Total Renewing Educational Infrastructure	744	637	631	603	416	1,649

...continues next page



RECOMMENDATION REPORT

DATE: Oct. 19, 2023

TO: Board of Trustees

FROM: Cathy Allen, Board Chair

SUBJECT: Board Evaluation 2022-23

ORIGINATOR: Cathy Allen, Board Chair

RESOURCE STAFF: Board of Trustees

REFERENCE: Board Policy 2: Role of the Board

EIPS PRIORITY: Enhance public education through effective engagement

EIPS GOAL: Engaged and effective governance

EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approves the Board Evaluation Report as developed on August 24, 2023, and THAT the Board monitor the priorities and actions outlined in their 2023-24 Board Work Plan that was developed at the September Board Retreat.

BACKGROUND:

As per Board Policy 2: Role of the Board, each year the Board conducts a board evaluation to assess its performance with respect to the Board’s roles and responsibilities. The purpose of the self-evaluation is to determine:

- a) what is being done well, and
- b) what aspects of board activity require improvement and a corporate commitment to board development?

CURRENT SITUATION OR KEY POINTS:

In August 2023, the Board of Trustees started the 2022-23 evaluation process. Each trustee was asked to respond to a Board Evaluation Survey that was comprised of 36 questions that centered around four sections:

- 1. The Role of the Board
- 2. Working Relationships
- 3. Moving Forward with the Board’s Work
- 4. What’s Important to you?

The survey was conducted from August 4 and closed on August 13, 2023. A copy of the evaluation tool is provided in Attachment 1.

On August 23rd a Board Evaluation session was held, and the survey results were reviewed by all Trustees – with key ideas being highlighted for further discussion. On September 18th, the Board held its annual retreat and



RECOMMENDATION REPORT

generative discussions took place regarding integrating the key ideas from the evaluation, the needs of the Division, themes from the novel *Educated* by Tara Westover, and four Minister Mandate letters. These discussions supported the development of the Board's 2023-24 Board Work Plan.

The top strength identified in the Board Evaluation was the Board's accountability to the Provincial Government. Results indicated that the Board takes this responsibility very seriously and performs its Board functions, and acts in accordance to requirements in governing legislation and existing Board policies. Their focus on student achievement, as their core mandate, is strongly evident in their dedication to ongoing assessment and monitoring of student performance and ensuring resource allocations support continuous improvement.

The top opportunity for growth identified in the Board Evaluation was the Board's accountability to the Community. While the Board deeply values input from stakeholders to guide their decision-making, lessons are still being learned regarding how to strengthen stakeholder engagement processes. As well, it was identified that the Board is committed to providing equitable educational opportunities for all students. While providing high-quality, student education is the Board's mission, more work needs to continue to be done, to ensure diversity and inclusion are embraced and that equity across our urban and rural schools remains a focus.

COMMUNICATION PLAN:

N/A

ATTACHMENT:

- I. Board Evaluation Template



EIPS Board Self-Assessment 2023

Each year, the Board conducts a self-evaluation to assess its performance with respect to the Board's roles and responsibilities, as well as other governance indicators. The purpose of the self-evaluation is to review the Board's performance with the goal of determining:

- what is being done well, and
- what aspects of Board activity require improvement and a corporate commitment to Board development.

Board self-assessment is a process and not a one-time activity. As such, each Trustee's feedback and candid comments will help to begin the essential conversations around the Board's strengths, weaknesses and ongoing issues of concern. The self-evaluation and followup discussions will contribute to the Board's goal setting and long-range planning and demonstrate a commitment to quality, excellence and continuous learning.



EIPS Board Self-Assessment 2023

Section 1: Role of the Board

Role Expectations:

- Accountability to the Provincial Government
- Accountability to the Community
- Four-Year Education Plan
- Policy
- Board-Superintendent Relations
- Advocacy
- Board Development
- Fiscal Accountability

Accountability to the Provincial Government

Indicators:

- The Board shall act in accordance with all statutory requirements to implement provincial and educational standards and policies.
- The Board shall perform Board functions required by governing legislation and existing Board policy.

*** 1. How would you rate the Board's Accountability to the Provincial Government?**

- 4 - Fully Achieved
- 3 - Mostly Achieved
- 2 - Partially Achieved
- 1 - Beginning to Achieve
- 0 - Not Achieved

2. Accountability to the Provincial Government: Strengths

Provide examples that illustrate your response or to comment on specific indicators outlined. Please specifically share your comments if you gave a score of less than "Mostly Achieved."

3. Accountability to the Provincial Government: Opportunities for Growth

Provide examples that illustrate your response or to comment on specific indicators outlined. Please specifically share your comments if you gave a score of less than "Mostly Achieved."

Accountability to the Community

Indicators:

- The Board shall make informed decisions that consider community values and represent the interests of the entire Division.
- The Board shall establish processes and provide opportunity for focused community input.
- The Board shall report Division outcomes to the community at least annually.
- The Board shall develop appeal procedures and hold hearings as required by statute and/or Board policy.
- The Board shall model a culture of respect and integrity.

*** 4. How would you rate the Board's Accountability to the Community?**

- 4 - Fully Achieved
- 3 - Mostly Achieved
- 2 - Partially Achieved
- 1 - Beginning to Achieve
- 0 - Not Achieved

5. Accountability to the Community: Strengths

Provide examples that illustrate your response or to comment on specific indicators outlined. Please specifically share your comments if you gave a score of less than "Mostly Achieved."

6. Accountability to the Community: Opportunities for Growth

Provide examples that illustrate your response or to comment on specific indicators outlined. Please specifically share your comments if you gave a score of less than "Mostly Achieved."

Four-Year Education Plan

Indicators:

- Provide overall direction for the Division by establishing the mission and beliefs.
- Annually approve the process and timelines for the Four-Year Education Plan.
- Identify Board priorities and goals at the outset of the annual Four-Year Education Planning process.
- Annually approve the Four-Year Education Plan, including strategic priorities and key results, for submission to Alberta Education.
- Monitor the achievement of outcomes.
- Annually evaluate the effectiveness of the Division in achieving established priorities and desired results.
- Approve the Annual Education Results Report for distribution to the public.

*** 7. How would you rate the Board's responsibilities relative to the Four-Year Education Plan?**

- 4 - Fully Achieved
- 3 - Mostly Achieved
- 2 - Partially Achieved
- 1 - Beginning to Achieve
- 0 - Not Achieved

8. Four-Year Education Plan: Strengths

Provide examples that illustrate your response or to comment on specific indicators outlined. Please specifically share your comments if you gave a score of less than "Mostly Achieved."

9. Four-Year Education Plan: Opportunities for Growth

Provide examples that illustrate your response or to comment on specific indicators outlined. Please specifically share your comments if you gave a score of less than "Mostly Achieved."

10. Do you feel the Board uses the Four-Year Education Plan—mission, priorities and goals—to inform its decisions?

- 3 - Fully Agree
- 2 - Mostly Agree
- 1 - Partially Agree
- 0 - Do Not Agree

11. Four-Year Education Plan for Decisions: Strengths

Provide examples that illustrate your response or to comment on specific indicators outlined. Please specifically share your comments if you gave a score of less than "Mostly Agree."

12. Four-Year Education Plan for Decisions: Opportunities for Growth

Provide examples that illustrate your response or to comment on specific indicators outlined. Please specifically share your comments if you gave a score of less than "Mostly Agree."

Policy

Indicators:

- Develop, approve and monitor the implementation of policies to guide the Division.
- Provide direction in those areas over which the Board has authority.

*** 13. How would you rate the Board's Policy work?**

- 4 - Fully Achieved
- 3 - Mostly Achieved
- 2 - Partially Achieved
- 1 - Beginning to Achieve
- 0 - Not Achieved

14. Policy: Strengths

Provide examples that illustrate your response or to comment on specific indicators outlined. Please specifically share your comments if you gave a score of less than "Mostly Achieved."

15. Policy: Opportunities for Growth

Provide examples that illustrate your response or to comment on specific indicators outlined. Please specifically share your comments if you gave a score of less than "Mostly Achieved."

Board-Superintendent Relations

Indicators:

- Select the Superintendent.
- Provide the Superintendent with clear corporate direction.
- Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the *Education Act*.
- Respect the authority of the Superintendent to carry out the delegated discretionary powers of the position.
- Annually evaluate the Superintendent.
- Annually review the compensation of the Superintendent.

*** 16. How would you rate the Board's Board-Superintendent Relations?**

- 4 - Fully Achieved
- 3 - Mostly Achieved
- 2 - Partially Achieved
- 1 - Beginning to Achieve
- 0 - Not Achieved

17. Board-Superintendent Relations: Strengths

Provide examples that illustrate your response or to comment on specific indicators outlined. Please specifically share your comments if you gave a score of less than "Mostly Achieved."

18. Board-Superintendent Relations: Opportunities for Growth

Provide examples that illustrate your response or to comment on specific indicators outlined. Please specifically share your comments if you gave a score of less than "Mostly Achieved."

Advocacy

Indicators:

- Identify issues for advocacy on an ongoing basis.
- Develop a strategic approach for advocacy.
- Act as an advocate for public education and the Division.

*** 19. How would you rate the Board's Advocacy?**

- 4 - Fully Achieved
- 3 - Mostly Achieved
- 2 - Partially Achieved
- 1 - Beginning to Achieve
- 0 - Not Achieved

20. Advocacy: Strengths

Provide examples that illustrate your response or to comment on specific indicators outlined. Please specifically share your comments if you gave a score of less than "Mostly Achieved."

21. Advocacy: Opportunities for Growth

Provide examples that illustrate your response or to comment on specific indicators outlined. Please specifically share your comments if you gave a score of less than "Mostly Achieved."

Board Development

Indicators:

- Develop a plan for Board and Trustee development.
- Develop an annual work plan with timelines.
- Annually evaluate Board effectiveness.

*** 22. How would you rate the Board's Board Development?**

- 4 - Fully Achieved
- 3 - Mostly Achieved
- 2 - Partially Achieved
- 1 - Beginning to Achieve
- 0 - Not Achieved

23. Board Development: Strengths

Provide examples that illustrate your response or to comment on specific indicators outlined. Please specifically share your comments if you gave a score of less than "Mostly Achieved."

24. Board Development: Opportunities for Growth

Provide examples that illustrate your response or to comment on specific indicators outlined. Please specifically share your comments if you gave a score of less than "Mostly Achieved."

Fiscal Accountability

Indicators:

- Approve budget assumptions and establish priorities at the outset of the budget process.
- Approve annual budget and allocation of resources.
- Approve substantive budget adjustments when necessary.
- Monitor the fiscal management of the Division through receipt of quarterly variance analyses and semi-annual year-end projections.
- Receive the audit report and ensure the terms of engagement are met.
- Approve annually the Three-Year Capital Plan for submission to Alberta Education.
- Set the parameters for negotiations after soliciting advice from the Superintendent and others.
- Approve conditions of employment for employees and groups.
- At its discretion, ratify Memoranda of Agreement with bargaining units.
- Approve transfer of funds to reserves.
- Approve school fee schedules, student transportation fees, school facility rental rates, Alberta non-resident and international student tuitions, and specialized student services fees charged to other school jurisdictions.
- Approve the Borrowing Resolution.
- Approve the Investment Policy Statement.

*** 25. How would you rate the Board's Fiscal Accountability?**

- 4 - Fully Achieved
- 3 - Mostly Achieved
- 2 - Partially Achieved
- 1 - Beginning to Achieve
- 0 - Not Achieved

26. Fiscal Accountability: Strengths

Provide examples that illustrate your response or to comment on specific indicators outlined. Please specifically share your comments if you gave a score of less than "Mostly Achieved."

--

27. Fiscal Accountability: Opportunities for Growth

Provide examples that illustrate your response or to comment on specific indicators outlined. Please specifically share your comments if you gave a score of less than "Mostly Achieved."



EIPS Board Self-Assessment 2023

Section 2: Working Relationships

*** 28. Rate each of the indicators below using the following scale:**

- **3 - Fully Agree**
- **2 - Partially Agree**
- **1 - Not Agree**
- **Don't know**

	Rating
Trustees publicly support positions taken by the whole Board even if we disagree.	<input type="text"/>
Trustees treat other Board members with respect during the public Board meetings.	<input type="text"/>
Trustees arrive prepared to thoroughly discuss all agenda topics.	<input type="text"/>
Trustees listen and participate in discussions; we are actively engaged.	<input type="text"/>
Trustees treat other Board members with respect during non-public meetings.	<input type="text"/>
Trustees work with, not around, the Board Chair.	<input type="text"/>
Trustees avoid turning conflicts about issues into personal conflicts.	<input type="text"/>
Trustees are patient and tolerant when interests and priorities differ.	<input type="text"/>
Trustees take their roles, duties and responsibilities very seriously.	<input type="text"/>
Trustees base their votes on the issues at hand and not on personalities.	<input type="text"/>
Trustees keep confidential items to themselves.	<input type="text"/>
Trustees' actions promote public confidence in the Board and EIPS.	<input type="text"/>
Trustees provide support and mentorship to new Board members.	<input type="text"/>
Trustees are able to speak their minds without fear of being ostracized.	<input type="text"/>

29. Working Relationships: Strengths

Provide examples that illustrate your response or to comment on specific indicators outlined. Please specifically share your comments if you gave a score of less than "Fully Agree."

30. Working Relationships: Opportunities for Growth

Provide examples that illustrate your response or to comment on specific indicators outlined. Please specifically share your comments if you gave a score of less than "Fully Agree."



EIPS Board Self-Assessment 2023

Section 3: Moving Forward with the Board's Work

*** 31. In what areas do you feel the Board is doing very well?**

*** 32. In what areas do you feel the Board can improve?**

*** 33. What are the most important things you feel the Board needs to work on in the coming year that will have the greatest impact on education and student learning in Elk Island Public Schools? How would you propose that work happens, and what resources would be required?**

*** 34. Are there any areas in which you feel the Board could benefit from learning as a team?**

This could include negotiations; Alberta Infrastructure; curriculum; standards for teachers, principals and superintendents; financial literacy (reading audit/financial statements); and data analysis. If you have any ideas or background in this area, please share any leads you may have regarding how this learning can best be accomplished. For example: workshops, specific training, online resources, retreats, conferences and so on.

*** 35. Are there any areas where you feel you could benefit from learning as an individual Board member?**

If so, what are they? Where possible, resources and opportunities will be investigated, and information will be shared with the Board as well.



EIPS Board Self-Assessment 2023

Section 4: What's Important to You?

*** 36. Are there other things we need to cover or consider during this self-evaluation that have not been covered in the previous questions?**



RECOMMENDATION REPORT

DATE: Oct. 19, 2023

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 7: Board Operations

ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair

RESOURCE STAFF: Sandra Stoddard, Superintendent

REFERENCE: Board Policy 8: Board Committees
Board Policy 10: Policy Making

EIPS PRIORITY: Enhance public education through effective engagement.

EIPS GOAL: Engaged and effective governance.

EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approve amendments to Board Policy 7: Board Operations, as presented.

BACKGROUND:

The Board is responsible for developing, approving and monitoring the implementation of policies to guide the Division, and to provide direction in those areas over which the Board wishes to retain authority.

As per Board Policy 8: Board Committees, the purpose of the Policy Committee is to ensure the Board Policy Handbook is current and relevant.

As per Board Policy 10: Policy Making, the Policy Committee receives feedback/information from trustees/administration/stakeholders and discusses/develops policy positions as directed by the Board. Policies are reviewed annually and the Policy Committee provides recommendations to the Board on required additions, amendments and deletions.

The Policy Committee recommends various amendments, as shown in Attachment 1, for improved readability, clarity, and consistency. Additionally:

- language is amended to align with the Education Act in Sections 2 and 9.5;
- Section 10.4 be added to address appropriate behaviour, conduct and respect by presenters in relation to comments, presentations and delegations at public Board meetings; and



RECOMMENDATION REPORT

Page 2 of 2

- Section 12.10.2 be amended to require that the Board approve the use of additional professional development funds by a trustee to ensure that all trustees have the ability to provide input in the final decision.

COMMUNICATION:

Once approved, the Board Policies and Administrative Procedures will be updated on the website and StaffConnect, and stakeholders will be advised.

ATTACHMENT(S):

1. Board Policy 7: Board Operations (marked)
2. Board Policy 7: Board Operations (unmarked)

Policy 7

BOARD OPERATIONS

Background

The Board of Trustees believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of sound organizational design. To discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner.

The Board believes its fundamental obligations are to preserve and enhance ~~the public~~ trust in public education and in the affairs of the Board's operations. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings shall be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

The Board believes there are times when public interest is best served by private discussion of specific issues in "in-camera" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go in camera for issues dealing with individual students, individual employees, land, labour, litigation or negotiation.

The Board further believes having members of the public make presentations at Board meetings can enhance public interest.

Guidelines

1. Wards

Within the stipulations of Orders in Council 579/94 and 692/94, and Ministerial Orders 082/94, 164/94, 165/94, 166/94, 167/94, 034/2019 and 008/2020, which resulted in the final establishment of the Board of Trustees of Elk Island Public Schools, the Board has decided to provide for the nomination and election of trustees within the Division by wards and electoral subdivisions.

Copies of the Orders in Council and Ministerial Orders are available from the Division office.

- 1.1. Each of the following is established as a ward of the Division:
 - 1.1.1. County of Minburn No. 27—western portion
 - 1.1.2. Lamont County
 - 1.1.3. Strathcona County—further divided into the following electoral subdivisions:

- 1.1.3.1. Electoral Subdivision No. 1 – comprised of all lands within the corporate limits of the City of Fort Saskatchewan;
 - 1.1.3.2. Electoral Subdivision No. 2 – comprised of all lands within the corporate limits of the Hamlet of Sherwood Park;
 - 1.1.3.3. Electoral Subdivision No. 3 – comprised of all lands north of secondary Highway 630, except those lands referenced in 1.1.3.2; and
 - 1.1.3.4. Electoral Subdivision No. 4 – comprised of all lands south of secondary Highway 630, except those lands referenced in 1.1.3.2.
 - 1.2. The number of trustees to be elected in each ward is as follows:
 - 1.2.1. one trustee from the County of Minburn No. 27 Ward—western portion;
 - 1.2.2. one trustee from the Lamont County Ward; and
 - 1.2.3. seven trustees from the Strathcona County Ward, elected as follows:
 - 1.2.3.1. two trustees from Electoral Subdivision No. 1;
 - 1.2.3.2. three trustees from Electoral Subdivision No. 2;
 - 1.2.3.3. one trustee from Electoral Subdivision No. 3; and
 - 1.2.3.4. one trustee from Electoral Subdivision No. 4.
 - 1.3. The provisions of the *Local Authorities Election Act* respecting the election of trustees shall apply to every election in each ward.
 - 1.4. If a vacancy occurs in the membership of the Board during the four years following an election, a by-election may be held, unless this vacancy occurs in the last six months before the next election. If two vacancies occur before the fourth year of the term of office, a by-election must be held.

2. Swearing-in ceremonyOath of office

- 2.1. A formal ~~swearing-in~~ ceremony shall be scheduled following confirmation of trustee election results in a general election year.
- 2.2. Each trustee shall take the oath of office or make an affirmation as prescribed by the Oaths of Office Act~~called upon~~.
- 2.3. Special provisions shall be made for a trustee taking office following a by-election.

3. Organizational meeting

- 3.1. An organizational meeting of the Board shall be held annually, and no later than four weeks following election day, when there has been a general election. The first official meeting of the Board following a general election shall be an organizational meeting.
- 3.2. The Superintendent or designate shall give notice of the organizational meeting to each trustee as if it were a special meeting.
- 3.3. The Superintendent or designate shall call the meeting to order and act as Chair of the meeting for the purpose of the election of the Board Chair. Upon election as Chair, the Board Chair shall take the oath of office or make an affirmation and preside over the remainder of the organizational meeting. The Board Chair shall normally be elected for a period of one year.

- 3.4. The organizational meeting shall, in addition:
 - 3.4.1. elect a Board Vice-Chair;
 - 3.4.2. establish a schedule—date, time and place—for regular meetings and any additional required meetings for the ensuing year;
 - 3.4.3. review standing committees of the Board as deemed appropriate;
 - 3.4.4. review Board representation on the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
 - 3.4.5. review trustee conflict of interest stipulations and determine any disclosure of information requirements; and
 - 3.4.6. address other organizational items as required.
- 3.5. At the next regular meeting of the Board, the Board Chair shall nominate members to enable the Board to:
 - 3.5.1. create such standing and ad hoc committees of the Board as are deemed appropriate, and appoint members;
 - 3.5.2. appoint Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate; and
 - 3.5.3. create a Rotational Acting-Chair Schedule.

4. Regular **public Board** meetings

Regular **public** Board meeting dates and times shall be as established at the annual organizational meeting.

- 4.1. All meetings shall ordinarily be held in the Division office.
- 4.2. All trustees shall notify the Board Chair and the Superintendent if they are unable to attend a **public** Board meeting.
- 4.3. All trustees who are absent from three consecutive ~~regular-public Board~~ meetings shall:
 - 4.3.1. obtain authorization by resolution of the Board to do so; or
 - 4.3.2. provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence.
 - 4.3.3. Failure to attend may result in disqualification.
- 4.4. Attendance of all trustees at **public** Board meetings is an expectation under the *Education Act* to fulfil legislated responsibilities. The Board expects all trustees to make attendance at the **public** Board's meetings a priority. The Board believes that attendance of all trustees at the **public** Board meeting place is important for the Board's processes by enhancing dialogue and modelling respect for the Board's governance role. Should a trustee be unable to be physically present at a meeting, the trustee may participate in a specific item(s) at a **public** Board meeting or committee meeting by using electronic means or other communication facilities in accordance with Section 5, Board Procedures Regulation ~~of made under~~ the *Education Act*.
 - 4.4.1. A trustee wishing to participate electronically must provide the Board Chair with a minimum of one working day notice prior to the meeting at

which they wish to participate electronically and a telephone number from which contact can be made during the meeting.

