



**BOARD OF TRUSTEES  
ELK ISLAND PUBLIC SCHOOLS**

REGULAR  
SESSION

THURSDAY, JANUARY 25, 2024

Boardroom  
Central Services Office

**AGENDA**

Mission: To provide high-quality, student-centred education

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- |         |   |                         |
|---------|---|-------------------------|
| 9 a.m.  | <b>1. CALL TO ORDER</b>   | C. Allen                |
|         | <b>2. IN CAMERA SESSION</b>   |                         |
| 10 a.m. | <b>3. LAND ACKNOWLEDGMENT</b>   |                         |
|         | <b>4. AMENDMENTS TO AGENDA / ADOPTION OF AGENDA</b>   |                         |
|         | <b>5. APPROVAL OF MINUTES</b>   |                         |
|         | 5.1 Board Meeting – Dec. 14, 2023   | (encl.)                 |
|         | 5.2 Board Special Meeting – Jan. 11, 2024   | (encl.)                 |
|         | <b>6. CHAIR REPORT</b>  | C. Allen<br>(verbal)    |
|         | 6.1 EIPS   ATA Local No. 28 Meeting – Jan. 8, 2024  |                         |
|         | 6.2 Dr. Jodie Lobana AI Session – Jan. 10, 2024   |                         |
|         | 6.3 Sherwood Park & District Chamber of Commerce Luncheon & General Meeting<br>– Speaker: Hon. Nate Glubish, Member of Legislative Assembly - Jan. 17, 2024 |                         |
|         | 6.4 Hon. Nate Glubish, Member of Legislative Assembly Classroom Visit at<br>Bev Facey Community High School – Jan. 19, 2024                                 |                         |
|         | <b>7. SUPERINTENDENT REPORT</b>   | S. Stoddard<br>(verbal) |
|         | 7.1 Assistant Principal Confirmations – December 2023, January 9 & 12, 2024   |                         |
|         | 7.2 Dr. Jodie Lobana AI Session – Jan. 10, 2024   |                         |
|         | 7.3 Committee of School Councils – Jan. 10, 2024  |                         |
|         | 7.4 MNP Enterprise Risk Management Session - Jan. 15, 2024  |                         |
|         | 7.5 High School Information Night – Jan. 15, 2024   |                         |
|         | 7.6 Sherwood Park & District Chamber of Commerce Luncheon & General Meeting<br>– Speaker: Hon. Nate Glubish, Member of Legislative Assembly - Jan. 17, 2024 |                         |
|         | 7.7 French Immersion Information Night – Jan. 17, 2024  |                         |
|         | 7.8 Hon. Nate Glubish, Member of Legislative Assembly Classroom Visit at<br>Bev Facey Community High School – Jan. 19, 2024                                 |                         |
|         | <b>8. COMMENTS FROM THE PUBLIC AND STAFF<br/>GROUP REPRESENTATIVES</b>  |                         |
|         | <b><u>ASSOCIATION/EMPLOYEE GROUPS</u></b>   |                         |
|         | <b>9. ASBA ZONE 2/3 REPORT</b><br>Meeting held Jan. 19, 2024  | J. Shotbolt<br>(verbal) |
|         | <b>10. ATA LOCAL NO. 28 REPORT</b>  | D. Zielke<br>(verbal)   |

11. **EMPLOYEE RELATIONS GROUP (ERG) REPORT** M. Miller  
(verbal)

**BUSINESS ARISING FROM PREVIOUS MEETING**

**NEW BUSINESS**

12. **BUSINESS ARISING FROM IN CAMERA**
13. **THREE-YEAR STRATHCONA COUNTY ENGAGEMENT:  
FRENCH IMMERSION AND SENIOR HIGH ENROLMENT** S. Stoddard  
(encl.)
14. **BOARD POLICY 7: BOARD OPERATIONS** R. Footz  
(encl.)
15. **BOARD POLICY 13: APPEALS AND HEARINGS REGARDING  
STUDENT MATTERS** R. Footz  
(encl.)
16. **BOARD POLICY 14: HEARINGS ON TEACHER TRANSFERS** R. Footz  
(encl.)
17. **PROPOSED CHANGES TO SIGNING AUTHORITY MATRIX** S. Stoddard/C. Cole  
(encl.)
18. **2024-25 SCHOOL FEE PARAMETERS** S. Stoddard/C. Cole  
(encl.)
19. **ASCA CONFERENCE AND AGM SPONSORSHIP** C. Allen  
(encl.)

**COMMITTEE REPORT**

20. **STUDENT EXPULSION COMMITTEE** R. Footz  
Meetings held Jan. 10 and 15, 2024 (verbal)
21. **POLICY COMMITTEE** R. Footz  
Meeting held Jan. 10, 2024 (verbal)
22. **ADVOCACY COMMITTEE** C. Allen  
Meeting held Jan. 15, 2024 (verbal)

**REPORTS FOR INFORMATION**

23. **SCHOOL STATUS REPORT 2022-23** S. Stoddard /B. Dragon  
(encl.)
24. **LEVERAGING STUDENT ACHIEVEMENT** S. Stoddard/R. Marshall  
(encl.)
25. **TRUSTEE NOTICES OF MOTIONS/REQUESTS FOR INFORMATION** (verbal)

ADJOURNMENT

## RECOMMENDATIONS: BOARD OF TRUSTEES Jan. 25, 2024

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 approves the Minutes of Dec. 14, 2023 meeting, as amended or as circulated.
- 5.2. That the Board of Trustees approves the Minutes of Jan. 11, 2024 Special meeting, as amended or as circulated.
6. That the Board of Trustees receives for information the Chair Report.
7. That the Board of Trustees receives for information the Superintendent Report.
8. *Comments from the Public and Staff Group Representatives.*
9. That the Board of Trustees receives the report from the representative of the ASBA Zone 2/3.
10. That the Board of Trustees receives the report from the representative of the ATA Local #28.
11. That the Board of Trustees receives the report from the representative of the Employee Relations Group.
12. *Business Arising from In Camera.*
13. That the Board of Trustees approves the following recommendation to address anticipated enrolment pressures in Ardrossan, enhance French Immersion program retention and balance senior high enrolment in Sherwood Park:
  - relocate EIPS' senior high French Immersion program, grades 10-12, to Salisbury Composite High—effective when the new Sherwood Park replacement school opens, expected in the 2026-27 school year;
  - adjust Strathcona County's senior high attendance boundaries for Lakeland Ridge to be redesignated to Bev Facey Community High—effective when the new Sherwood Park replacement school opens, expected in the 2026-27 school year; and

- adjust the French Immersion junior high attendance boundaries for Cambrian Crossing, to be redesignated to Sherwood Heights Junior High —effective in the 2024-25 school year.
14. That the Board of Trustees approves amendments to Board Policy 7: Board Operations, as presented.
  15. That the Board of Trustees approves amendments to Board Policy 13: Appeals and Hearings Regarding Student Matters, as presented.
  16. That the Board of Trustees approves amendments to Board Policy 14: Hearings on Teacher Transfers, as presented.
  17. That the Board of Trustees approves amendments to the Signing Authority Matrix, as presented.
  18. That the Board of Trustees approves parameters for establishing 2024-25 school fees, as presented.
  19. That the Board of Trustees approves up to \$5,000 to sponsor the registration fees for school council members to attend the ASCA School Councils Conference and Annual General Meeting on April 26-28—one member per school. To qualify, members must be part of a school council with an active ASCA membership and apply before the registration deadline, April 8.
  20. That the Board of Trustees receives the report from the Student Expulsion Committee meetings held on Jan. 10 and 15, 2024.
  21. That the Board of Trustees receives the report from the Policy Committee meeting held on Jan. 10, 2024.
  22. That the Board of Trustees receives the report from the Advocacy Committee meeting held on Jan. 15, 2024.
  23. That the Board of Trustees receives for information the School Status Report for the 2022-23 school year.
  24. That the Board of Trustees receives for information a report on Leveraging Student Achievement and the plan to utilize the funds for the second semester of the 2023-24 school year.



# BOARD MEETING MINUTES

**December 14, 2023**

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, Dec. 14, 2023-- in the Boardroom at the Central Services Office in Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Cathy Allen, calling the meeting to order at 9:01 a.m.

## **BOARD MEMBERS PRESENT**

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

## **ADMINISTRATION PRESENT**

R. Marshall, Acting Superintendent  
R. Johnson, Associate Superintendent – Human Resources  
C. Cole, Secretary-Treasurer  
L. McNabb, Director, Communications Services  
C. Langford-Pickering, Executive Assistant/Recording Secretary

## **CALL TO ORDER**

The meeting was called to order at 9:01 a.m. with all trustees noted above in attendance.

## **IN-CAMERA SESSION**

226/2023 | Trustee Irwin moved: That the Board meet in camera (9:01 a.m.).

*CARRIED UNANIMOUSLY*

227/2023 | Trustee Boymook moved: That the Board revert to the regular session (10:05 a.m.).

*CARRIED UNANIMOUSLY*

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

## **TREATY 6 ACKNOWLEDGMENT**

Board Chair Cathy Allen called the meeting to order and we acknowledged with respect the history and culture of the peoples 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 members 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.

Board Chair Allen welcomed all in attendance in person and on-line.

## **AGENDA**

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

228/2023 | Trustee Sorochan moved: That the Agenda be adopted, as circulated.

*CARRIED UNANIMOUSLY*

## **APPROVAL OF MINUTES**

Board Chair Allen called for confirmation of the Nov. 30, 2023 Board Meeting Minutes.

229/2023 | Trustee Boymook moved: That the Board of Trustees approves the Minutes of the Nov. 30, 2023 Board Meeting, as circulated.

*CARRIED UNANIMOUSLY*

## **CHAIR REPORT**

Board Chair Allen presented the Chair's Report.

230/2023 | Board Chair Allen moved: That the Board of Trustees receives for information the Chair's Report.

*CARRIED UNANIMOUSLY*

## **SUPERINTENDENT REPORT**

Acting Superintendent Marshall presented the Superintendent's Report.

231/2023 | Trustee Holowaychuk moved: That the Board of Trustees receives for information the Superintendent Report.

*CARRIED UNANIMOUSLY*

## **COMMENTS, PRESENTATIONS AND DELEGATIONS AT BOARD MEETINGS**

No comments, presentations or delegations were presented.

## **Association/Employee Groups**

### **ASBA ZONE 2/3 REPORT**

Board Chair Allen invited Trustee Shotbolt to present the ASBA Zone 2/3 report.

232/2023 | Trustee Shotbolt moved: That the Board of Trustees receives for information the report from the representative of the ASBA Zone 2/3.

*CARRIED UNANIMOUSLY*

### **ATA LOCAL NO. 28 REPORT**

Board Chair Allen welcomed and invited the ATA representative, D. Zielke, to present the ATA Local No. 28 Report.

233/2023 | Trustee Irwin moved: That the Board of Trustees receives for information the report from the representative of the ATA Local No. 28.

*CARRIED UNANIMOUSLY*

The Board extended Christmas wishes to the ATA Local No. 28 group.

## **EMPLOYEE RELATIONS GROUP (ERG) REPORT**

Board Chair Allen welcomed ERG representative, M. Miller, to present the ERG Report.

**234/2023** | Trustee Shotbolt moved: That the Board of Trustees receives for information the report from the representative of the ERG.

*CARRIED UNANIMOUSLY*

Board Chair Allen extended Christmas wishes to the ERG.

## **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.

### **BOARD POLICY 5: ROLE OF THE BOARD CHAIR**

Trustee Footz presented to the Board the proposed amendments to Board Policy 5: Role of the Board Chair for approval.

**235/2023** | Trustee Boymook moved: That the Board of Trustees approves amendments to Board Policy 5: Role of the Board Chair, as presented.

*CARRIED UNANIMOUSLY*

### **BOARD POLICY 11: BOARD DELEGATION OF AUTHORITY**

Trustee Footz presented to the Board the proposed amendments to Board Policy 11: Board Delegation of Authority for approval.

**236/2023** | Trustee Irwin moved: That the Board of Trustees approves amendments to Board Policy 11: Board Delegation of Authority, as presented.

*CARRIED UNANIMOUSLY*

### **MNP LLP AUDIT REAPPOINTMENT**

Vice-Chair Miller presented to the Board the report to reappoint MNP LLP as auditors for the year ended Aug. 31, 2024.

**237/2023** | Trustee Shotbolt moved: That the Board of Trustees approves the reappointment of MNP LLP auditors for the year ended Aug. 31, 2024.

*CARRIED UNANIMOUSLY*

### **ESTABLISHMENT OF ALTERNATIVE PROGRAM SPORT FOR LIFE**

Acting Superintendent Marshall presented to the Board a recommendation to designate the Sport for Life program as an alternative program.

**238/2023** | Trustee Holowaychuk moved: That the Board of Trustees approves the Sport for Life program at Clover Bar Junior High School be designated an EIPS Alternative Program effective for the 2024-25 school year, as presented.

Trustee Sorochan suggested a friendly amendment to Motion 238/2023 to replace “...effective for the 2024-25 school year,…” which suggests designating it for a one year period, with “..., effective **starting the** 2024-25 school year,…” . Amended motion to read,

“That the Board of Trustees approves the Sport for Life program at Clover Bar Junior High School be designated an EIPS Alternative Program effective starting the 2024-25 school year, as presented.”

Trustee Holowaychuk accepted the amended motion.

Board Chair Allen asked, if there were any disagreements with the amended motion being a friendly amendment? Seeing none, the amendment was accepted.

Board Chair Allen opened the floor for questions.

The Board extended an acknowledgement to the Sport for Life staff who have worked hard to get the program up and running, and the Division for providing choices in public education.

Board Chair Allen raised the question.

**VOTE ON MOTION 238/2023 | CARRIED UNANIMOUSLY**

**239/2023 |** Trustee Irwin moved: That the Board of Trustees approves amendments to Board Policy 18: Alternative Programs, as presented.

*CARRIED UNANIMOUSLY*

## Committee Reports

### **POLICY COMMITTEE**

Trustee Footz presented a report for information from the Policy Committee meeting held on Dec. 5, 2023.

**240/2023 |** Trustee Footz moved: That the Board of Trustees receives for information the report from the Policy Committee meeting held on Dec. 5, 2023.

*CARRIED UNANIMOUSLY*

## Reports for Information

### **LOCALLY DEVELOPED COURSES 2023-24 (SECOND SEMESTER)**

Acting Superintendent Marshall presented to the Board for information the new Locally Developed Courses offered in the second semester of the 2023-24 school year—developing personal value 15, 25 and 25.

The Board noted the program is a great course, which will be offered at Next Step, and should be accessible at more sites. Trustees are looking forward to hearing the outcomes.

Board Chair Allen noted there is much value in Locally Developed Courses--one school division’s work, and all jurisdictions benefit.

**241/2023 |** Trustee Boymook moved: That the Board of Trustees receives for information a report on Locally Developed Courses for the second semester of the 2023-24 school year.

*CARRIED UNANIMOUSLY*



## **BULLYING AWARENESS AND PREVENTION WEEK 2023**

Acting Superintendent Marshall presented to the Board for information the Bullying Awareness and Prevention Week activities.

The Board noted this is ongoing work, and staff do a tremendous amount of work around the topic daily--not just during the mandated week.

A recommendation was made to provide a standardized form to collect the data from schools for next year.

Trustee Boymook made reference to a required amendment to Attachment 1 for Bev Facey Community High's activities.

Trustee Sorochan called Point of Order – the amendment was already made to the report and re-uploaded to the appropriate websites.

**242/2023** | Trustee Irwin moved: That the Board of Trustees receives for information the Bullying Awareness and Prevention Week report.

*CARRIED UNANIMOUSLY*

## **UNAUDITED FINANCIAL REPORT FOR SEPT. 1, 2023 TO NOV. 30, 2023**

Director Lewis presented to the Board for information the Unaudited Financial Report for the first quarter-- Sept. 1, 2023 to Nov. 30, 2023.

**243/2023** | Trustee Shotbolt moved: That the Board of Trustees receives for information the Unaudited Financial Report for the period Sept. 1, 2023 to Nov. 30, 2023, for Elk Island Public Schools.

*CARRIED UNANIMOUSLY*

## **Trustee Notices of Motion and Requests for Information**

No notices of motion or requests for information were presented.

Trustee Footz extended a Merry Christmas, Happy Hanukkah, Blessed Kwanzaa, or whatever path you follow, may you find peace and joy in your association with your family and friends. May there be peace coming to the people of Ukraine, Gaza and anywhere else on this planet.

## **ADJOURNMENT**

Board Chair Allen declared the meeting adjourned at 11:43 a.m.

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Cathy Allen, Board Chair

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Ryan Marshall, Acting Superintendent



# BOARD MEETING MINUTES

January 11, 2024

The special meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, January 11, 2024, 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 4:01 p.m.

## BOARD MEMBERS PRESENT

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

## ADMINISTRATION PRESENT

S. Stoddard, Superintendent  
R. Marshall, Associate Superintendent, Supports for Students  
C. Cole, Secretary-Treasurer  
D. Antymniuk, Division Principal  
C. Cole, Recording Secretary

## CALL TO ORDER

Board Chair Cathy Allen called the meeting to order at 4:01 p.m. with all trustees noted above in attendance.

## TREATY 6 ACKNOWLEDGMENT

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

We recognize our responsibility as Treaty members 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.

Board Chair Allen welcomed all in attendance in person.

## AGENDA

Board Chair Allen called for approval of the Agenda.

001/2024 | Trustee Boymook moved: That the Agenda be adopted, as circulated.

*CARRIED UNANIMOUSLY*

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Cathy Allen, Board Chair

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Sandra Stoddard, Superintendent

## New Business

### ALLOCATION OF GROWTH FUNDS

Superintendent Stoddard presented to the Board for approval a recommendation for allocation of growth funds for the current 2023-24 school year.

002/2024 | Trustee Irwin moved: That the Board of Trustees approve the allocation of growth funds, as presented in Attachment 1.

*CARRIED UNANIMOUSLY*

### ADJOURNMENT

Board Chair Allen declared the meeting adjourned at 4:07 p.m.

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Cathy Allen, Board Chair

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Sandra Stoddard, Superintendent



# RECOMMENDATION REPORT

**DATE:** Jan. 25, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** Three-Year Strathcona County Engagement: French Immersion and senior high enrolment

**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

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## RECOMMENDATION:

That the Board of Trustees approves the following recommendation to address anticipated enrolment pressures in Ardrossan, enhance French Immersion program retention and balance senior high enrolment in Sherwood Park:

- relocate EIPS' senior high French Immersion program, grades 10-12, to Salisbury Composite High—effective when the new Sherwood Park replacement school opens, expected in the 2026-27 school year;
- adjust Strathcona County's senior high attendance boundaries for Lakeland Ridge to be redesignated to Bev Facey Community High—effective when the new Sherwood Park replacement school opens, expected in the 2026-27 school year; and
- adjust the French Immersion junior high attendance boundaries for Cambrian Crossing, to be redesignated to Sherwood Heights Junior High —effective in the 2024-25 school year.

## BACKGROUND:

Elk Island Public Schools (EIPS) is in year three of a three-year public engagement plan 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, grades 7-12.

As background, EIPS' French Immersion program is offered from kindergarten to Grade 12 with the goal of preparing functionally bilingual students with high proficiency in English and French. All students enrolled in French Immersion complete Alberta Education's curriculum—language arts and literacy, math, science, social studies, physical education, music, health and art are taught in French, and the regular English language arts are taught in English. EIPS schools currently offering the program include:

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

In 2019, EIPS identified enrolment pressures at École Campbelltown, and 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 Heritage Hills Elementary could accommodate a dual-track elementary program—regular English and French Immersion program—with space available to accommodate two French Immersion classes per grade. Establishing an additional French Immersion site provided growth opportunity for the French Immersion program as a whole and guaranteed all families in Sherwood Park, who wanted 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. All students west of Clover Bar Road were designated to École Campbelltown.

Then, in 2021-22, EIPS identified additional areas of concern for the program's long-term planning:

- Balancing elementary French Immersion enrolment;
- French Immersion program retention at the secondary level; and
- anticipated enrolment pressures in Ardrossan.

In terms of balancing elementary enrolment, 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.

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 with 130 students in the 2013-14 school year. By Grade 6, the cohort dropped to 123 students, in 2019. By Grade 7, there were 102 students; by Grade 9, there were 85 students; and now, there are just 50 as of fall 2023. So, of the 130 students who started in 2013, only 38 per cent remain in the program (see pg. 233, Attachment 1, "Engagement Summary").

With several new residential developments underway, the Division expects significant enrolment pressures at Ardrossan Elementary and Ardrossan Junior Senior High in the near future. EIPS can manage Ardrossan Elementary's enrolment pressures through modular classroom planning. It can't manage Ardrossan Junior Senior's growth through modular classrooms with the current programming and grade configuration. That's because too many modular classrooms are needed, creating significant challenges within the core building.

To address the concerns, the Division did significant work exploring and engaging stakeholders on how best to enhance program retention, balance elementary enrolment and address student capacity pressures in Ardrossan. Four phases of public engagement were conducted with the school community—with families, students, and community members.

1. Pre-engagement phase: A French Immersion Parent Survey, 2017-18
2. Phase 1: Exploring values and needs, fall 2022
3. Phase 2: Information gathering, winter 2023
4. Phase 3: Possible options, spring and summer 2023
5. Phase 4: The solution, fall and winter 2023-24

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.

Phase 1 examined program values and needs. Phase 2 focused on the Division's concerns, stakeholders' concerns and what the solution should consider. The Division used the feedback from these to develop a new vision and guiding principles for the French Immersion program and inform Phase 3—exploring a solution. For Phase 3: Part 1, stakeholders explored one possible solution. Meanwhile, Phase 3: Part 2 asked stakeholders to provide input on three solutions.

The stakeholders for Phase 1, Phase 2 and Phase 3: Part 1 included all French Immersion staff, families and community members. Meanwhile, for Phase 3: Part 2, EIPS expanded stakeholders to include all Division families and staff within Strathcona County. Expanding the engagement offered even more insight into how the possible solutions could 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, Sector 4 – Lamont County, and non-resident students, with more than 2,500 touchpoints with the community. For more information about each engagement phase, see Attachment 1, "Engagement Summary".

After consulting about the possible options, in October 2023, EIPS developed an initial recommendation report for the Board to review regarding EIPS' secondary French Immersion program. At that time, EIPS administration felt the recommendation was the best solution to address enrolment pressures in Ardrossan and improve secondary French Immersion retention. The recommendation: To relocate 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.

Given the information at the time, the recommendation made the most sense as it addressed growth and retention concerns, supported the French Immersion vision and guiding principles, was financially sustainable, best aligned with the feedback heard and allowed for robust French Immersion programming.

However, shortly after posting the recommendation, additional programming information became available. Bev Facey staff shared new concerns about the negative impact of a grade reconfiguration on its career and technology studies offerings. They also were concerned, given the history and strong culture of two high schools in Sherwood Park, there would be little acceptance from the community of a junior-senior high school—resulting in an unintended consequence of lower high school enrolment at Bev Facey. Lastly, staff at Bev Facey raised the concern about the school’s attendance boundary and emphasized to balance the enrolment of the two Sherwood Park senior highs the regular English boundaries should be reviewed. School families also submitted emails expressing concerns about moving the junior high French Immersion programs. As well, administration learned that while modular classrooms could not address the current expected enrolment growth at Ardrossan Junior Senior High, an option not explored by the previous administration, was if modulars could be a solution if the French Immersion program at Ardrossan Junior Senior High was reconfigured for just grades 7-9.

With the promise to always make decisions in the best interest of students, EIPS administration met to discuss the new information. Unanimously, they agreed more time was needed to systematically explore if there was a better solution—one that:

- addresses the student capacity issues in Ardrossan;
- enhances French Immersion retention;
- supports the vision and guiding principles;
- ensures financial sustainability;
- aligns with the feedback heard;
- allows for robust French Immersion programming;
- enables program growth into the future; and

The Board agreed and approved tabling the initial recommendation to allow EIPS administration the needed time to ensure the best possible solution.

As a result, the Superintendent removed the Recommendation Report from the October public Board meeting to allow more time to explore the new information. As such, the Planning department was tasked to explore other potential solutions that had not been considered, ensuring it aligned with:

- stakeholder feedback, including the Sherwood Park value scoping session held in fall 2020;
- relevant background information about school culture, programming, trends, facts and figures, enrolment projections, attendance boundaries and available infrastructure;
- enhancing program retention, and
- balancing the senior high enrolment between Bev Facey and Salisbury Composite High.

As background about balancing senior high enrolment, there is a significant imbalance between the youth population designated to Salisbury Composite High and Bev Facey Community High. Four junior high schools feed into Salisbury Composite High—Clover Bar Junior High, Fultonvale Elementary Junior High, Lakeland Ridge and Sherwood Heights Junior High. In contrast, only two junior high schools feed into Bev Facey Community High—F.R. Haythorne Junior High and Fultonvale Elementary Junior High. To put this in perspective, in 2022, there were 12,100 youth, ages 1-17, residing within Salisbury’s attendance boundary, and 4,930 residing within the Bev Facey attendance boundary. Similarly, in 2022, there were fewer births within the Bev Facey attendance

boundary, 167, than within the Salisbury attendance boundary, 501. Meaning Bev Facey will continue struggling with a low utilization rate if its attendance boundary isn't adjusted.

*NOTE:* Currently, Fultonvale Elementary Junior High feeds into Ardrossan Junior Senior High, Bev Facey Community High and Salisbury Composite High for senior high programming.

In fall 2020, EIPS hosted a Sherwood Park value scoping session. At the session, Salisbury's low utilization rate was identified as an area that needs attention if the Division is to receive provincial funding approval for new infrastructure. To address this, the Division relocated its Next Step Sherwood Park outreach program to the Salisbury Composite High building in fall 2021. The move allows EIPS to exempt the outreach space from Salisbury's overall instructional area. In fact, in 2022-23, EIPS completed an instructional-area review of the school, which indicated Salisbury's net capacity is now 1,800 students—down from 1,978 in 2020-21. As a result, Salisbury's utilization rate increased significantly, up to 82 per cent from 62 per cent in 2020-21. Comparatively, EIPS also completed an instructional-area review for Bev Facey Community High. Its overall net capacity is 1,618 students—that too is down from 1,649 in 2020-21. However, unlike Salisbury, Bev Facey's utilization rate is down to 67 per cent, from 69 per cent in 2020-21. Alberta Education considers a school fully utilized when 100 per cent of the instructional area is being used. However, additional infrastructure may be considered when a school reaches a utilization rate of 85 per cent and there is no available space in nearby facilities.