- 4.4.2. A trustee may participate in a meeting of the Board by electronic means provided that trustees participating in the meeting and members of the public attending the meeting are able to hear each other.
- 4.4.3. A trustee shall be able to participate electronically a maximum of three times per year.
- 4.4.4. Costs incurred for service charges shall be charged to the office of the trustee(s) participating electronically.
- 4.4.5. Trustees participating electronically shall inform the Board Chair of their departure from a meeting—temporarily or permanently.
- 4.4.6. If a trustee participating electronically has a conflict of interest on a matter under discussion, the trustee shall advise the Board Chair and disconnect from the meeting. The Board Chair shall reconnect the trustee back into the meeting when the item under discussion has been dealt with.
- 4.4.7. The Board Chair shall conduct voting verbally when a trustee is participating by audio only by asking trustees present to state their name in order of seating—for example, the Board Chair’s left to right—followed by the trustee(s) participating electronically first for those in favour and then for those opposed.
- 4.4.8. If a connection is lost three times during electronic participation, no further attempts to connect shall be made.
- 4.4.9. The Board or the committee concerned shall consider requests for exceptions from the above procedures when exceptional circumstances exist.
- 4.5. If the Board Chair and Board Vice-Chair are unable to perform the duties of the office or is absent, the rotational acting Board Chair has all the powers and shall perform all the duties of the Chair during the Board Chair’s and Board Vice-Chair’s inability to act or absence.
- 4.6. Regular **public** meetings of the Board shall not be held without the Superintendent or designate(s) in attendance, unless the Superintendent’s contract is being discussed.
- 4.7. Any recording of a Board meeting shall be retained for a period of 24 hours and then disposed of accordingly.

5. **Special **public Board** meetings**

- 5.1. Occasionally, unanticipated or emergent issues require immediate Board attention and action.
- 5.2. Special meetings of the Board shall only be called when the Board Chair, the majority of trustees, or the Education Minister is of the opinion that an issue must be dealt with before the next regular Board meeting.
- 5.3. A written notice of the special meeting, including date, time, place and nature of business, shall be issued to all trustees by electronic mail or in person at least two

days prior to the date of the meeting unless every trustee agrees to waive in writing the requirements for notice.

- 5.4. The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees are present at the special meeting, no other business may be transacted. Items can be added to the agenda only by the unanimous consent of the entire Board.
- 5.5. Special meetings of the Board shall be open to the public, recognizing that specific agenda matters may be held in camera.
- 5.6. Special meetings of the Board shall not be held without the Superintendent or designate(s) in attendance, unless the Superintendent's contract is being discussed.
- 5.7. Any recordings of a special Board meeting shall be retained for a period of 24 hours and then disposed of accordingly.

6. In-camera sessions

The *Education Act* uses the term "private" for non-public meetings. Robert's Rules of Order uses the term "executive session" for the same distinction. The term "in camera" is most commonly used and is synonymous with the other two terms.

- 6.1. The Board may, by resolution, schedule an in-camera meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in camera. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to trustees and the Superintendent.
- 6.2. The Board may convene in camera to discuss matters of a sensitive nature, including:
 - 6.2.1. personnel:
 - 6.2.1.1. individual students, or
 - 6.2.1.2. individual employees;
 - 6.2.2. matters relating to negotiations;
 - 6.2.3. acquisition or disposal of real property;
 - 6.2.4. litigation brought by or against the Board; and
 - 6.2.5. other topics that a majority of the trustees present feel should be held in private, in the public interest.
- 6.3. In-camera sessions shall be closed to the public and press. The Board shall only discuss the matter(s) that gave rise to the in-camera meeting. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.
- 6.4. During the in-camera session, the Board shall adopt only such resolution as is required to reconvene the Board in an open, public meeting.

7. Agenda for regular Board meetings

The Superintendent is responsible for preparing an electronic agenda for Board meetings. The Agenda Review Committee shall set the order of business.

- 7.1. The agenda shall be supported, electronically, by copies of letters, reports, contracts and other materials as are pertinent to the business that shall come before the Board and shall be of value to the Board in the performance of its duties. Depending on the report, the Board shall receive one of the following:
 - 7.1.1. Report for Recommendation;
 - 7.1.2. Report for Information; or
 - 7.1.3. Report for Feedback.
- 7.2. Items may be placed on the agenda in one of the following ways:
 - 7.2.1. by notifying the Board Chair or Superintendent at least eight calendar days prior to the Board meeting;
 - 7.2.2. by notice of motion at the previous meeting of the Board;
 - 7.2.3. as a request from a committee of the Board; or
 - 7.2.4. emergent issues that require Board action may arise after the agenda has been prepared. At the beginning of the meeting, the Board Chair shall ask for additions to or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.
- 7.3. The electronic agenda package, containing the agenda and supporting information, shall be available to each trustee five calendar days prior to the Board meeting. Subsequently, emergent information may be provided at the meeting; and further, the Superintendent shall advise the Board Chair regarding the emergent nature of such information.
- 7.4. The Board shall follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.
- 7.5. During the course of the Board meeting, the majority of trustees present may amend the agenda and place items before the Board for discussion. The Board may take action on such items.
- 7.6. The list of agenda items, and respective reports, shall be posted on the Division website two-and-one-half days prior to the Board meeting.

8. Minutes for regular or special meetings

The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

- 8.1. The minutes shall record:
 - 8.1.1. date, time and place of meeting;
 - 8.1.2. type of meeting;
 - 8.1.3. name of the ~~chair~~presiding officer;
 - 8.1.4. names of those trustees and senior administration in attendance;
 - 8.1.5. approval of preceding minutes;
 - 8.1.6. all resolutions, including the Board's disposition of the same, placed before the Board are to be entered in full along with a brief explanation as to why the matter is before the Board;
 - 8.1.7. names of persons making the motions;
 - 8.1.8. points of order and appeals;
 - 8.1.9. appointments;

- 8.1.10. receipt of reports of committees;
 - 8.1.11. recording of the vote on all motions;
 - 8.1.12. trustee declaration of vote pursuant to the *Education Act*; and
 - 8.1.13. the hour of adjournment.
- 8.2. The minutes shall:
- 8.2.1. be prepared as directed by the Superintendent;
 - 8.2.2. be reviewed by the Superintendent prior to submission to the Board;
 - 8.2.3. be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
 - 8.2.4. upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
- 8.3. The Superintendent or designate shall ensure, upon acceptance by the Board, that appropriate signatures are on each page of the approved minutes.
- 8.4. The Superintendent or designate shall establish and maintain a file of all Board minutes.
- 8.5. As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
- 8.6. The approved minutes of a regular or special meeting shall be posted to the website within one week of the meeting in which they were approved. The Superintendent or designate is responsible to distribute and post the approved minutes.

9. Motions

Motions do not require a seconder.

- 9.1. Notice of motion:
- 9.1.1. The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.
- 9.2. Discussion on motions:
- 9.2.1. The custom of addressing comments to the Board Chair is to be followed by all persons in attendance.
 - 9.2.2. A Board motion or a recommendation from administration must generally be placed before the Board prior to any discussion taking place on an issue.
 - 9.2.3. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion.
 - 9.2.4. Motions may be submitted by any trustee, including the Board Chair.
- 9.3. Speaking to the motion:

- 9.3.1. The mover of a motion first and every trustee shall have an opportunity to speak to the motion before any trustee is allowed to speak a second time. Each trustee may speak up to three times on any given motion.
- 9.3.2. The Chair shall normally speak each round just prior to the last speaker.
- 9.3.3. The mover of the motion is permitted to close debate on the motion.
- 9.3.4. As a general guide, a trustee should not speak longer than five minutes on any motion.
- 9.3.5. The Board Chair has the responsibility to limit the discussion by a trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.
- 9.3.6. No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks. Any such interruption shall not be permitted without permission of the Board Chair.
- 9.3.7. Should a trustee arrive at the meeting after a motion has been made and prior to taking a vote, the trustee may request further discussion prior to the vote.
- 9.3.8. The Board Chair shall rule on further discussion.
- 9.4. Reading of the motion:
 - 9.4.1. A trustee may require the motion under discussion to be read at any time during the debate, except when a trustee is speaking.
- 9.5. Voting on the motion~~Required votes:~~
 - 9.5.1. The Board Chair, and all trustees present, unless excused by resolution of the Board or by the provisions of the *Education Act*, shall vote on each question. Each question shall be decided by a majority of the votes of those trustees present. ~~A simple majority of a quorum of the Board shall decide in favour of the question.~~
 - 9.5.2. In the case of an equality of votes, the question is defeated.
 - 9.5.3. A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Board Chair or Board Vice-Chair, which is by secret ballot.
- 9.6. Debate:
 - 9.6.1. In all debates, any matter of procedure in dispute shall be settled, if possible, by reference to the most recent version of Robert's Rules of Order. If this reference is inadequate, procedure may be determined by a motion supported by the majority of trustees in attendance.

10. Comments, presentations and delegations at Board meetings

The Board values the views of all stakeholders on educational issues and seeks to provide opportunities to hear from the public in a variety of ways.

- 10.1. General comments on an educational issue at a Board meeting:
 - 10.1.1. A member of the public or a staff-group representative may address the Board on any educational issue.
 - 10.1.2. If a member of the public or a staff-group representative wishes to comment on an educational issue at a Board meeting, the individual shall

- register with the Superintendent or designate by noon the day prior to the meeting.
- 10.1.3. A member of the public or a staff-group representative may speak for a maximum of five minutes at the public Board meeting under the agenda category *Comments from the Public and Staff Group Representatives*. The total duration of comments under *General Comments on an Educational Issue* shall not exceed 20 minutes. Exceptions to the time limits may be made by a majority vote of the Board.
 - 10.1.4. Speakers shall address their comments to the Board Chair.
- 10.2. Comments on specific Board agenda items:
- 10.2.1. A member of the public or a staff-group representative may address the Board on a specific Board agenda item.
 - 10.2.2. If a member of the public or a staff-group representative wishes to comment on a specific agenda item at a Board meeting, the individual shall register with the Superintendent or designate by noon the day prior to the meeting.
 - 10.2.3. A member of the public or a staff-group representative may speak for a maximum of five minutes at the public Board meeting under the agenda category *Comments from the Public and Staff Group Representatives*. The total duration of comments under *Specific Board Agenda Items* shall not exceed 20 minutes. Exceptions to the time limits may be made by a majority vote of the Board.
 - 10.2.4. Speakers shall address their comments to the Board Chair.
- 10.3. Formal delegations and presentations to Board:
- 10.3.1. A delegation from the public or a staff group may present to the Board on any educational policy, procedure or statute.
 - 10.3.2. If a delegation from the public or a staff group wishes to make a presentation to or a request of the Board, it shall first be discussed with the Superintendent or a designate. The process provides the presenter an opportunity to clarify their understanding of Division practices related to the presentation topic and determine what other assistance may be available through the administration.
 - 10.3.3. If, after meeting with the administration, an appearance before the Board is still desired, the delegation may request an audience with the Board stating the nature of the request. The request shall be made in writing to the Board Chair and the Superintendent or designate, at least 10 days in advance of the preferred meeting at which time they wish to appear. Notwithstanding this notice, the Superintendent, in consultation with the Board Chair, may consider a request to waive the timelines if circumstances warrant.
 - 10.3.4. The Board reserves the right to determine whether the delegation shall be heard and, if so, whether it shall be heard by the Board or by a committee of the Board. For matters clearly within the practice and

mandate of the Board, the Superintendent, or designate, and Board Chair shall make appropriate arrangements for the delegation to be heard.

- 10.3.5. Written briefs or a digest of the information to be presented must be submitted to the Superintendent, or designate, at least five days prior to the meeting. The notice and the brief shall be provided to each trustee with the notice of meeting at which the delegation is to appear.
- 10.3.6. A delegation from the public or a staff group may present for a maximum of 10 minutes under the agenda category *Comments from the Public and Staff Group Representatives* and may appoint two spokespersons. The total duration of delegations under *Formal Delegations and Presentations* shall not exceed 30 minutes. Exceptions to the time limits may be made by a majority vote of the Board.

10.3.7. Decisions regarding requests made by delegations will be dealt with at the next meeting of the Board or appropriate committee unless the Board will be making a decision on the matter as part of another scheduled item of business on the agenda or it is otherwise agreed to by a majority vote of the members present. The Board Chair shall communicate the decision of the Board, in writing, to the person who requested to appear before the Board. If the decision may be appealed under the *Education Act*, the Board Chair shall advise the appellant of their right to the next avenue of appeal.

- 10.4. Presenters and members of their delegation are expected to conduct themselves in a respectful manner as outlined by the Board Chair in accordance with Policy 19: Welcoming, Caring, Respectful and Safe Learning and Working Environments.

11. Audio-recording devices

The Board expects that anyone wanting to use recording devices at a public Board meeting shall notify the Board Chair.

12. Trustee compensation and expenses

The Board acknowledges that Board members are entitled to compensation for the performance of their duties. The Board believes the governance budget must be set, monitored and publicly reported, as part of the budgeting process.

- 12.1. Remuneration for trusteeship duties is based on the principles of being reasonable, responsible and accountable in the use of public funds.
- 12.2. The Board shall establish rates for the Board Chair, Board Vice-Chair and trustees in conjunction with the budgeting process.
- 12.3. Remuneration shall be paid annually, in 12 equal monthly payments.
- 12.4. Trustees' compensation shall be adjusted September 1 annually. The methodology to be used is an average of the per cent change in annual average index of Alberta Consumer Price Index (CPI) and the per cent change in annual average earnings Alberta Average Weekly Earnings (AWE)—not to exceed the increase given to Elk Island Public Schools classified staff and not less than zero.

- 12.5. Trustees are encouraged to participate in professional development and public relations activities.
- 12.6. Trustee compensation is composed of a base salary and travel allowances with an additional executive allowance for the Board Chair and Board Vice-Chair positions. There is also a discretionary expense budget each trustee can allocate at the beginning of each fiscal year.
- 12.7. Additional dollars shall be allocated annually in 12 equal monthly amounts to cover the travel allowance.
- 12.8. Travel allowance is separated into three categories:
 - 12.8.1. A basic allowance is provided to each trustee to cover travel expenses incurred in the performance of their duties within the Division.
 - 12.8.1.1. In the performance of duties outside of the Division, trustees may claim mileage from their discretionary funds.
 - 12.8.1.2. In the performance of duties that are related to the role of the Board Chair and outside of the Division, the Board Chair may claim mileage from the governance budget.
 - 12.8.2. Additional allowances are provided to the trustees in the County of Minburn, Lamont County, Rural Strathcona County and Fort Saskatchewan to account for the increased travel required because of their geographical area.
 - 12.8.3. The Board Chair and Board Vice-Chair receive an additional allowance to account for the increased travel required to fulfil their roles.
- 12.9. Travel shall be defined as either in the Division or out of the Division for the purposes of travel expenses. Out of the Division travel expenses related to the discretionary expense budget can be charged to the relevant discretionary expense category. Out of the Division travel expenses related to driving a personal vehicle shall be reimbursed in accordance with established rates for employee business-expense reimbursement. As travel expenses are reimbursed to trustees, the criteria for a Declaration of Condition of Employment (T2200 Form) for personal taxation purposes is not met for claiming automobile expenses.
- 12.10. Discretionary funds are allocated at the beginning of the fiscal year by the trustee completing the Trustee Discretionary Budget Allocation form (Form 7-1). Any use of discretionary funds must be seen as a responsible use of public funds upon external review. Discretionary funds can be allocated to five main categories of trustee expenses:
 - 12.10.1. *public relations* – Expenses incurred to promote and maintain the visibility of the Division—acceptable expenses include Chamber of Commerce, public events and school functions.
 - 12.10.2. *professional development (PD)* – Expenses incurred to support the ongoing professional development of trustees—acceptable expenses include Alberta School Boards Association (ASBA) conventions and events, ASBA Zone 2/3 meetings and events, workshops and seminars, Canadian School Boards Association conventions, Division retreats, visits to other school jurisdictions, relevant education seminars, events and

conferences. Additional PD funds are available to trustees from the Board's budget. These funds must be requested, in writing, to the Board Chair and approved by the Board ~~Chair~~.

- 12.10.3. *equipment* – Expenses incurred to provide equipment to perform the trustee's role—acceptable expenses include cellphones, upgrades to basic laptops, printers, etc. All equipment remains the property of the Division and must be returned at the end of the trustee's term. The cost of basic laptops shall be allocated out of general funds.
- 12.10.4. *communications* – Expenses incurred for communication—acceptable expenses include internet connections, cellphone bills, etc.
- 12.10.5. *supplies and materials* – Expenses incurred for consumable materials and supplies, such as office supplies, paper, printer ink, etc.
- 12.11. It is the trustees' responsibility not to exceed their individual budget. Any surplus amounts will, on an annual basis, be contributed to the surplus carry forward of the Board governance budget.
- 12.12. Any Board governance surplus exceeding the allowable carry-forward amounts shall be evaluated on an annual basis, and placement of funds shall be determined at a public meeting of the Board.
- 12.13. Trustees shall be enrolled in the insurance and benefits plan upon being elected to the position of trustee, as per the guidelines of the insurance carriers.
 - 12.13.1. The term of insurance and benefits coverage is four years while the trustee holds the elected office. Specifically, coverage exists from November 1 of the election year to October 31 of the next election year.
 - 12.13.1.1. Mandatory insurance is provided for all eligible trustees, with premiums paid by the Division.
 - 12.13.1.2. Individual benefit coverage is provided for all trustees, with premiums paid by the Division. Individual benefit coverage may be waived, as per the guidelines of the insurance carriers.
 - 12.13.1.3. Family benefit coverage is available for trustees who wish to add it to their plan. Premiums for family coverage are paid by the trustee.
 - 12.13.2. In the event of a by-election, a trustee may enrol within 31 days of the swearing-in of the trustee and shall be covered until the end of the four-year term.
 - 12.13.3. Claims for reimbursement shall be submitted directly to the insurance carrier.
 - 12.13.4. A trustee is not eligible for benefits if they are no longer considered to be a trustee at any time of the year or on October 31 of an election year, whichever comes first.
- 12.14. All reimbursement, or expense claims, must be settled during the respective fiscal year—September to August—that the expense was incurred.

- 12.15. Notwithstanding the above, the Board Chair may make an exception where it is deemed to be in the best interests of the Division. The Board shall be notified of all such exceptions.

13. Trustee conflict of interest

The trustee is directly responsible to the electorate of the Division and to the Board. Upon election to office and annually thereafter, the trustee must complete a disclosure of personal interest statement and accept a position of public trust. The trustee is expected to act in a manner that shall enhance the trust accorded the trustee, and through the trustee, the trust accorded to the Board.

The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the trust and confidence of the electorate in its Board and trustee members.

Therefore, the Board believes in the requirement to declare a conflict of interest.

- 13.1. The trustee is expected to be conversant with Sections 85-96 of the *Education Act*.

- 13.2. The trustee is responsible for declaring themselves to be in a possible conflict of interest.

- 13.2.1. The trustee shall make such declaration in open meeting prior to the Board or committee discussion of the subject matter, which may place the trustee in conflict of interest.

- 13.2.2. Following the declaration of conflict of interest by a trustee, all debate and action shall cease until the trustee has left the room.

- 13.3. It shall be the responsibility of the trustee in conflict to absent themselves from the meeting in accordance with the requirements of the *Education Act* and ensure that their declaration and absence are properly recorded within the minutes.

- 13.4. The recording secretary shall record in the minutes:

- 13.4.1. the trustee's declaration;

- 13.4.2. the trustee's abstention from the debate and the vote; and

- 13.4.3. that the trustee left the room in which the meeting was held.

14. Board self-evaluation

- 14.1. On an annual basis, the Board shall complete a self-evaluation.

References

Sections 53, 54, 54, 73, 75, 76, 85, 86, 87, 112, 137 *Education Act*

Last reviewed:	Last updated:
Nov. 26, 2015	Nov. 26, 2015
March 23, 2016	
April 11, 2016	May 30, 2016
Oct. 24, 2016	Nov. 24, 2016
	Feb. 27, 2017

March 6, 2017	April 20, 2017
May 8, 2017	June 15, 2017
March 19, 2018	April 19, 2018
Feb. 19, 2019	March 14, 2019
Sept. 5, 2019	Sept. 26, 2019
	Dec. 3, 2019
	Feb. 20, 2020
	March 26, 2020
Dec. 8, 2020	Jan. 21, 2021
Dec. 16, 2021	
Jan. 11, 2022	
Feb. 8, 2022	Feb 17, 2022
	March 1, 2022
Dec. 12, 2022	Jan. 19, 2023
<u>Oct. 4, 2023</u>	

Policy 7

BOARD OPERATIONS**Background**

The Board of Trustees believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of sound organizational design. To discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner.

The Board believes its fundamental obligations are to preserve and enhance trust in public education and in the affairs of the Board's operations. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings shall be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

The Board believes there are times when public interest is best served by private discussion of specific issues in "in-camera" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go in camera for issues dealing with individual students, individual employees, land, labour, litigation or negotiation.

The Board further believes having members of the public make presentations at Board meetings can enhance public interest.

Guidelines**1. Wards**

Within the stipulations of Orders in Council 579/94 and 692/94, and Ministerial Orders 082/94, 164/94, 165/94, 166/94, 167/94, 034/2019 and 008/2020, which resulted in the final establishment of the Board of Trustees of Elk Island Public Schools, the Board has decided to provide for the nomination and election of trustees within the Division by wards and electoral subdivisions.

Copies of the Orders in Council and Ministerial Orders are available from the Division office.

- 1.1. Each of the following is established as a ward of the Division:
 - 1.1.1. County of Minburn No. 27—western portion
 - 1.1.2. Lamont County
 - 1.1.3. Strathcona County—further divided into the following electoral subdivisions:

- 1.1.3.1. Electoral Subdivision No. 1 – comprised of all lands within the corporate limits of the City of Fort Saskatchewan;
 - 1.1.3.2. Electoral Subdivision No. 2 – comprised of all lands within the corporate limits of the Hamlet of Sherwood Park;
 - 1.1.3.3. Electoral Subdivision No. 3 – comprised of all lands north of secondary Highway 630, except those lands referenced in 1.1.3.2; and
 - 1.1.3.4. Electoral Subdivision No. 4 – comprised of all lands south of secondary Highway 630, except those lands referenced in 1.1.3.2.
 - 1.2. The number of trustees to be elected in each ward is as follows:
 - 1.2.1. one trustee from the County of Minburn No. 27 Ward—western portion;
 - 1.2.2. one trustee from the Lamont County Ward; and
 - 1.2.3. seven trustees from the Strathcona County Ward, elected as follows:
 - 1.2.3.1. two trustees from Electoral Subdivision No. 1;
 - 1.2.3.2. three trustees from Electoral Subdivision No. 2;
 - 1.2.3.3. one trustee from Electoral Subdivision No. 3; and
 - 1.2.3.4. one trustee from Electoral Subdivision No. 4.
 - 1.3. The provisions of the *Local Authorities Election Act* respecting the election of trustees shall apply to every election in each ward.
 - 1.4. If a vacancy occurs in the membership of the Board during the four years following an election, a by-election may be held, unless this vacancy occurs in the last six months before the next election. If two vacancies occur before the fourth year of the term of office, a by-election must be held.

2. Oath of office

- 2.1. A formal ceremony shall be scheduled following confirmation of trustee election results in a general election year.
- 2.2. Each trustee shall take the oath of office or make an affirmation as prescribed by the *Oaths of Office Act*.
- 2.3. Special provisions shall be made for a trustee taking office following a by-election.

3. Organizational meeting

- 3.1. An organizational meeting of the Board shall be held annually, and no later than four weeks following election day, when there has been a general election. The first official meeting of the Board following a general election shall be an organizational meeting.
- 3.2. The Superintendent or designate shall give notice of the organizational meeting to each trustee as if it were a special meeting.
- 3.3. The Superintendent or designate shall call the meeting to order and act as Chair of the meeting for the purpose of the election of the Board Chair. Upon election as Chair, the Board Chair shall take the oath of office or make an affirmation and preside over the remainder of the organizational meeting. The Board Chair shall normally be elected for a period of one year.

- 3.4. The organizational meeting shall, in addition:
 - 3.4.1. elect a Board Vice-Chair;
 - 3.4.2. establish a schedule—date, time and place—for regular meetings and any additional required meetings for the ensuing year;
 - 3.4.3. review standing committees of the Board as deemed appropriate;
 - 3.4.4. review Board representation on the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
 - 3.4.5. review trustee conflict of interest stipulations and determine any disclosure of information requirements; and
 - 3.4.6. address other organizational items as required.
- 3.5. At the next regular meeting of the Board, the Board Chair shall nominate members to enable the Board to:
 - 3.5.1. create such standing and ad hoc committees of the Board as are deemed appropriate, and appoint members;
 - 3.5.2. appoint Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate; and
 - 3.5.3. create a Rotational Acting-Chair Schedule.

4. **Regular public Board meetings**

Regular public Board meeting dates and times shall be as established at the annual organizational meeting.

- 4.1. All meetings shall ordinarily be held in the Division office.
- 4.2. All trustees shall notify the Board Chair and the Superintendent if they are unable to attend a public Board meeting.
- 4.3. All trustees who are absent from three consecutive public Board meetings shall:
 - 4.3.1. obtain authorization by resolution of the Board to do so; or
 - 4.3.2. provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence.
 - 4.3.3. Failure to attend may result in disqualification.
- 4.4. Attendance of all trustees at public Board meetings is an expectation under the *Education Act* to fulfil legislated responsibilities. The Board expects all trustees to make attendance at the public Board’s meetings a priority. The Board believes that attendance of all trustees at the public Board meeting place is important for the Board’s processes by enhancing dialogue and modelling respect for the Board’s governance role. Should a trustee be unable to be physically present at a meeting, the trustee may participate in a specific item(s) at a public Board meeting or committee meeting by using electronic means or other communication facilities in accordance with Section 5, Board Procedures Regulation made under the *Education Act*.
 - 4.4.1. A trustee wishing to participate electronically must provide the Board Chair with a minimum of one working day notice prior to the meeting at

- which they wish to participate electronically and a telephone number from which contact can be made during the meeting.
- 4.4.2. A trustee may participate in a meeting of the Board by electronic means provided that trustees participating in the meeting and members of the public attending the meeting are able to hear each other.
 - 4.4.3. A trustee shall be able to participate electronically a maximum of three times per year.
 - 4.4.4. Costs incurred for service charges shall be charged to the office of the trustee(s) participating electronically.
 - 4.4.5. Trustees participating electronically shall inform the Board Chair of their departure from a meeting—temporarily or permanently.
 - 4.4.6. If a trustee participating electronically has a conflict of interest on a matter under discussion, the trustee shall advise the Board Chair and disconnect from the meeting. The Board Chair shall reconnect the trustee back into the meeting when the item under discussion has been dealt with.
 - 4.4.7. The Board Chair shall conduct voting verbally when a trustee is participating by audio only by asking trustees present to state their name in order of seating—for example, the Board Chair’s left to right—followed by the trustee(s) participating electronically first for those in favour and then for those opposed.
 - 4.4.8. If a connection is lost three times during electronic participation, no further attempts to connect shall be made.
 - 4.4.9. The Board or the committee concerned shall consider requests for exceptions from the above procedures when exceptional circumstances exist.
- 4.5. If the Board Chair and Board Vice-Chair are unable to perform the duties of the office or is absent, the rotational acting Board Chair has all the powers and shall perform all the duties of the Chair during the Board Chair’s and Board Vice-Chair’s inability to act or absence.
 - 4.6. Regular public meetings of the Board shall not be held without the Superintendent or designate(s) in attendance, unless the Superintendent’s contract is being discussed.
 - 4.7. Any recording of a Board meeting shall be retained for a period of 24 hours and then disposed of accordingly.

5. Special public Board meetings

- 5.1. Occasionally, unanticipated or emergent issues require immediate Board attention and action.
- 5.2. Special meetings of the Board shall only be called when the Board Chair, the majority of trustees, or the Education Minister is of the opinion that an issue must be dealt with before the next regular Board meeting.
- 5.3. A written notice of the special meeting, including date, time, place and nature of business, shall be issued to all trustees by electronic mail or in person at least two

days prior to the date of the meeting unless every trustee agrees to waive in writing the requirements for notice.

- 5.4. The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees are present at the special meeting, no other business may be transacted. Items can be added to the agenda only by the unanimous consent of the entire Board.
- 5.5. Special meetings of the Board shall be open to the public, recognizing that specific agenda matters may be held in camera.
- 5.6. Special meetings of the Board shall not be held without the Superintendent or designate(s) in attendance, unless the Superintendent's contract is being discussed.
- 5.7. Any recordings of a special Board meeting shall be retained for a period of 24 hours and then disposed of accordingly.

6. In-camera sessions

The *Education Act* uses the term "private" for non-public meetings. Robert's Rules of Order uses the term "executive session" for the same distinction. The term "in camera" is most commonly used and is synonymous with the other two terms.

- 6.1. The Board may, by resolution, schedule an in-camera meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in camera. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to trustees and the Superintendent.
- 6.2. The Board may convene in camera to discuss matters of a sensitive nature, including:
 - 6.2.1. personnel:
 - 6.2.1.1. individual students, or
 - 6.2.1.2. individual employees;
 - 6.2.2. matters relating to negotiations;
 - 6.2.3. acquisition or disposal of real property;
 - 6.2.4. litigation brought by or against the Board; and
 - 6.2.5. other topics that a majority of the trustees present feel should be held in private, in the public interest.
- 6.3. In-camera sessions shall be closed to the public and press. The Board shall only discuss the matter(s) that gave rise to the in-camera meeting. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.
- 6.4. During the in-camera session, the Board shall adopt only such resolution as is required to reconvene the Board in an open, public meeting.

7. Agenda for regular Board meetings

The Superintendent is responsible for preparing an electronic agenda for Board meetings. The Agenda Review Committee shall set the order of business.

- 7.1. The agenda shall be supported, electronically, by copies of letters, reports, contracts and other materials as are pertinent to the business that shall come before the Board and shall be of value to the Board in the performance of its duties. Depending on the report, the Board shall receive one of the following:
 - 7.1.1. Report for Recommendation;
 - 7.1.2. Report for Information; or
 - 7.1.3. Report for Feedback.
- 7.2. Items may be placed on the agenda in one of the following ways:
 - 7.2.1. by notifying the Board Chair or Superintendent at least eight calendar days prior to the Board meeting;
 - 7.2.2. by notice of motion at the previous meeting of the Board;
 - 7.2.3. as a request from a committee of the Board; or
 - 7.2.4. emergent issues that require Board action may arise after the agenda has been prepared. At the beginning of the meeting, the Board Chair shall ask for additions to or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.
- 7.3. The electronic agenda package, containing the agenda and supporting information, shall be available to each trustee five calendar days prior to the Board meeting. Subsequently, emergent information may be provided at the meeting; and further, the Superintendent shall advise the Board Chair regarding the emergent nature of such information.
- 7.4. The Board shall follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.
- 7.5. During the course of the Board meeting, the majority of trustees present may amend the agenda and place items before the Board for discussion. The Board may take action on such items.
- 7.6. The list of agenda items, and respective reports, shall be posted on the Division website two-and-one-half days prior to the Board meeting.

8. Minutes for regular or special meetings

The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

- 8.1. The minutes shall record:
 - 8.1.1. date, time and place of meeting;
 - 8.1.2. type of meeting;
 - 8.1.3. name of the chair;
 - 8.1.4. names of those trustees and senior administration in attendance;
 - 8.1.5. approval of preceding minutes;
 - 8.1.6. all resolutions, including the Board's disposition of the same, placed before the Board are to be entered in full along with a brief explanation as to why the matter is before the Board;
 - 8.1.7. names of persons making the motions;
 - 8.1.8. points of order and appeals;
 - 8.1.9. appointments;

- 8.1.10. receipt of reports of committees;
 - 8.1.11. recording of the vote on all motions;
 - 8.1.12. trustee declaration of vote pursuant to the *Education Act*; and
 - 8.1.13. the hour of adjournment.
- 8.2. The minutes shall:
- 8.2.1. be prepared as directed by the Superintendent;
 - 8.2.2. be reviewed by the Superintendent prior to submission to the Board;
 - 8.2.3. be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
 - 8.2.4. upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
- 8.3. The Superintendent or designate shall ensure, upon acceptance by the Board, that appropriate signatures are on each page of the approved minutes.
- 8.4. The Superintendent or designate shall establish and maintain a file of all Board minutes.
- 8.5. As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
- 8.6. The approved minutes of a regular or special meeting shall be posted to the website within one week of the meeting in which they were approved. The Superintendent or designate is responsible to distribute and post the approved minutes.

9. Motions

Motions do not require a seconder.

- 9.1. Notice of motion:
- 9.1.1. The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.
- 9.2. Discussion on motions:
- 9.2.1. The custom of addressing comments to the Board Chair is to be followed by all persons in attendance.
 - 9.2.2. A Board motion or a recommendation from administration must generally be placed before the Board prior to any discussion taking place on an issue.
 - 9.2.3. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion.
 - 9.2.4. Motions may be submitted by any trustee, including the Board Chair.
- 9.3. Speaking to the motion:

- 9.3.1. The mover of a motion first and every trustee shall have an opportunity to speak to the motion before any trustee is allowed to speak a second time. Each trustee may speak up to three times on any given motion.
- 9.3.2. The Chair shall normally speak each round just prior to the last speaker.
- 9.3.3. The mover of the motion is permitted to close debate on the motion.
- 9.3.4. As a general guide, a trustee should not speak longer than five minutes on any motion.
- 9.3.5. The Board Chair has the responsibility to limit the discussion by a trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.
- 9.3.6. No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks. Any such interruption shall not be permitted without permission of the Board Chair.
- 9.3.7. Should a trustee arrive at the meeting after a motion has been made and prior to taking a vote, the trustee may request further discussion prior to the vote.
- 9.3.8. The Board Chair shall rule on further discussion.
- 9.4. Reading of the motion:
 - 9.4.1. A trustee may require the motion under discussion to be read at any time during the debate, except when a trustee is speaking.
- 9.5. Voting on the motion:
 - 9.5.1. The Board Chair, and all trustees present, unless excused by resolution of the Board or by the provisions of the *Education Act*, shall vote on each question. Each question shall be decided by a majority of the votes of those trustees present.
 - 9.5.2. In the case of an equality of votes, the question is defeated.
 - 9.5.3. A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Board Chair or Board Vice-Chair, which is by secret ballot.
- 9.6. Debate:
 - 9.6.1. In all debates, any matter of procedure in dispute shall be settled, if possible, by reference to the most recent version of Robert's Rules of Order. If this reference is inadequate, procedure may be determined by a motion supported by the majority of trustees in attendance.

10. Comments, presentations and delegations at Board meetings

The Board values the views of all stakeholders on educational issues and seeks to provide opportunities to hear from the public in a variety of ways.

- 10.1. General comments on an educational issue at a Board meeting:
 - 10.1.1. A member of the public or a staff-group representative may address the Board on any educational issue.
 - 10.1.2. If a member of the public or a staff-group representative wishes to comment on an educational issue at a Board meeting, the individual shall

- register with the Superintendent or designate by noon the day prior to the meeting.
- 10.1.3. A member of the public or a staff-group representative may speak for a maximum of five minutes at the public Board meeting under the agenda category *Comments from the Public and Staff Group Representatives*. The total duration of comments under *General Comments on an Educational Issue* shall not exceed 20 minutes. Exceptions to the time limits may be made by a majority vote of the Board.
 - 10.1.4. Speakers shall address their comments to the Board Chair.
- 10.2. Comments on specific Board agenda items:
- 10.2.1. A member of the public or a staff-group representative may address the Board on a specific Board agenda item.
 - 10.2.2. If a member of the public or a staff-group representative wishes to comment on a specific agenda item at a Board meeting, the individual shall register with the Superintendent or designate by noon the day prior to the meeting.
 - 10.2.3. A member of the public or a staff-group representative may speak for a maximum of five minutes at the public Board meeting under the agenda category *Comments from the Public and Staff Group Representatives*. The total duration of comments under *Specific Board Agenda Items* shall not exceed 20 minutes. Exceptions to the time limits may be made by a majority vote of the Board.
 - 10.2.4. Speakers shall address their comments to the Board Chair.
- 10.3. Formal delegations and presentations to Board:
- 10.3.1. A delegation from the public or a staff group may present to the Board on any educational policy, procedure or statute.
 - 10.3.2. If a delegation from the public or a staff group wishes to make a presentation to or a request of the Board, it shall first be discussed with the Superintendent or a designate. The process provides the presenter an opportunity to clarify their understanding of Division practices related to the presentation topic and determine what other assistance may be available through the administration.
 - 10.3.3. If, after meeting with the administration, an appearance before the Board is still desired, the delegation may request an audience with the Board stating the nature of the request. The request shall be made in writing to the Board Chair and the Superintendent or designate, at least 10 days in advance of the preferred meeting at which time they wish to appear. Notwithstanding this notice, the Superintendent, in consultation with the Board Chair, may consider a request to waive the timelines if circumstances warrant.
 - 10.3.4. The Board reserves the right to determine whether the delegation shall be heard and, if so, whether it shall be heard by the Board or by a committee of the Board. For matters clearly within the practice and

mandate of the Board, the Superintendent, or designate, and Board Chair shall make appropriate arrangements for the delegation to be heard.

- 10.3.5. Written briefs or a digest of the information to be presented must be submitted to the Superintendent, or designate, at least five days prior to the meeting. The notice and the brief shall be provided to each trustee with the notice of meeting at which the delegation is to appear.
- 10.3.6. A delegation from the public or a staff group may present for a maximum of 10 minutes under the agenda category *Comments from the Public and Staff Group Representatives* and may appoint two spokespersons. The total duration of delegations under *Formal Delegations and Presentations* shall not exceed 30 minutes. Exceptions to the time limits may be made by a majority vote of the Board.
- 10.3.7. Decisions regarding requests made by delegations will be dealt with at the next meeting of the Board or appropriate committee unless the Board will be making a decision on the matter as part of another scheduled item of business on the agenda or it is otherwise agreed to by a majority vote of the members present. The Board Chair shall communicate the decision of the Board, in writing, to the person who requested to appear before the Board. If the decision may be appealed under the *Education Act*, the Board Chair shall advise the appellant of their right to the next avenue of appeal.

- 10.4. Presenters and members of their delegation are expected to conduct themselves in a respectful manner as outlined by the Board Chair in accordance with Policy 19: Welcoming, Caring, Respectful and Safe Learning and Working Environments.

11. Audio-recording devices

The Board expects that anyone wanting to use recording devices at a public Board meeting shall notify the Board Chair.

12. Trustee compensation and expenses

The Board acknowledges that Board members are entitled to compensation for the performance of their duties. The Board believes the governance budget must be set, monitored and publicly reported, as part of the budgeting process.

- 12.1. Remuneration for trusteeship duties is based on the principles of being reasonable, responsible and accountable in the use of public funds.
- 12.2. The Board shall establish rates for the Board Chair, Board Vice-Chair and trustees in conjunction with the budgeting process.
- 12.3. Remuneration shall be paid annually, in 12 equal monthly payments.
- 12.4. Trustees' compensation shall be adjusted September 1 annually. The methodology to be used is an average of the per cent change in annual average index of Alberta Consumer Price Index (CPI) and the per cent change in annual average earnings Alberta Average Weekly Earnings (AWE)—not to exceed the increase given to Elk Island Public Schools classified staff and not less than zero.

- 12.5. Trustees are encouraged to participate in professional development and public relations activities.
- 12.6. Trustee compensation is composed of a base salary and travel allowances with an additional executive allowance for the Board Chair and Board Vice-Chair positions. There is also a discretionary expense budget each trustee can allocate at the beginning of each fiscal year.
- 12.7. Additional dollars shall be allocated annually in 12 equal monthly amounts to cover the travel allowance.
- 12.8. Travel allowance is separated into three categories:
 - 12.8.1. A basic allowance is provided to each trustee to cover travel expenses incurred in the performance of their duties within the Division.
 - 12.8.1.1. In the performance of duties outside of the Division, trustees may claim mileage from their discretionary funds.
 - 12.8.1.2. In the performance of duties that are related to the role of the Board Chair and outside of the Division, the Board Chair may claim mileage from the governance budget.
 - 12.8.2. Additional allowances are provided to the trustees in the County of Minburn, Lamont County, Rural Strathcona County and Fort Saskatchewan to account for the increased travel required because of their geographical area.
 - 12.8.3. The Board Chair and Board Vice-Chair receive an additional allowance to account for the increased travel required to fulfil their roles.
- 12.9. Travel shall be defined as either in the Division or out of the Division for the purposes of travel expenses. Out of the Division travel expenses related to the discretionary expense budget can be charged to the relevant discretionary expense category. Out of the Division travel expenses related to driving a personal vehicle shall be reimbursed in accordance with established rates for employee business-expense reimbursement. As travel expenses are reimbursed to trustees, the criteria for a Declaration of Condition of Employment (T2200 Form) for personal taxation purposes is not met for claiming automobile expenses.
- 12.10. Discretionary funds are allocated at the beginning of the fiscal year by the trustee completing the Trustee Discretionary Budget Allocation form (Form 7-1). Any use of discretionary funds must be seen as a responsible use of public funds upon external review. Discretionary funds can be allocated to five main categories of trustee expenses:
 - 12.10.1. *public relations* – Expenses incurred to promote and maintain the visibility of the Division—acceptable expenses include Chamber of Commerce, public events and school functions.
 - 12.10.2. *professional development (PD)* – Expenses incurred to support the ongoing professional development of trustees—acceptable expenses include Alberta School Boards Association (ASBA) conventions and events, ASBA Zone 2/3 meetings and events, workshops and seminars, Canadian School Boards Association conventions, Division retreats, visits to other school jurisdictions, relevant education seminars, events and

- conferences. Additional PD funds are available to trustees from the Board's budget. These funds must be requested, in writing, to the Board Chair and approved by the Board.
- 12.10.3. *equipment* – Expenses incurred to provide equipment to perform the trustee's role—acceptable expenses include cellphones, upgrades to basic laptops, printers, etc. All equipment remains the property of the Division and must be returned at the end of the trustee's term. The cost of basic laptops shall be allocated out of general funds.
 - 12.10.4. *communications* – Expenses incurred for communication—acceptable expenses include internet connections, cellphone bills, etc.
 - 12.10.5. *supplies and materials* – Expenses incurred for consumable materials and supplies, such as office supplies, paper, printer ink, etc.
- 12.11. It is the trustees' responsibility not to exceed their individual budget. Any surplus amounts will, on an annual basis, be contributed to the surplus carry forward of the Board governance budget.
- 12.12. Any Board governance surplus exceeding the allowable carry-forward amounts shall be evaluated on an annual basis, and placement of funds shall be determined at a public meeting of the Board.
- 12.13. Trustees shall be enrolled in the insurance and benefits plan upon being elected to the position of trustee, as per the guidelines of the insurance carriers.
- 12.13.1. The term of insurance and benefits coverage is four years while the trustee holds the elected office. Specifically, coverage exists from November 1 of the election year to October 31 of the next election year.
 - 12.13.1.1. Mandatory insurance is provided for all eligible trustees, with premiums paid by the Division.
 - 12.13.1.2. Individual benefit coverage is provided for all trustees, with premiums paid by the Division. Individual benefit coverage may be waived, as per the guidelines of the insurance carriers.
 - 12.13.1.3. Family benefit coverage is available for trustees who wish to add it to their plan. Premiums for family coverage are paid by the trustee.
 - 12.13.2. In the event of a by-election, a trustee may enrol within 31 days of the swearing-in of the trustee and shall be covered until the end of the four-year term.
 - 12.13.3. Claims for reimbursement shall be submitted directly to the insurance carrier.
 - 12.13.4. A trustee is not eligible for benefits if they are no longer considered to be a trustee at any time of the year or on October 31 of an election year, whichever comes first.
- 12.14. All reimbursement, or expense claims, must be settled during the respective fiscal year—September to August—that the expense was incurred.