## CURRENT STATE

As previously noted, developing a solution to balance the senior high enrolment within Sherwood Park is inherently interconnected with the French Immersion solution. So, in developing a solution, administration took a system-wide approach. It revisited stakeholder feedback from the French Immersion engagement and the Sherwood Park value scoping session. It also explored all available background information, trends, facts and figures. It considered the culture and history of both senior high schools in Sherwood Park. It conducted detailed enrolment projections, reassessed attendance boundaries and reviewed available infrastructure. It also conducted working-group meetings with principals and staff. Through this collective effort, administration has developed a solution that it believes is the best solution to right-size both Sherwood Park senior high schools.

With the new information, EIPS went back to look at possible solutions. In total, five options were identified and explored (see Attachment 2 "Overview of Explored Options").

*The first, Option A,* looked at relocating the senior high French Immersion program to Bev Facey Community High, grades 10-12—retaining K-9 French Immersion programming at the new replacement school and grades 7-9 French Immersion programming at Ardrossan Junior Senior High. In this option, the overall enrolment projections for Salisbury Composite High and Bev Facey Community High were appropriate. Still, the in-boundary youth population at Bev Facey remained low—a possible challenge to long-term sustainability.

*The second, Option B,* was similar to Option A but also adjusted the senior high attendance boundaries—designating students living within Lakeland Ridge's junior high attendance boundary to Bev Facey Community High from Salisbury Composite High, for grades 10-12. The intent was to better balance the number of in-boundary youth at the two senior highs. In this scenario, the number of in-boundary youth at Bev Facey increased. But the overall enrolment projection for the school was near 100 per cent capacity. As a result, by 2026-27, Bev Facey would have an enrolment of approximately 1,500 students—up by more than 500 students who attend in 2023-24. In contrast, Salisbury would have an enrolment of approximately 1,200 students—that's down by more than 200 who attend the school in 2023-24.



*The third, Option C,* was similar to Option B, except it explored designating regular English and French Immersion students living within Sherwood Heights Junior Heights attendance boundary to Bev Facey Community High. Administration explored this option as a way to keep school communities together. The addition of the Sherwood Heights attendance boundary oversubscribes Bev Facey.

*The fourth, Option D,* looked at designating the senior high French Immersion program, grades 10-12, to Salisbury Composite High and adjusting the senior high attendance boundaries by designating students living within Lakeland Ridge’s junior high attendance boundary to Bev Facey Community High, for grades 10-12. The option keeps the replacement school’s regular English and French Immersion students together when they transition to Salisbury Composite High. The scenario increases Bev Facey’s in-boundary youth. In fact, by 2026-27, Bev Facey would have an enrolment of approximately 1,300 students—up by more than 300 who attend the school in 2023-24. Similarly, it gives Salisbury Composite High an enrolment of approximately 1,400 students—a similar number to how many attend in 2023-24.

*The fifth, Option E,* is similar to Option D, except in addition to redesignating the Lakeland Ridge junior high attendance boundary to Bev Facey Community High, it also included redesignating students living in Summerwood, Summerwood North and Lakeland Village to Bev Facey. The scenario increases Bev Facey’s in-boundary youth population. The overall enrolment is anticipated to be 1,375 students by 2026-27—up by more than 375 students from those attending in 2023-24. For Salisbury, it decreases its enrolment to approximately 1,225 students, about 175 fewer than those attending in 2023-24.

## RECOMMENDATION

After an exhaustive review of all the stakeholder feedback, background information, trends, facts and figures, enrolment projections, attendance boundaries, available infrastructure, and input from working-group meetings with principals and staff, EIPS administration has developed a recommendation for the Board to review regarding how best to address EIPS’ secondary French Immersion program, grades 7-12, and senior high enrolment concerns in Sherwood Park. The recommendation:

- To relocate EIPS’ senior high French Immersion program, grades 10-12, to Salisbury Composite High—effective when the Sherwood Park replacement school opens;
- adjust Strathcona County’s senior high attendance boundaries by redesignating students residing in Lakeland Ridge’s junior attendance area to Bev Facey Community High for grades 10-12—effective when the Sherwood Park replacement school opens; and
- adjust the junior high French Immersion attendance boundaries by redesignating students residing in Cambrian Crossing to the new replacement school in Sherwood Park—effective in the 2024-25 school year.

*NOTE:* The change doesn’t impact students, as no French Immersion students live in Cambrian Crossing.

## Recommendation Highlights:

### **Ardrossan Junior High (grades 7-12) –**

- dual-track junior high programming—regular English and French Immersion, grades 7-9
- single-track senior high regular English programming, grades 10-12
- adjusted junior high French Immersion attendance boundary by redesignating students living within Cambrian Crossing to Sherwood Heights Junior High—taking effect in the 2024-25 school year.
- transportation ride time for students travelling to Ardrossan Junior Senior High from Fort Saskatchewan would remain similar to current ride times for families attending Ardrossan Junior Senior High for French Immersion programming.

## **The new replacement school in Sherwood Park (K-9) –**

- dual-track junior high programming—regular English and French Immersion, grades 7-9
- single-track elementary French Immersion, K-6

## **Salisbury Composite High (grades 10-12) –**

- dual-track senior high programming—regular English and French Immersion, grades 10-12.
- transportation ride times for students travelling from Fort Saskatchewan to Salisbury Composite High are expected to be shorter than current ride times to Ardrossan Junior Senior High. For Ardrossan area students, ride times will increase.
- adjust its regular English senior high attendance boundary by redesignating students living within Lakeland Ridge’s junior high attendance boundary to Bev Facey Community High, for grades 10-12.

## **Bev Facey Community High (grades 10-12) –**

- single-track senior high programming—regular English, grades 10-12.
- expand the attendance boundary to include all students living within Lakeland Ridge’s junior high attendance area for grades 10-12.

*NOTE:* For more information about the current and proposed adjusted attendance boundaries—French Immersion and senior high see Attachment 3, “Current and Proposed Attendance Boundary Maps”

## **Rationale**

While the recommendation is different from the original recommendation, posted in October 2023, EIPS administration believes this revised recommendation serves students best.

Specifically, the recommendation works because:

- It ensures most alternative and specialized programs offered at the schools can remain unchanged, so the least number of students possible are impacted.
  - It supports the anticipated enrolment pressures at Ardrossan Junior Senior High—enrolment projections suggest the school’s net capacities will remain under 100 per cent utilized until at least the 2036-37 school year (see Attachment 4, “Proposed Solution - Enrolment Projections”).
  - It addresses students going to a school closest to where the majority resides.
  - It balances senior high enrolment within Sherwood Park—adding 2,995 youth, ages 1-17, and 100-plus projected annual births to Bev Facey’s attendance area. The result: A youth population within Bev Facey’s attendance area totalling 7,925, and within Salisbury’s, 9,105. That, in turn, translates to Salisbury’s projected utilization rate at 81 per cent in 2026 and 89 per cent in 2037, and Bev Facey’s projected utilization rate at 87 per cent in 2026 and 83 per cent by 2037 (see Attachment 4, “Proposed Solution - Enrolment Projections”).
  - It addresses program retention by supporting transitions by aligning the French Immersion program, as best it can, with the regular English program feeder school framework and keeping students in their community as long as possible by maintaining the current junior high sites.
  - It enables robust programming—regular English and French Immersion—which ensures schools offer depth and breadth of programming, multiple choices in subject offerings and extracurricular activities.
  - It honours stakeholder feedback—the French Immersion engagement, the Sherwood Park value scoping session, and working-group meetings.
  - It’s sustainable into the future. Enrolment projections suggest all impacted schools have the available student capacity—until 2036-37. After this time, it’s possible EIPS may require additional infrastructure.
- NOTE:* Based on the rate and pace of housing not exceeding the projection assumptions.

- Ride times will be reduced for students who reside in Sherwood Park, comparable to students who reside in Fort Saskatchewan, and will increase for senior high students who reside in the Ardrossan area.

In the effort to ensure full transparency, there are two areas the recommended solution does not address:

- With three secondary French Immersion school-site locations, the recommended solution doesn't reduce school transitions for all students in French Immersion. However, the recommended solution better supports transitions by aligning the French Immersion program, as best it can, with the regular English program feeder school framework and keeping students in their community as long as possible by maintaining the current French Immersion junior high sites. Where it falls short is transitions for Fort Saskatchewan-based students, who have three school transitions, in three communities. Unfortunately, there is simply no capacity in the city to accommodate a junior high French Immersion program. No matter what scenario, there won't be capacity until the province approves a new school. As such, EIPS revised the French Immersion guiding principles to reflect this (see Attachment 5, "Vision and Guiding Principles").
- With three secondary French Immersion school-site locations, instead of just one, the recommended solution doesn't strengthen continuity in teaching and learning, grades 7-12. That said, EIPS has created a French Immersion consultant position, with a focus on the continuity of teaching and learning. That being said, it also keeps it status quo for Fort Saskatchewan-based and Ardrossan-based students.

## Considerations

Administration will monitor student capacity at all impacted schools, and, where possible, boundaries will remain open to allow students to attend a school of choice. Annually, administration will make decisions about each school's boundary based on the optimal enrolment limit. When a school is closed, the Sibling Clause and Grandfathering Clause can apply to all affected students. For the 2024-25 school year, Ardrossan Elementary, Ardrossan Junior Senior High, and École Parc Élémentaire have closed boundaries (see Attachment 6, "Optimal Enrolment Limits and Boundary Status 2024-25").

### **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. It will also engage with stakeholders to develop transition plans and information sessions to ensure students, staff and school families are informed and well-supported (see below, "Implementation Plan").

## Implementation Plan

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

### **2023-24**

- Once the Board makes a final decision about the secondary French Immersion program and balancing senior high enrolment, EIPS will inform all impacted stakeholders about the Board's decision—by email, which will also include any related background information and questions and answers.
- In spring 2024, EIPS will meet with impacted staff to discuss the solution in detail and answer questions.

### **2024-25**

- In fall 2024, administration will engage the school community about the solution to develop a transition plan to ensure all students are supported and well-positioned to achieve success.

## *2025-26*

- Continue to engage families and staff on the transition—well in advance of the Returning Student Registration Process for the 2026-27 school year.

## *2026-27*

- Continue to communicate with families and staff about information related to the opening of the Sherwood Park replacement school and the transition plan.

## **ATTACHMENT(S):**

1. Engagement Summary
2. Overview of Explored Options
3. Current and Proposed Attendance Boundary Maps
4. Proposed Solution - Enrolment Projections
5. Vision and Guiding Principles
6. Optimal Enrolment Limits and Boundary Status 2024-25

CC:

# French Immersion Public Engagement Summary



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LAST UPDATED: October 2023



# Pre- Engagement

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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.

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**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:

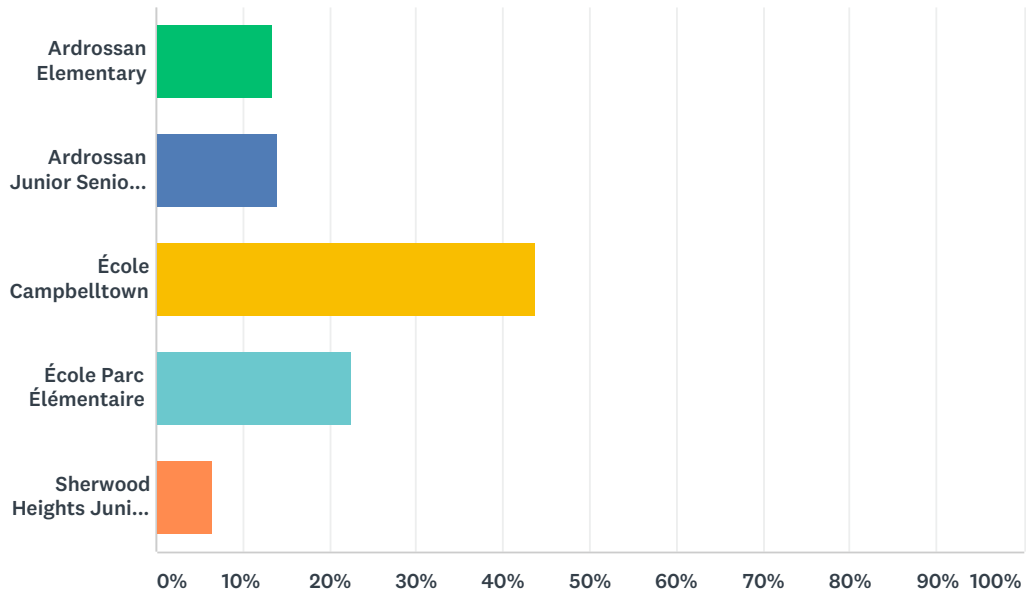
- Teachers and administrators were a great support in enhancing parent involvement -translating, providing resources and links, meetings, intervention support, etc
- Knowing French or having friends/family who knew French was a benefit
- Use of technology- google translate, apps, internet etc. was required

- 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.

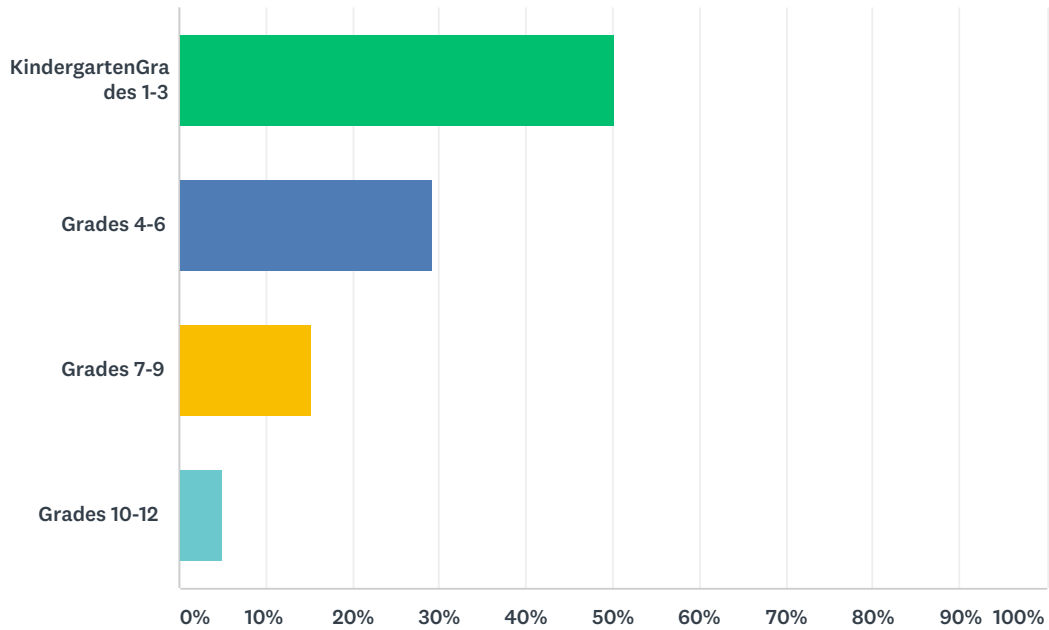
Answered: 293 Skipped: 0



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
<b>TOTAL</b>		<b>293</b>

## Q2 Please indicate your child's grade.

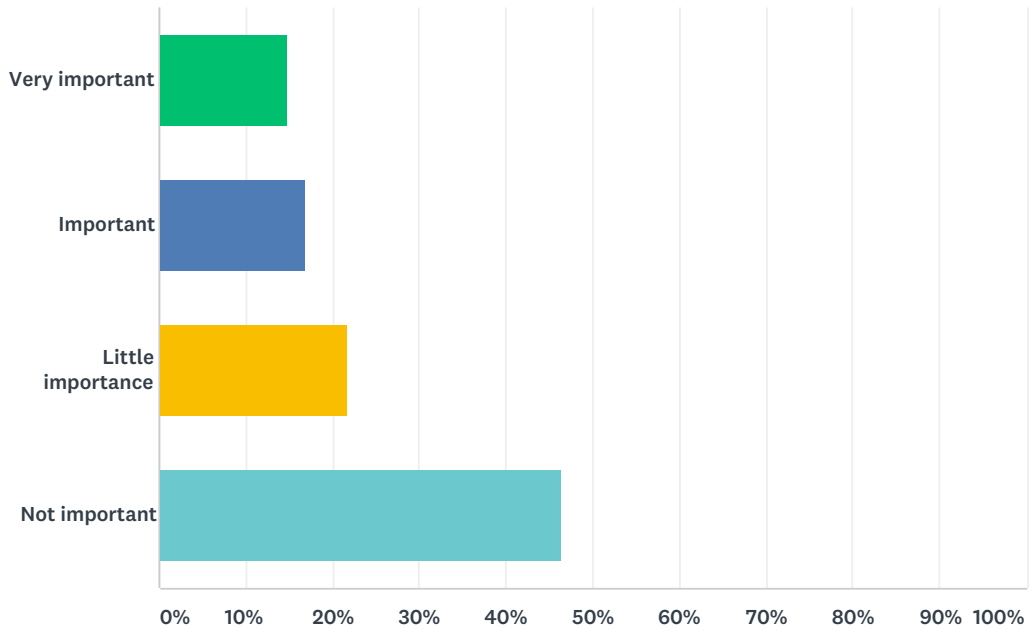
Answered: 293 Skipped: 0



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

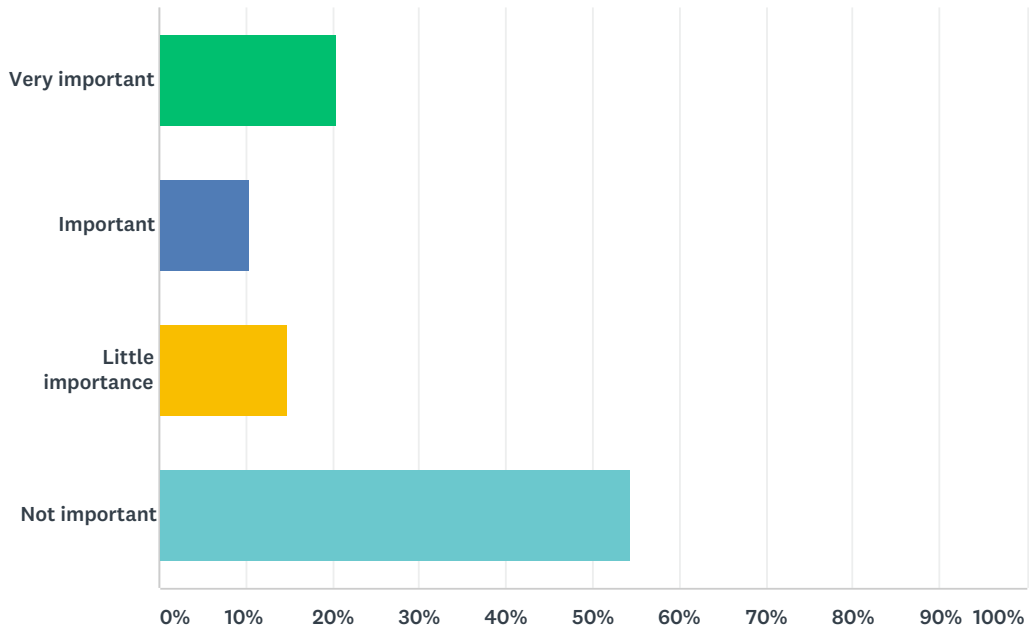
Answered: 289 Skipped: 4



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

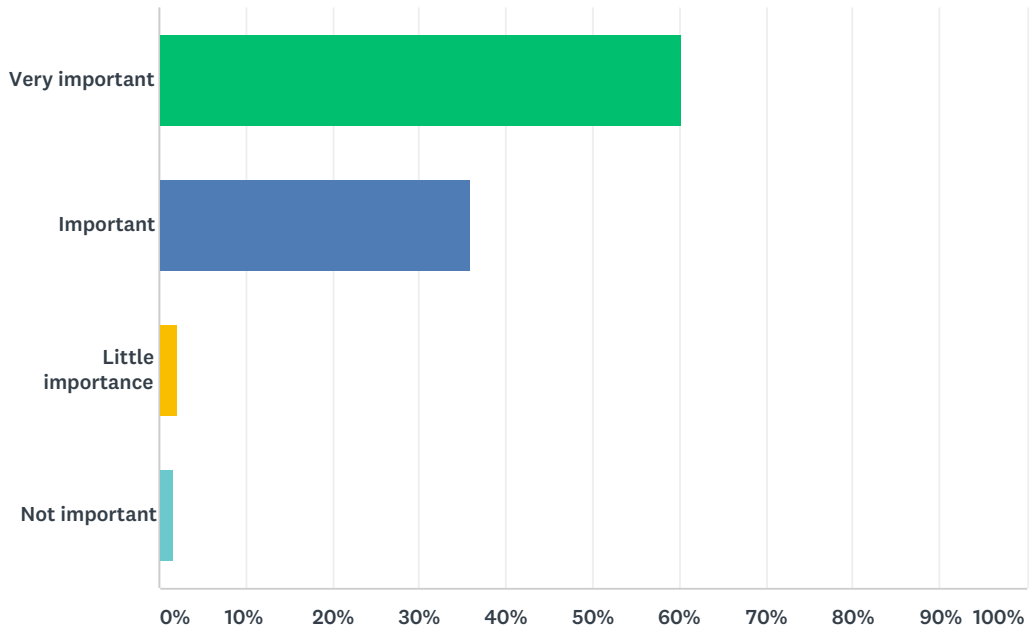
Answered: 289 Skipped: 4



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

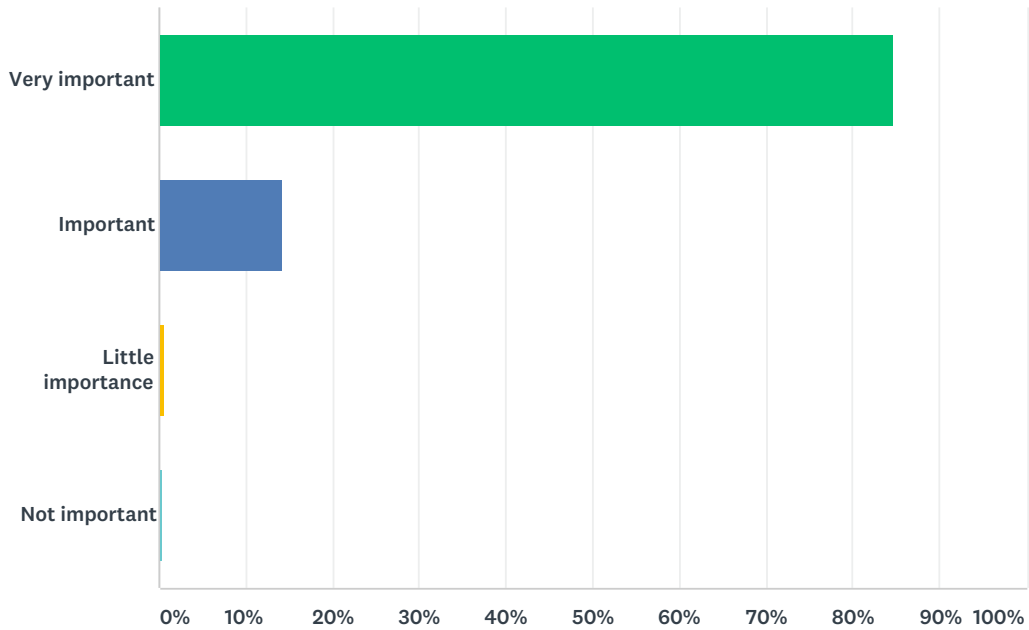


ANSWER CHOICES	RESPONSES	
Very important	60.21%	174
Important	35.99%	104
Little importance	2.08%	6
Not important	1.73%	5
TOTAL		289