- 12.15. Notwithstanding the above, the Board Chair may make an exception where it is deemed to be in the best interests of the Division. The Board shall be notified of all such exceptions.

13. Trustee conflict of interest

The trustee is directly responsible to the electorate of the Division and to the Board. Upon election to office and annually thereafter, the trustee must complete a disclosure of personal interest statement and accept a position of public trust. The trustee is expected to act in a manner that shall enhance the trust accorded the trustee, and through the trustee, the trust accorded to the Board.

The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the trust and confidence of the electorate in its Board and trustee members.

Therefore, the Board believes in the requirement to declare a conflict of interest.

- 13.1. The trustee is expected to be conversant with Sections 85-96 of the *Education Act*.

- 13.2. The trustee is responsible for declaring themselves to be in a possible conflict of interest.

- 13.2.1. The trustee shall make such declaration in open meeting prior to the Board or committee discussion of the subject matter, which may place the trustee in conflict of interest.

- 13.2.2. Following the declaration of conflict of interest by a trustee, all debate and action shall cease until the trustee has left the room.

- 13.3. It shall be the responsibility of the trustee in conflict to absent themselves from the meeting in accordance with the requirements of the *Education Act* and ensure that their declaration and absence are properly recorded within the minutes.

- 13.4. The recording secretary shall record in the minutes:

- 13.4.1. the trustee's declaration;

- 13.4.2. the trustee's abstention from the debate and the vote; and

- 13.4.3. that the trustee left the room in which the meeting was held.

14. Board self-evaluation

- 14.1. On an annual basis, the Board shall complete a self-evaluation.

References

Sections 53, 54, 54, 73, 75, 76, 85, 86, 87, 112, 137 *Education Act*

Last reviewed:	Last updated:
Nov. 26, 2015	Nov. 26, 2015
March 23, 2016	
April 11, 2016	May 30, 2016
Oct. 24, 2016	Nov. 24, 2016
	Feb. 27, 2017

March 6, 2017	April 20, 2017
May 8, 2017	June 15, 2017
March 19, 2018	April 19, 2018
Feb. 19, 2019	March 14, 2019
Sept. 5, 2019	Sept. 26, 2019
	Dec. 3, 2019
	Feb. 20, 2020
	March 26, 2020
Dec. 8, 2020	Jan. 21, 2021
Dec. 16, 2021	
Jan. 11, 2022	
Feb. 8, 2022	Feb 17, 2022
	March 1, 2022
Dec. 12, 2022	Jan. 19, 2023
Oct. 4, 2023	



RECOMMENDATION REPORT

DATE: Oct. 19, 2023

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 8: Board Committees

ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair

RESOURCE STAFF: Sandra Stoddard, Superintendent

REFERENCE: Board Policy 8: Board Committees
Board Policy 10: Policy Making

EIPS PRIORITY: Enhance public education through effective engagement.

EIPS GOAL: Engaged and effective governance.

EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approve amendments to Board Policy 8: Board Committees, as presented.

BACKGROUND:

The Board is responsible for developing, approving and monitoring the implementation of policies to guide the Division, and to provide direction in those areas over which the Board wishes to retain authority.

As per Board Policy 8: Board Committees, the purpose of the Policy Committee is to ensure the Board Policy Handbook is current and relevant.

As per Board Policy 10: Policy Making, the Policy Committee receives feedback/information from trustees/administration/stakeholders and discusses/develops policy positions as directed by the Board. Policies are reviewed annually and the Policy Committee provides recommendations to the Board on required additions, amendments and deletions.

The Policy Committee recommends the following, as shown in Attachment 1:

- Section 1.2 be amended to provide that “The Board Chair shall act as an ex-officio member, without voting privileges, of all committees appointed by the Board...”. The committee believes that no one trustee should have extra privilege over any other board member. Attendance and participation in the conversation are welcomed but for continuity purposes, only the committee members with greater context on processes should be voting; and



RECOMMENDATION REPORT

Page 2 of 2

- Section 5.3 be amended to list one alternate as a member of the Student Expulsion Committee to convey what has been done in practice.

COMMUNICATION:

Once approved, the Board Policies and Administrative Procedures will be updated on the website and StaffConnect, and stakeholders will be advised.

ATTACHMENT(S):

1. Board Policy 8: Board Committees (marked)
2. Board Policy 8: Board Committees (unmarked)

Policy 8

BOARD COMMITTEES**Background**

The Board of Trustees may delegate specific powers and duties to committees that are established by the Board, subject to the restrictions on delegation in the *Education Act*.

Guidelines**1. General requirements**

- 1.1. The Board may appoint standing committees and ad hoc committees and shall prescribe their powers and duties.
- 1.2. The Board Chair shall act as an ex-officio member, with out voting privileges, of all committees appointed by the Board, with the exception of the Student Expulsion Committee and Teachers' Collective Agreement Negotiations Committee.

Standing Committees

Standing committees are usually appointed annually at the Board meeting subsequent to the Organizational Meeting. Appointed members shall serve on the committee(s) for one year unless they are unable to perform the duties assigned or until replaced by a subsequent appointment.

2. Board Caucus Committee

- 2.1. Purpose:
 - 2.1.1. To provide a forum for discussion.
 - 2.1.2. To solicit and receive information from the Superintendent relevant to the development of various system activities and plans pertinent to Board operations.
 - 2.1.3. To assign work to be undertaken.
- 2.2. Powers and duties:
 - 2.2.1. Make recommendations for agenda items for subsequent Board meetings.
 - 2.2.2. Maintain confidentiality of proceedings unless otherwise stated.
- 2.3. Membership:
 - 2.3.1. All trustees and the Superintendent and designate(s).

3. Audit Committee

- 3.1. Purpose:
 - 3.1.1. To assist the Board in ensuring the assets of Elk Island Public Schools (EIPS) are preserved and resources utilized, as approved.

3.2. Powers of duties:

3.2.1. To oversee the processes for managing and reporting on financial activities and related internal controls. Specifically, the Audit Committee will:

- 3.2.1.1. recommend the appointment of the external auditor;
- 3.2.1.2. review the audit plan;
- 3.2.1.3. assess the effectiveness of the auditor;
- 3.2.1.4. review the annual financial statements and audit findings;
- 3.2.1.5. assess the effectiveness of the Division's internal controls, and obtain reports on internal audit findings and recommendations;
- 3.2.1.6. review the external auditor's assessment of internal controls and obtain reports on significant findings and recommendations;
- 3.2.1.7. assess compliance with applicable legislation, regulations and guidelines; and
- 3.2.1.8. report findings and information to the Board.

3.3. Membership:

- 3.3.1. Board Vice-Chair, who shall serve as the Committee Chair, and two other trustees;
- 3.3.2. two community members;
 - 3.3.2.1. community members are residents of EIPS, are independent of EIPS and not an employee or spouse of an employee, and are financially literate,
 - 3.3.2.2. community members shall serve a two-year term and may apply to serve additional two-year terms, and
 - 3.3.2.3. selection of community members shall be made by the Board and Secretary-Treasurer;
- 3.3.3. Superintendent, or designate;
- 3.3.4. Secretary-Treasurer;
- 3.3.5. Director, Financial Services; and
- 3.3.6. other members of administration or the external auditors—invited as required.
- 3.3.7. The Board shall have the power at any time to remove members of the Audit Committee, with or without cause, by a majority vote.

3.4. Meetings:

- 3.4.1. The Audit Committee shall meet twice per year and may convene additional meetings, as circumstances require.
- 3.4.2. A recording secretary shall prepare the agenda in consultation with the Audit Committee Chair and take meeting summaries for all meetings.

3.5. Compensation:

- 3.5.1. Mileage will be paid for community members to and from Audit Committee meetings at approved mileage rates.

4. Policy Committee

- 4.1. Purpose:
 - 4.1.1. To ensure the *Board Policy Handbook* is current and relevant.
- 4.2. Powers and duties:
 - 4.2.1. To receive information from trustees, administration or stakeholders and develop policies as directed by the Board.
 - 4.2.2. To review existing Board policies annually—as per [Board Policy 10: Policy Making](#)—and provide recommendations to the Board to amend or rescind policies, as required.
 - 4.2.3. To bring forward the committee’s recommendations to add, amend or rescind policies to the Board at a regular public Board meeting.
- 4.3. Membership:
 - 4.3.1. one trustee to serve as Chair, and two other trustees; and
 - 4.3.2. Superintendent, or designate(s)
- 4.4. Meetings:
 - 4.4.1. A minimum of five meetings shall be held during the school year. Additional meetings may be arranged by the Chair.
 - 4.4.2. A recording secretary shall prepare the agenda in consultation with the Chair and take meeting summaries for all meetings.

5. Student Expulsion Committee

- 5.1. Purpose:
 - 5.1.1. To make decisions regarding the recommendations for the expulsion of any student.
- 5.2. Powers and duties:
 - 5.2.1. on a recommendation for expulsion, reinstate or expel the student; and
 - 5.2.2. inform the Board of the action taken by the Committee.
- 5.3. Membership:
 - ~~5.3.1. One trustee to serve as Chair, and two other trustees; and~~
~~5.3.1.5.3.2. one alternate.~~
- 5.4. Meetings:
 - 5.4.1. as detailed in [Board Policy 13: Appeals and Hearings Regarding Student Matters](#).

6. Teachers’ Collective Agreement Negotiations Committee

- 6.1. Purpose:
 - 6.1.1. To negotiate and conclude memoranda of agreement for recommendation to the Board.
- 6.2. Powers and duties:
 - 6.2.1. Report to the Board as necessary.
 - 6.2.2. Maintain confidentiality of negotiation proceedings.
- 6.3. Membership:
 - 6.3.1. three trustees;
 - 6.3.2. Superintendent, or designate(s); and

- 6.3.3. the Board will appoint the committee Chair and Vice-Chair.
- 6.4. Meetings:
 - 6.4.1. To be called by the committee's Chair.

7. Agenda Review Committee

- 7.1. Purpose:
 - 7.1.1. To set the order of business for public meetings of the Board.
- 7.2. Membership:
 - 7.2.1. Board Chair, Board Vice-Chair and the designated Acting Chair;
 - 7.2.2. Superintendent, or designate; and
 - 7.2.3. Secretary-Treasurer.
- 7.3. Meetings:
 - 7.3.1. Monthly meetings shall be held during the school year. Additional meetings may be arranged by the Board Chair.
 - 7.3.2. The Executive Assistant to the Board will serve as secretary.

8. Advocacy Committee

- 8.1. Purpose:
 - 8.1.1. Support the ongoing advocacy efforts of the Board.
- 8.2. Powers and duties:
 - 8.2.1. Develop an action plan to support the Board's identified advocacy plan.
 - 8.2.2. Identify key messages to support the advocacy plan.
- 8.3. Membership:
 - 8.3.1. Board Chair, also Advocacy Committee Chair, and two other trustees;
 - 8.3.2. Superintendent, or designate;
 - 8.3.3. Associate Superintendent, Supports for Students; and
 - 8.3.4. Director, Communications.
- 8.4. Meetings:
 - 8.4.1. Four meetings shall be held during the school year. Additional meetings may be arranged by the Chair.

Ad Hoc Committees

An ad hoc committee may be established to assist the Board on a specific purpose for a specific period of time. The terms of reference for each ad hoc committee will be established by Board motion at the time of the formation.

Resource Personnel

The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

References

Sections 33, 37, 51, 52, 53, 64, 67, 222 *Education Act*

Last reviewed:	Last updated:
	Sept. 17, 2015
	Feb. 18, 2016
	June 16, 2016
Oct. 24, 2016	
	Jan. 26, 2017
	Feb. 15, 2018
	Aug. 30, 2018
Dec. 18, 2019	Jan. 24, 2019
May 7, 2019	June 25, 2019
	Dec. 11, 2019
Jan. 30, 2020	Feb. 11, 2020
April 14, 2020	April 23, 2020
April 13, 2021	May 26, 2021
March 1, 2022	
May 10, 2022	June 16, 2022
Oct. 6, 2022	Oct. 20, 2022
April 11, 2023	May 25, 2023
<u>Oct. 4, 2023</u>	

Policy 8

BOARD COMMITTEES**Background**

The Board of Trustees may delegate specific powers and duties to committees that are established by the Board, subject to the restrictions on delegation in the *Education Act*.

Guidelines**1. General requirements**

- 1.1. The Board may appoint standing committees and ad hoc committees and shall prescribe their powers and duties.
- 1.2. The Board Chair shall act as an ex-officio member, without voting privileges, of all committees appointed by the Board, with the exception of the Student Expulsion Committee and Teachers' Collective Agreement Negotiations Committee.

Standing Committees

Standing committees are usually appointed annually at the Board meeting subsequent to the Organizational Meeting. Appointed members shall serve on the committee(s) for one year unless they are unable to perform the duties assigned or until replaced by a subsequent appointment.

2. Board Caucus Committee

- 2.1. Purpose:
 - 2.1.1. To provide a forum for discussion.
 - 2.1.2. To solicit and receive information from the Superintendent relevant to the development of various system activities and plans pertinent to Board operations.
 - 2.1.3. To assign work to be undertaken.
- 2.2. Powers and duties:
 - 2.2.1. Make recommendations for agenda items for subsequent Board meetings.
 - 2.2.2. Maintain confidentiality of proceedings unless otherwise stated.
- 2.3. Membership:
 - 2.3.1. All trustees and the Superintendent and designate(s).

3. Audit Committee

- 3.1. Purpose:
 - 3.1.1. To assist the Board in ensuring the assets of Elk Island Public Schools (EIPS) are preserved and resources utilized, as approved.

- 3.2. Powers of duties:
 - 3.2.1. To oversee the processes for managing and reporting on financial activities and related internal controls. Specifically, the Audit Committee will:
 - 3.2.1.1. recommend the appointment of the external auditor;
 - 3.2.1.2. review the audit plan;
 - 3.2.1.3. assess the effectiveness of the auditor;
 - 3.2.1.4. review the annual financial statements and audit findings;
 - 3.2.1.5. assess the effectiveness of the Division’s internal controls, and obtain reports on internal audit findings and recommendations;
 - 3.2.1.6. review the external auditor’s assessment of internal controls and obtain reports on significant findings and recommendations;
 - 3.2.1.7. assess compliance with applicable legislation, regulations and guidelines; and
 - 3.2.1.8. report findings and information to the Board.
- 3.3. Membership:
 - 3.3.1. Board Vice-Chair, who shall serve as the Committee Chair, and two other trustees;
 - 3.3.2. two community members;
 - 3.3.2.1. community members are residents of EIPS, are independent of EIPS and not an employee or spouse of an employee, and are financially literate,
 - 3.3.2.2. community members shall serve a two-year term and may apply to serve additional two-year terms, and
 - 3.3.2.3. selection of community members shall be made by the Board and Secretary-Treasurer;
 - 3.3.3. Superintendent, or designate;
 - 3.3.4. Secretary-Treasurer;
 - 3.3.5. Director, Financial Services; and
 - 3.3.6. other members of administration or the external auditors—invited as required.
 - 3.3.7. The Board shall have the power at any time to remove members of the Audit Committee, with or without cause, by a majority vote.
- 3.4. Meetings:
 - 3.4.1. The Audit Committee shall meet twice per year and may convene additional meetings, as circumstances require.
 - 3.4.2. A recording secretary shall prepare the agenda in consultation with the Audit Committee Chair and take meeting summaries for all meetings.
- 3.5. Compensation:
 - 3.5.1. Mileage will be paid for community members to and from Audit Committee meetings at approved mileage rates.

4. Policy Committee

- 4.1. Purpose:
 - 4.1.1. To ensure the *Board Policy Handbook* is current and relevant.
- 4.2. Powers and duties:
 - 4.2.1. To receive information from trustees, administration or stakeholders and develop policies as directed by the Board.
 - 4.2.2. To review existing Board policies annually—as per [Board Policy 10: Policy Making](#)—and provide recommendations to the Board to amend or rescind policies, as required.
 - 4.2.3. To bring forward the committee’s recommendations to add, amend or rescind policies to the Board at a regular public Board meeting.
- 4.3. Membership:
 - 4.3.1. one trustee to serve as Chair, and two other trustees; and
 - 4.3.2. Superintendent, or designate(s)
- 4.4. Meetings:
 - 4.4.1. A minimum of five meetings shall be held during the school year. Additional meetings may be arranged by the Chair.
 - 4.4.2. A recording secretary shall prepare the agenda in consultation with the Chair and take meeting summaries for all meetings.

5. Student Expulsion Committee

- 5.1. Purpose:
 - 5.1.1. To make decisions regarding the recommendations for the expulsion of any student.
- 5.2. Powers and duties:
 - 5.2.1. on a recommendation for expulsion, reinstate or expel the student; and
 - 5.2.2. inform the Board of the action taken by the Committee.
- 5.3. Membership:
 - 5.3.1. one trustee to serve as Chair, and two other trustees; and
 - 5.3.2. one alternate.
- 5.4. Meetings:
 - 5.4.1. as detailed in [Board Policy 13: Appeals and Hearings Regarding Student Matters](#).

6. Teachers’ Collective Agreement Negotiations Committee

- 6.1. Purpose:
 - 6.1.1. To negotiate and conclude memoranda of agreement for recommendation to the Board.
- 6.2. Powers and duties:
 - 6.2.1. Report to the Board as necessary.
 - 6.2.2. Maintain confidentiality of negotiation proceedings.
- 6.3. Membership:
 - 6.3.1. three trustees;
 - 6.3.2. Superintendent, or designate(s); and

- 6.3.3. the Board will appoint the committee Chair and Vice-Chair.
- 6.4. Meetings:
 - 6.4.1. To be called by the committee's Chair.

7. Agenda Review Committee

- 7.1. Purpose:
 - 7.1.1. To set the order of business for public meetings of the Board.
- 7.2. Membership:
 - 7.2.1. Board Chair, Board Vice-Chair and the designated Acting Chair;
 - 7.2.2. Superintendent, or designate; and
 - 7.2.3. Secretary-Treasurer.
- 7.3. Meetings:
 - 7.3.1. Monthly meetings shall be held during the school year. Additional meetings may be arranged by the Board Chair.
 - 7.3.2. The Executive Assistant to the Board will serve as secretary.

8. Advocacy Committee

- 8.1. Purpose:
 - 8.1.1. Support the ongoing advocacy efforts of the Board.
- 8.2. Powers and duties:
 - 8.2.1. Develop an action plan to support the Board's identified advocacy plan.
 - 8.2.2. Identify key messages to support the advocacy plan.
- 8.3. Membership:
 - 8.3.1. Board Chair, also Advocacy Committee Chair, and two other trustees;
 - 8.3.2. Superintendent, or designate;
 - 8.3.3. Associate Superintendent, Supports for Students; and
 - 8.3.4. Director, Communications.
- 8.4. Meetings:
 - 8.4.1. Four meetings shall be held during the school year. Additional meetings may be arranged by the Chair.

Ad Hoc Committees

An ad hoc committee may be established to assist the Board on a specific purpose for a specific period of time. The terms of reference for each ad hoc committee will be established by Board motion at the time of the formation.

Resource Personnel

The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

References

Sections 33, 37, 51, 52, 53, 64, 67, 222 *Education Act*

Last reviewed:	Last updated:
	Sept. 17, 2015
	Feb. 18, 2016
	June 16, 2016
Oct. 24, 2016	
	Jan. 26, 2017
	Feb. 15, 2018
	Aug. 30, 2018
Dec. 18, 2019	Jan. 24, 2019
May 7, 2019	June 25, 2019
	Dec. 11, 2019
Jan. 30, 2020	Feb. 11, 2020
April 14, 2020	April 23, 2020
April 13, 2021	May 26, 2021
March 1, 2022	
May 10, 2022	June 16, 2022
Oct. 6, 2022	Oct. 20, 2022
April 11, 2023	May 25, 2023
Oct. 4, 2023	



RECOMMENDATION REPORT

DATE: Oct. 19, 2023

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 17: Student Transportation Services

ORIGINATOR: Randy Footz, Trustee, Policy Committee Chair

RESOURCE STAFF: Sandra Stoddard, Superintendent

REFERENCE: Board Policy 8: Board Committees
Board Policy 10: Policy Making

EIPS PRIORITY: Enhance public education through effective engagement.

EIPS GOAL: Engaged and effective governance.

EIPS OUTCOME: The Division is committed to engagement and advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees approve amendments to Board Policy 17: Student Transportation Services, as presented.

BACKGROUND:

The Board is responsible for developing, approving and monitoring the implementation of policies to guide the Division, and to provide direction in those areas over which the Board wishes to retain authority.

As per Board Policy 8: Board Committees, the purpose of the Policy Committee is to ensure the Board Policy Handbook is current and relevant.

As per Board Policy 10: Policy Making, the Policy Committee receives feedback/information from trustees/administration/stakeholders and discusses/develops policy positions as directed by the Board. Policies are reviewed annually and the Policy Committee provides recommendations to the Board on required additions, amendments and deletions.

The Policy Committee recommends the following, as shown in Attachment 1:

- Section 12.5 be amended with greater detail to clarify and convey what we do in practice in relation to enhanced bus services.



RECOMMENDATION REPORT

COMMUNICATION:

Once approved, the Board Policies and Administrative Procedures will be updated on the website and StaffConnect, and stakeholders will be advised.

ATTACHMENT(S):

1. Board Policy 17: Student Transportation Services (marked)
2. Board Policy 17: Student Transportation Services (unmarked)

Policy 17

STUDENT TRANSPORTATION SERVICES
Background

The Board of Trustees believes that the safe, caring and efficient transportation of students provides for equitable access to programming.

Guidelines

The Board may provide enhanced bus service to those students who, according to the School Transportation Regulation, are ineligible for transportation funding.

1. Student transportation eligibility

- 1.1. Transportation shall be provided, for a fee, to eligible students. As per the *Alberta Funding Manual for School Authorities*, a student is eligible for transportation if:
 - 1.1.1. *Kindergarten to Grade 6* – the parent or guardian resides 1.0 kilometre or more from the school the student attends; and
 - 1.1.2. *Grades 7 to 12* – the parent or guardian resides 2.0 kilometres or more from the school the student attends.
- 1.2. The Board may, when deemed necessary by the Superintendent or designate, provide transportation for special needs students who do not meet the distance eligibility requirements.
- 1.3. Temporary eligibility may be granted at the discretion of the Superintendent, or designate.

2. Enhanced bus service

- 2.1. May be made available, for a fee, to students who do not meet the distance eligibility requirements.
- 2.2. May be made available, for a fee, to students who attend a school or program of choice instead of their designated school.
- 2.3. May be made available, for a fee, to students who are accessing an additional bus to or from an alternate address.
- 2.4. Shall be limited to available space on existing school buses, and offered on a first-come, first-serve basis.
- 2.5. Shall be offered, providing there is no significant diversion from regular routing that:
 - 2.5.1. will affect ride times for other students on the bus; and
 - 2.5.2. will not incur additional costs after considering both funding and any associated transportation fees.If either of the above occurs, the student will be given the opportunity to meet the bus at the closest existing stop.
- ~~2.5.2.6.~~ Shall be determined on an annual basis.
- ~~2.6.2.7.~~ Requires that parents or guardians pay a fee for service.

3. Provision of transportation services

- 3.1. Transportation services shall normally be provided by contract. The Board's representative for the purposes of administration of agreements shall be the Superintendent or designate.
- 3.2. Where it is feasible and fiscally responsible, the Superintendent, or designate, may make other busing agreements and inform the Board as such.

4. Transportation fees

- 4.1. Transportation fees shall be paid before accessing busing.
- 4.2. Payment options shall be made available for transportation fees.
- 4.3. A waiver process shall be in place for transportation fees to the designated school.
- 4.4. Student transportation fees shall be reviewed and approved by the Board annually.

References

Sections 7, 11, 52, 53, 59, 59.1, 222 *Education Act*
School Transportation Regulation 96/2019

Last Reviewed	Last Updated
	Feb. 20, 2020
Dec. 8, 2020	
Jan. 11, 2022	
Jan. 10, 2023	Feb. 16, 2023
April 24, 2023	April 27, 2023
<u>Oct. 4, 2023</u>	

STUDENT TRANSPORTATION SERVICES

Background

The Board of Trustees believes that the safe, caring and efficient transportation of students provides for equitable access to programming.

Guidelines

The Board may provide enhanced bus service to those students who, according to the School Transportation Regulation, are ineligible for transportation funding.

1. Student transportation eligibility

- 1.1. Transportation shall be provided, for a fee, to eligible students. As per the *Alberta Funding Manual for School Authorities*, a student is eligible for transportation if:
 - 1.1.1. *Kindergarten to Grade 6* – the parent or guardian resides 1.0 kilometre or more from the school the student attends; and
 - 1.1.2. *Grades 7 to 12* – the parent or guardian resides 2.0 kilometres or more from the school the student attends.
- 1.2. The Board may, when deemed necessary by the Superintendent or designate, provide transportation for special needs students who do not meet the distance eligibility requirements.
- 1.3. Temporary eligibility may be granted at the discretion of the Superintendent, or designate.

2. Enhanced bus service

- 2.1. May be made available, for a fee, to students who do not meet the distance eligibility requirements.
- 2.2. May be made available, for a fee, to students who attend a school or program of choice instead of their designated school.
- 2.3. May be made available, for a fee, to students who are accessing an additional bus to or from an alternate address.
- 2.4. Shall be limited to available space on existing school buses, and offered on a first-come, first-serve basis.
- 2.5. Shall be offered, providing there is no significant diversion from regular routing that:
 - 2.5.1. will affect ride times for other students on the bus; and
 - 2.5.2. will not incur additional costs after considering both funding and any associated transportation fees.If either of the above occurs, the student will be given the opportunity to meet the bus at the closest existing stop.
- 2.6. Shall be determined on an annual basis.
- 2.7. Requires that parents or guardians pay a fee for service.

3. Provision of transportation services

- 3.1. Transportation services shall normally be provided by contract. The Board's representative for the purposes of administration of agreements shall be the Superintendent or designate.
- 3.2. Where it is feasible and fiscally responsible, the Superintendent, or designate, may make other busing agreements and inform the Board as such.

4. Transportation fees

- 4.1. Transportation fees shall be paid before accessing busing.
- 4.2. Payment options shall be made available for transportation fees.
- 4.3. A waiver process shall be in place for transportation fees to the designated school.
- 4.4. Student transportation fees shall be reviewed and approved by the Board annually.

References

Sections 7, 11, 52, 53, 59, 59.1, 222 *Education Act*
School Transportation Regulation 96/2019

Last Reviewed	Last Updated
	Feb. 20, 2020
Dec. 8, 2020	
Jan. 11, 2022	
Jan. 10, 2023	Feb. 16, 2023
April 24, 2023	April 27, 2023
Oct. 4, 2023	



INFORMATION REPORT

DATE: October 19, 2023

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Unaudited Financial Report for Sept. 1, 2022 to Aug. 31, 2023

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Leah Lewis, Director, Financial Services
Natasha Elsenheimer, Accountant, Financial Services

REFERENCE: Policy 2: Role of the Board

EIPS PRIORITY: Enhance high-quality learning and working environments.

EIPS GOAL: Quality infrastructure for all.

EIPS OUTCOME: Student learning is supported through the use of effective planning, management, and investment in Division infrastructure.

ISSUE:

That the Board of Trustees receives for information the Unaudited Financial Report for the period Sept. 1, 2022 to Aug. 31, 2023 for Elk Island Public Schools.

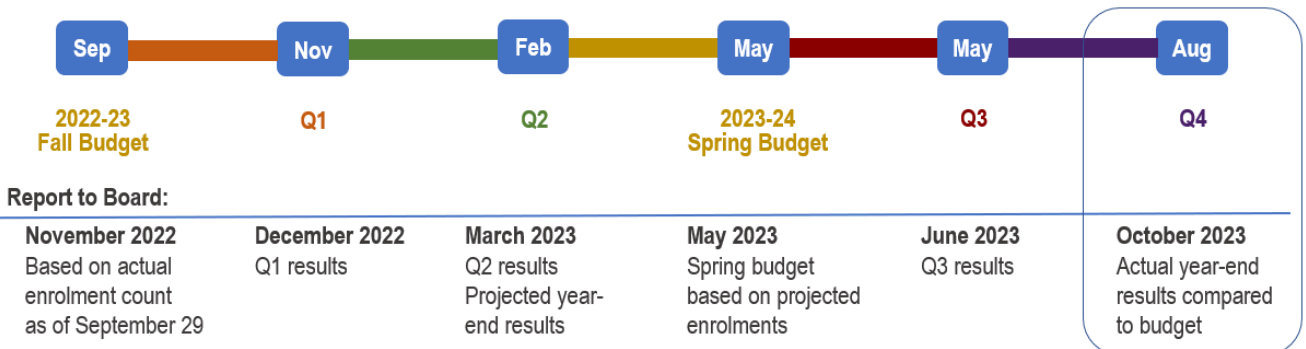
BACKGROUND:

Policy 2: Role of the Board, Section 8, Fiscal Accountability, establishes that the Board of Trustees will monitor the fiscal management of EIPS through receipt of quarterly variance analysis.

CURRENT SITUATION OR KEY POINT:

Financial Services has prepared an unaudited financial report for the year ended Aug. 31, 2023. For the 2022-23 school year, the Division is at the end of our financial reporting cycle:

2022-23 Year





INFORMATION REPORT

This report compares current results to the fall budget. At this point in the year, schools and central services departments are expected to be approximately 100% spent (as the year is complete). For schools and revenue variances, notes are provided for variances exceeding five per cent of budget. For central services, notes are provided for every budget group.

Please note that in earlier quarters of the year, the majority of variances were typically the result of timing differences, meaning expenditures are not incurred evenly over the course of the year. These timing differences were expected to resolve themselves (variances eliminated) by the end of the school year when all expenses had been incurred. Because the year is now complete, all remaining variances are considered 'permanent' variances. Permanent variances do not resolve themselves over time and contribute to the difference between our fall budget and actual year-end results.

As of Aug. 31, 2023, EIPS has an overall operating deficit of \$5,319,332, including school generated funds and asset retirement obligation costs. Revenue and expense variances are detailed in the Fourth Quarter Report 2022-23.

ATTACHMENT:

1. Fourth Quarter Report 2022-23



Your Future in MIND ●

Fourth Quarter Report

2022-23

This document includes the Financial Statements of Elk Island Public Schools for the period Sept. 1, 2022 to Aug. 31, 2023 and variance notes to these statements.

**Report to the
Board of Trustees**

October 19, 2023

This information has not been audited.

Elk Island Public Schools
Highlights
For Year Ended August 31, 2023

Financial Summary:

	Annual Fall Budget	Year to Date Actual	Actual % Of Budget*
Revenues (Page 3)	192,282,410	191,697,066	100%
School Expenses (Pages 5 and 6)	134,126,167	132,879,461	99%
Central Services Expenses (Page 8)	65,786,181	64,267,487	98%
School Generated Funds (Page 3)	(601,960)	414,819	-69%
Asset Retirement Obligation (Page 3)	(606,260)	(284,269)	47%
Surplus / (Deficit)	<u>(8,838,158)</u>	<u>(5,319,332)</u>	

* Total spending at August 31, 2023 should be 100% (for school year expenditures) and 100% (for revenue and for year-round expenses) as the fiscal year is complete.

Significant Changes and Events:

Overall Results for 2022-23 Fiscal Year

Overall, EIPS incurred a \$5.32 million deficit for the year ended August 31, 2023. This is a variance of \$3.52 million from the Fall Budget of \$8.84 million. At a summarized level, the most significant variances were:

- School and Central Services budgets carried forward surpluses totaling \$1.23 million (budgeted at \$0).
- School Generated Funds was budgeted to spend \$0.6 million (a deficit), but actual results were a surplus of \$0.41 million, resulting in a variance of \$1.02 million.
- Unbudgeted School and Central Services surpluses greater than 1% were returned to Division Unallocated Reserves, resulting in a variance of \$0.4 million.
- Asset Retirement Obligation costs due to the new accounting standard were estimated at Fall Budget and actual amortization expense was lower than expected by \$0.32 million.
- Some projects and costs funded by Division Unallocated Reserves were completed under budget, or no longer required, resulting in a variance of \$0.39 million.

Andrew School

In May 2023, the Board of Trustees voted to close Andrew School, effective June 30, 2023. A letter was received from the Minister of Education confirming the closure on July 18, 2023. Some building closure costs totaling approximately \$30,000 (such as moving costs) were incurred in 2022-23 and recorded in the Education Executive budget.

Funding Announcements

Since Fall Budget development, additional funding was announced to support a number of initiatives in 2022-23:

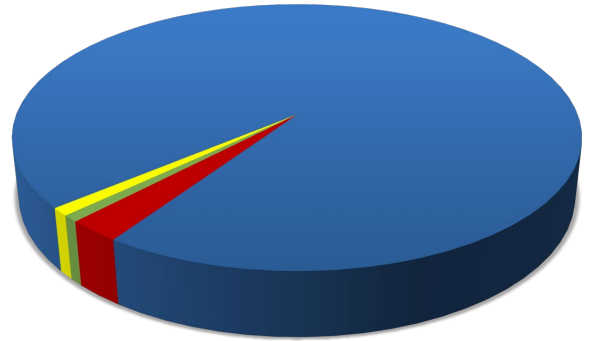
- Mental Health in Schools Pilot Project - \$1.9 million to December 2024, with \$570,000 is being utilized in 2022-23.
- Learning Disruption Funding - \$283,000 for Grades 2 to 4, and \$173,000 for Grade 1 students.
- Support for Ukrainian students - \$176,000.
- Low Incidence Supports and Services - \$92,000.

Elk Island Public Schools
Revenue & Expense Analysis (excluding SGF and asset retirement obligation)
For Year Ended August 31, 2023

Revenues by Source

- Alberta Education
- Other Govt of Alberta
- Fees
- Sales and Services and Other

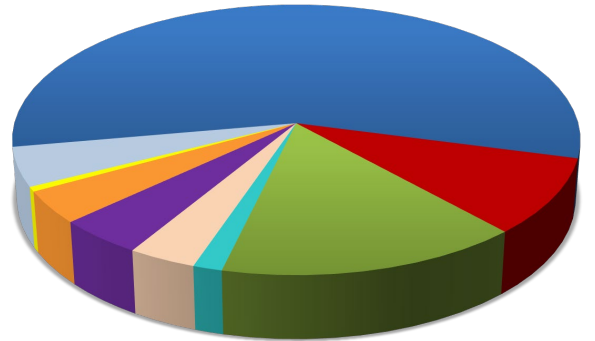
	\$	%
Alberta Education	183,200,202	95.5%
Other Govt of Alberta	5,105,427	2.7%
Fees	1,551,367	0.8%
Sales and Services and Other	1,840,070	1.0%
\$	191,697,066	100.0%



Alberta Education Revenues

- Base Instruction
- Services & Supports
- School - System Needs
- Community
- Jurisdictions
- Bridge Funding
- Other
- Supported Amortization
- Teacher Pensions

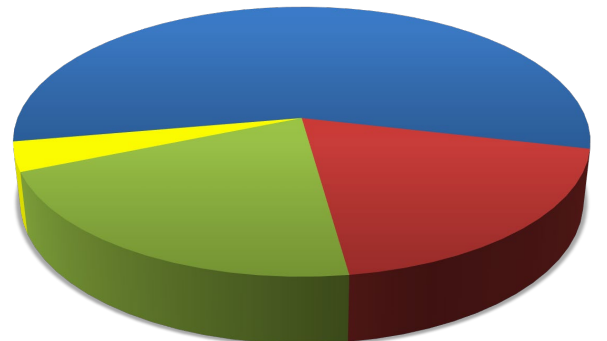
	\$	%
Base Instruction	104,220,375	56.8%
Services & Supports	16,766,419	9.1%
School - System Needs	28,335,844	15.5%
Community	2,725,528	1.5%
Jurisdictions	6,374,743	3.5%
Bridge Funding	8,070,467	4.4%
Other	7,106,788	3.9%
Supported Amortization	1,016,772	0.6%
Teacher Pensions	8,583,266	4.7%
\$	183,200,202	100.0%



Expenses by Object

- Certificated Salaries & Benefits
- Classified Salaries & Benefits
- Services, Contracts & Supplies
- Capital & Debt Services

	\$	%
Certificated Salaries & Benefits	111,211,430	56.4%
Classified Salaries & Benefits	37,775,659	19.2%
Services, Contracts & Supplies	41,220,714	20.9%
Capital & Debt Services	6,939,145	3.5%
\$	197,146,948	100.0%



Elk Island Public Schools
Statement of Revenues and Expenses
For Year Ended August 31, 2023
Percent of the Year Elapsed: 100%*

	A Annual Fall Budget	B Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			C = B / A Actual % Of Budget	C - 100% Actual Less Elapsed %		
REVENUES						
Alberta Education						
Base Instruction	\$ 104,684,421	\$ 104,220,375	100%	0%		101%
Services & Supports	16,766,419	16,766,419	100%	0%		100%
School - System Needs	28,764,610	28,335,844	99%	-1%		91%
Community	2,725,528	2,725,528	100%	0%		101%
Jurisdictions	6,374,743	6,374,743	100%	0%		100%
Bridge Funding	8,070,467	8,070,467	100%	0%		100%
Other ¹	7,252,351	7,106,788	98%	-2%		98%
Supported Amortization	1,047,094	1,016,772	97%	-3%		101%
Teacher Pensions	8,272,000	8,583,266	104%	4%	A	98%
Total Alberta Education	183,957,633	183,200,202	100%	0%		99%
Other Government of Alberta	5,150,954	5,105,427	99%	-1%		137%
Other Alberta School Authorities	65,688	83,702	127%	27%		107%
Fees	1,494,530	1,551,367	104%	4%		104%
Other Sales and Services	163,850	272,036	166%	66%	B	185%
Investment Income	500,000	766,406	153%	53%	C	148%
Gifts and Donations	713,018	459,954	65%	-35%	D	63%
Rental of Facilities	236,737	257,972	109%	9%	E	110%
Sub-Total (excluding SGF)	192,282,410	191,697,066	100%	0%		100%
EXPENSES BY OBJECT						
Certificated Salaries & Benefits	112,362,740	111,211,430	99%	-1%		97%
Classified Salaries & Benefits	40,372,301	37,775,659	94%	-6%		93%
Services, Contracts & Supplies	40,267,066	41,220,714	102%	2%		103%
Capital & Debt Services	6,910,241	6,939,145	100%	0%		99%
Sub-Total (excluding SGF and ARO)	199,912,348	197,146,948	99%	-1%		98%
Operations Surplus/(Deficit)	\$ (7,629,938)	\$ (5,449,882)	71%	-29%		28%
SCHOOL GENERATED FUNDS (SGF)						
Revenues	7,567,000	7,545,394	100%	0%		
Expenses	8,168,960	7,130,575	87%	-13%		
SGF Surplus/(Deficit)	(601,960)	414,819	-69%	-169%		
ASSET RETIREMENT OBLIGATION (ARO)						
Expenses	606,260	284,269	47%	-53%		
ARO Surplus/(Deficit)	(606,260)	(284,269)	47%	-53%		
TOTAL SURPLUS/(DEFICIT)	(8,838,158)	(5,319,332)	60%	-40%		
Transfer (to) from Reserves - Operations	7,629,938	5,449,882	71%	-29%		
Transfer (to) from Reserves - SGF	601,960	(414,819)	-69%	-169%		
Transfer (to) from Investment in Tangible Capital Assets	606,260	284,269	47%	-53%		
NET FINANCIAL POSITION	\$ -	\$ -				

¹ Includes Learning Disruption Funding, Lease Support, Dual Credit Programming, Grants, Secondment Revenue, French Language Funding, and Sales & Services

**Elk Island Public Schools
Revenue Notes
For Year Ended August 31, 2023**

A. Teacher Pensions

Revenue is 4% higher than expected at this point in the year.

The budget for teacher pensions is an estimate, whereas actual results fluctuate based on real staffing during the year. A positive variance means that EIPS certificated staff required more pension contributions than expected.

Because the Government of Alberta directly funds the employer contributions for teacher pensions, school boards (including EIPS) record a matching expense (for the EIPS employer portion of the pension contribution) and revenue (for the government supporting these costs), resulting in no bottom-line impact for EIPS.

B. Other Sales and Services

Revenue is 66% higher than expected at this point in the year.

This variance includes a number of items:

- Rebates negotiated by Purchasing and Contract Services have been received from suppliers based on contractual sales.
- The Division has received an unbudgeted refund based on claim performance as part of the WCB's Partnerships in Injury Reduction program.
- Other smaller items, including revenue from technology recycling rebates and transportation training revenue related to Mandatory Entry Level Training and S-Endorsement training.

C. Investment Income

Revenue is 53% higher than expected at this point in the year.

Interest being earned in cash accounts is greater than projected due to the increase in interest rates. Much of the excess funds created included in this variance were reallocated to other Division needs.

D. Gifts and Donations

Revenue is 35% lower than expected as a result of targeted donations being set aside for future use.

A significant donation supporting Partners for Science is projected to be spent in future years to develop kits consistent with the new curriculum, at which point the related revenue will be recognized.