## Q6 The advantages of speaking two languages

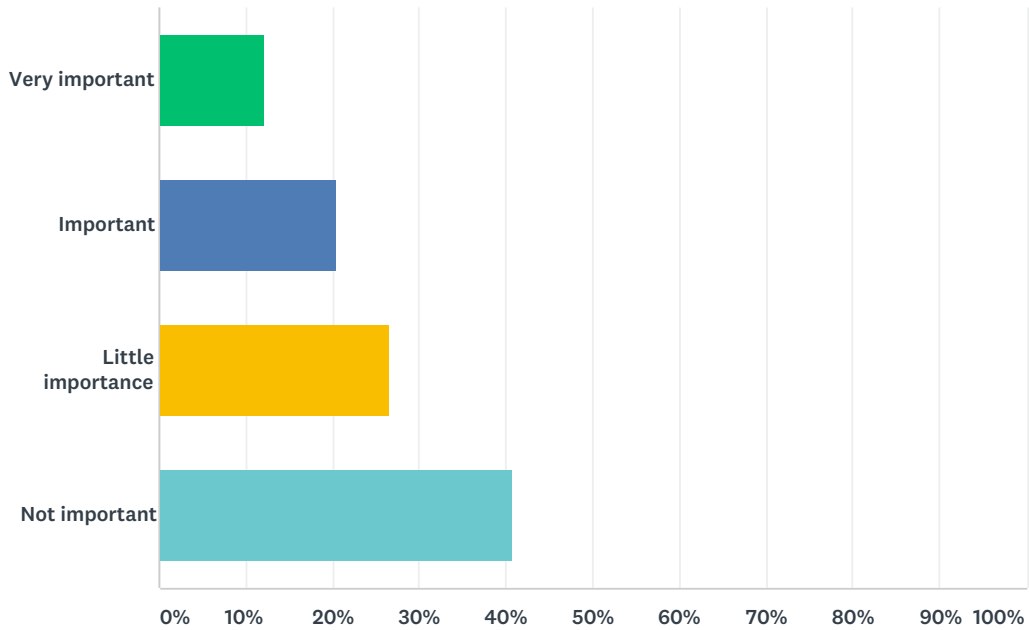
Answered: 289 Skipped: 4



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

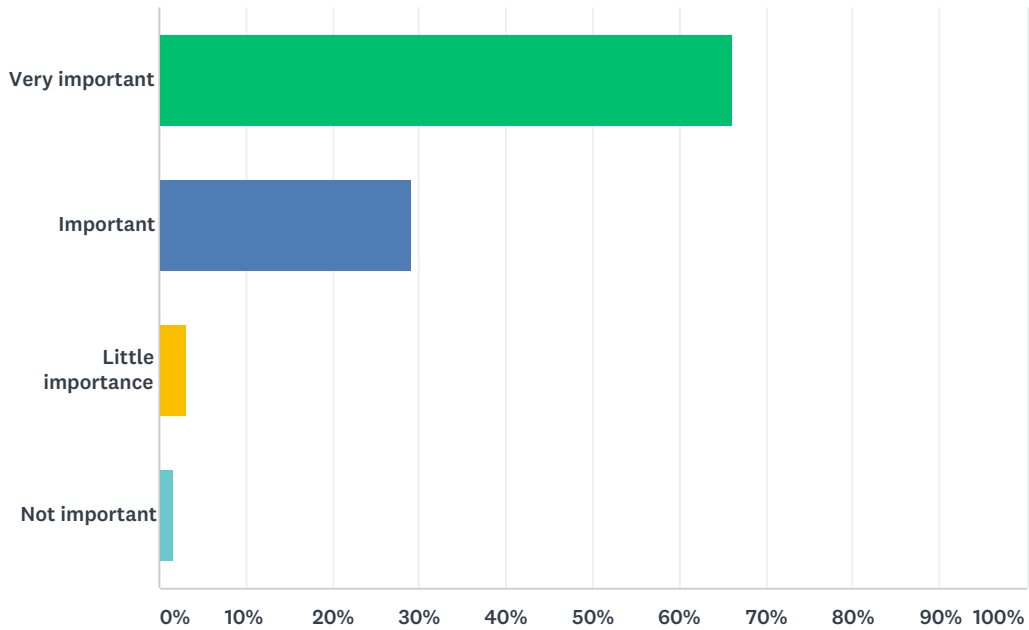
Answered: 289 Skipped: 4



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

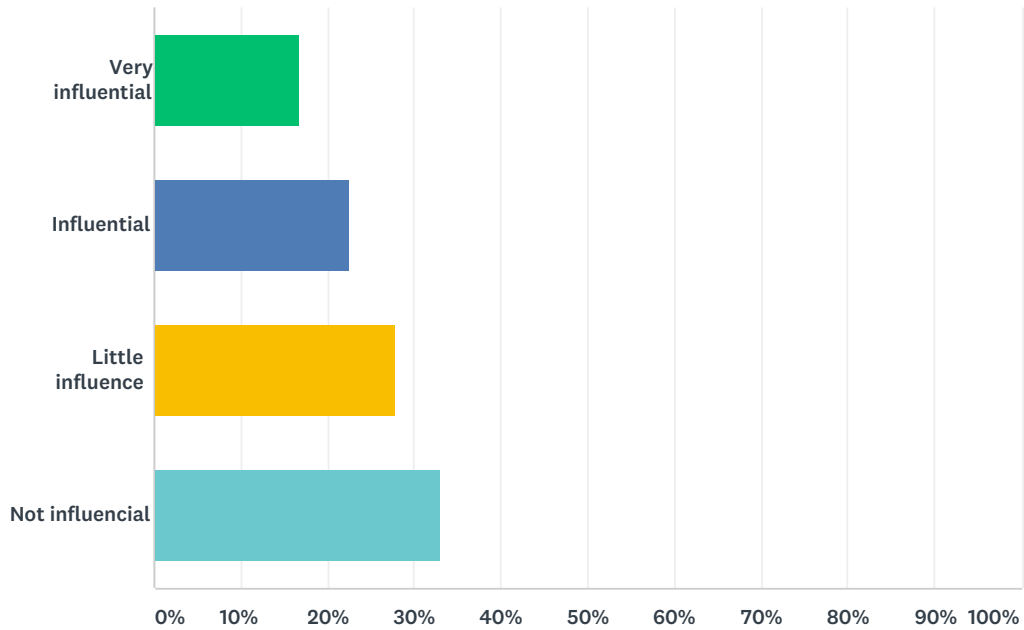
#	RESPONSES	DATE
1	Feel my child could use a bit of a change to keep him engaged.	3/21/2018 11:50 AM
2	learning more than 1 language, we feel, makes it easier to learn a 3rd or 4th language in the future.	3/21/2018 11:11 AM
3	We are from a francophone country	3/21/2018 12:29 AM
4	Raised in Quebec and 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

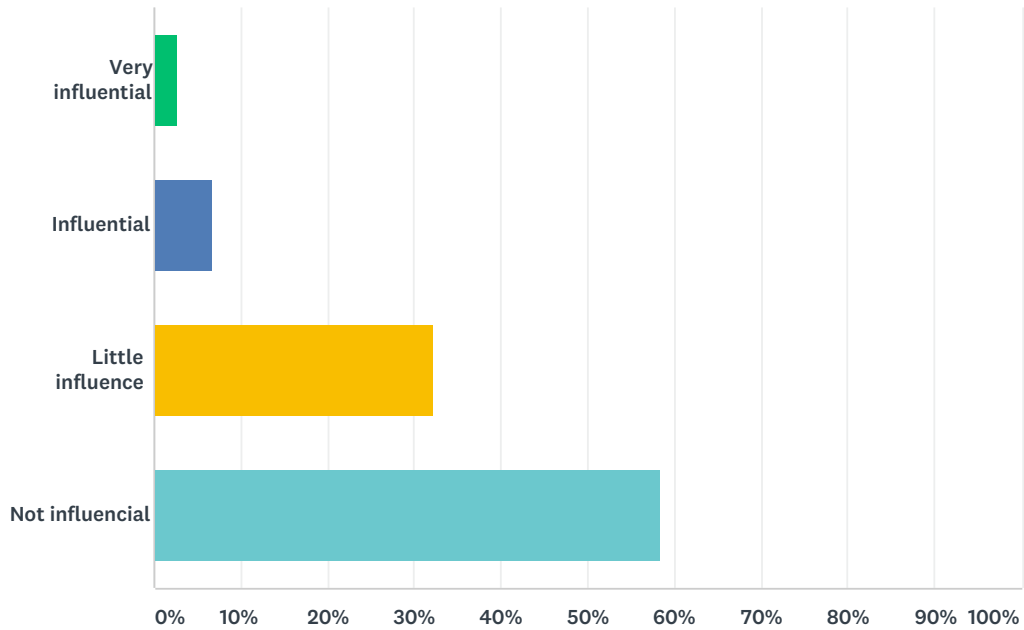
Answered: 288 Skipped: 5



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

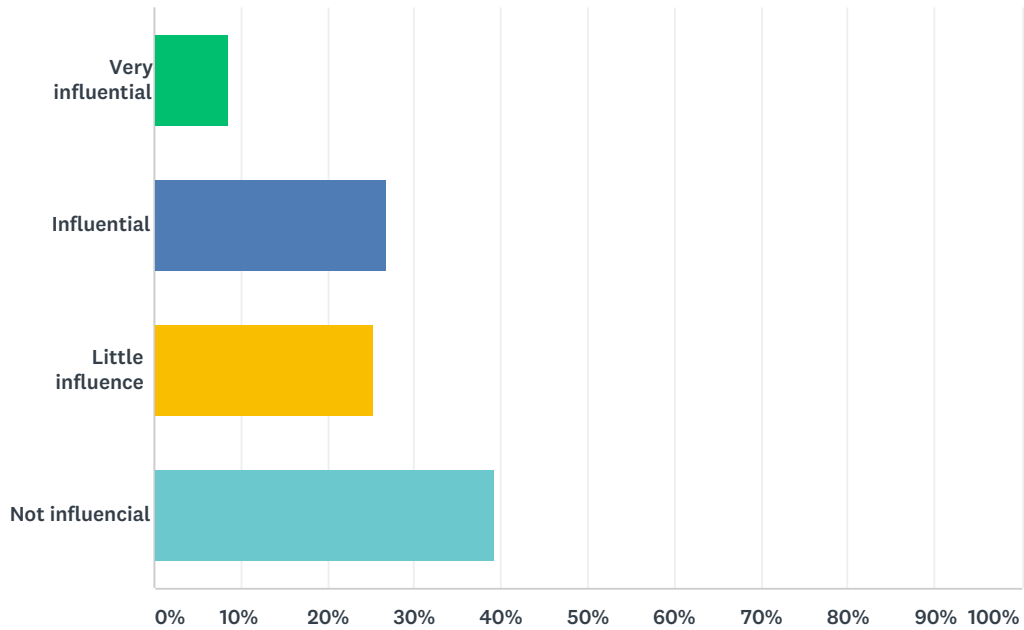
Answered: 288 Skipped: 5



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

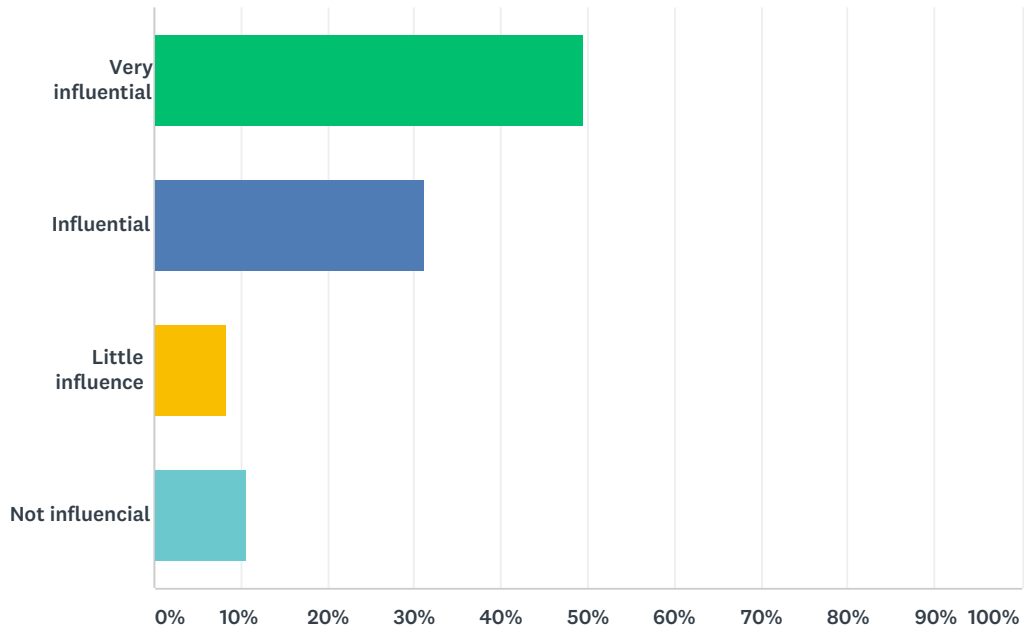


ANSWER CHOICES	RESPONSES	
Very influential	8.68%	25
Influential	26.74%	77
Little influence	25.35%	73
Not influential	39.24%	113
TOTAL		288



## 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

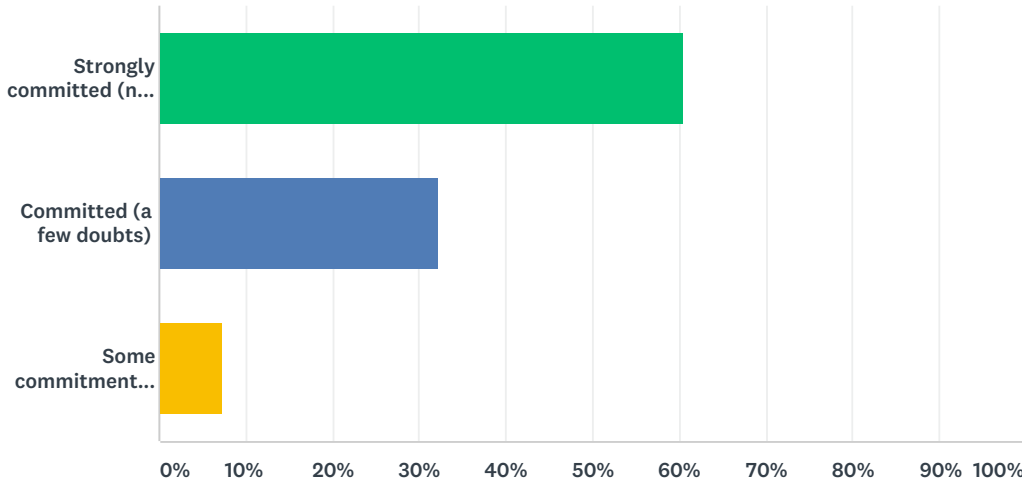
#	RESPONSES	DATE
1	As an employee of the federal government the importance was viewed. Travel also highlights the benefit of more languages.	3/22/2018 9:53 PM
2	My own perceived benefits and appreciation for multilingualism.	3/20/2018 11:04 PM
3	My own experience	3/20/2018 12:53 PM
4	I personally wanted 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.

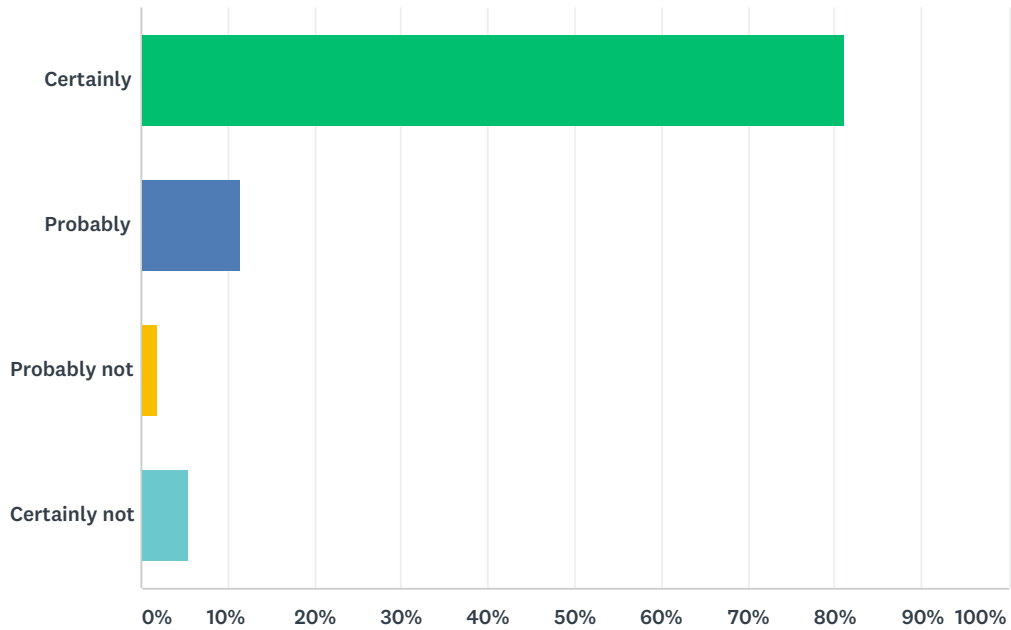
Answered: 288 Skipped: 5



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?

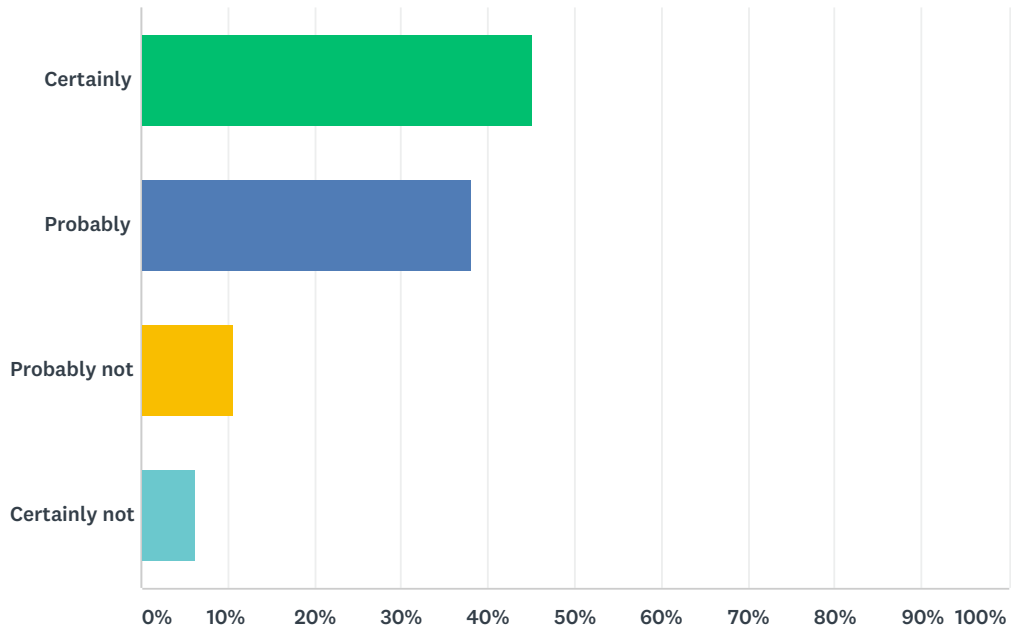
Answered: 112 Skipped: 181



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?

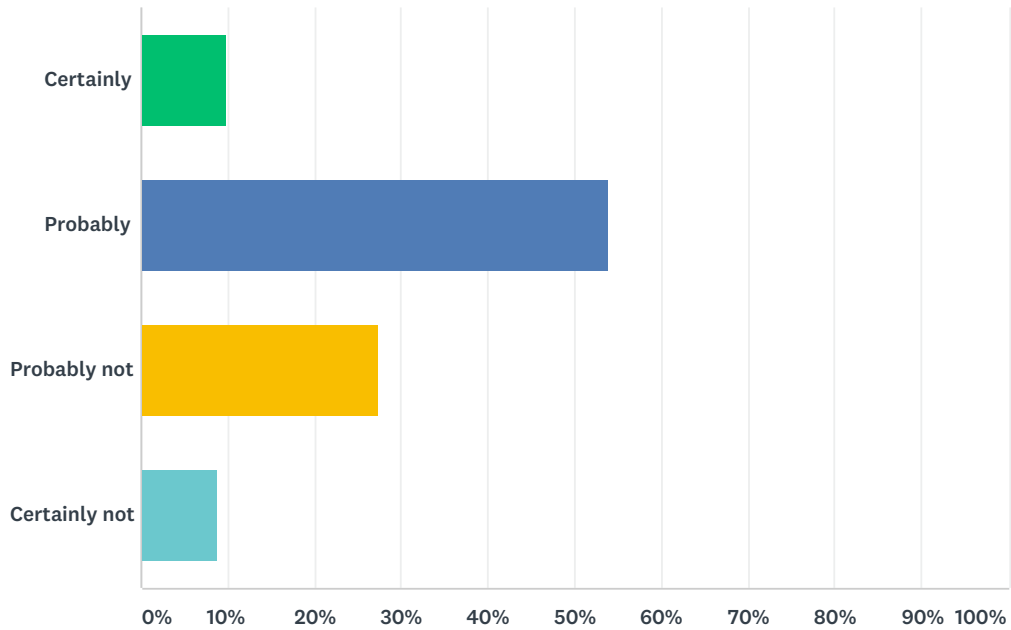
Answered: 113 Skipped: 180



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 communtheir 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 bev facey nor Salisbury. Ardrosson 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 versa ....good 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

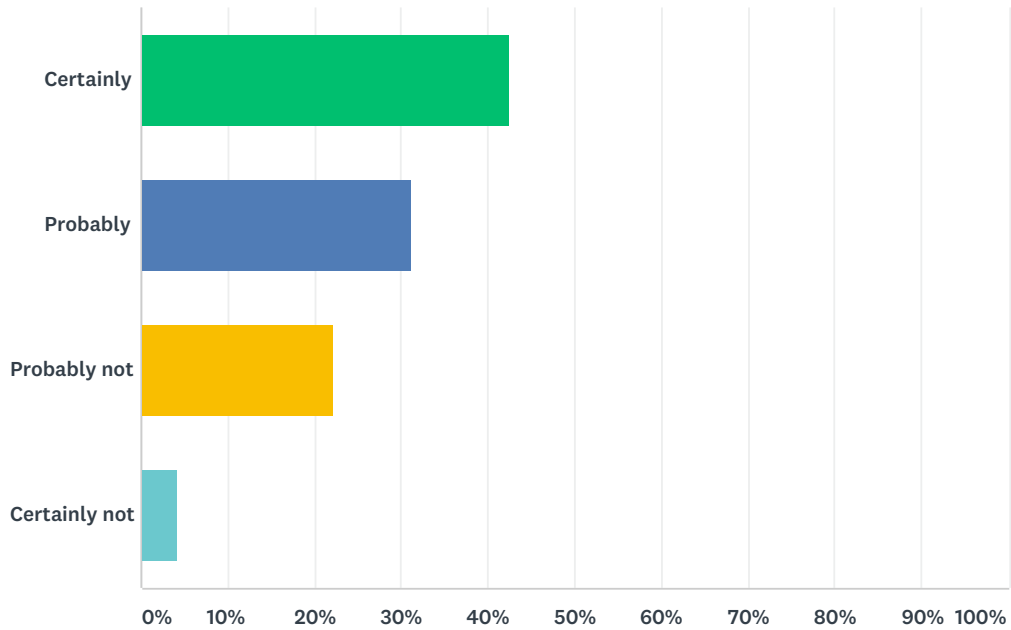
53	We are waiting to see how he continues to progress. We've heard from many families that the struggle gets more difficult - especially for families who don't speak French in the home.	3/5/2018 10:45 PM
54	Without a junior high or high school French immersion program in Fort Saskatchewan its highly 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

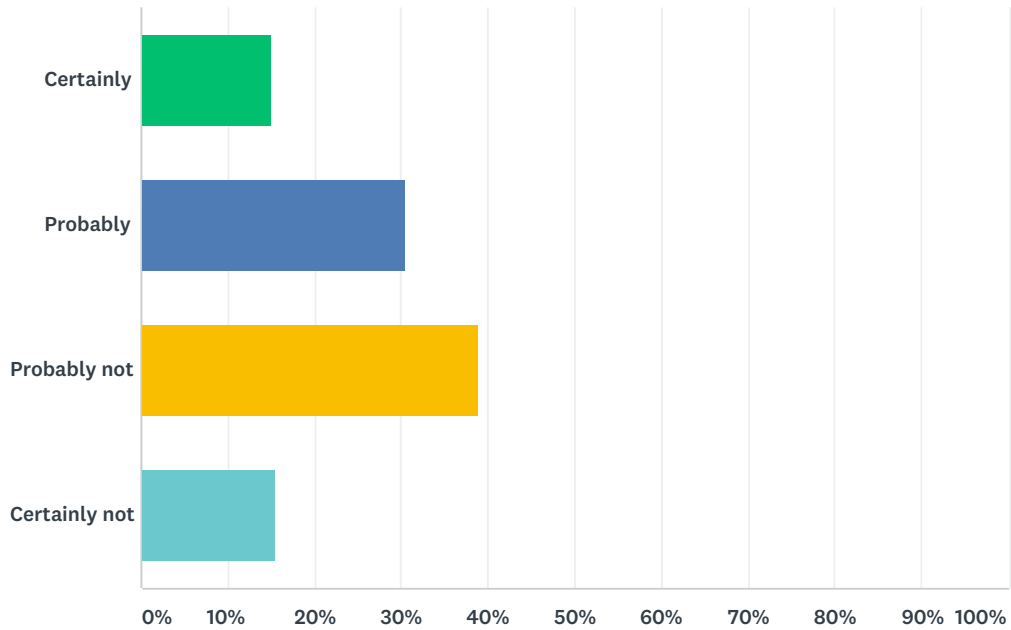
Answered: 285 Skipped: 8



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

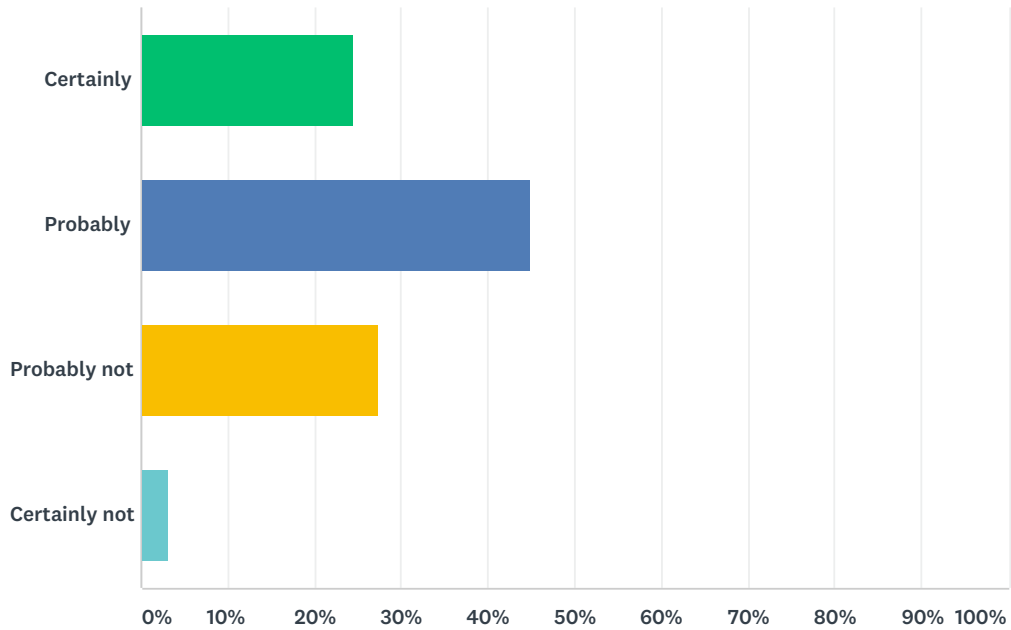
Answered: 285 Skipped: 8



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

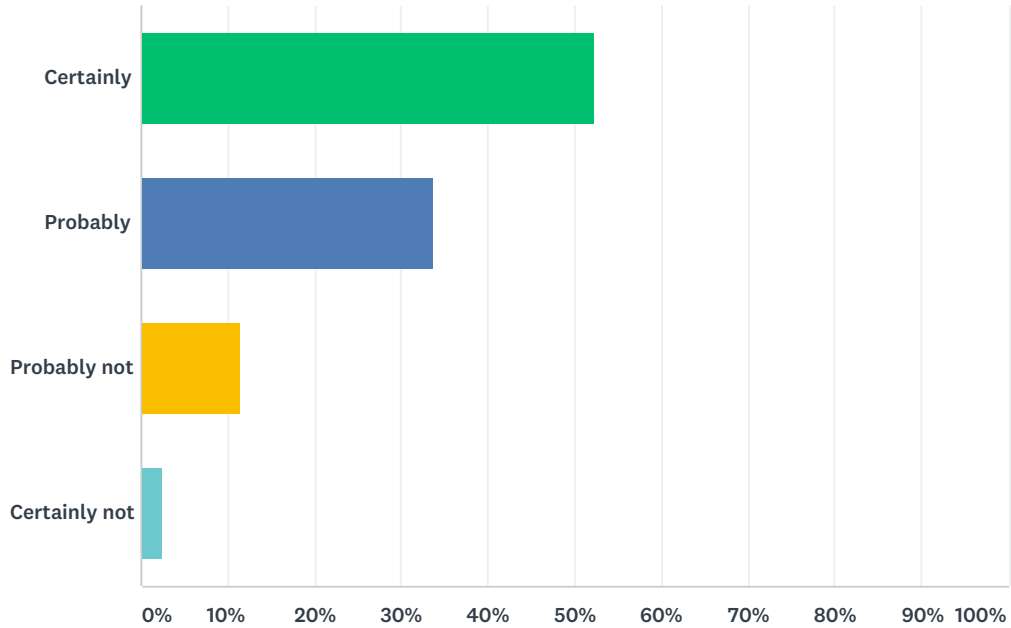
Answered: 285 Skipped: 8



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

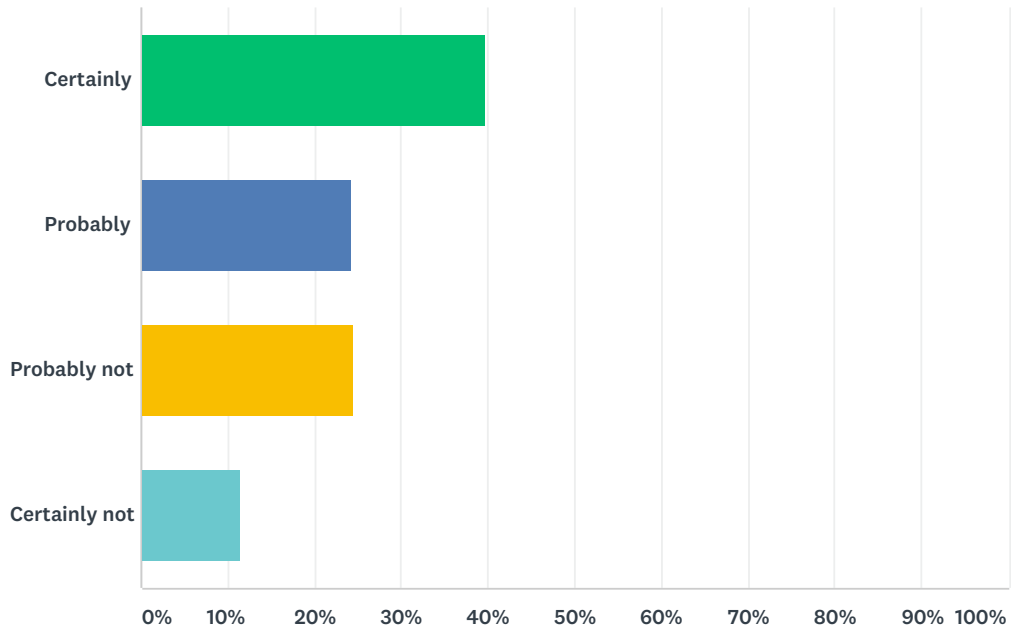


ANSWER CHOICES	RESPONSES	
Certainly	52.28%	149
Probably	33.68%	96
Probably not	11.58%	33
Certainly not	2.46%	7
TOTAL		285