A significant grant from Shell Canada for outdoor learning spaces will be spent in the 2023-24 year.

E. Rental of Facilities

Revenue is 9% higher than expected at this point in the year.

Actual rental bookings were greater than the budgeted amount.

Elk Island Public Schools
Detailed Expenditures - Schools (Page 1)
For Year Ended August 31, 2023
Percent of the Year Elapsed: 100%*

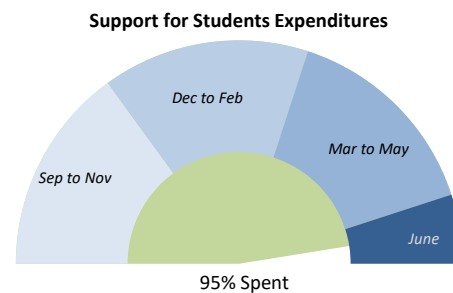
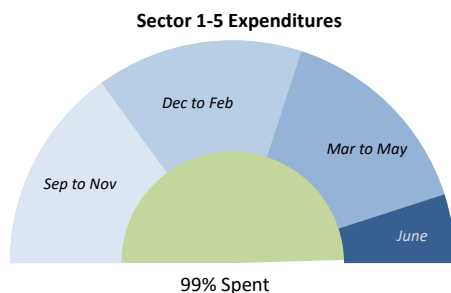
	A Annual Fall Budget	B Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			C = B / A Actual % Of Budget	C - 100% Actual Less Elapsed %		
Sector 1 - Sherwood Park						
Bev Facey Community High	\$ 7,237,090	\$ 7,161,685	99%	-1%		99%
Brentwood Elementary	2,978,301	2,950,068	99%	-1%		99%
Clover Bar Junior High	2,763,444	2,741,690	99%	-1%		98%
Davidson Creek Elementary	4,036,661	3,994,320	99%	-1%		99%
École Campbelltown	2,386,914	2,364,150	99%	-1%		99%
F.R. Haythorne Junior High	4,449,071	4,411,256	99%	-1%		99%
Glen Allan Elementary	2,446,452	2,427,336	99%	-1%		99%
Heritage Hills Elementary	3,062,204	3,036,616	99%	-1%		99%
Lakeland Ridge	4,466,216	4,446,181	100%	0%		99%
Mills Haven Elementary	3,172,574	3,156,382	99%	-1%		99%
Pine Street Elementary	2,934,692	2,906,118	99%	-1%		99%
Salisbury Composite High	8,297,811	8,283,586	100%	0%		99%
Sherwood Heights Junior High	4,279,308	4,237,556	99%	-1%		99%
Strathcona Christian Academy Elementary	3,457,147	3,424,361	99%	-1%		99%
Strathcona Christian Academy Secondary	3,767,752	3,729,215	99%	-1%		99%
Wes Hosford Elementary	2,426,187	2,380,454	98%	-2%		99%
Westboro Elementary	2,921,297	2,891,769	99%	-1%		99%
Woodbridge Farms Elementary	3,021,583	2,995,814	99%	-1%		100%
	68,104,704	67,538,557	99%	-1%		99%
Sector 2 - Strathcona County						
Ardrossan Elementary	3,891,181	3,852,664	99%	-1%		98%
Ardrossan Junior Senior High	5,144,476	5,135,849	100%	0%		100%
Castle (Scotford Colony)	216,647	214,781	99%	-1%		98%
Fultonvale Elementary Junior High	3,121,931	3,091,931	99%	-1%		99%
Uncas Elementary	1,655,487	1,628,847	98%	-2%		96%
	14,029,722	13,924,072	99%	-1%		99%
Sector 3 - Fort Saskatchewan						
École Parc Élémentaire	2,540,717	2,515,153	99%	-1%		99%
Fort Saskatchewan Christian	2,841,253	2,822,054	99%	-1%		99%
Fort Saskatchewan Elementary	2,304,369	2,278,159	99%	-1%		99%
Fort Saskatchewan High	3,502,274	3,466,022	99%	-1%		97%
James Mowat Elementary	2,826,865	2,803,794	99%	-1%		99%
Rudolph Hennig Junior High	3,034,091	3,003,455	99%	-1%		99%
SouthPointe School	4,424,283	4,376,669	99%	-1%		99%
Win Ferguson Elementary	2,921,478	2,891,556	99%	-1%		98%
	24,395,330	24,156,862	99%	-1%		99%
Sector 4 - Lamont County						
Andrew School	727,473	718,476	99%	-1%		99%
Bruderheim School	1,155,556	1,150,591	100%	0%		99%
Lamont Elementary	2,417,855	2,374,579	98%	-2%		98%
Lamont High	2,790,157	2,763,797	99%	-1%		99%
Mundare School	1,143,037	1,126,407	99%	-1%		96%
	8,234,078	8,133,850	99%	-1%		98%
Sector 5 - County of Minburn						
A.L. Horton Elementary	2,753,182	2,727,244	99%	-1%		99%
Pleasant Ridge Colony	161,931	160,634	99%	-1%		99%
Vegreville Composite High	2,794,289	2,766,589	99%	-1%		98%
	5,709,402	5,654,467	99%	-1%		99%

Elk Island Public Schools
Detailed Expenditures - Schools (Page 2)
For Year Ended August 31, 2023
Percent of the Year Elapsed: 100%*

	A Annual Fall Budget	B Actual	Year to Date		Note Reference	Prior Year Actual % Of Budget
			C = B / A Actual % Of Budget	C - 100% Actual Less Elapsed %		
Supports For Students - Schools						
Early Learning	1,979,430	1,942,644	98%	-2%		98%
Specialized Supports & Other Programs ¹	2,775,692	2,571,258	93%	-7%	A	88%
	4,755,122	4,513,902	95%	-5%		93%
Other						
Elk Island Youth Ranch Learning Centre	313,467	311,821	99%	-1%		100%
Next Step Outreach	2,031,594	2,031,053	100%	0%		96%
Next Step Continuing Education	508,294	507,979	100%	0%		99%
Other School Allocations	(610,668)	(532,354)	87%	-13%	B	-66%
To Be Allocated	187,907	-	0%	-100%	C	0%
Standard Cost Surplus	(1,414,525)	(1,539,069)	109%	9%	D	162%
Teacher Pensions	7,881,740	8,178,321	104%	4%		97%
	8,897,809	8,957,751	101%	1%		83%
Total School Sites	\$ 134,126,167	\$ 132,879,461	99%	-1%		98%

¹ Other Programs include Mental Health Capacity Building, School Nutrition Program and Partners 4 Science

	YTD Salary & Benefits	YTD Services, Contracts & Supplies	YTD Total Expenditures	Salaries as % of Expenditures
Sector 1 - Sherwood Park	64,323,866	3,214,691	67,538,557	95.2%
Sector 2 - Strathcona County	13,362,444	561,628	13,709,291	97.5%
Sector 3 - Fort Saskatchewan	22,850,712	1,306,150	24,371,643	93.8%
Sector 4 - Lamont County	7,805,653	328,197	8,133,850	96.0%
Sector 5 - County of Minburn	5,338,733	315,734	5,654,467	94.4%
Totals	113,681,408	5,726,400	119,407,808	95.2%



The blue half-circle represents the total budget for the year divided into four quarters. For schools it is assumed the total budget is over 10 months which makes the 4th quarter the smallest budget period as that includes the summer months.

The green section represents the actual % of budget that has been spent to date.

**Elk Island Public Schools
Expense Notes – Schools
For the Year Ended August 31, 2023**

A. Supports for Students (Schools) – Specialized Supports & Other Programs

At year end the expenses were 7% underspent.

- The Specialized Supports – Schools, School Nutrition Program and Mental Health Capacity budgets were almost fully spent.
- Partners 4 Science ended the year 53% below budget, primarily due to large donations for the development of science kits, which will continue into 2023-24. These funds are restricted, and the revenue will be deferred to the 2023-24 budget.

B. Other – Other School Allocations

The actual expenditures reported on this line primarily relate to the accrual of school salaries to the end of August. Typically, accruals for working days in August offset year over year, but in August 2023, there was one less working day compared to the prior August, which is represented by this balance.

The budget for this line includes unexpected projected Division surpluses, including a return of equity from a previous insurance provider and additional interest income. These surpluses were reallocated to school and central services budgets to meet other Division needs.

C. Other – To Be Allocated

As per the Fall Budget Update approved by the Board in November, funds were set aside in “To Be Allocated” to be distributed as required to meet school needs. This contingency fund was reviewed with the Board of Trustees in January 2023 and all funds were allocated to other Division needs, except for \$200,000 set aside for illness.

At the end of August, only \$12,903 was required for illnesses overages and the remaining balance was returned to Division Unallocated Reserves.

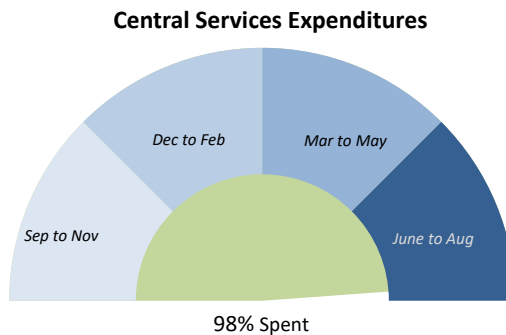
D. Other – Standard Cost Surplus

This is comprised of the net conversion between standard costs charged to schools and actual salaries and benefits for school employees. The results shown are the full standard cost surplus for the year, including amounts from forfeited health spending account deposits.

The majority of the surplus was identified in January and brought to the Board, and funds were reallocated at that time.

Elk Island Public Schools
Detailed Expenditures - Central Services
For Year Ended August 31, 2023
Percent of the Year Elapsed: 100%*

	A Annual Fall Budget	Year to Date			<i>Note Reference</i>	Prior Year Actual % Of Budget
		B Actual	C = B / A Actual % Of Budget	C - 100% Actual Less Elapsed %		
Governance	\$ 636,481	\$ 636,051	100%	(0%)	A	94%
Education Executive	1,591,958	1,471,560	92%	(8%)	B	93%
Supports For Students - Central	5,423,479	5,225,057	96%	(4%)	C	93%
Human Resources	7,216,040	6,932,061	96%	(4%)	D	92%
Business Services	2,946,504	2,913,227	99%	(1%)	E	97%
Facility Services					F	
Facilities	16,577,092	16,615,320	100%	0%		96%
Infrastructure Maintenance and Renewal	1,341,299	912,533	68%	(32%)		0%
	<u>17,918,391</u>	<u>17,527,853</u>	<u>98%</u>	<u>(2%)</u>		<u>99%</u>
Information Technologies	9,040,603	8,960,687	99%	(1%)	G	99%
Student Transportation	14,125,756	14,067,869	100%	(0%)	H	99%
Fiscal Services	6,886,969	6,533,122	95%	(5%)	I	99%
TOTAL CENTRAL SERVICES	<u>\$ 65,786,181</u>	<u>\$ 64,267,487</u>	<u>98%</u>	<u>(2%)</u>		<u>98%</u>



The blue half-circle represents the total budget for the year divided into four quarters.

The green section represents the actual % of budget that has been spent to date.

Elk Island Public Schools
Expense Notes – Central Services
For the Year Ended August 31, 2023

A. Governance

Includes the Board of Trustees budget.

- Board of Trustee spending was as expected for 2022-23.

B. Education Executive

Includes the Superintendent, Communications, and Election budgets.

Expenses are below expected year to date spending by 8%.

- Costs for the Superintendent budget are lower than expected by 11%. There were some contingency funds set aside that were not fully used. Also, Leadership meetings were budgeted for monthly, and occurred every second month for 2022-23. Andrew School clean up costs were lower than expected.
- Communications has a 4% variance below budget. Classified overtime was conservatively budgeted, with actual costs coming in below budget. Advertisement costs, as well as supplies and equipment were lower than expected.
- Estimated election costs are recorded on an annual basis so that administrative costs don't fluctuate drastically every fourth year when an election occurs. Expenses in this budget centre are as expected.

C. Supports for Students – Central

Includes Associate Superintendent, Instructional Supports, Curriculum and Central Specialized Supports budgets.

Expenses are below expected spending by 4%.

- The Associate Superintendent and Curriculum budgets were fully spent.
- Instructional Supports ended the year with a 6% surplus.
 - This variance primarily relates to unspent funds in the Dual Credit programs (grant-funded), and the Shell Outdoor Initiative programs (donation-funded). These funds are restricted, and the revenue will be deferred to the 2023-24 budget.
 - In addition, there was \$35,000 in goods that were ordered for 2022-23, but did not arrive by August 31. This expense will be incurred in 2023-24.
- Specialized Supports-Central had a small variance which will be carried into 2023-24.

D. Human Resources

Includes Associate Superintendent, Staff Relations and Training, and Recruitment and Staffing budgets.

Expenses are below expected year to date spending by 4%.

- Associate Superintendent – Human Resources has a 4% spending variance below budget. This is mainly made up of two secondments that were cancelled during the year which were budgeted for the full year. There is a matching revenue variance to offset this expense variance.

- Spending for Staff Relations and Training is 15% below what was budgeted. There were position vacancies within the department that account for a portion of this variance. As well, some programs were not fully spent:
 - Classified PD Fund: this fund is accessible to classified staff for course relative to their jobs. Staff apply for this funding, to which it was under subscribed.
 - Off to a Good Start: there were less new staff than expected, so expenses for this program were below budget. Next year, the invitation will be slightly widened and so these expenses will likely increase.
 - Leadership Development: We did not run either the Principal Readiness Workshop or our Leadership Development Program.
- Recruitment & Staffing expenses are below budget by 2%. This is a combination of lower-than-expected costs for administration (salaries and professional development), maternity benefits, and criminal record checks. These were somewhat offset by higher-than-expected costs for illness and other Division-wide staffing costs.

E. Business Services

Includes the Secretary-Treasurer and Financial Services budgets.

Expenses are below expected year to date spending by 1%.

- Secretary-Treasurer spending was on budget for 2022-23.
- Financial Services has a 2% variance below budget due to delays in hiring vacant positions.

F. Facility Services

Includes the Facility Services and Infrastructure Maintenance and Renewal budgets.

- Facility Services spending was as expected for 2022-23. A slight deficit was incurred (under 1%) and will be incorporated into the 2023-24 budget.
- For Infrastructure Maintenance and Renewal, this budget line only includes the non-capital portion of projects. The capital portion is included on the Capital Project Listing page. This is below budget because more funds were spent on capital projects than originally expected.

G. Information Technologies

Includes the Information Technologies budget.

Expenses are below expected year to date spending by 1%.

- Information Technology has a 1% variance below budget due to delays in hiring vacant positions, offset by higher than budgeted costs in Evergreening.
- Student Records Digitization contract was not fulfilled due to issues with Microsoft services and vendor support delays.

H. Student Transportation

Includes the Student Transportation budget.

Overall spending for Student Transportation was on budget for 2022-23.

I. Fiscal Services

Includes the Fiscal Capital and Fiscal Operations budget.

Expenses are below expected year to date spending by 5%.

- EIPS received an unbudgeted return of equity from a prior insurance provider.
- As well, there is a positive capital impact of more school capital purchases from operating budgets than expected.

Elk Island Public Schools
Capital Project Listing
As At August 31, 2023

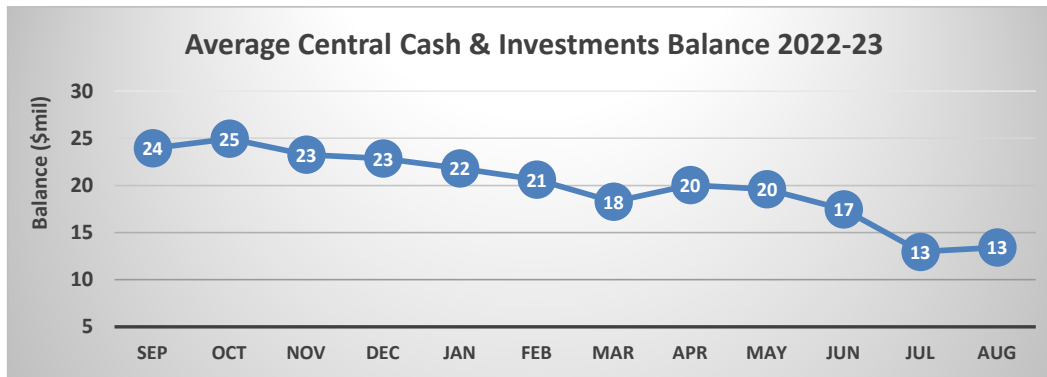
	Budget	YTD Actuals	Actual % of Budget	Note Reference
Capital Reserves:				
Facility Services Vehicles	\$ 17,229	\$ -	0%	A
Aging Equipment at Schools	105,057	99,665	95%	B
Various Capital Purchases - To be Determined	100,000	-	0%	C
AJS & FRH Kitchen Modernization/Expansion	605,000	605,000	100%	D
Building Management System (BMS)	220,000	220,000	100%	E
SAL Stormwater Drainage Project	2,200,000	553,496	25%	F
	3,247,286	1,478,161	46%	
Funded with Operational Funding (School/Dept Budgets) or SGF:				
School and Department Purchases	300,000	365,915	122%	G
School and Department Purchases - Amortized Annually	-	197,550	100%	H
Facility Services Vehicles	208,000	150,899	73%	A
Rudolph Hennig Office Renovation	60,000	59,546	99%	I
School Bus Replacements	756,000	768,605	102%	J
Building Management System (BMS)	-	592,259	100%	E
	1,324,000	2,134,774	161%	
Provincially Funded:				
Infrastructure Maintenance and Renewal Grant Capital Portion	2,404,000	2,912,239	121%	K
Capital Maintenance and Renewal (CMR) Grant	3,021,489	2,400,512	79%	L
	5,425,489	5,312,751	98%	
Total Capital Projects	\$ 9,996,775	\$ 8,925,686	89%	

Notes:

- A** - Facility Services ordered three new fleet vehicles in September 2022. Two units were received in 2023, but delivery on the remaining unit is delayed until 2023-24. Facility Services utilized their operating budget to purchase before accessing the capital reserve amount.
- B** - Available for schools that have a significant piece of equipment that is failing or is a safety concern. Funds were approved for specific items in early November and fully allocated. Due to installation delays a portion of one school's sound system costs will be recorded in 2023-24 which will use up the balance.
- C** - As part of Fall Budget, funds were set aside for various capital purchases but were not required.
- D** - Projects were completed and capitalized in August 2023.
- E** - The completed BMS work was funded by both capital reserves and current year surplus, and included a complete system change, from pneumatics to electronic control. This included adding thermostats to most classrooms to help with overall monitoring and control of the space temperature, which will help with building efficiency by 10-15%. This occurred in the following schools: Bruderheim School, Win Ferguson Elementary, Glen Allan Elementary, Mills Haven Elementary, Clover Bar Junior High, and Lamont Elementary.
- F** - Phase 1 of this project was completed over summer 2023, with Phase 2 planned for 2023-24. \$1.3 million of Infrastructure Maintenance and Renewal funds were accessed first, with an additional \$553,000 of capital reserves utilized next. Phase 2 will be funded by capital reserves.
- G** - Equipment/Furniture purchases made from school or department budgets.
- H** - Equipment/Furniture purchases that are amortized over time through school or department budgets. SAL purchased a new gym scoreboard and RHJ upgraded their gym stage lighting, both amortized over five years.
- I** - Project was completed and capitalized in February 2023.
- J** - All six 24-passenger busses being replaced at schools (AJS, BFH, FHS, SAL (2), VJS) have been received. These are being funded from school budgets, amortized over ten years.
- K** - This is the capital portion of this grant; a non-capital portion is included on the Central Services page. \$1.3 million of this grant was spent on the Salisbury Composite High Stormwater Project. Also, major projects were undertaken at AJS, FRH, GLN, LME, VJS, UNC, WBF and WHF. As of August 31, 2023, all IMR funding was spent, with next year's projects to be funded by the 2023-24 grant.
- L** - This grant follows the government fiscal year (allocated to school divisions in April of each year). Major projects were undertaken at AJS, BWD, BFH, LHS and SAL in 2022-23.

Elk Island Public Schools
Statement of Cash and Investments
As At August 31, 2023

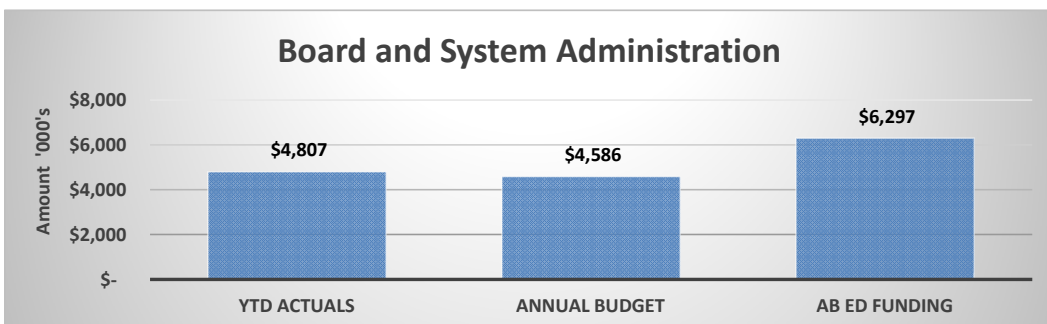
	August 31, 2023	August 31, 2022
Cash Account Balances	\$ 18,475,247	\$ 21,873,289
Guaranteed Investment Certificates	-	5,007,554
Total Central Cash and Investments	18,475,247	26,880,843
Less Restricted Funds (Trusts)	(47,680)	(51,007)
Total Available Central Cash and Investments	\$ 18,427,567	\$ 26,829,836



The five guaranteed investment certificates EIPS held during the year matured in August 2023 and were not reinvested. As a result of reduced reserve balances, Administration does not plan to reinvest in the near future. Administration continues to monitor and project cash balances, and invest funds as per the Division's Investment Policy Statement.