## Q24 Location of the school offering French immersion programming

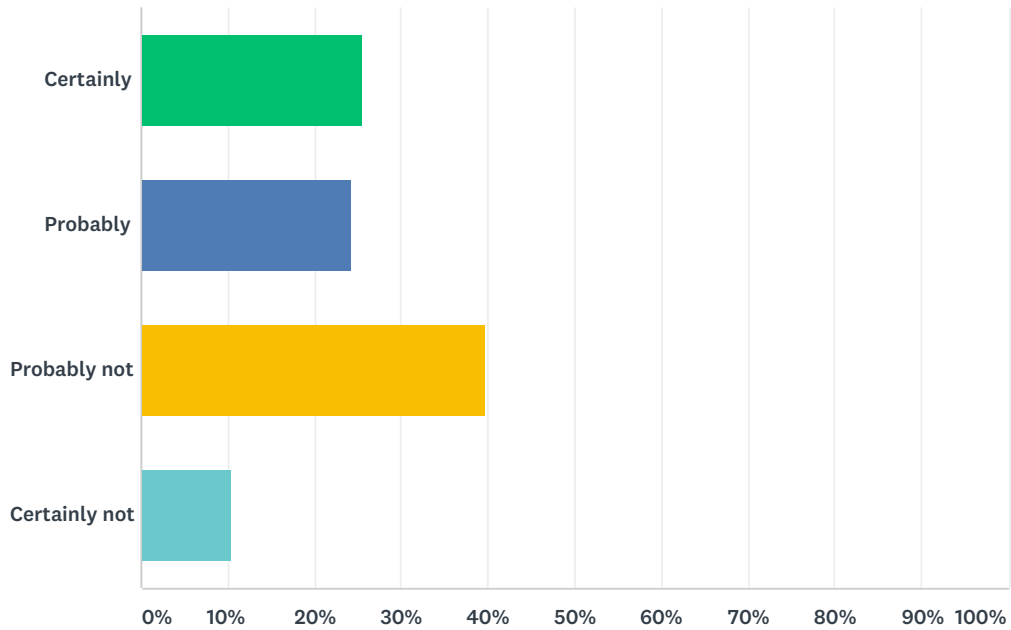
Answered: 285 Skipped: 8



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

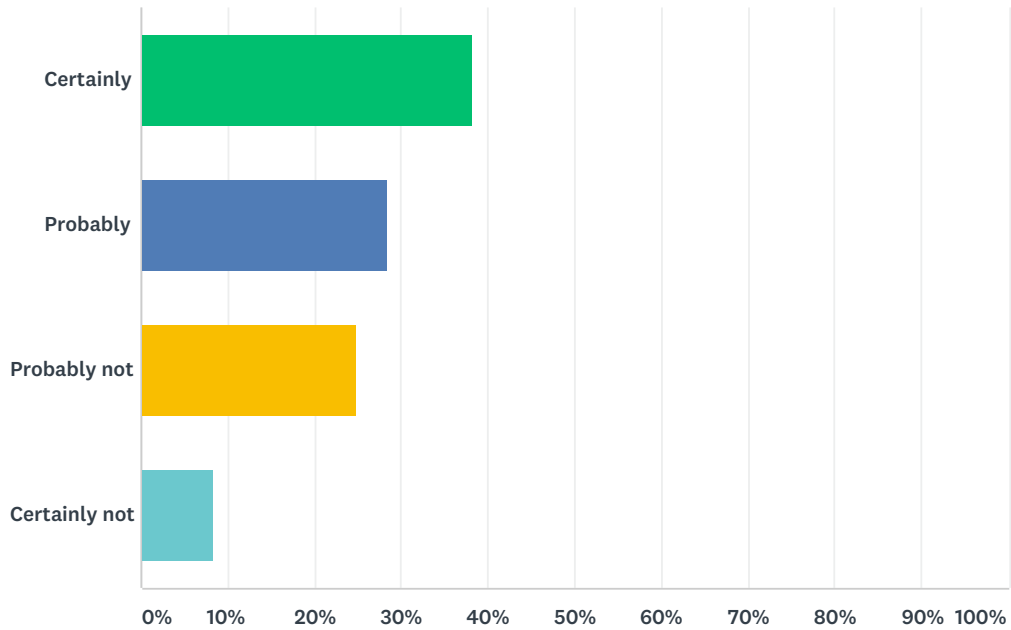
Answered: 285 Skipped: 8



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 ardrossan 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

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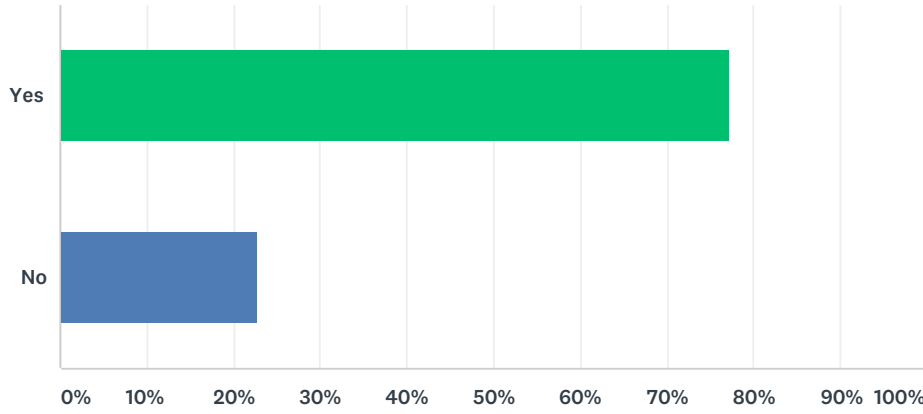
There is no French in Fort Saskatchewan after Grade 6. We would be bussing to Ardrossan. This alone has given me doubts about staying in the French program.

3/5/2018 1:50 PM

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### 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, idealy 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

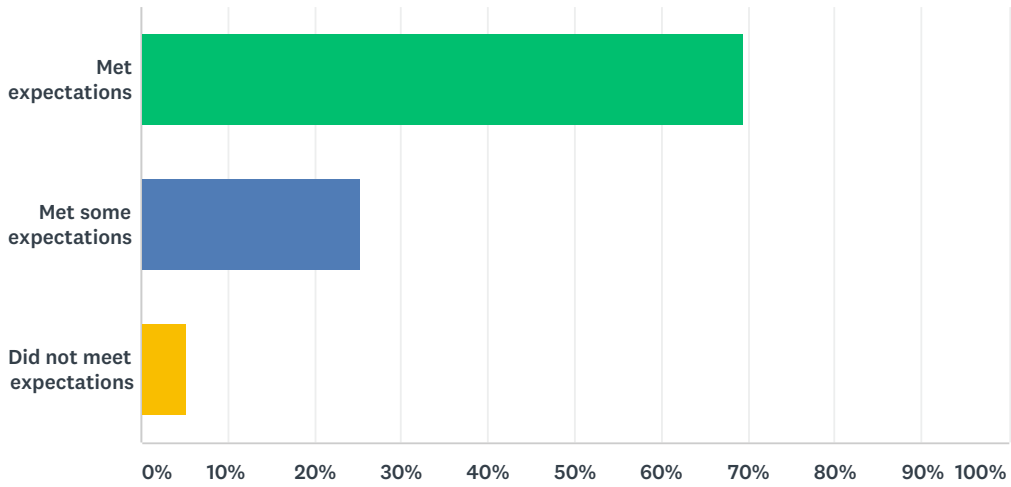
## French Immersion Parent Survey 2017-18

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.

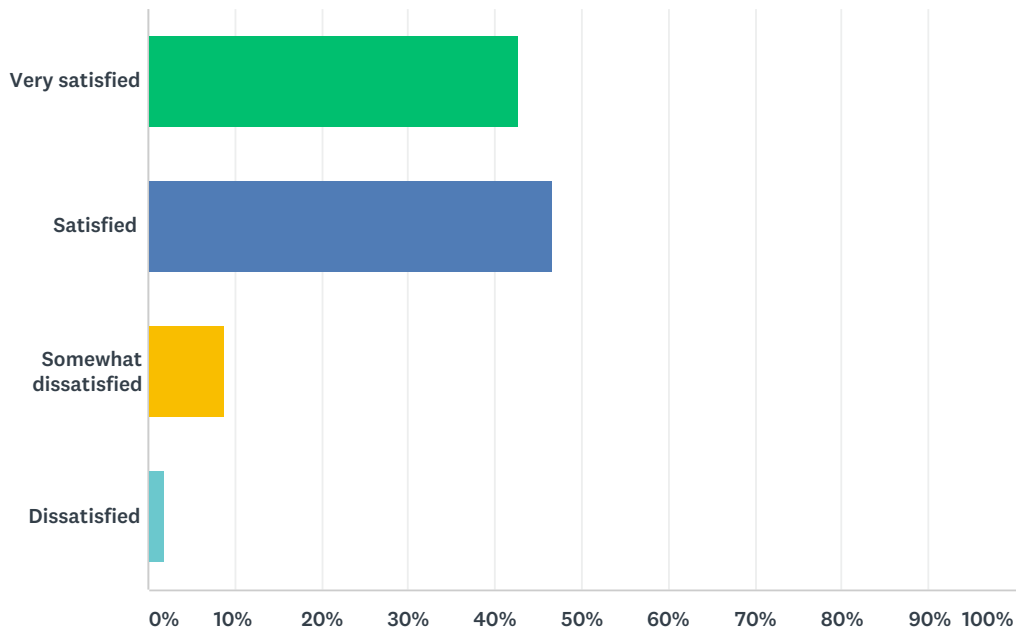
Answered: 272 Skipped: 21



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

### 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
<b>TOTAL</b>		<b>272</b>

### 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

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LAST UPDATED: October 2023



# EIPS Background Information

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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		
<b>Ardrossan Elementary</b>	27	26	22	33	26	27	34									<b>195</b>
<b>École Campbelltown</b>	50	42	60	54	57	54	47									<b>364</b>
<b>École Parc Élémentaire</b>	48	40	50	35	40	29	33									<b>275</b>
<b>Heritage Hills Elementary</b>	21	23	25	22	19	16	15									<b>141</b>
<b>Sherwood Heights Junior High</b>									49	49	39					<b>137</b>
<b>Ardrossan Junior Senior High</b>									38	45	46	57	33	37		<b>256</b>
<b>TOTAL</b>	146	131	157	144	142	126	129	87	94	85	57	33	37			<b>1,368</b>
<b>Elementary subtotal</b>	146	131	157	144	142	126	129									<b>975</b>
<b>Junior High subtotal</b>								87	94	85						<b>266</b>
<b>Senior High subtotal</b>											57	33	37			<b>127</b>

## 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



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# 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

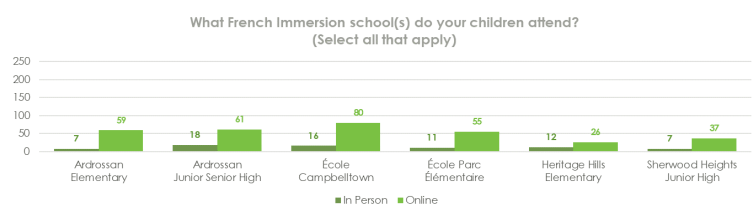
The focus of French Immersion Engagement No. 1 was to validate the themes that emerged during the 2017-18 French Immersion Survey. EIPS wanted to determine if those themes were still reflected in the values of the families, students and community members participating in the French Immersion program 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

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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](https://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:

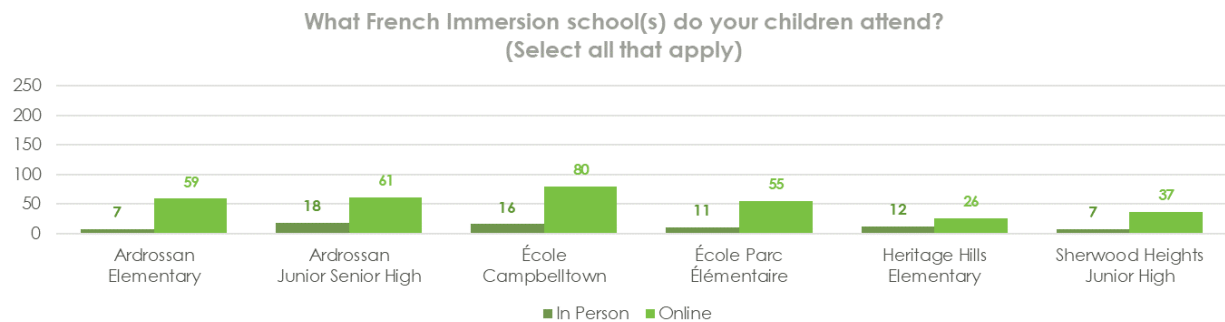
- how their child's French Immersion experience matched the expectations they had before enrolling their child; and
- how satisfied they are with EIPS' overall French Immersion program.

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



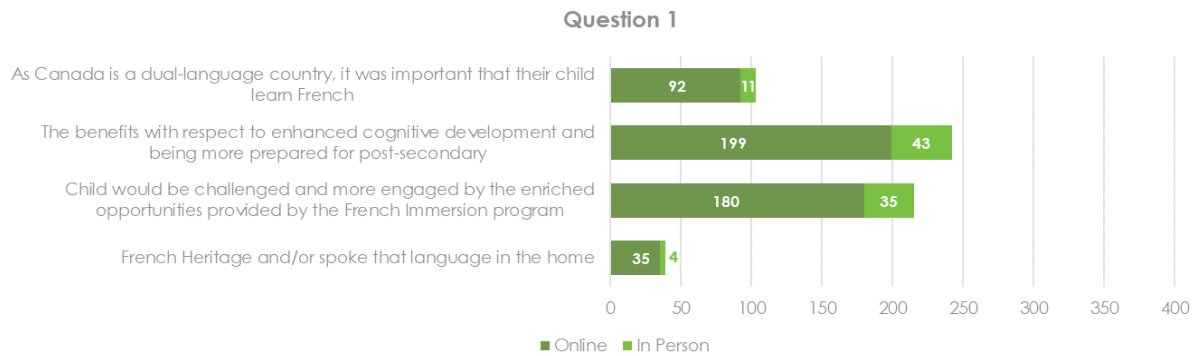
### Analysis

- 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*

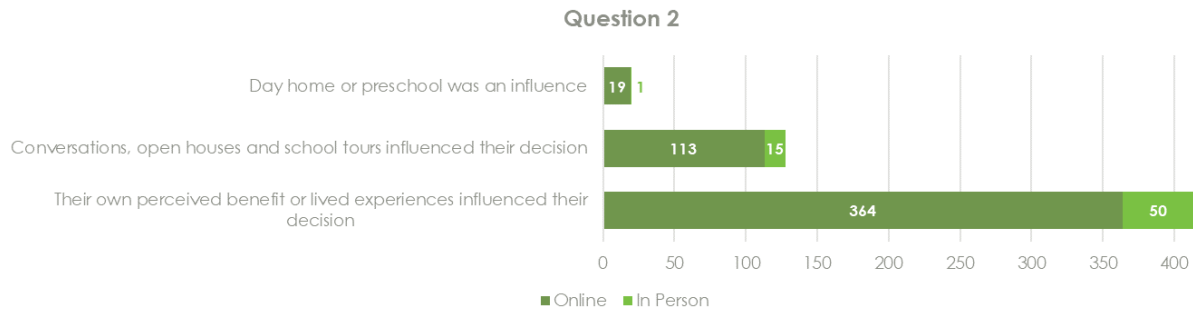
- Overall, the four key themes from the 2017-18 French Immersion Survey were largely verified, with only one respondent's response indicating the four themes were not meaningful to them.



## 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.

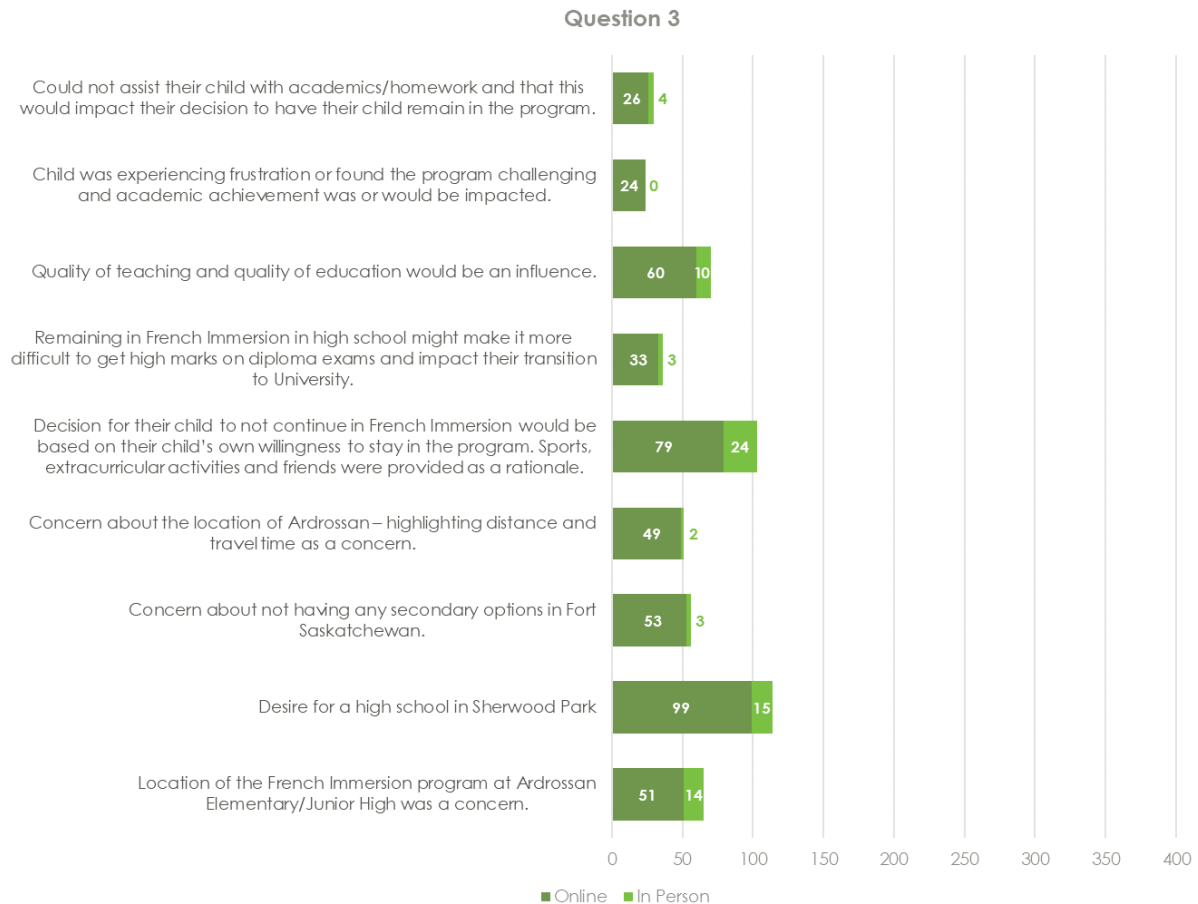
In both the response to the 2017-18 French Immersion Survey themes and the open-ended questions, personal experience and research into the benefits of speaking two languages were the major reasons for choosing French Immersion programs.

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.

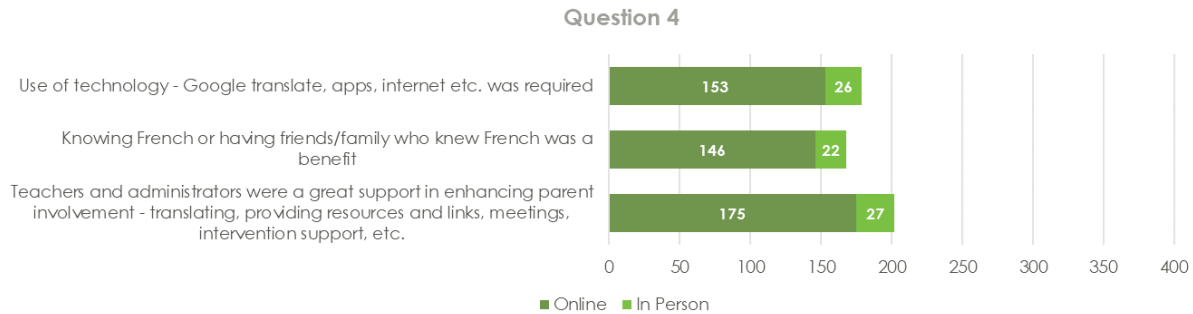
### *Analysis*

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:

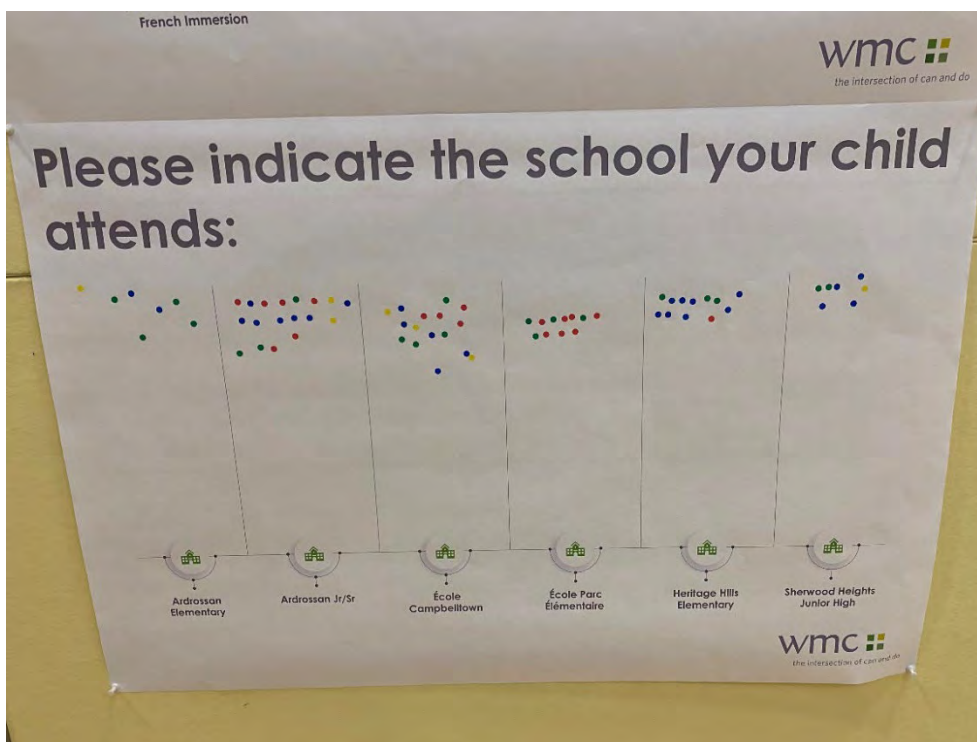
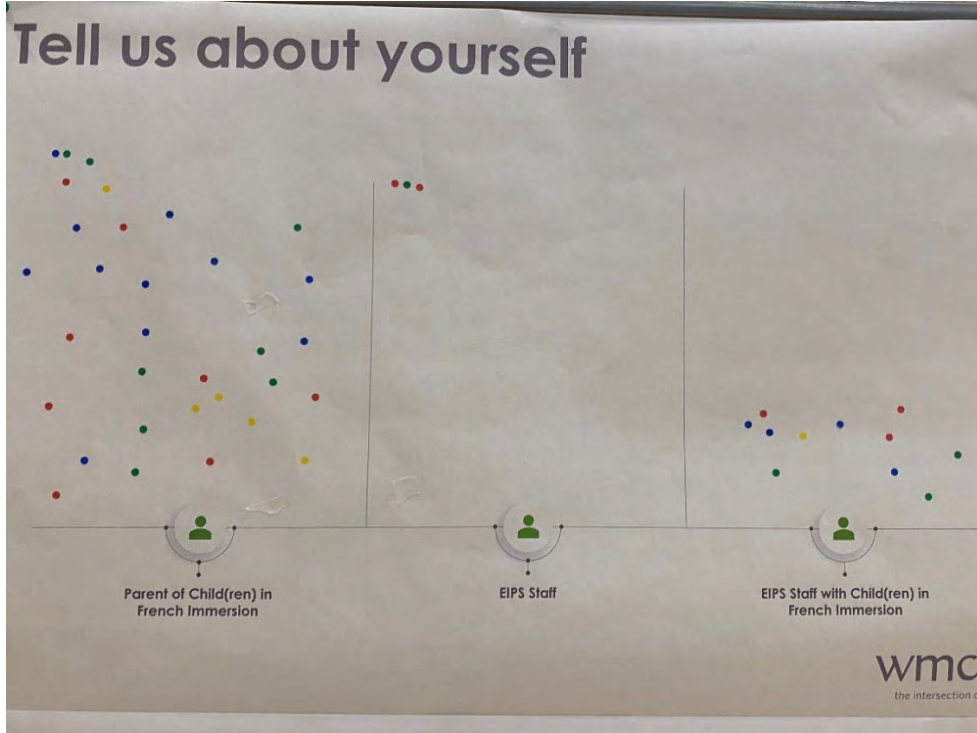
- Some respondents don't see Heritage Hills Elementary as a valued French Immersion program—they expressed worry about the balance between the English and French programs, with French Immersion students being in the minority. Tied to this are comments the school's administrators, and many teachers do 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

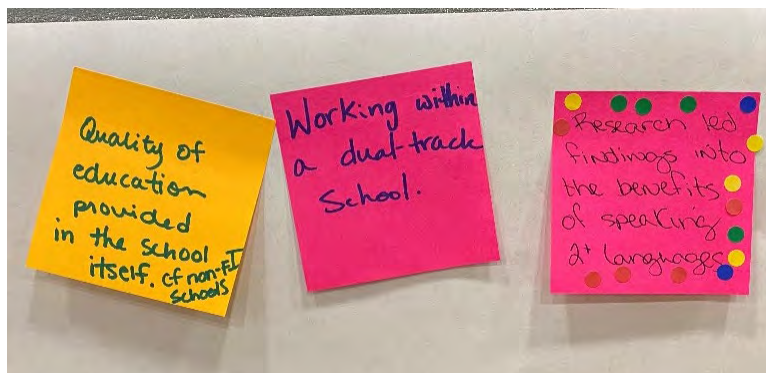

## Question 2

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

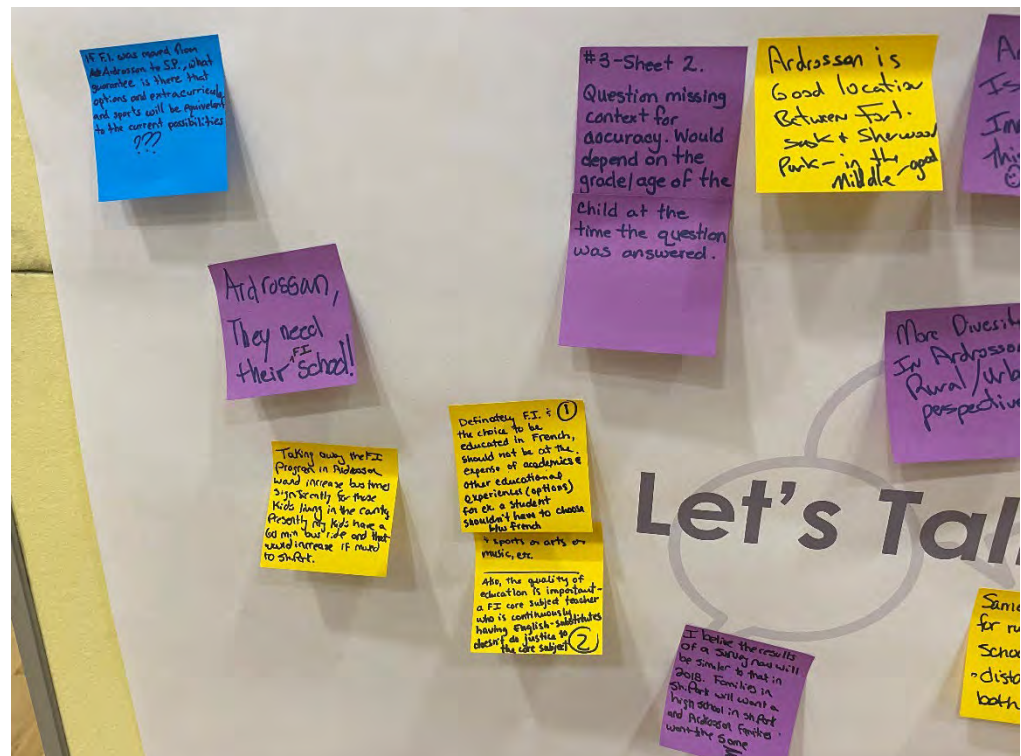
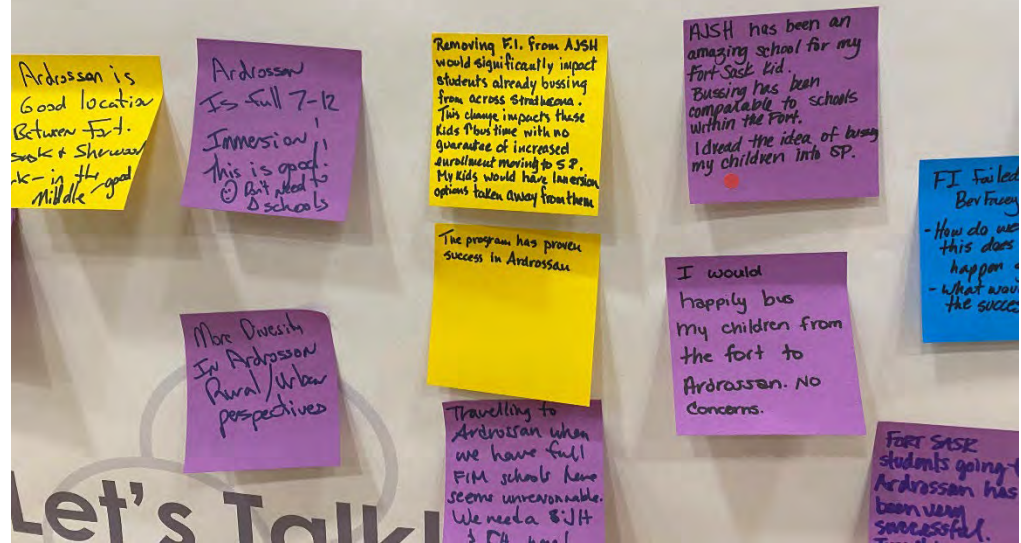
## Question 3

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

- Location of the French Immersion program at Ardrossan ~~Elementary~~ Junior High <sup>SR. HIGH</sup> 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 c  
eir 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.

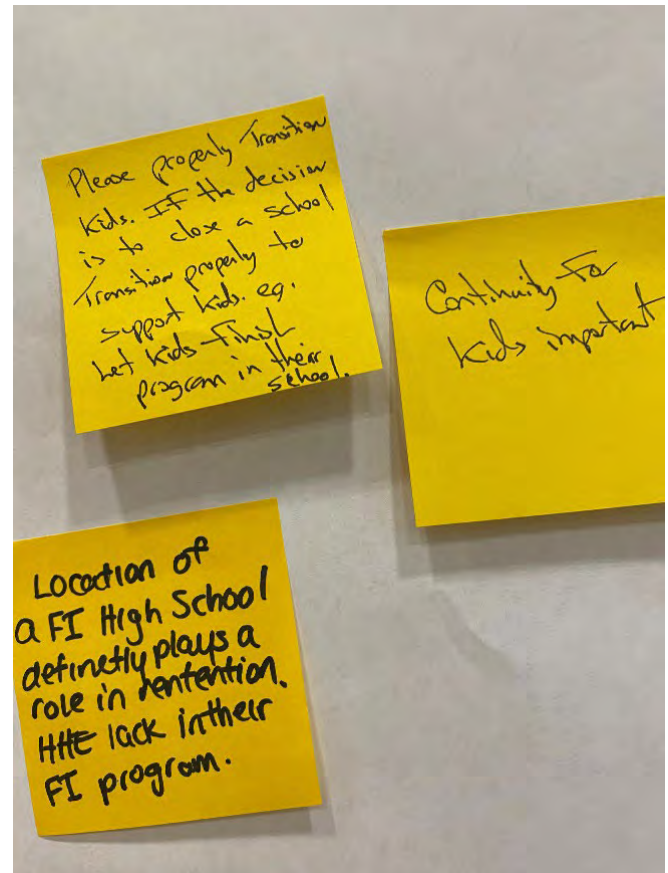
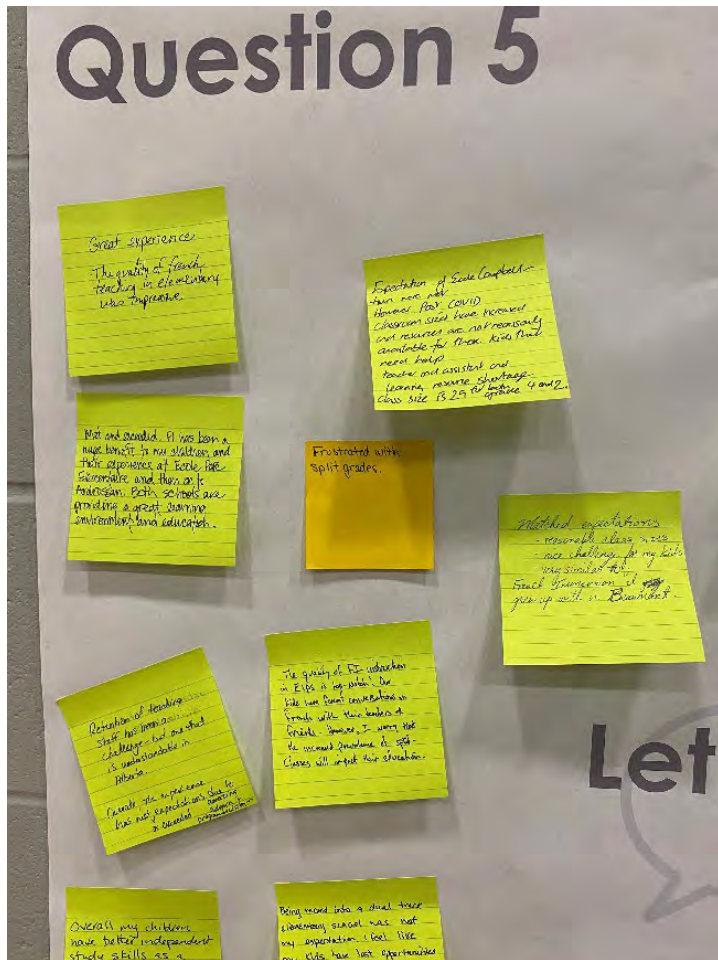
Feedback from parents  
Comments on the survey form  
Feedback from the survey form

The parent support was the good thing about it!

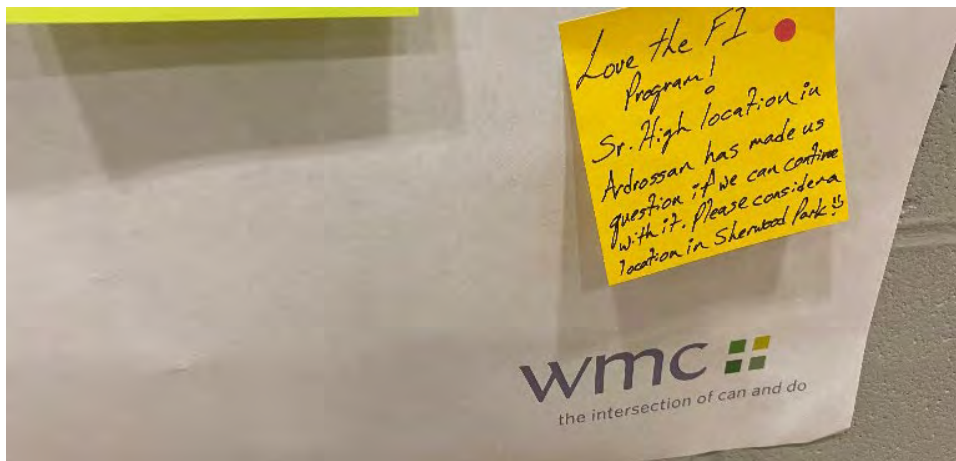
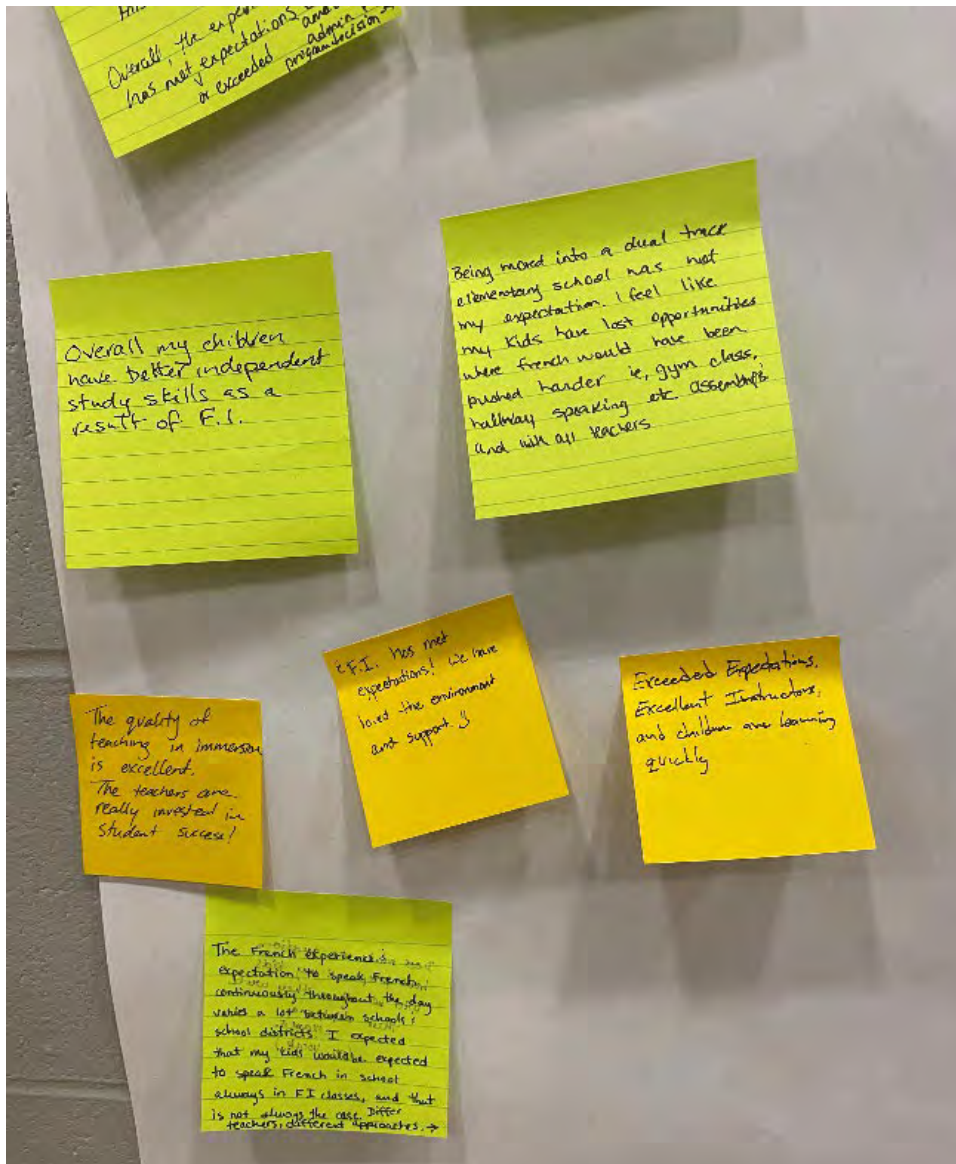
It was very helpful to have the parent support. The parent support was the good thing about it!

Let's Talk!

Question 5



Question 6





# Phase 2

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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

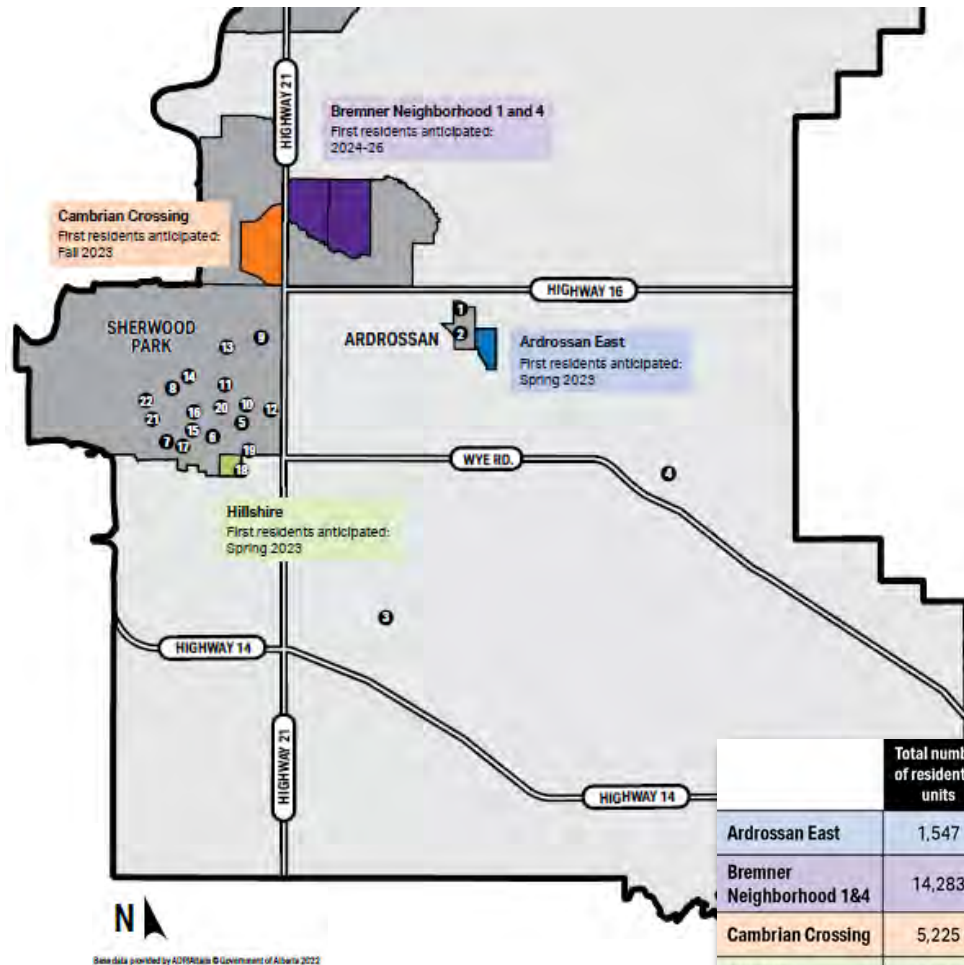
## Strathcona County

*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
<b>Total</b>	<b>22,111</b>	<b>-</b>	<b>14,247</b>	<b>55,416</b>	<b>379</b>	<b>1,032</b>	<b>1,898</b>

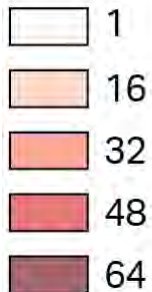
## 2022-23 Strathcona County Growth Areas

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
<b>Grade total</b>	<b>146</b>	<b>131</b>	<b>157</b>	<b>144</b>	<b>142</b>	<b>126</b>	<b>129</b>	<b>87</b>	<b>94</b>	<b>85</b>	<b>57</b>	<b>33</b>	<b>37</b>	<b>1,368</b>

## Student Heat Map



### Strathcona County

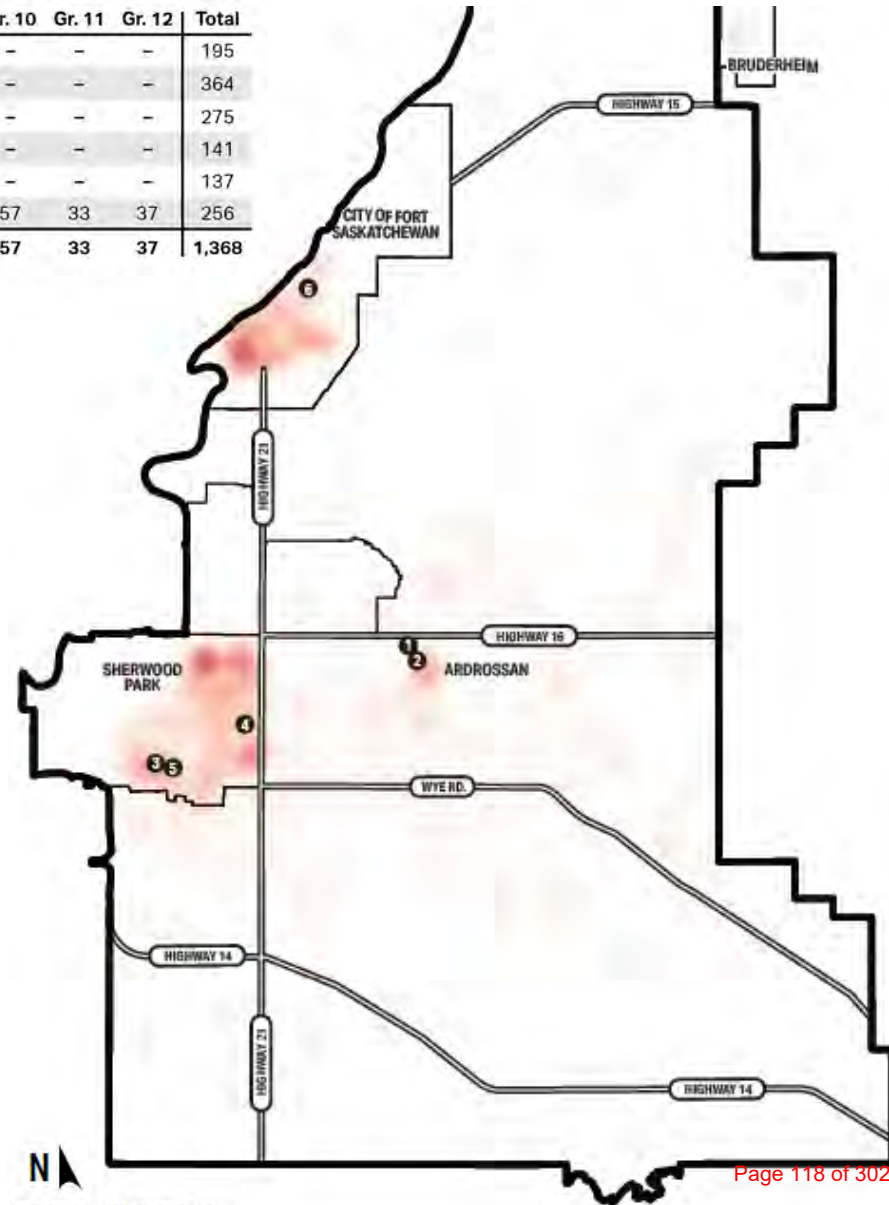
1. Ardrossan Elementary (K-6) AEL
2. Ardrossan Junior Senior High (7-12) AJS

### 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
<b>TOTAL</b>	<b>146</b>	<b>131</b>	<b>157</b>	<b>144</b>	<b>142</b>	<b>126</b>	<b>129</b>	<b>87</b>	<b>94</b>	<b>85</b>	<b>57</b>	<b>33</b>	<b>37</b>	<b>1,368</b>	

# 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

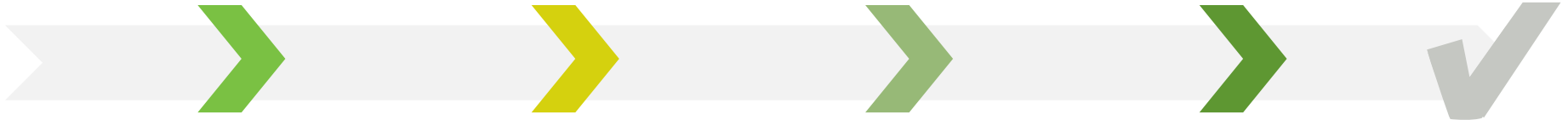
*Winter 2023*

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!



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**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

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# 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

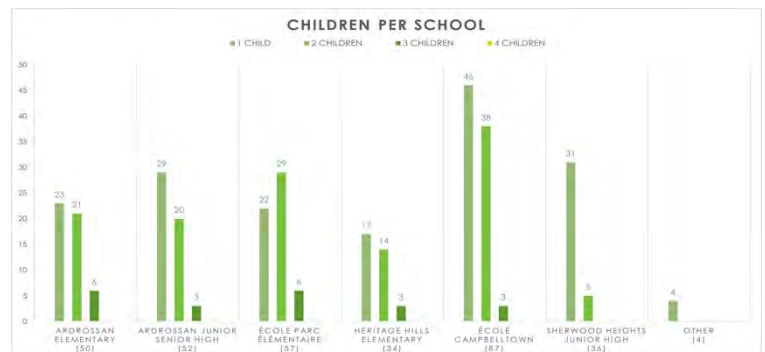
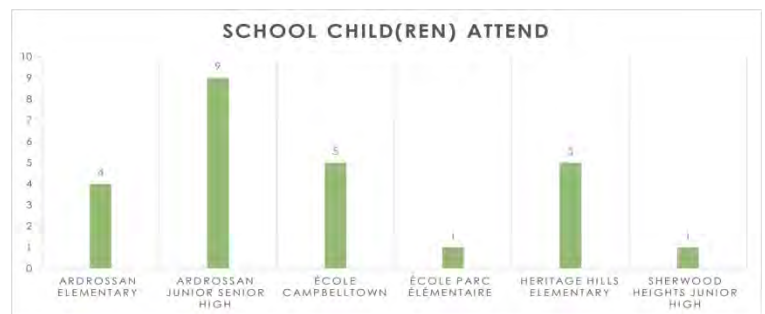
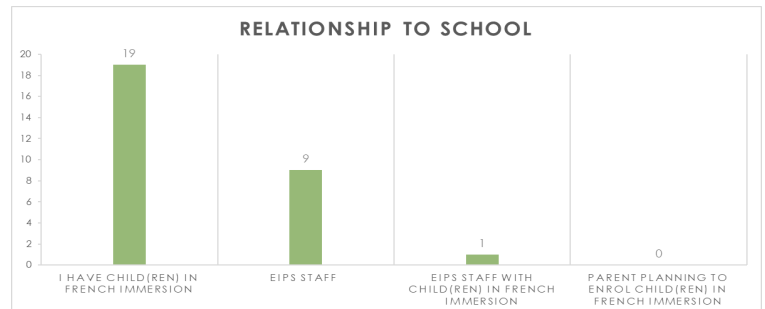
French Immersion program families, students and community members were invited to attend a public consultation session at Heritage Hills Elementary on Feb. 7, 2023—between 5:30 p.m. and 7:30 p.m. The focus: To affirm the findings of the Oct. 26, 2023, What We Heard Report; learn about the challenges 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.