Elk Island Public Schools
Board and System Administration
As At August 31, 2023

Board and System Administration expenses are at \$4.807 million, or 2.4% of total expenses for EIPS. This means the Division has spent 76% of the Board and System Administration grant provided by Alberta Education, and 105% of total Board and System Administration budget for EIPS. Overall, central service departments (where administrative costs are housed) did not overspend their budgets. However, the budget is calculated using estimated administrative allocations for some costs, and actual results can vary depending on the Division-wide staffing complement.





INFORMATION REPORT

DATE: Oct. 19, 2023

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Unaudited Accumulated Surplus at Aug. 31, 2023

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Leah Lewis, Director, Financial Services

REFERENCE: Board Policy 2: Role of the Board

EIPS PRIORITY: Enhance high-quality learning and working environments.

EIPS GOAL: Quality infrastructure for all.

EIPS OUTCOME: Learning and working environments are supported by effective planning, management and investment in Division infrastructure.

ISSUE:

That the Board of Trustees receives for information the Unaudited Accumulated Surplus at Aug. 31, 2023.

BACKGROUND:

Board Policy 2: Role of the Board, Section 8, Fiscal Accountability, establishes that the Board of Trustees will approve the transfer of funds to reserves.

Board Policy 7: Board Operations, Section 12.12, Trustee Compensation and Expenses, states that any Board Governance surplus exceeding the allowable carryforward amounts will be evaluated on an annual basis and placement of funds will be determined at a public meeting of the Board. In 2022-23, the Board Governance surplus did not exceed allowable carryforward amounts.

Administrative Procedure 501, Financial Management gives schools and departments the opportunity to carry forward surplus from one financial year to the next. This year, it was determined that a maximum of 1% would be carried forward.

This information coincides with the year end in preparation for the finalization of the audited financial statements. The information in this report is subject to change based on the audit.



CURRENT SITUATION OR KEY POINT:

Overall Results

Elk Island Public Schools (EIPS) has an operating deficit of \$5.32 million for the year ended Aug. 31, 2023, which decreases accumulated surplus. Accumulated surplus is an indicator of the financial resources that EIPS has available to provide future services.

In addition to the operating deficit, accumulated surplus was decreased as a result of the introduction of the new public accounting standard for asset retirement obligations. EIPS' obligation to do future building abatements, primarily for asbestos, resulted in an adjustment of \$9 million to the accumulated surplus.

Overall, accumulated surplus at Aug. 31, 2023 includes investment in Board funded tangible capital assets (\$8.03 million), a future asset retirement obligation (\$9.3 million deficit), unrestricted surplus, operating reserves (\$7.39 million), and capital reserves (\$2.23 million).

The net reserve transfer for 2022-23 is \$5.62 million, which includes the operating deficit of \$5.04 million and a deficit of \$585,000 from current year transactions for unsupported capital assets.

Operating Reserves (Attachment 2)

The balance of operating reserves is \$7.39 million. Operating reserves are a balance of funds set aside to support Division operations. They are increased when EIPS has an overall surplus (more revenue than expenses in a given year) and are decreased when EIPS chooses to access these funds to increase EIPS' available annual budget.

- Reserves of \$3.67 million are designated for use by schools and departments to support future years. This includes \$2.44 million of school generated fund reserves.
- Division Allocated Reserves has a balance of \$101,000; these reserves are used to fund specific expenses as identified by the Board. As of Aug. 31, 2023, allocated reserves are composed of funds set aside in the Leveraging Student Achievement fund.
- Division Unallocated Reserves are at \$3.63 million. These reserves are funds available to provide flexibility for emergent issues, price fluctuations, and to stabilize funding in future years.

The operating reserves balance is greater than the spring projection by \$656,000 (Attachment 3 - Column H - Row M). Below are the main reasons for the difference:

- At year end, Central Services and School reserves were \$581,000 more than projections, primarily as a result of the increase in school generated fund reserves. Projections completed in the spring were conservative and estimated usage of school generated fund reserves. This impact was partially offset by increased spending in school and department operating budgets.

- The Division Allocated reserves is \$80,000 greater than projections, as a result of a slightly higher amount of school surpluses >1% being transferred into the Leveraging Student Achievement reserve than projected.
- The Division Unallocated reserve is nearly even with the projected balance. However, there were some offsetting variances:
 - Projects that were utilizing allocated reserves were completed at lower cost than planned or it was determined funds were no longer required, resulting in a surplus (\$366,000);
 - Although the majority of the standard costs surplus was reallocated to other Division needs throughout the year, there was some surplus remaining (\$125,000);
 - Department surpluses greater than 1% of budgets (\$224,000) and internally restricted funds returned to Division reserves (\$52,000);
 - Other minor net surpluses (\$15,000);
 - These variances were offset by an increase in capital expenditures (\$787,000). These expenditures primarily made use of unexpected surpluses that arose throughout the school year.

As per the provincial government, effective the 2022-23 school year, EIPS must maintain operating reserves excluding SGF between 1% and 3.15% of annual expenditures. At Aug. 31, 2023, EIPS is compliant with the reserve minimum and maximum balances, with a reserve balance of 2.56%.

- EIPS has reserves below the 3.15% limit by \$1.14 million.
- EIPS has reserves in excess of the 1% minimum balance by \$3.02 million.

Capital Reserves (Attachment 2)

Capital reserves are for the purchase of future capital assets. Capital assets includes buildings, equipment, vehicles, and other assets of a significant size and with a lifespan of greater than one year.

The balance of capital reserves at Aug. 31, 2023, is \$2.23 million. This balance includes a \$2 million transfer from operating reserves completed in 2022-23 as per the Board's direction and approved by Alberta Education.

Capital reserves includes funds allocated for the Salisbury Composite High Stormwater project, the Building Management System, and various other capital purchases.

Comparable Results

Annually, Alberta Education provides a Financial Reporting Profile from the prior school year that compares financial information of school divisions across Alberta. This document allows a review and evaluation of the financial position of EIPS.

A comparison of EIPS' operating and capital reserves to other divisions is provided in the table below. The current financial position indicates a decrease to operating reserves of 4.3% or 10.75 days and an increase to



INFORMATION REPORT

capital reserves of \$29 per student. If EIPS wanted to maintain capital reserves at the average rate for jurisdictions of a similar size, capital reserves would need to be increased by approximately \$3.5 million.

	Aug. 31, 2022	Aug. 31, 2023	Change
OPERATING RESERVES (excluding school generated funds)			
As a % of expenses			
EIPS	6.72%	2.42%	-4.30%
All divisions	5.01%		
Divisions with similar enrolment	5.22%		
Equated to operational days			
EIPS	16.80 days	6.05 days	-10.75 days
All divisions	12.52 days		
Divisions with similar enrolment	13.06 days		
CAPITAL RESERVES			
Per student			
EIPS	\$104	\$133	\$29
All divisions	\$420		
Divisions with similar enrolment	\$319		

ATTACHMENT(S)

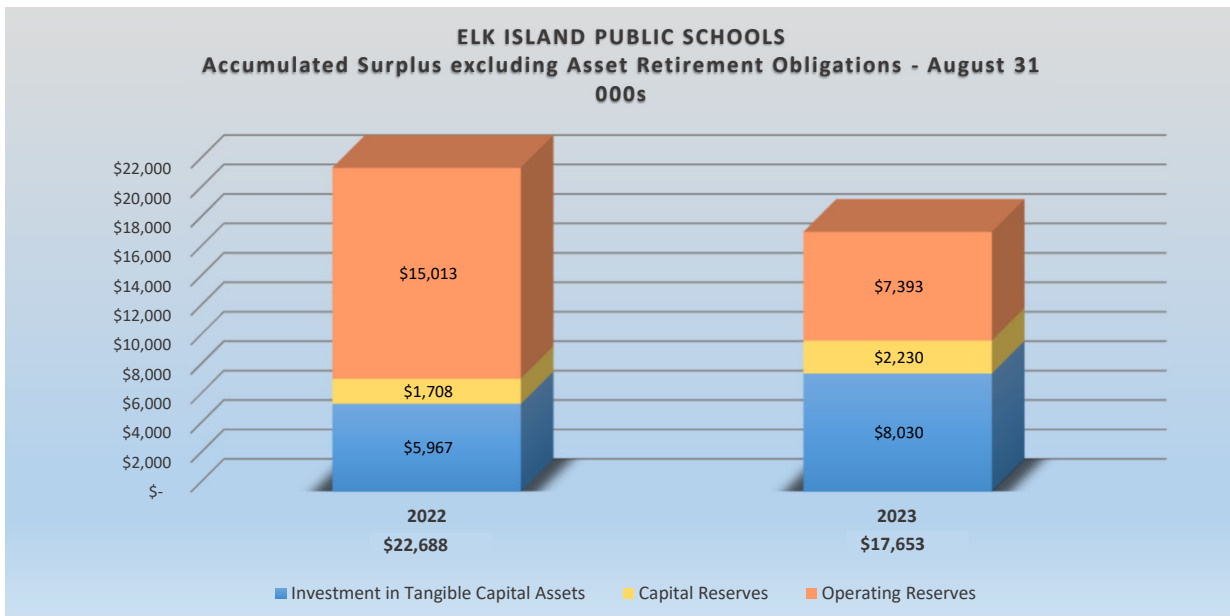
1. Accumulated Surplus
2. Reserves
3. Operating Reserves
4. Operating Reserves – Central Services
5. Operating Reserves – Schools - Operations
6. Operating Reserves – School Generated Funds
7. Operating Reserve Analysis

**ELK ISLAND PUBLIC SCHOOLS
Accumulated Surplus
August 31, 2023**

	A=B+C+D+E+F	B	C	D	E	F
		Investment in Tangible Capital Assets	Asset Retirement Obligation ¹	Unrestricted Surplus	Internally Restricted Operating Reserves	Capital Reserves
	Accumulated Surplus					
Audited - August 31, 2022	\$ 22,687,927	\$ 5,966,743	\$ -	\$ -	\$ 15,013,438	\$ 1,707,746
Restatement for Asset Retirement Obligation	(9,027,161)	-	(9,027,161)	-	-	-
Surplus/(Deficit)	(5,319,332)	-	(284,269)	(5,035,063)	-	-
Board Funded Capital Asset Additions	-	3,612,935	-	(2,134,774)	-	(1,478,161)
Net Amortization, Debt & Disposals	-	(1,549,343)	-	1,549,343	-	-
Budget Reserve Transfer	-	-	-	-	(2,000,000)	2,000,000
Net Reserve Transfer	-	-	-	5,620,494	(5,620,494)	-
Actual - August 31, 2023	\$ 8,341,434	\$ 8,030,335	\$ (9,311,430)	\$ -	\$ 7,392,944	\$ 2,229,585

(1) Accounting standards requiring an Asset Retirement Obligation became effective in the 2022-23 fiscal year.

- A. Accumulated surplus which includes investment in Board funded tangible capital assets, asset retirement obligation, unrestricted surplus and internally restricted reserves.
- B. Board funded (unsupported) tangible capital assets.
- C. Asset retirement obligation, representing future costs to abate asbestos from school buildings. These costs would only draw down reserves if unfunded by the provincial government.
- D. Surplus/(Deficit) that is transferred to reserves at the end of each year.
- E. Operating reserves including Schools - Operations, School Generated Funds, Central Services and Division Reserves.
- F. Capital reserves available for future unsupported capital purchases.



ELK ISLAND PUBLIC SCHOOLS
Reserves
August 31, 2023

	A	B	C	D	E	F = A+B+C+D+E
	2022-23					
	Audited 31-Aug-22	Contributions /(Use)	Capital Effect	Budget Transfers	Year End Transfers	Actual 31-Aug-23
OPERATING RESERVES						
Central Services (Attachment 4)	\$ 401,500	\$ (1,971,775)	\$ -	\$ -	\$ 1,789,631	\$ 219,356
Schools - Operations (Attachment 5)	1,110,118	(895,403)	-	-	792,850	1,007,565
School Generated Funds (SGF)(Attachment 6)	2,024,350	414,819	-	-	-	2,439,169
Central Services & Schools	3,535,968	(2,452,359)	-	-	2,582,481	3,666,090
Focus on Unfinished Learning Projects	500,000 869,676	(1,000,000) (3,963,948)	-	500,000 4,248,644	- (1,053,351)	- 101,021
EIPS Division Allocated (Attachment 3)	1,369,676	(4,963,948)	-	4,748,644	(1,053,351)	101,021
EIPS Division Unallocated (Attachment 3)	10,107,794	2,381,244	(585,431)	(6,748,644)	(1,529,130)	3,625,833
	\$ 15,013,438	\$ (5,035,063)	\$ (585,431)	\$ (2,000,000)	\$ -	\$ 7,392,944

- B** 2022-23 deficit of \$5,035,063 (excluding asset retirement obligation).
C Impact to reserves from the net effect of unsupported capital transactions.
D Budgeted transfers to EIPS Division Allocated reserve, capital reserves, and school/department reserves.
E Year-end transfers from schools/departments and completed projects in allocated reserves.

	A	B	C	D	E	F = A+B+C+D+E
	2022-23					
	Audited 31-Aug-22	Contributions /(Use)	Capital Effect	Budget Transfers	Year End Transfers	Actual 31-Aug-23
CAPITAL RESERVES						
Facility Services	\$ 17,229	\$ -	\$ -	\$ -	\$ -	\$ 17,229
Aging Equipment at Schools	105,057	-	(99,665)	-	-	5,392
Various Capital Purchases - To be Determined	-	-	-	100,000	-	100,000
Kitchen CTS Renovations/Upgrades	-	-	(605,000)	605,000	-	-
Building Management System	-	-	(220,000)	660,000	-	440,000
Salisbury Composite High Stormwater Project	-	-	(553,496)	2,200,000	-	1,646,504
EIPS Division Allocated	105,057	-	(1,478,161)	3,565,000	-	2,191,896
Opening Balance	1,585,460	-	-	-	-	1,585,460
Proceed on Sale of Assets	-	-	-	-	-	-
Transfer (to) / from Capital Allocated Reserves	-	-	-	(3,565,000)	-	(3,565,000)
Transfer from Operating Reserves	-	-	-	2,000,000	-	2,000,000
EIPS Division Unallocated	1,585,460	-	-	(1,565,000)	-	20,460
	\$ 1,707,746	\$ -	\$ (1,478,161)	\$ 2,000,000	\$ -	\$ 2,229,585

- B** Proceeds on the sale of unsupported assets.
C Use of reserves for purchases of unsupported assets.
D Budgeted transfers from operating reserves and/or to specific capital projects (allocated funds).
E Year end transfers for completed allocated projects or funds no longer required.

**ELK ISLAND PUBLIC SCHOOLS
Operating Reserves
August 31, 2023**

	A	B	C	D	E	F=A+B+C+D+E	G	H=F-G
	Audited	2022-23				Actual	Projection	
	Balance	Contributions	Capital	Budget	Year End	Balance	Balance ¹	
	31-Aug-22	/ (Use)	Effect ³	Transfer	Transfer	31-Aug-23	31-Aug-23	Variance
Central Services & Schools	\$ 3,535,968	\$ (2,452,359)	\$ -	\$ -	\$ 2,582,481	\$ 3,666,090	\$ 3,085,501	\$ 580,589
Leveraging Student Achievement	-	-	-	-	101,021	101,021	21,230	79,791
Carryforwards from 2021-22								
Focus on Unfinished Learning	500,000	(1,000,000)	-	500,000	-	-	-	-
Consultants: Assessment, Numeracy, Early Learning	393,000	(395,271)	-	2,271	-	-	-	-
Career Pathways	130,000	(131,757)	-	1,757	-	-	-	-
Professional Development (OTAGS)	75,000	(29,527)	-	(25,000)	(20,473)	-	-	-
CTS Emergency Strobe Lighting	10,090	(6,271)	-	-	(3,819)	-	-	-
Facility Condition Assessments	86,833	(86,833)	-	-	-	-	-	-
Community Consultation	118,753	(118,753)	-	-	-	-	-	-
Modular Move	56,000	(56,000)	-	-	-	-	-	-
New Projects								
New Curriculum (Subs, Teachers, Resources)	-	(444,735)	-	444,735	-	-	-	-
Illness	-	(12,093)	-	200,000	(187,907)	-	-	-
Health & Wellness Initiatives	-	(46,119)	-	50,000	(3,881)	-	-	-
Hand Sanitizer	-	-	-	120,000	(120,000)	-	-	-
Common Exam Sub Release Time	-	(30,000)	-	30,000	-	-	-	-
Consultant K-12 Education Technology - 1 FTE	-	(131,757)	-	131,757	-	-	-	-
Mental Health Strategic Plan - includes 3 FSLW FTE	-	(383,900)	-	383,900	-	-	-	-
Readers/Writers Workshop	-	(54,443)	-	60,000	(5,557)	-	-	-
Socio-economic Status Project	-	(150,000)	-	150,000	-	-	-	-
Classified Salary Compensation Analysis	-	(100,000)	-	100,000	-	-	-	-
Technology Evergreening - school staff computers	-	(500,000)	-	500,000	-	-	-	-
Student Transportation Tyler Tablets	-	(265,216)	-	270,866	(5,650)	-	-	-
SouthPointe School Modular Furniture & Equipment	-	(69,000)	-	69,000	-	-	-	-
Video Surveillance	-	(133,725)	-	134,112	(387)	-	-	-
Records Digitization	-	(5,533)	-	25,000	(19,467)	-	-	-
Uninterrupted Power Source Devices & Batteries	-	(65,380)	-	65,380	-	-	-	-
Routers	-	(18,333)	-	18,333	-	-	-	-
Servers	-	(10,323)	-	10,323	-	-	-	-
Communications - 1 FTE	-	(57,824)	-	57,824	-	-	-	-
Board Governance	-	(30,000)	-	30,000	-	-	-	-
Community Consultation	-	(10,000)	-	10,000	-	-	-	-
MyBudgetFile Redesign Project	-	(18,288)	-	20,320	(2,032)	-	-	-
Tableau project completion	-	(43,380)	-	43,380	-	-	-	-
Contract Work - Survey Analysis	-	-	-	25,000	(25,000)	-	-	-
Rural Schools Transition Funding	-	(104,487)	-	104,487	-	-	-	-
Schools with Multiple Programs	-	(300,000)	-	300,000	-	-	-	-
Contingency ²	-	-	-	760,199	(760,199)	-	-	-
Budgeted Transfer to Support Operations	-	(155,000)	-	155,000	-	-	-	-
EIPS Division Allocated Reserves	1,369,676	(4,963,948)	-	4,748,644	(1,053,351)	101,021	21,230	79,791
Capital Effect - Bus Purchases	-	-	(768,605)	-	-	(768,605)	(765,000)	(3,605)
Capital Effect - Purchases from Operating Budgets	-	-	(1,366,169)	-	-	(1,366,169)	(508,402)	(857,767)
Capital Effect - Annual Amortization	-	-	1,549,343	-	-	1,549,343	1,475,402	73,941
Central Services - Surpluses Exceeding 1%	-	-	-	-	299,985	299,985	75,816	224,169
Central Services - Hold Harmless Deficit	-	-	-	-	(39,551)	(39,551)	(37,444)	(2,107)
Central Services - Internally Restricted Surplus	-	-	-	-	55,519	55,519	3,079	52,440
Standard Cost Surplus	-	1,369,972	-	-	(1,245,428)	124,544	-	124,544
Outreach/Continuing Education - Surplus	-	-	-	-	856	856	-	856
Andrew School Reserves	-	-	-	-	7,275	7,275	-	7,275
Unused Health Spending Account Deposits	-	169,097	-	-	(169,097)	-	-	-
Return of Equity from Previous Insurance Provider	-	311,684	-	-	(311,684)	-	-	-
Surplus from Interest Income	-	266,406	-	-	(266,406)	-	-	-
Utilities Surplus	-	254,772	-	-	(254,772)	-	-	-
One Time Maintenance Expenditures	-	(85,723)	-	-	-	(85,723)	-	(85,723)
Other Minor Adjustments	-	95,036	-	-	-	95,036	-	95,036
Transfer from Allocated Reserves (Completed Projects)	-	-	-	-	394,173	394,173	27,850	366,323
Transfer to Allocated Reserves for Projects	-	-	-	(4,748,644)	-	(4,748,644)	(4,748,644)	-
Transfer to Capital Reserves	-	-	-	(2,000,000)	-	(2,000,000)	(2,000,000)	-
Unallocated Reserves Opening Balance	10,107,794	-	-	-	-	10,107,794	10,107,794	-
EIPS Division Unallocated Reserve	10,107,794	2,381,244	(585,431)	(6,748,644)	(1,529,130)	3,625,833	3,630,451	(4,618)
Total EIPS Division Reserves	11,477,470	(2,582,704)	(585,431)	(2,000,000)	(2,582,481)	3,726,854	3,651,681	75,173
Total Operating Reserves	\$ 15,013,438	\$ (5,035,063)	\$ (585,431)	\$ (2,000,000)	\$ -	\$ 7,392,944	\$ 6,737,182	\$ 655,762

¹ Projection Balance 31-Aug-23 presented as part of the 2023-24 Spring Budget approved by the Board of Trustees.