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## 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](https://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.

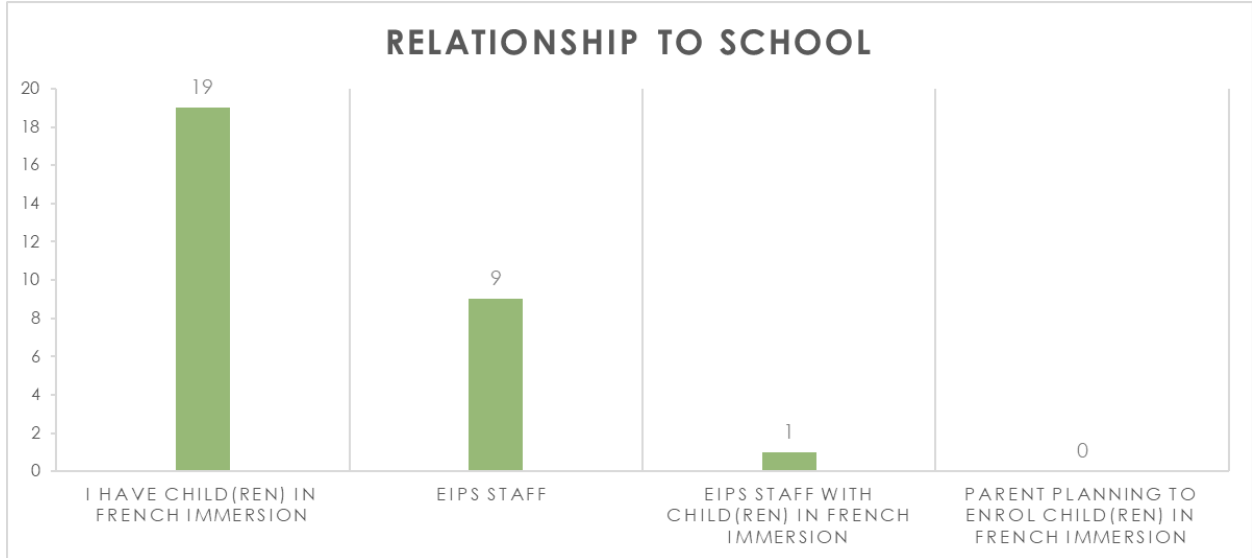
In addition to the big ideas, some feedback emerged across the five questions that WMC suggests EIPS take into consideration:

- 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.

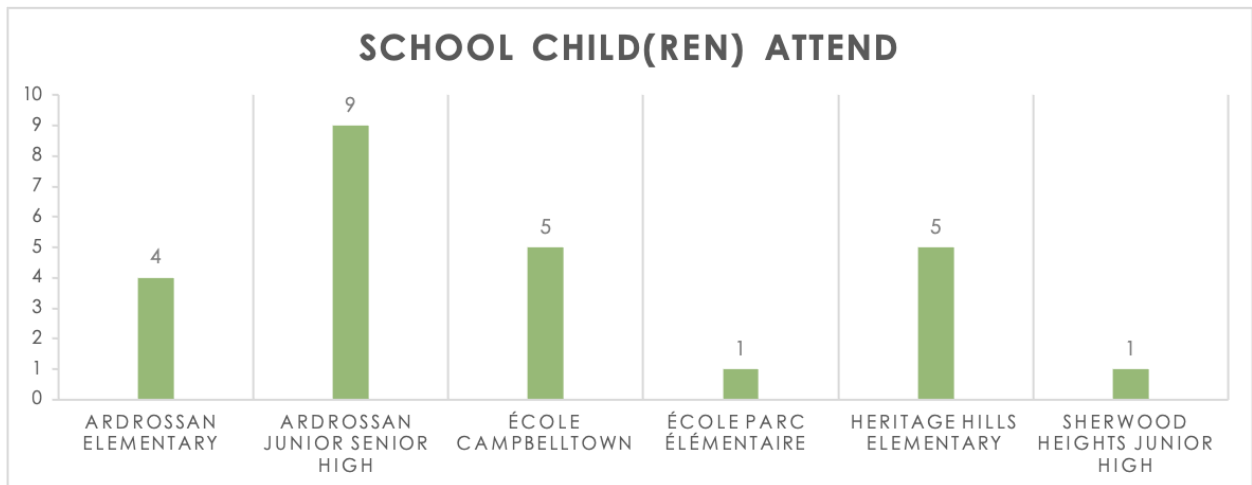
## Summary of Responses and Key Themes

### 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.

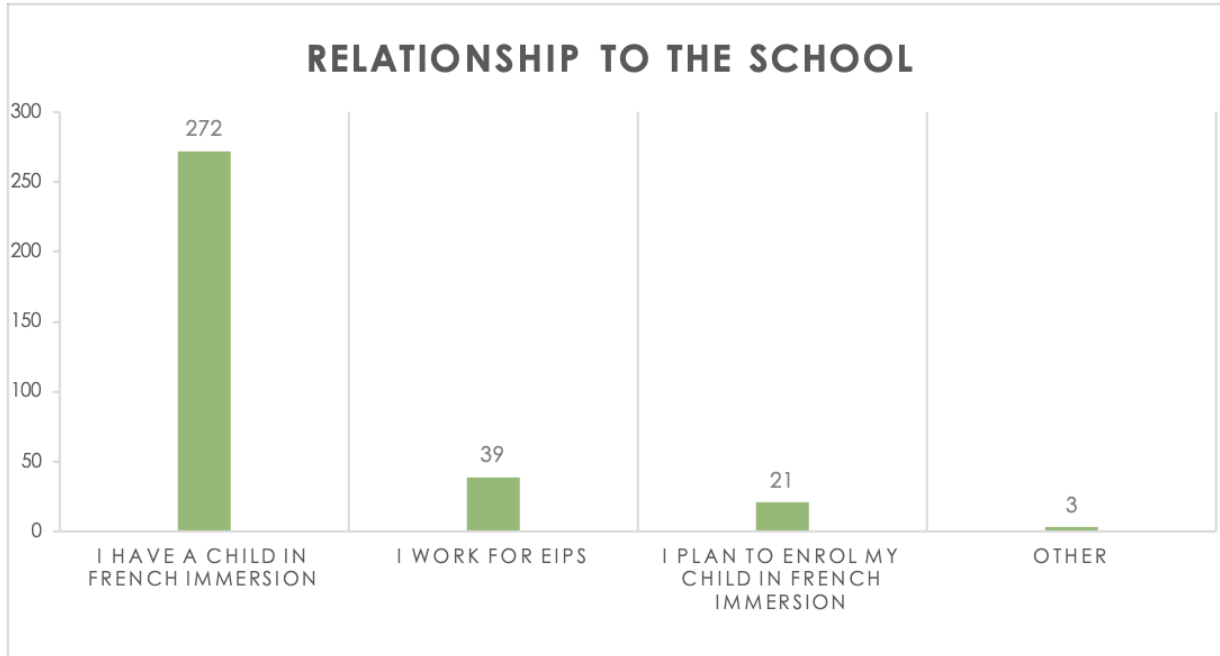
### *Question 5*

Additional thoughts?

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

## Survey Results

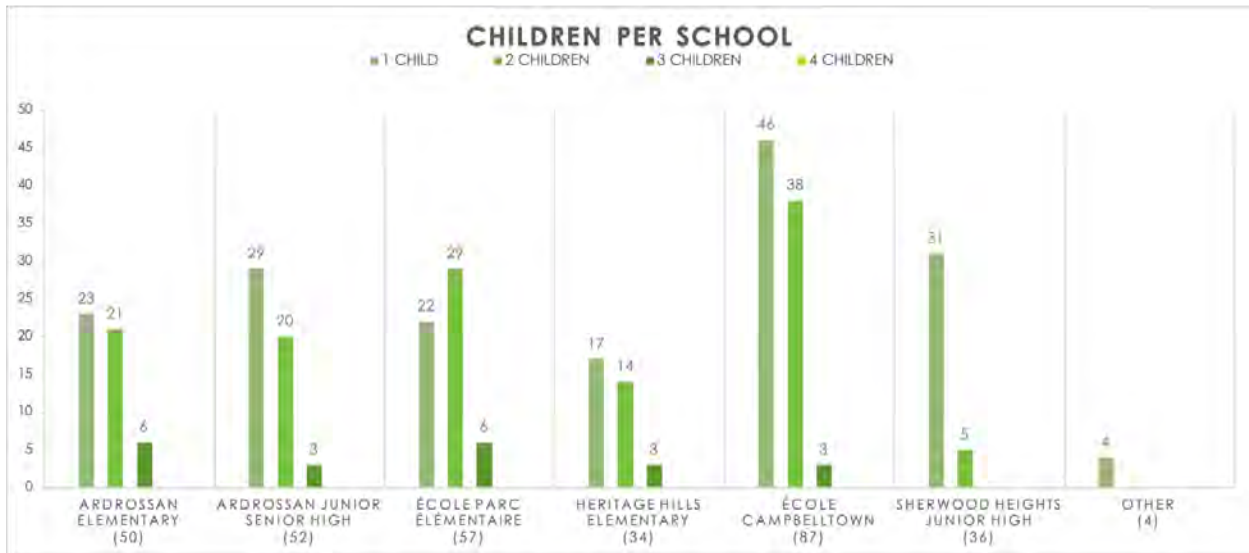
### Survey Demographic Data



NOTE: Some participants checked more than one category.



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



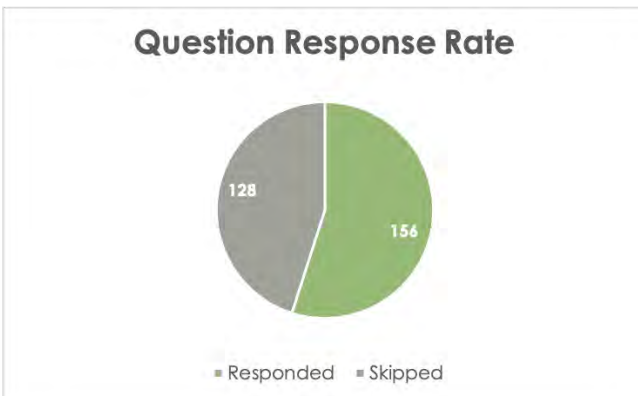
NOTE: Some participants indicated they had children in more than one school.

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.

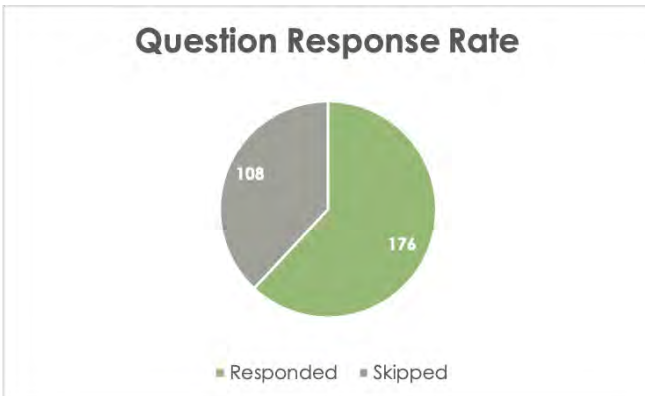
Ten survey respondents and three in-person respondents addressed the need for EIPS to develop and communicate a vision for the French Immersion program.

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

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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	
<b>Ardrossan Elementary</b>	27	26	22	33	26	27	34							<b>195</b>	
<b>École Campbelltown</b>	50	42	60	54	57	54	47							<b>364</b>	
<b>École Parc Élémentaire</b>	48	40	50	35	40	29	33							<b>275</b>	
<b>Heritage Hills Elementary</b>	21	23	25	22	19	16	15							<b>141</b>	
<b>Sherwood Heights Junior High</b>									49	49	39			<b>137</b>	
<b>Ardrossan Junior Senior High</b>									38	45	46	57	33	37	<b>256</b>
<b>GRADE TOTALS</b>	<b>146</b>	<b>131</b>	<b>157</b>	<b>144</b>	<b>142</b>	<b>126</b>	<b>129</b>	<b>87</b>	<b>94</b>	<b>85</b>	<b>57</b>	<b>33</b>	<b>37</b>	<b>1,368</b>	

**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.

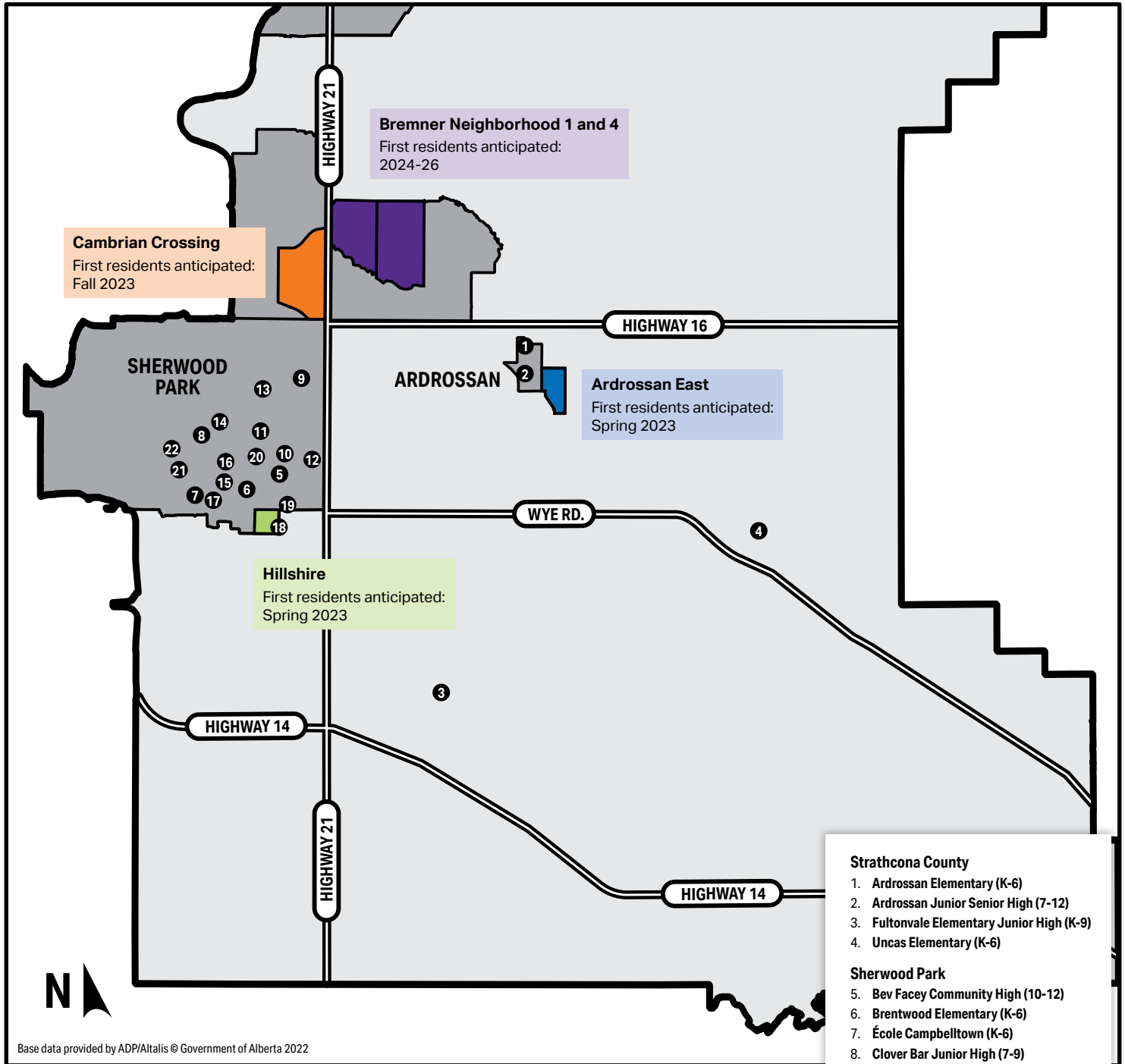
*Phase 3* takes place in Spring 2023. Public consultations will focus on fine-tuning a solution to address the anticipated student growth and ways to enhance the junior high and senior high French Immersion program retention.

**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.



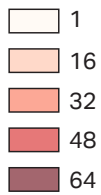
Base data provided by ADP/Altalis © Government of Alberta 2022

	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
<b>Ardrossan East</b>	1,547	94%	990	4,247	77	159	237
<b>Bremner Neighborhood 1&amp;4</b>	14,283	71%	9,236	35,920	13	129	467
<b>Cambrian Crossing</b>	5,225	80%	3,345	12,081	216	592	1,025
<b>Hillshire</b>	1,056	64%	676	3,168	73	152	169
<b>Total</b>	<b>22,111</b>	-	<b>14,247</b>	<b>55,416</b>	<b>379</b>	<b>1,032</b>	<b>1,898</b>

\*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
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Sherwood Heights Junior High	-	-	-	-	-	-	-	49	49	39	-	-	-	137
Ardrossan Junior Senior High	-	-	-	-	-	-	-	38	45	46	57	33	37	256
<b>Grade total</b>	<b>146</b>	<b>131</b>	<b>157</b>	<b>144</b>	<b>142</b>	<b>126</b>	<b>129</b>	<b>87</b>	<b>94</b>	<b>85</b>	<b>57</b>	<b>33</b>	<b>37</b>	<b>1,368</b>

### Student Heat Map



### Strathcona County

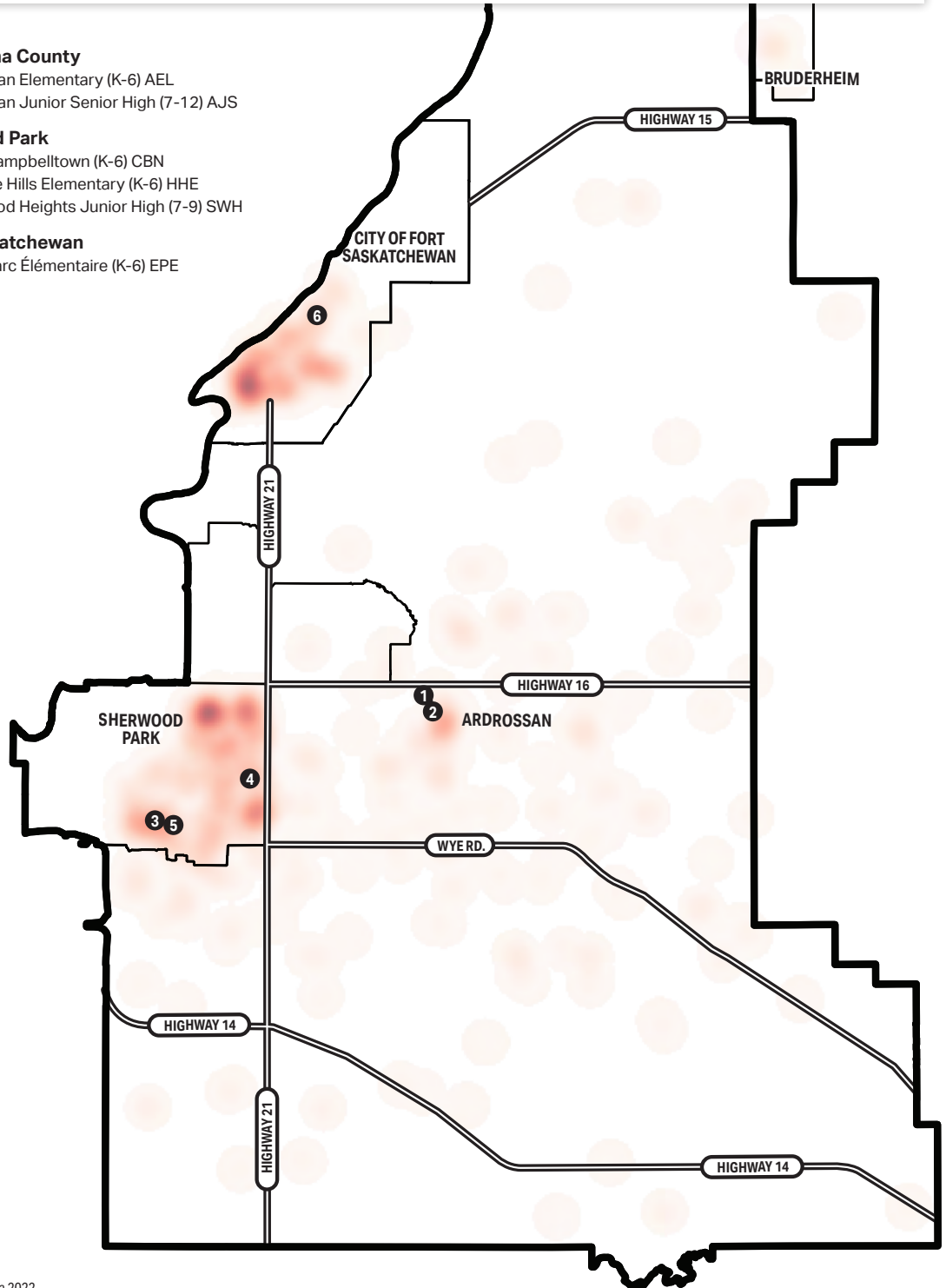
1. Ardrossan Elementary (K-6) AEL
2. Ardrossan Junior Senior High (7-12) AJS

### 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

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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

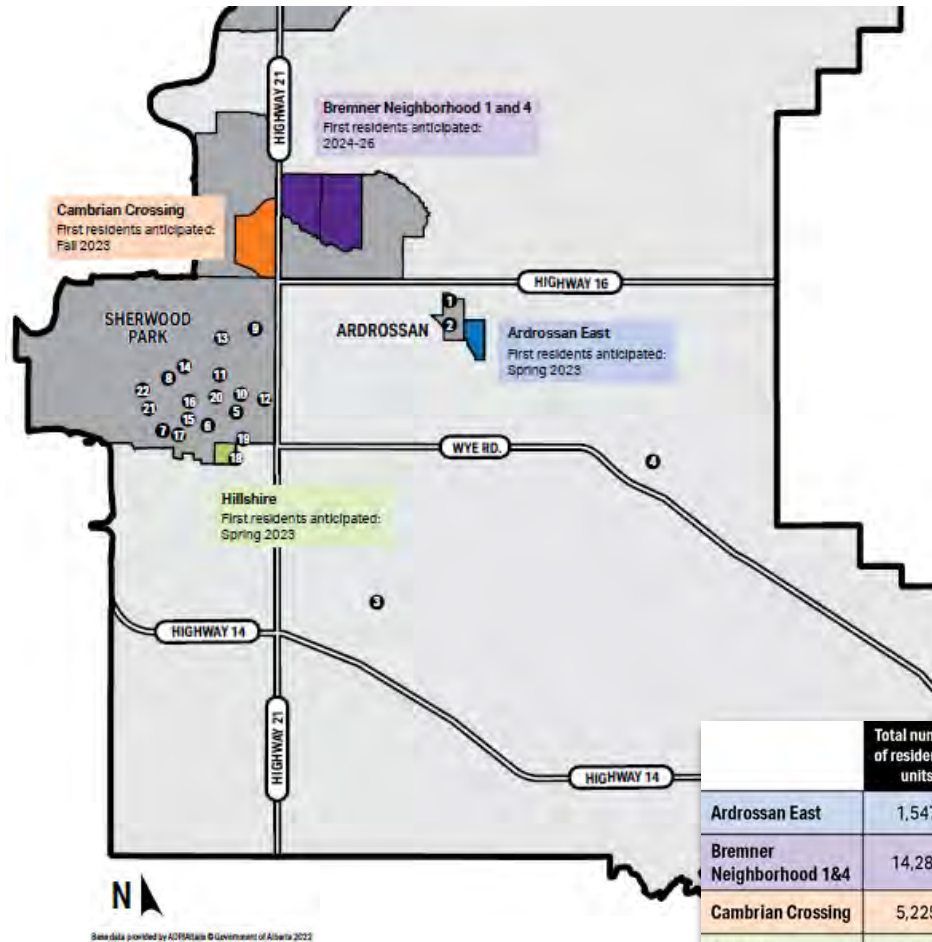
- ▶ In 2019, enrolment pressures were identified at École Campbelltown.
- ▶ In 2020, attendance boundaries were changed, and students east of Clover Bar Road were designated to Heritage Hills school. Students west of Clover Bar Road were designated to École Campbelltown.
- ▶ Currently, Heritage Hills 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)

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**2022-23 Strathcona County Growth Areas**  
STRATHCONA COUNTY



# Why a Change Now?

## Retention

Retention at the secondary level is a concern:

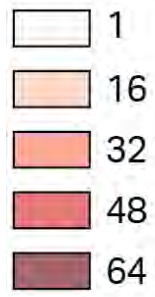
- ▶ Fewer students are deciding to stay in the program at the junior high and senior high levels.
- ▶ As of Sept. 29, 2022, EIPS has 129 Grade 6 students enrolled in French Immersion. But, in Grade 9, there are only 85 students enrolled in French Immersion.
- ▶ In Grade 12, only 37 students are enrolled.
- ▶ 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?