² Contingency funds were previously set aside for support for curriculum implementation (\$353,240), rural schools (\$314,913), and other initiatives (\$92,046), and have since been reallocated and spent on other initiatives (primarily new computer purchases).

³ Capital Effect relates to assets purchased from current year funding, offset by the annual amortization. The effect is non-cash, but does impact Division reserves.

ELK ISLAND PUBLIC SCHOOLS
Operating Reserves - Central Services
August 31, 2023

	A	B	C	D = A - C	E	F	G = E - F	H	I = D + G - H
	Operating				Internally Restricted/Hold Harmless			Department Transfers	Reserve Balance 31-Aug-23
	Surplus/ (Deficit)	% of Budget	Transfer > 1% to Division	Carry-forward	Surplus/ (Deficit)	Transfer to Division	Carry-forward		
Board of Trustees	\$ 430	0.1%	\$ -	\$ 430	\$ -	\$ -	\$ -	\$ -	\$ 430
Education Executive									
Superintendent	75,830	9.4%	67,734	8,096	19,775	19,775	-	-	8,096
Communications	24,793	4.0%	18,569	6,224	-	-	-	-	6,224
Election	-	0.0%	-	-	-	-	-	-	-
Supports For Students - Central									
Associate Superintendent	-	0.0%	-	-	-	-	-	-	-
Instructional Supports	55,770	2.9%	36,446	19,324	17,486	16,974	512	-	19,836
Curriculum	-	0.0%	-	-	-	-	-	-	-
Specialized Supports	3,461	0.6%	-	3,461	-	-	-	-	3,461
Human Resources									
Associate Superintendent	60,082	2.1%	31,734	28,348	(49,887)	(42,280)	(7,607)	-	20,741
Staff Relations & Training	77,809	12.6%	71,651	6,158	15,392	15,392	-	-	6,158
Recruitment & Staffing	32,630	4.8%	25,869	6,761	13,533	13,533	-	-	6,761
Business Services									
Secretary - Treasurer	3,191	1.0%	-	3,191	7,751	7,751	-	-	3,191
Financial Services	33,437	1.5%	11,453	21,984	-	-	-	-	21,984
Facility Services	(35,955)	-0.3%	-	(35,955)	(5,963)	2,772	(8,735)	-	(44,690)
Information Technologies	78,398	3.7%	36,529	41,869	(17,949)	(17,949)	-	-	41,869
Student Transportation	125,295	0.9%	-	125,295	-	-	-	-	125,295
Total Central Services	\$ 535,171	1.4%	\$ 299,985	\$ 235,186	\$ 138	\$ 15,968	\$ (15,830)	\$ -	\$ 219,356

Total Transfer to Division Unallocated Reserve (Attachment 2)	<u>299,985</u>	Internally Restricted Surplus 55,519	<u>15,968</u>	<u>-</u>	<u>315,953</u>
	J	Hold Harmless Deficit (39,551)	K		L = J + K

Elk Island Public Schools
Operating Reserves - Schools - Operations
August 31, 2023

	A	B	C = B / A	D	E = B - D
	2022-23				Reserve Balance 31-Aug-23
	Fall Budget	Surplus/ (Deficit)	% of Budget	Transfers	
Sector 1 - Sherwood Park					
Bev Facey Community High	\$ 7,237,090	\$ 75,406	1.0%	\$ 3,034	\$ 72,372
Brentwood Elementary	2,978,301	28,234	0.9%	-	28,234
Clover Bar Junior High	2,763,444	21,756	0.8%	-	21,756
Davidson Creek Elementary	4,036,661	42,341	1.0%	1,975	40,366
École Campbelltown	2,386,914	22,765	1.0%	-	22,765
F.R. Haythorne Junior High	4,449,071	37,815	0.8%	-	37,815
Glen Allan Elementary	2,446,452	19,116	0.8%	-	19,116
Heritage Hills Elementary	3,062,204	25,587	0.8%	-	25,587
Lakeland Ridge	4,466,216	20,035	0.4%	-	20,035
Mills Haven Elementary	3,172,574	16,192	0.5%	-	16,192
Pine Street Elementary	2,934,692	28,574	1.0%	-	28,574
Salisbury Composite High	8,297,811	14,225	0.2%	-	14,225
Sherwood Heights Junior High	4,279,308	41,752	1.0%	-	41,752
Strathcona Christian Academy Elementary	3,457,147	32,786	0.9%	-	32,786
Strathcona Christian Academy Secondary	3,767,752	38,537	1.0%	860	37,677
Wes Hosford Elementary	2,426,187	45,734	1.9%	21,472	24,262
Westboro Elementary	2,921,297	29,529	1.0%	749	28,780
Woodbridge Farms Elementary	3,021,583	25,769	0.9%	-	25,769
Sector 2 - Strathcona County					
Ardrossan Elementary	3,891,181	38,518	1.0%	-	38,518
Ardrossan Junior Senior High	5,144,476	8,627	0.2%	-	8,627
Fultonvale Elementary Junior High	3,121,931	30,001	1.0%	-	30,001
Uncas Elementary	1,655,487	26,641	1.6%	10,086	16,555
Sector 3 - Fort Saskatchewan					
Castle (Scotford Colony)	216,647	1,866	0.9%	-	1,866
École Parc Élémentaire	2,540,717	25,564	1.0%	156	25,408
Fort Saskatchewan Christian	2,841,253	19,199	0.7%	-	19,199
Fort Saskatchewan Elementary	2,304,369	26,209	1.1%	3,166	23,043
Fort Saskatchewan High	3,502,274	36,251	1.0%	1,228	35,023
James Mowat Elementary	2,826,865	23,070	0.8%	-	23,070
Rudolph Hennig Junior High	3,034,091	30,637	1.0%	295	30,342
SouthPointe School	4,424,283	47,614	1.1%	3,371	44,243
Win Ferguson Elementary	2,921,478	29,922	1.0%	708	29,214
Sector 4 - Lamont County					
Andrew School	727,473	8,997	1.2%	1	8,997
Bruderheim School	1,155,556	4,964	0.4%	-	4,964
Lamont Elementary	2,417,855	43,276	1.8%	19,097	24,179
Lamont High	2,790,157	26,360	0.9%	-	26,360
Mundare School	1,143,037	16,630	1.5%	5,199	11,431
Sector 5 - County of Minburn					
A.L. Horton Elementary	2,753,182	25,937	0.9%	-	25,937
Pleasant Ridge Colony	161,931	1,297	0.8%	-	1,297
Vegreville Composite High	2,794,289	27,700	1.0%	-	27,700

Continued on next page

Elk Island Public Schools
Operating Reserves - Schools - Operations
August 31, 2023

	A	B	C = B / A		D	E = B - D
	2022-23					Reserve Balance 31-Aug-23
	Fall Budget	Surplus/ (Deficit)	% of Budget		Transfers	
Supports for Students - Schools						
Early Learning	1,979,430	36,786	1.9%	2	17,146	19,640
Mental Health Capacity Building	229,787	-	0.0%		-	-
Specialized Supports - Schools	2,036,108	11,996	0.6%	2	10,757	1,239
School Nutrition Program	150,000	-	0.0%			-
Partners 4 Science	359,797	-	0.0%			-
Other						
Elk Island Youth Ranch Learning Centre	313,467	1,646	0.5%		-	1,646
Next Step Outreach	2,031,594	541	0.0%	3	541	-
Next Step Continuing Education	508,294	315	0.1%	3	315	-
Total Schools - Operations	\$ 128,081,713	\$ 1,116,717	0.9%		\$ 109,152	\$ 1,007,565

¹ Andrew School Reserves <1% to Division Unallocated Reserve

7,275

³ Outreach/Continuing Education Surplus to Division Unallocated Reserve

856

Schools Surplus >1% to Leveraging Student Achievement Allocated Reserve

101,021

School - Operations Transfers (Attachment 2)

109,152

² Supports for Students - Schools can include internally restricted programs with program-specific carryforward requirements.

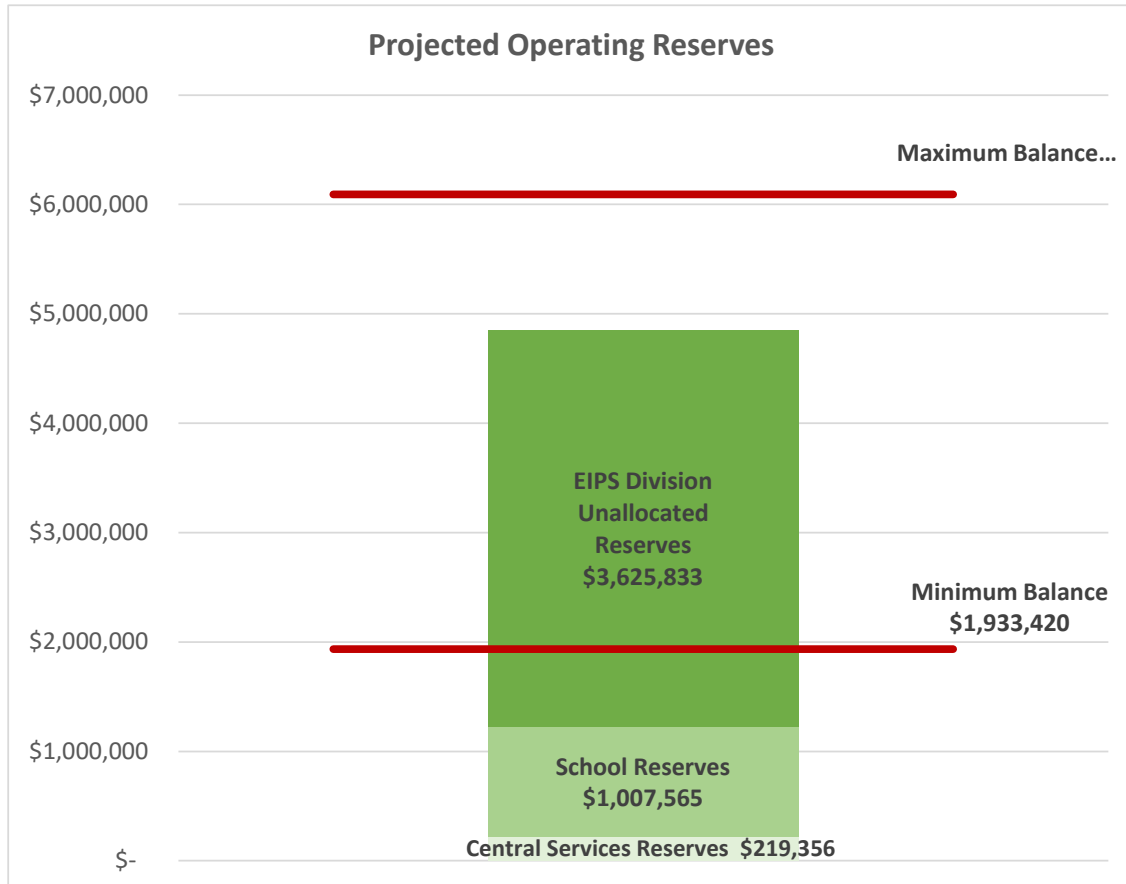
ELK ISLAND PUBLIC SCHOOLS
Operating Reserves - School Generated Funds (SGF)
August 31, 2023

	A	B	C = A + B	D = C / enrolment
	Reserve Balance 31-Aug-22	2022-23 Surplus/ (Deficit)	Reserve Balance 31-Aug-22	Average \$'s Per Student
Sector 1 - Sherwood Park				
Bev Facey Community High	\$ 87,685	\$ 108,253	\$ 195,938	\$ 194
Brentwood Elementary	34,269	3,946	38,215	97
Clover Bar Junior High	64,543	34,385	98,928	256
Davidson Creek Elementary	25,404	6,679	32,083	51
École Campbelltown	21,350	9,626	30,976	85
F.R. Haythorne Junior High	154,075	1,614	155,689	242
Glen Allan Elementary	18,914	7,424	26,338	83
Heritage Hills Elementary	26,664	16,362	43,026	87
Lakeland Ridge	72,862	16,489	89,351	116
Mills Haven Elementary	37,028	(14,340)	22,688	49
Pine Street Elementary	29,014	(23,086)	5,928	16
Salisbury Composite High	297,118	(14,413)	282,705	220
Sherwood Heights Junior High	97,256	18,585	115,841	174
Strathcona Christian Academy Elementary	61,921	37,766	99,687	172
Strathcona Christian Academy Secondary	82,410	(72)	82,338	136
Wes Hosford Elementary	31,226	25,851	57,077	164
Westboro Elementary	21,157	5,508	26,665	85
Woodbridge Farms Elementary	3,552	5,707	9,259	29
Sector 2 - Strathcona County				
Ardrossan Elementary	31,874	9,527	41,401	68
Ardrossan Junior Senior High	119,450	(11,957)	107,493	130
Fultonvale Elementary Junior High	49,194	12,210	61,404	126
Uncas Elementary	8,458	(513)	7,945	38
Sector 3 - Fort Saskatchewan				
École Parc Élémentaire	16,374	(2,703)	13,671	42
Fort Saskatchewan Christian	36,167	2,108	38,275	96
Fort Saskatchewan Elementary	14,052	8,315	22,367	80
Fort Saskatchewan High	114,903	24,733	139,636	295
James Mowat Elementary	53,311	8,019	61,330	145
Rudolph Hennig Junior High	43,227	11,225	54,452	125
SouthPointe School	16,150	6,239	22,389	33
Win Ferguson Elementary	23,674	3,756	27,430	69
Sector 4 - Lamont County				
Andrew School	22,448	(5,670)	16,778	271
Bruderheim School	6,806	6,285	13,091	113
Lamont Elementary	16,308	7,922	24,230	82
Lamont High	34,428	(1,989)	32,439	98
Mundare School	34,186	1,026	35,212	317
Sector 5 - County of Minburn				
A.L. Horton Elementary	92,168	79,202	171,370	484
Vegreville Composite High	70,942	36,756	107,698	300
Next Step Outreach	21,835	(19,906)	1,929	7
Next Step Continuing Education	31,947	(6,050)	25,897	N/A
Total School Generated Funds	\$ 2,024,350	\$ 414,819	\$ 2,439,169	\$ 136

**ELK ISLAND PUBLIC SCHOOLS
2022-23 Year End Results**

Operating Reserve Analysis

Effective August 31, 2023, the Government of Alberta has implemented new restrictions on school board operating reserves, including a minimum and maximum reserve balance. These balances do not include School Generated Fund reserves, and are calculated as a percentage of prior year (2021-22) operating expenses.



August 31, 2023 Operating Reserve Balances

Central Services Reserves	\$ 219,356
School Reserves	1,007,565
EIPS Division Allocated Reserves	101,021
EIPS Division Unallocated Reserves	3,625,833
Total Operating Reserves	\$ 4,953,775

As a percentage of 2021-22 Total Operating Expenses 2.56%

2021-22 Total Operating Expenses \$ 193,342,011

Total Operating Reserve Maximum Limit based on 3.15% rate 6,090,273

Room for Additional Surplus Before Exceeding Maximum Limit 1,136,498

Total Operating Reserve Minimum Limit based on 1% rate 1,933,420

Room for Additional Spending (Deficit) Before Falling Below Minimum Limit 3,020,355



INFORMATION REPORT

DATE: Oct. 19, 2023

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: 2023-24 Enrolment

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Carmine von Tettenborn, Director, Financial Services
Lynn Brims, Accountant, Financial Services

REFERENCE: N/A

EIPS PRIORITY: Enhance high-quality learning and working environments.

EIPS GOAL: Quality infrastructure for all.

EIPS OUTCOME: Learning and working environments are supported by effective planning, management and investment in Division infrastructure.

ISSUE:

That the Board of Trustees receives for information the Sept. 29, 2023, Enrolment Report for the 2023-24 school year for Elk Island Public Schools.

BACKGROUND:

Elk Island Public schools (EIPS) enters student information into PowerSchool which is directly linked to the Provincial Approach to Student Information (PASI) system. Alberta Education uses the PASI system to calculate funding allocations to EIPS.

CURRENT SITUATION OR KEY POINT:

Financial Services has summarized the Sept. 29, 2023, enrolment (student headcount). There are 17,760 students in the Division as of this date. This is a 300-student increase over last fall and an increase of 277 students from the Spring Budget.

When comparing individual school enrolment changes from spring to fall there were some significant increases and decreases. In the spring, enrolment for schools used the enrolment from returning student registration process which, in normal years, is a fairly accurate number. Growth has occurred for two main reasons; firstly, COVID-19 is having less of an impact on society in general so students that remained at home last year are returning this year, and secondly there is positive net migration to Alberta from other regions of Canada as families seek out more affordable housing. Alberta is experiencing record interprovincial migration; this adds an additional layer of difficulty when projecting enrolments in the spring and can only be trued up in the fall once



INFORMATION REPORT

the students have arrived by September 29th. Migration doesn't stop then; however, EIPS does not receive funding for any students arriving after that date in the current school year.

The September 29 enrolment has been used in the Fall Budget, and the weighted moving average will be based on the student count as of this count date.

ATTACHMENT(S):

1. Sept. 29, 2023 Enrolment Detail by Sector

Enrolment Detail - by Sector						
	2021-22	2022-23	2023-24	2023-24	Change 2023-24	% Change 2023-23
	Fall	Fall	Budget	Sep 29	Budget to 2023-24	Budget to 2023-24
				2023	Sep 29, 2023	Sep 29, 2023
Sector 1 - Sherwood Park						
Bev Facey Community High	989	1,011	1,005	1,018	13	1.3%
Brentwood Elementary	400	393	455	456	1	0.2%
Clover Bar Junior High	371	387	387	392	5	1.3%
Davidson Creek Elementary	621	626	638	652	14	2.2%
École Campbelltown	368	364	369	382	13	3.5%
F. R. Haythorne Junior High	660	643	625	619	(6)	(1.0%)
Glen Allan Elementary	335	318	287	288	1	0.3%
Heritage Hills Elementary (Wye Elementary)	500	494	514	519	5	1.0%
Lakeland Ridge	765	769	718	728	10	1.4%
Mills Haven Elementary	435	461	462	464	2	0.4%
Pine Street Elementary	334	369	362	372	10	2.8%
Salisbury Composite High	1,205	1,287	1,433	1,440	7	0.5%
Sherwood Heights Junior High	644	666	616	628	12	1.9%
Strathcona Christian Academy Elementary	565	581	576	577	1	0.2%
Strathcona Christian Academy Secondary	595	607	621	630	9	1.4%
Wes Hosford Elementary	392	347	316	320	4	1.3%
Westboro Elementary	332	315	250	247	(3)	(1.2%)
Woodbridge Farms Elementary	314	315	311	317	6	1.9%
	9,825	9,953	9,945	10,049	104	1.0%
Sector 2 - Strathcona County						
Ardrossan Elementary	569	612	598	598	-	0.0%
Ardrossan Junior Senior High	863	826	826	827	1	0.1%
Castle (Scotford Colony)	25	27	27	26	(1)	(3.7%)
Fultonvale Elementary Junior High	477	489	479	503	24	5.0%
Uncas Elementary	199	211	185	193	8	4.3%
	2,133	2,165	2,115	2,147	32	1.5%
Sector 3 - Fort Saskatchewan						
École Parc Élémentaire	317	328	352	352	-	0.0%
Fort Saskatchewan Christian	387	398	401	427	26	6.5%
Fort Saskatchewan Elementary	264	281	275	310	35	12.7%
Fort Saskatchewan High	437	473	480	469	(11)	(2.3%)
James Mowat Elementary	412	422	413	416	3	0.7%
Rudolph Hennig Junior High	472	436	422	413	(9)	(2.1%)
SouthPointe School	600	684	676	683	7	1.0%
Win Ferguson Elementary	410	396	403	411	8	2.0%
	3,299	3,418	3,422	3,481	59	1.7%
Sector 4 - Lamont County						
Andrew School	59	62	-	-	-	0.0%
Bruderheim School	119	116	99	115	16	16.2%
Lamont Elementary	301	294	298	331	33	11.1%
Lamont High	306	332	341	344	3	0.9%
Mundare School	101	111	108	116	8	7.4%
	886	915	846	906	60	7.1%
Sector 5 - County of Minburn						
A. L. Horton Elementary	330	352	335	353	18	5.4%
Pleasant Ridge Colony	16	17	17	17	-	0.0%
Vegreville Composite High	347	359	381	373	(8)	(2.1%)
	693	728	733	743	10	1.4%
Total Enrolment in Sectors	16,836	17,179	17,061	17,326	265	1.55%
Elk Island Youth Ranch Learning Centre	5	8	6	6	-	0.0%
Next Step Home Education/Centre for Education	42	-	-	-	-	0.0%
Next Step Outreach	241	273	273	428	155	56.8%
To Be Allocated	-	-	143	-	(143)	(100.0%)
Total Enrolment	17,124	17,460	17,483	17,760	277	1.58%
Enrolment by Grade *						
ECS	1,385	1,363	1,302	1,373	71	5.5%
Grade 1-3	3,868	3,963	3,933	3,990	57	1.4%
Grade 4-6	3,910	3,995	3,980	3,996	16	0.4%
Grade 7-9	4,010	4,028	3,961	3,968	7	0.2%
Grade 10-12	3,663	3,830	4,028	3,999	(29)	(0.7%)
	16,836	17,179	17,204	17,326	122	0.7%
Elk Island Youth Ranch Learning Centre	5	8	6	6	-	0.0%
Next Step Home Education/Centre for Education	42	-	-	-	-	0.0%
Next Step Outreach	241	273	273	428	155	56.8%
Total Enrolment	17,124	17,460	17,483	17,760	277	1.58%