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**Student Heat Map**



**Strathcona County**

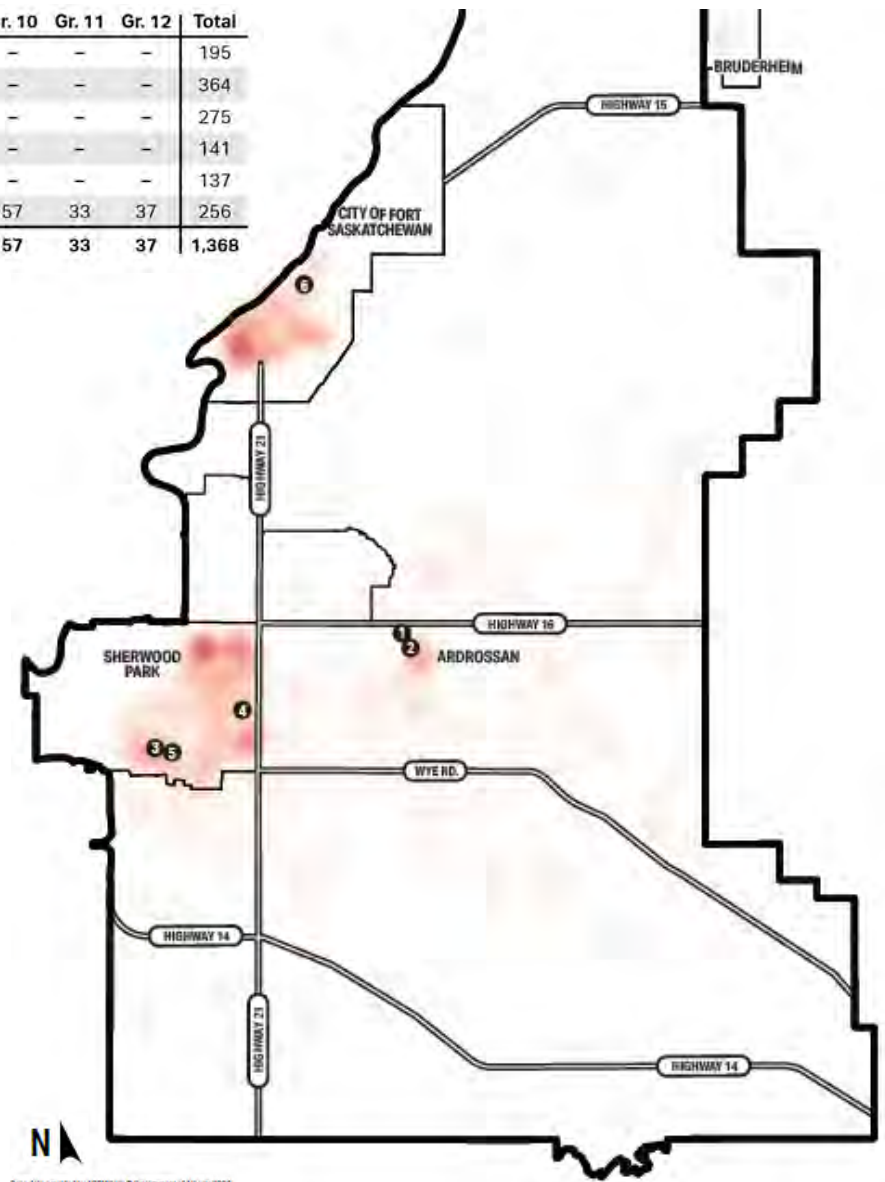
- 1. Ardrossan Elementary (K-6) AEL
- 2. Ardrossan Junior Senior High (7-12) AJS

**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

Base data provided by ADRIS/RSAB © Government of Alberta 2022

# 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?

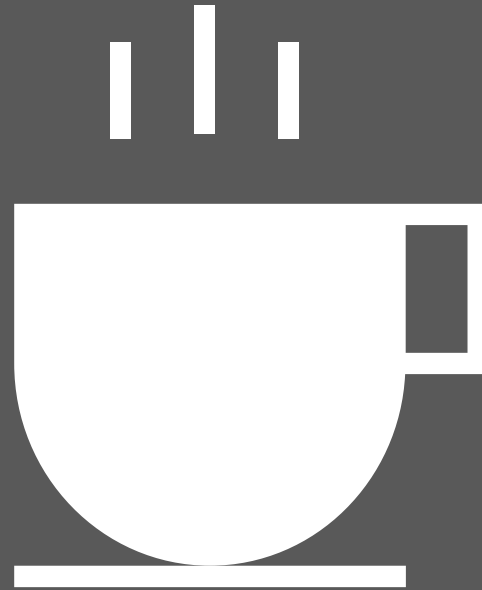
3

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](https://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

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## 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

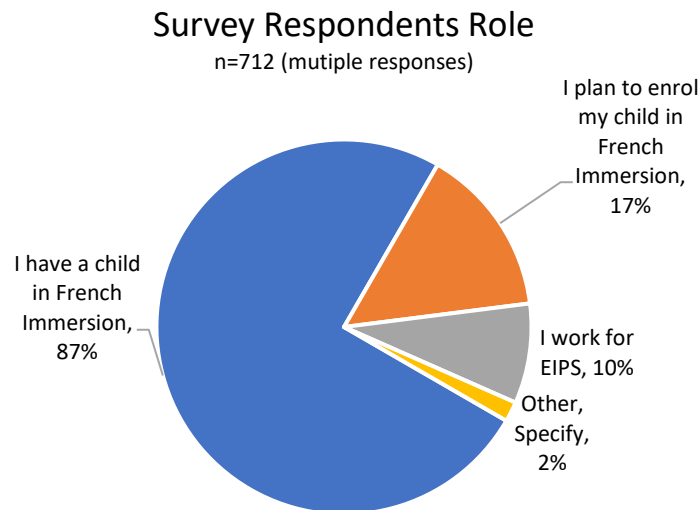
On April 13, EIPS launched Phase 3 of the public engagement, which included an in-person public feedback session, an online survey and email feedback submissions. At the in-person session, and through the survey, EIPS shared information with the French Immersion community and collected feedback on a 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.

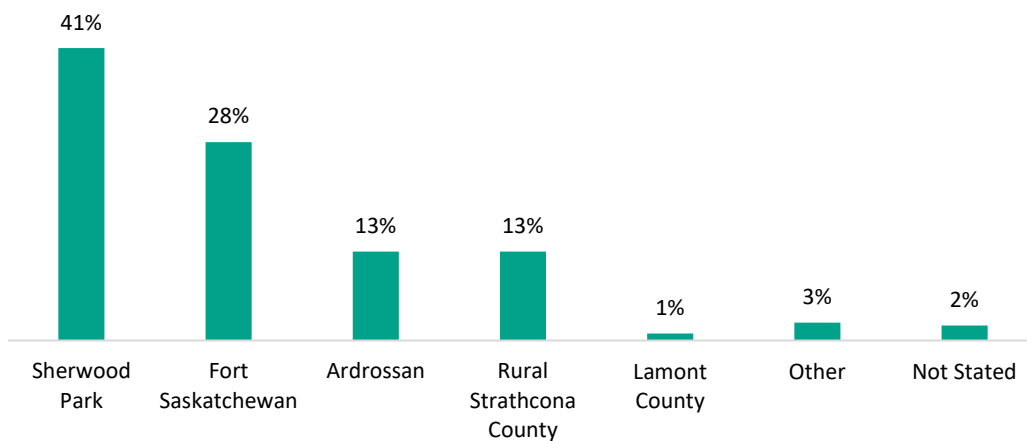


Other responses include retired EIPS French Immersion teachers, parents of former French Immersion students, parents of children in the regular English and French Immersion programs, grandparents of French Immersion students and former French Immersion students.

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

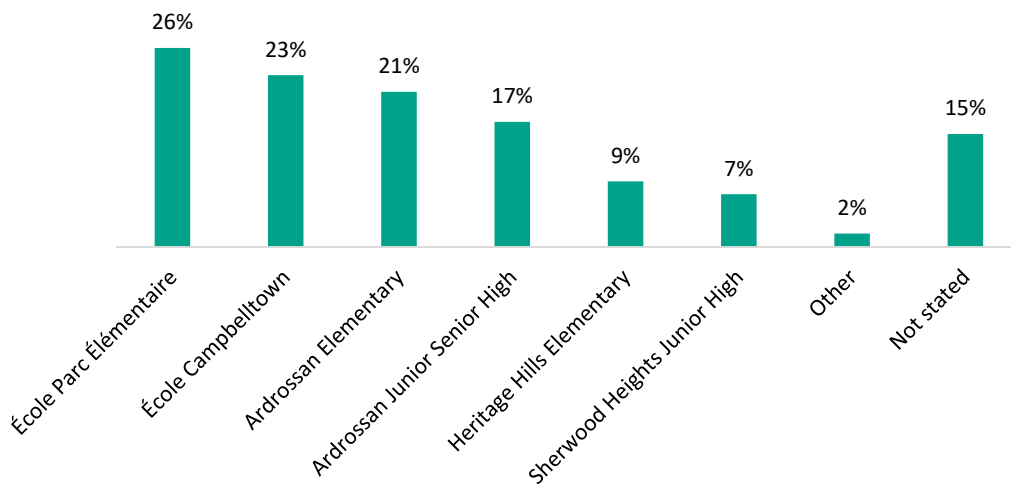


Other responses include Beaumont, Beaver County, Bruderheim, Edmonton, Gibbons, St. Albert and Sturgeon County.

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%).

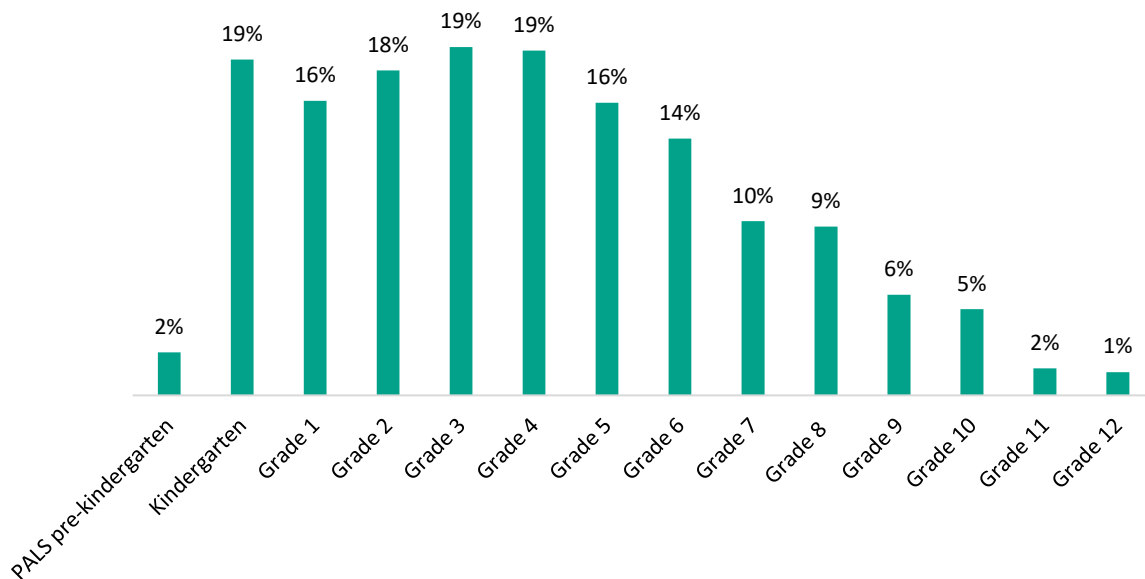
Table: How many children do you have attending?

	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

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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
<b>TOTAL STUDENTS</b>	<b>1,368</b>

**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	
<b>Ardrossan Elementary</b>	27	26	22	33	26	27	34								<b>195</b>
<b>École Campbelltown</b>	50	42	60	54	57	54	47								<b>364</b>
<b>École Parc Élémentaire</b>	48	40	50	35	40	29	33								<b>275</b>
<b>Heritage Hills Elementary</b>	21	23	25	22	19	16	15								<b>141</b>
<b>Sherwood Heights Junior High</b>									49	49	39				<b>137</b>
<b>Ardrossan Junior Senior High</b>									38	45	46	57	33	37	<b>256</b>
<b>GRADE TOTALS</b>	146	131	157	144	142	126	129	87	94	85	57	33	37		<b>1,368</b>

**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?

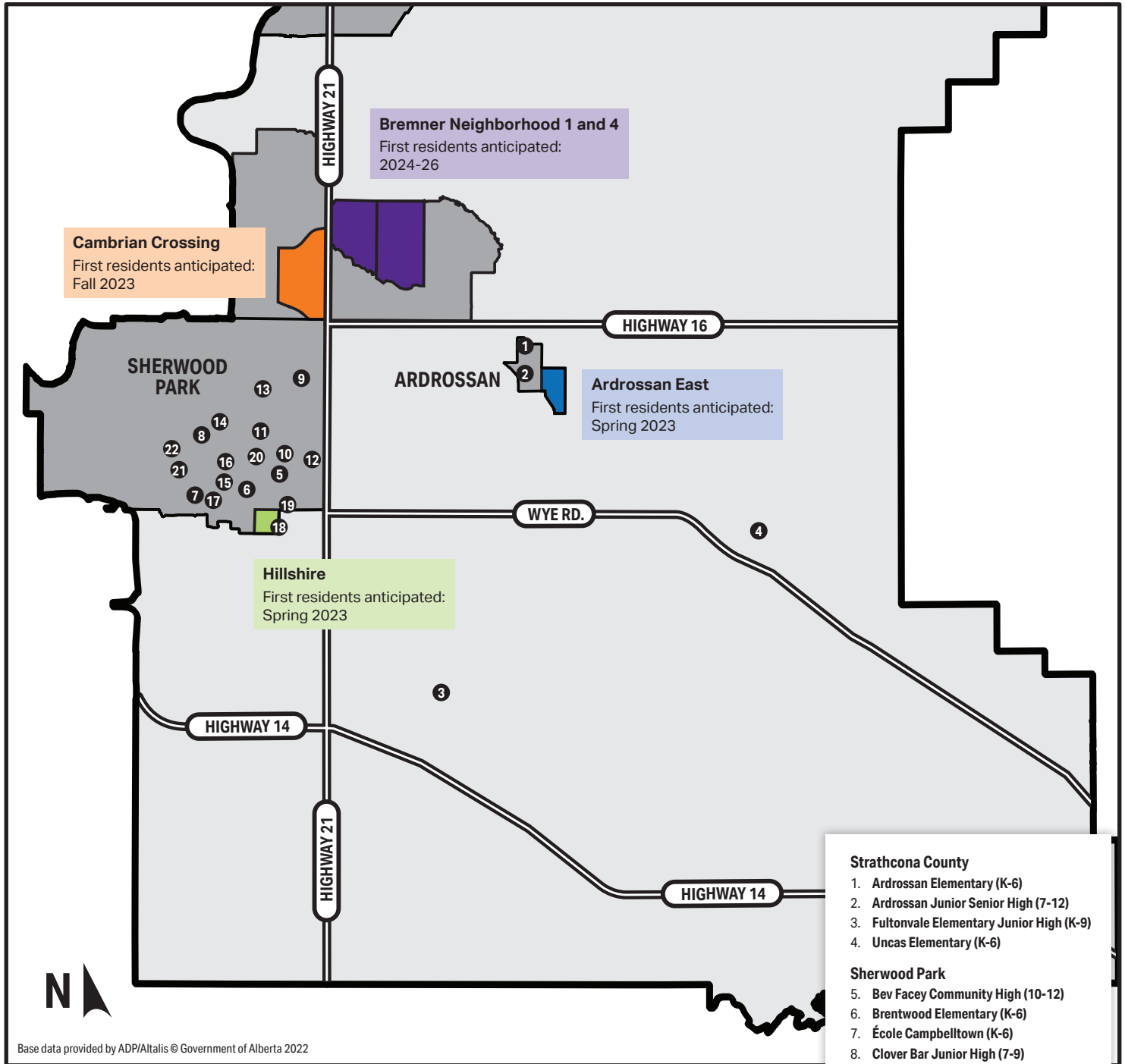
**A:** At this point, it's premature to speak to a transition plan. EIPS hasn't determined a solution or made a decision. Furthermore, the Board won't make any decision until it reviews the community input from all public engagement efforts. That said, anytime changes are made to attendance boundaries, 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.



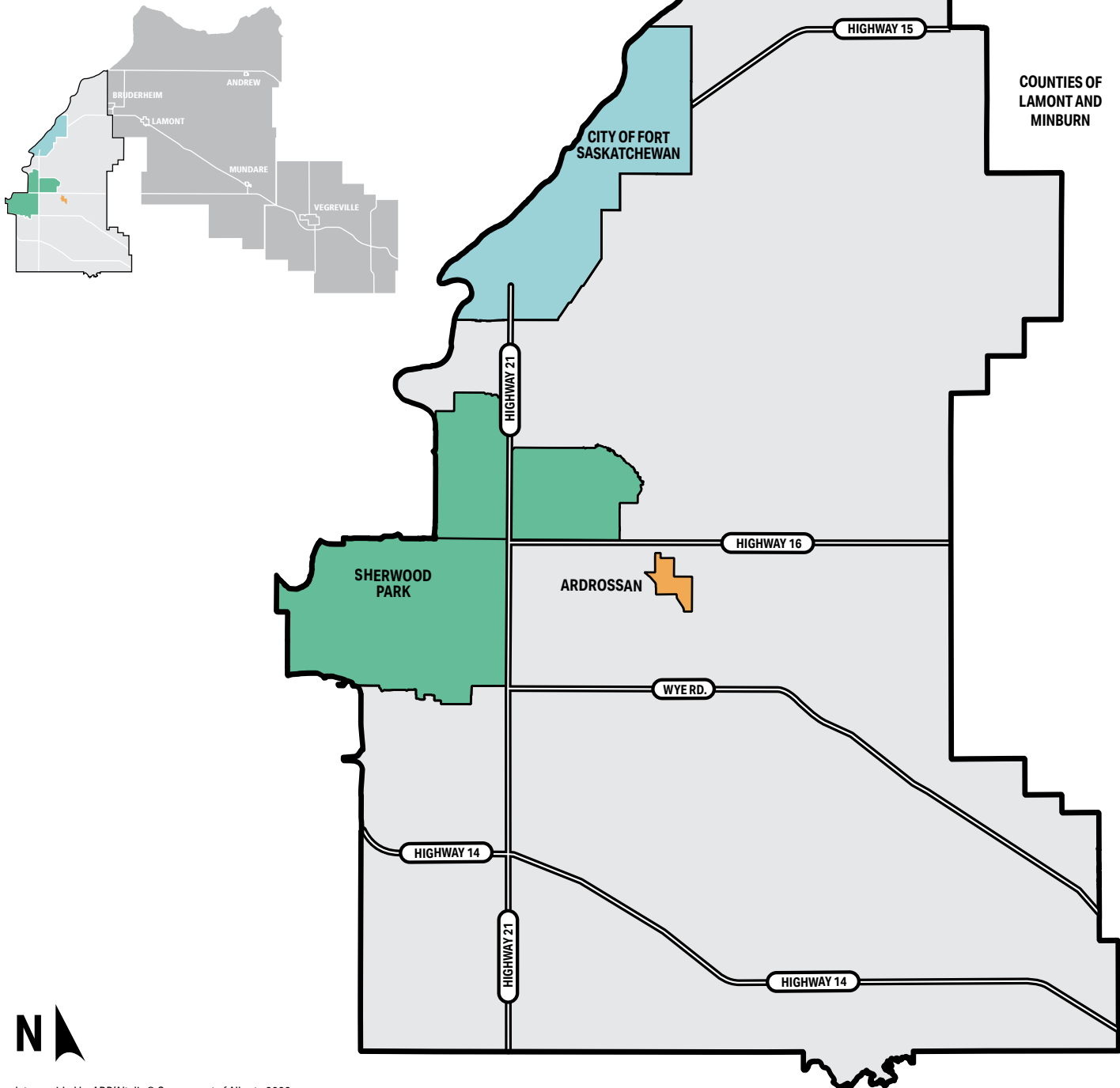
Base data provided by ADP/Altalis © Government of Alberta 2022

	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
<b>Ardrossan East</b>	1,547	94%	990	4,247	77	159	237
<b>Bremner Neighborhood 1&amp;4</b>	14,283	71%	9,236	35,920	13	129	467
<b>Cambrian Crossing</b>	5,225	80%	3,345	12,081	216	592	1,025
<b>Hillshire</b>	1,056	64%	676	3,168	73	152	169
<b>Total</b>	<b>22,111</b>	-	<b>14,247</b>	<b>55,416</b>	<b>379</b>	<b>1,032</b>	<b>1,898</b>

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

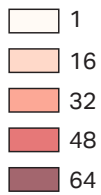
Region of Residency	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Ardrossan Hamlet	20	19	24	20	26	28	25	28	37
Rural Strathcona County	255	263	304	302	314	320	317	328	333
Sherwood Park	548	579	585	625	648	657	662	643	621
Fort Saskatchewan	238	243	297	289	303	333	325	327	333
Counties 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
<b>Total</b>	<b>1,096</b>	<b>1,142</b>	<b>1,258</b>	<b>1,292</b>	<b>1,344</b>	<b>1,387</b>	<b>1,386</b>	<b>1,373</b>	<b>1,370</b>

\*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
<b>Grade total</b>	<b>146</b>	<b>131</b>	<b>157</b>	<b>144</b>	<b>142</b>	<b>126</b>	<b>129</b>	<b>87</b>	<b>94</b>	<b>85</b>	<b>57</b>	<b>33</b>	<b>37</b>	<b>1,368</b>

### Student Heat Map



### Strathcona County

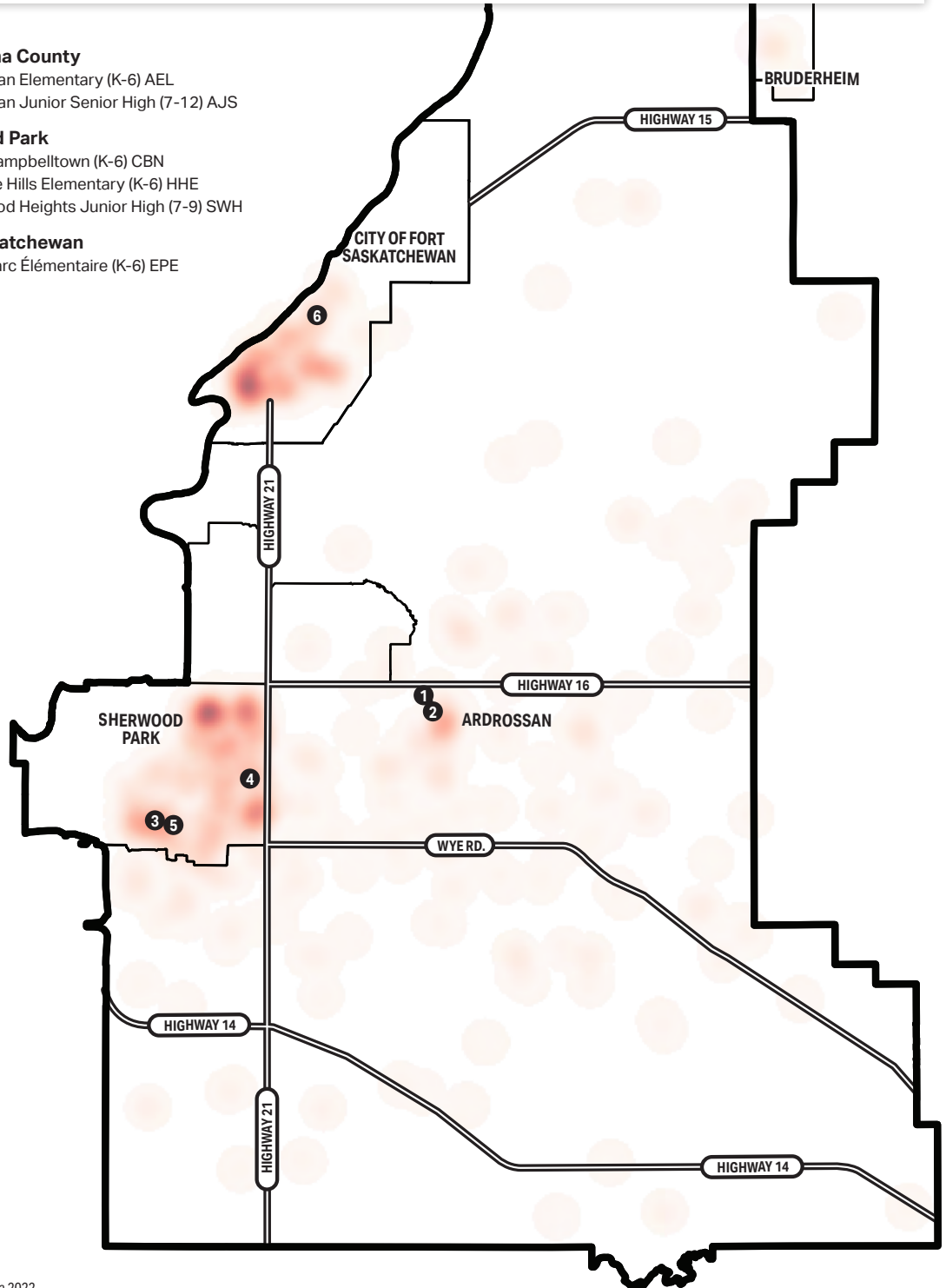
1. Ardrossan Elementary (K-6) AEL
2. Ardrossan Junior Senior High (7-12) AJS

### 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
<b>Total</b>	<b>126</b>	<b>140</b>	<b>136</b>	<b>139</b>	<b>131</b>	<b>129</b>	<b>126</b>	<b>147</b>	<b>148</b>	<b>146</b>	<b>138</b>	<b>131</b>	<b>146</b>	<b>150</b>	<b>151</b>	<b>150</b>	<b>176</b>	<b>167</b>	<b>181</b>	<b>181</b>	<b>171</b>	<b>172</b>	<b>195</b>

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
<b>Total</b>	<b>119</b>	<b>114</b>	<b>122</b>	<b>126</b>	<b>233</b>	<b>190</b>	<b>156</b>	<b>166</b>	<b>180</b>	<b>177</b>	<b>165</b>	<b>164</b>	<b>183</b>	<b>192</b>	<b>205</b>	<b>219</b>	<b>240</b>	<b>263</b>	<b>248</b>	<b>277</b>	<b>272</b>	<b>276</b>	<b>256</b>

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
<b>Total</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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
<b>Total</b>	<b>269</b>	<b>288</b>	<b>295</b>	<b>318</b>	<b>315</b>	<b>307</b>	<b>305</b>	<b>329</b>	<b>357</b>	<b>366</b>	<b>399</b>	<b>406</b>	<b>442</b>	<b>458</b>	<b>471</b>	<b>498</b>	<b>524</b>	<b>541</b>	<b>572</b>	<b>554</b>	<b>409</b>	<b>368</b>	<b>364</b>

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
<b>Total</b>	<b>131</b>	<b>136</b>	<b>113</b>	<b>111</b>	<b>128</b>	<b>164</b>	<b>184</b>	<b>186</b>	<b>193</b>	<b>216</b>	<b>187</b>	<b>180</b>	<b>176</b>	<b>174</b>	<b>173</b>	<b>174</b>	<b>219</b>	<b>218</b>	<b>240</b>	<b>263</b>	<b>261</b>	<b>270</b>	<b>277</b>

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
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>142</b>	<b>150</b>	<b>141</b>

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
<b>Total</b>	<b>84</b>	<b>77</b>	<b>67</b>	<b>66</b>	<b>63</b>	<b>75</b>	<b>85</b>	<b>79</b>	<b>76</b>	<b>62</b>	<b>51</b>	<b>54</b>	<b>70</b>	<b>83</b>	<b>96</b>	<b>101</b>	<b>99</b>	<b>103</b>	<b>103</b>	<b>112</b>	<b>131</b>	<b>137</b>	<b>137</b>

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
<b>K</b>	89	100	81	97	115	116	112	136	131	122	117	101	150	130	132	134	170	166	172	161	167	139	148
<b>1</b>	101	98	90	80	88	106	122	113	136	137	118	113	102	147	137	141	151	156	167	165	160	158	131
<b>2</b>	77	90	83	86	80	84	97	113	109	129	123	108	108	94	138	133	137	144	147	158	154	146	157
<b>3</b>	69	76	83	82	78	75	79	91	102	99	119	114	110	103	93	140	138	128	134	145	149	145	144
<b>4</b>	71	72	73	85	74	75	68	78	81	94	92	111	101	104	102	80	141	133	128	127	131	135	142
<b>5</b>	62	69	66	69	76	71	66	63	75	77	83	86	110	101	92	104	81	125	125	119	112	129	126
<b>6</b>	57	59	68	69	63	73	71	68	64	70	72	84	83	103	101	90	101	74	120	123	110	108	129
<b>7</b>	47	50	48	60	73	73	60	63	62	47	54	56	71	68	92	85	76	87	68	107	102	100	87
<b>8</b>	45	48	45	48	74	74	56	50	64	53	42	48	54	65	63	83	86	70	81	60	103	93	94
<b>9</b>	57	44	43	43	69	65	60	48	54	56	48	38	49	52	60	57	74	82	66	75	57	88	85
<b>10</b>	27	12	24	13	36	26	29	35	27	35	30	27	30	43	28	43	40	49	51	55	45	41	57
<b>11</b>	14	24	12	20	21	13	25	23	28	23	24	28	23	26	34	22	42	40	47	47	53	41	33
<b>12</b>	25	13	17	8	23	14	11	26	21	25	18	21	26	21	24	30	21	38	38	45	43	50	37
<b>Total</b>	<b>741</b>	<b>755</b>	<b>733</b>	<b>760</b>	<b>870</b>	<b>865</b>	<b>856</b>	<b>907</b>	<b>954</b>	<b>967</b>	<b>940</b>	<b>935</b>	<b>1,017</b>	<b>1,057</b>	<b>1,096</b>	<b>1,142</b>	<b>1,258</b>	<b>1,292</b>	<b>1,344</b>	<b>1,387</b>	<b>1,386</b>	<b>1,373</b>	<b>1,370</b>

## 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.







# RECOMMENDATION REPORT

Page 1 of 4

**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

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## 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.

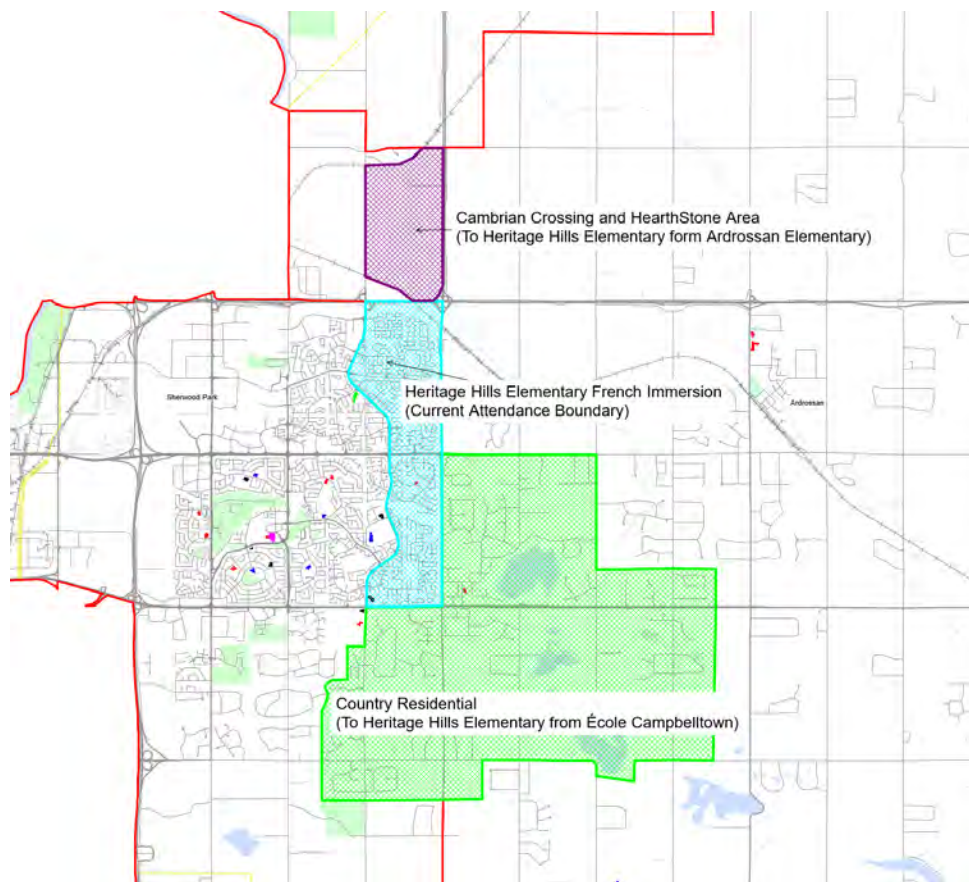
While Ardrossan Elementary doesn't have sufficient capacity to accommodate students from Cambrian or Hearthstone, Heritage Hills Elementary does. Enrolment projections indicate the school has capacity to accommodate students over the short and medium term. In the long term though, the province will need 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
<b>Grade Total</b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>0</b>	<b>4</b>	<b>6</b>	<b>3</b>	<b>25</b>



# 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)

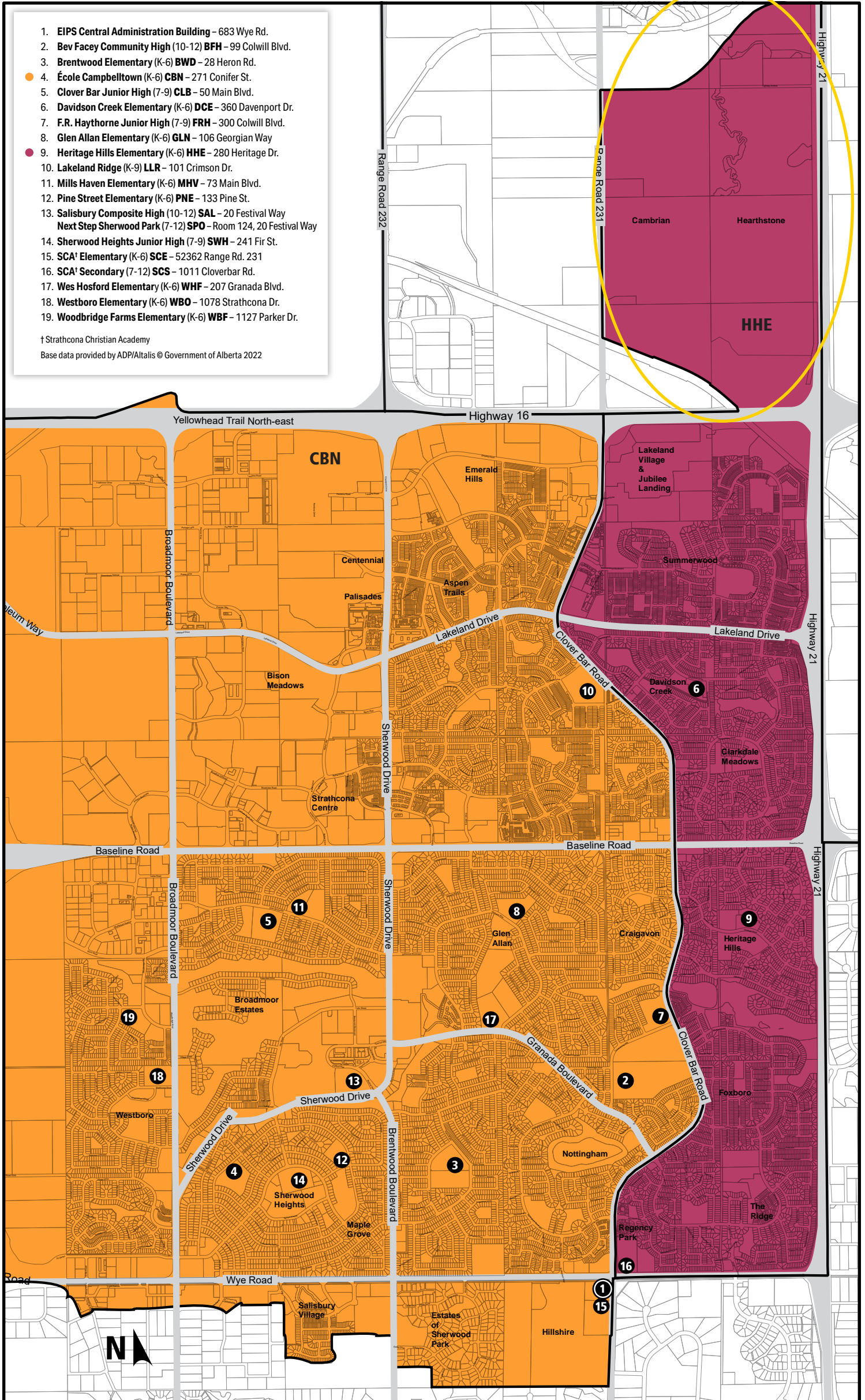
## STRATHCONA COUNTY

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
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**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.
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### Fort Saskatchewan

See Fort Saskatchewan Boundary Map for more detailed locations.

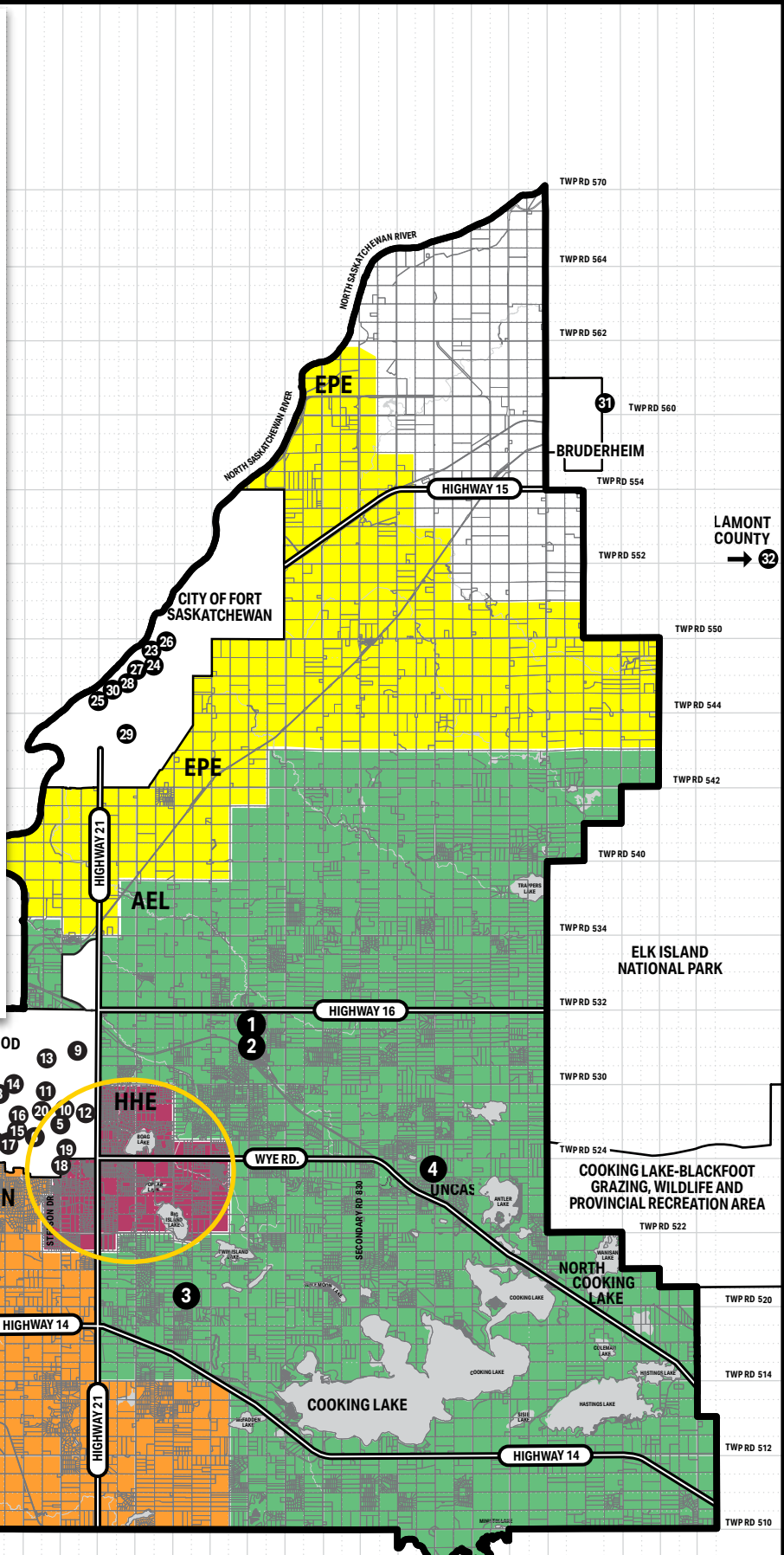
- 23. **Fort Saskatchewan Christian (K-9) FSC** – 9806 101 St.
- **Fort Saskatchewan Elementary (K-6) FSE** – 9802 101 St.
- 24. **Fort Saskatchewan High (10-12) FHS** – 10002 97 Ave.
- 25. **James Mowat Elementary (K-6) JMW** – 9625 82 St.
- 26. **Next Step Fort Saskatchewan (10-12) FSO** – 9807 108 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

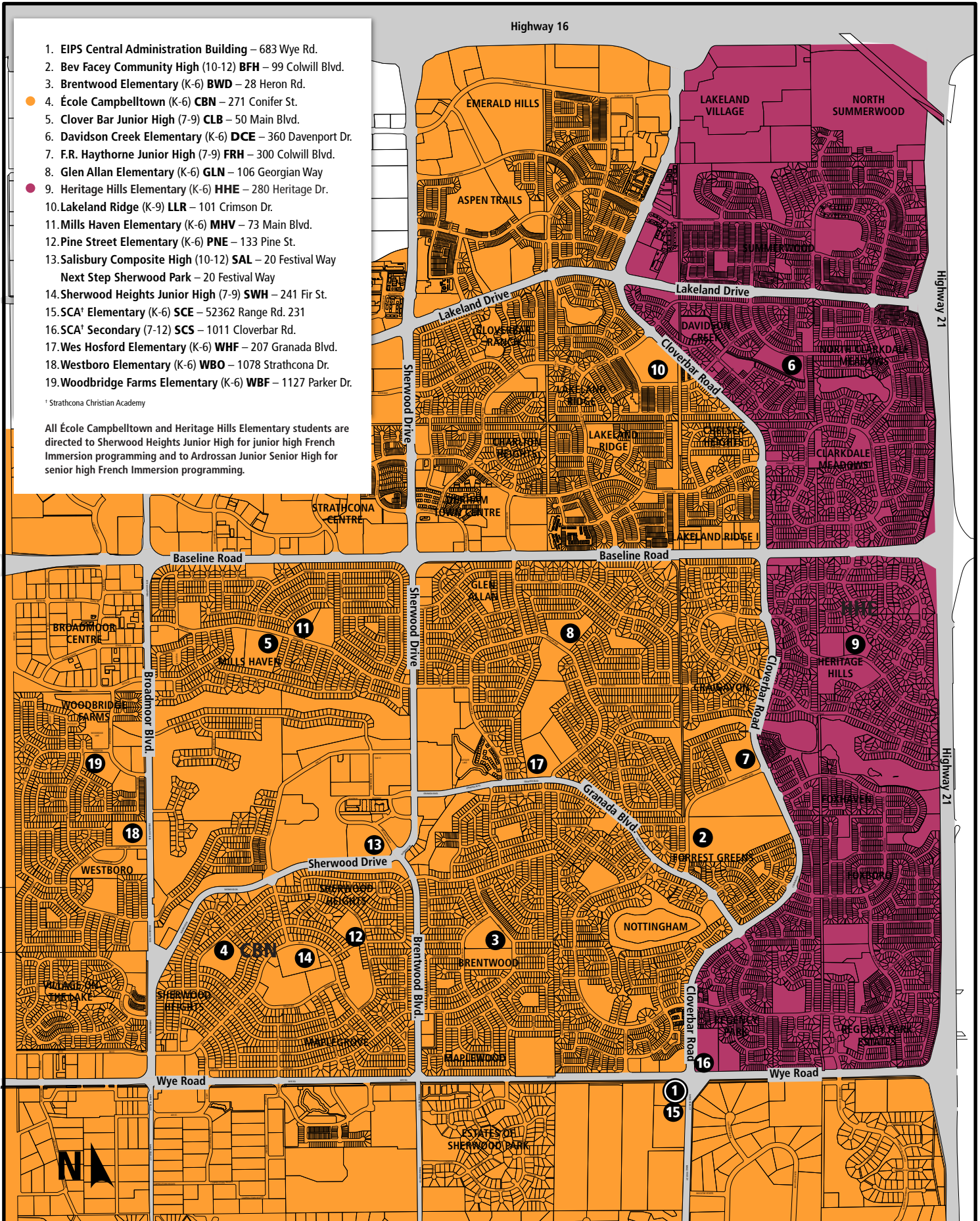
## SHERWOOD PARK

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.
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- Next Step Sherwood Park – 20 Festival Way
14. Sherwood Heights Junior High (7-9) **SWH** – 241 Fir St.
15. SCA<sup>1</sup> Elementary (K-6) **SCE** – 52362 Range Rd. 231
16. SCA<sup>1</sup> 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.

<sup>1</sup> 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

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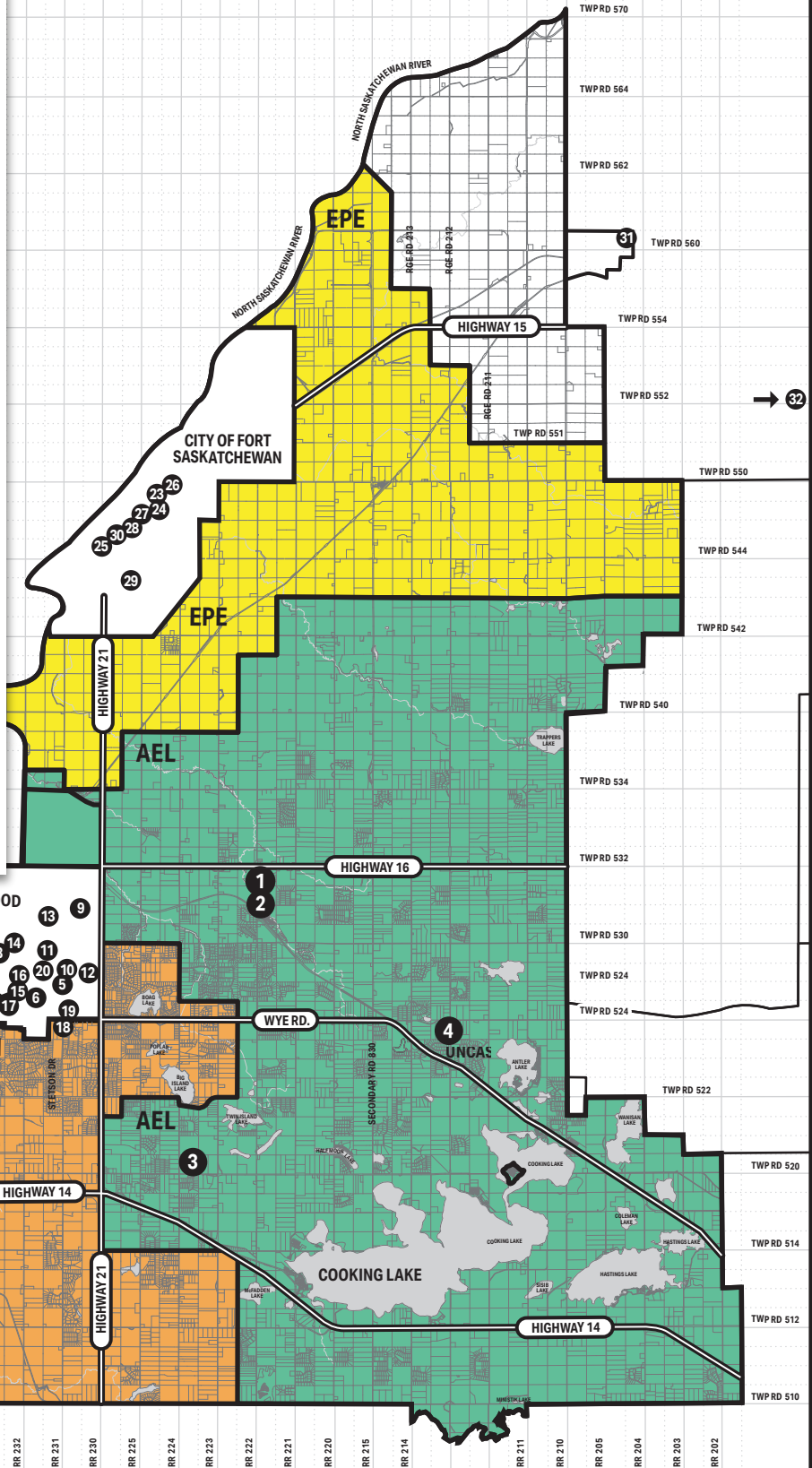
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- 26. **Next Step Fort Saskatchewan (10-12) FSO** – 9807 108 St.
- 27. **École Parc Élémentaire (K-6) EPE** – 9607 Sherridon Dr.
- 28. **Rudolph Hennig Junior High (7-9) RHJ** – 9512 92 St.
- 29. **SouthPointe School (K-9) SPS** – 11 SouthPointe Blvd.
- 30. **Win Ferguson Elementary (K-6) WFG** – 9529 89 St.

### Lamont County

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\*Strathcona Christian Academy





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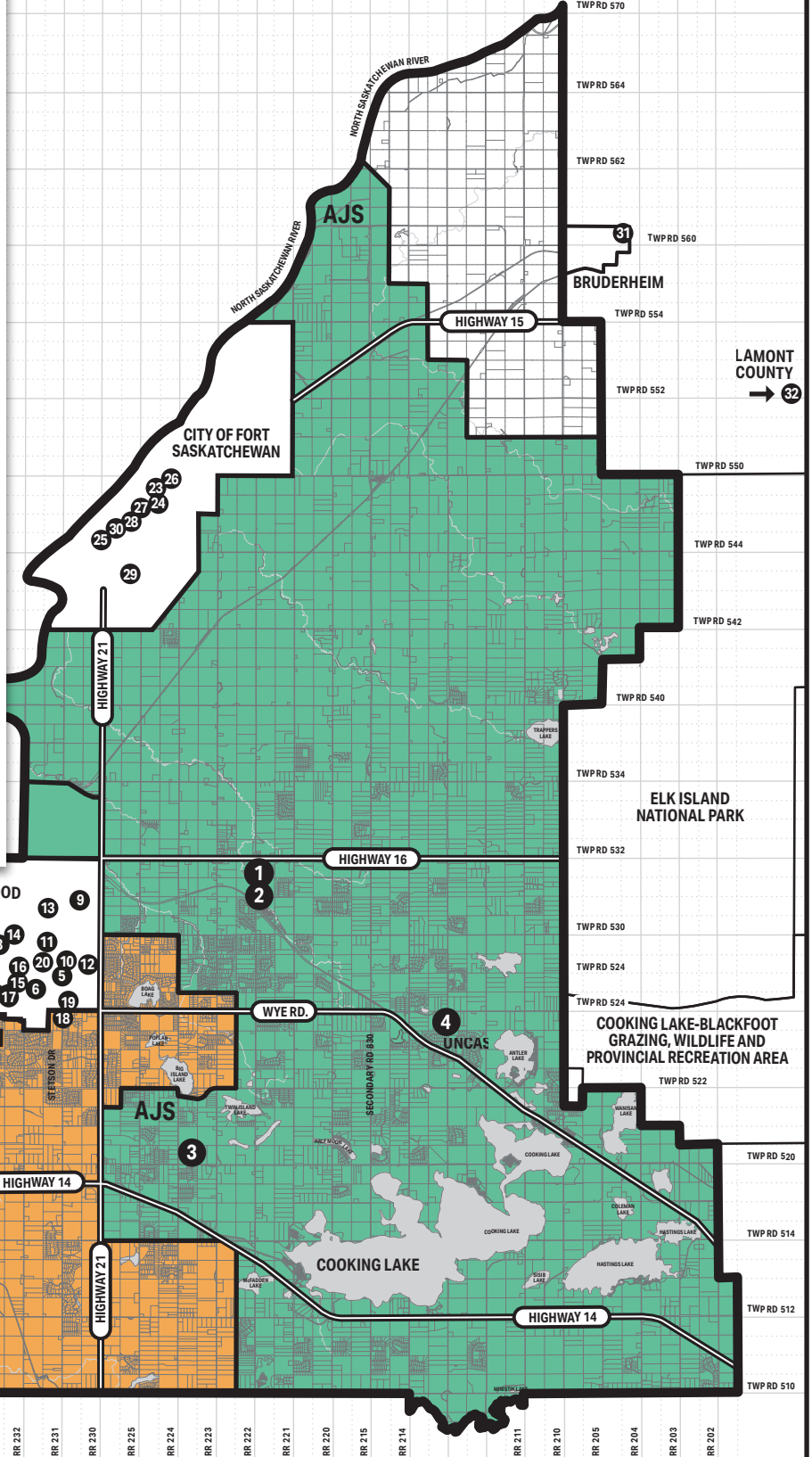
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32. **Lamont High (7-12) LHS** – 4811 50 Ave., Lamont

\*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
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### Sherwood Park

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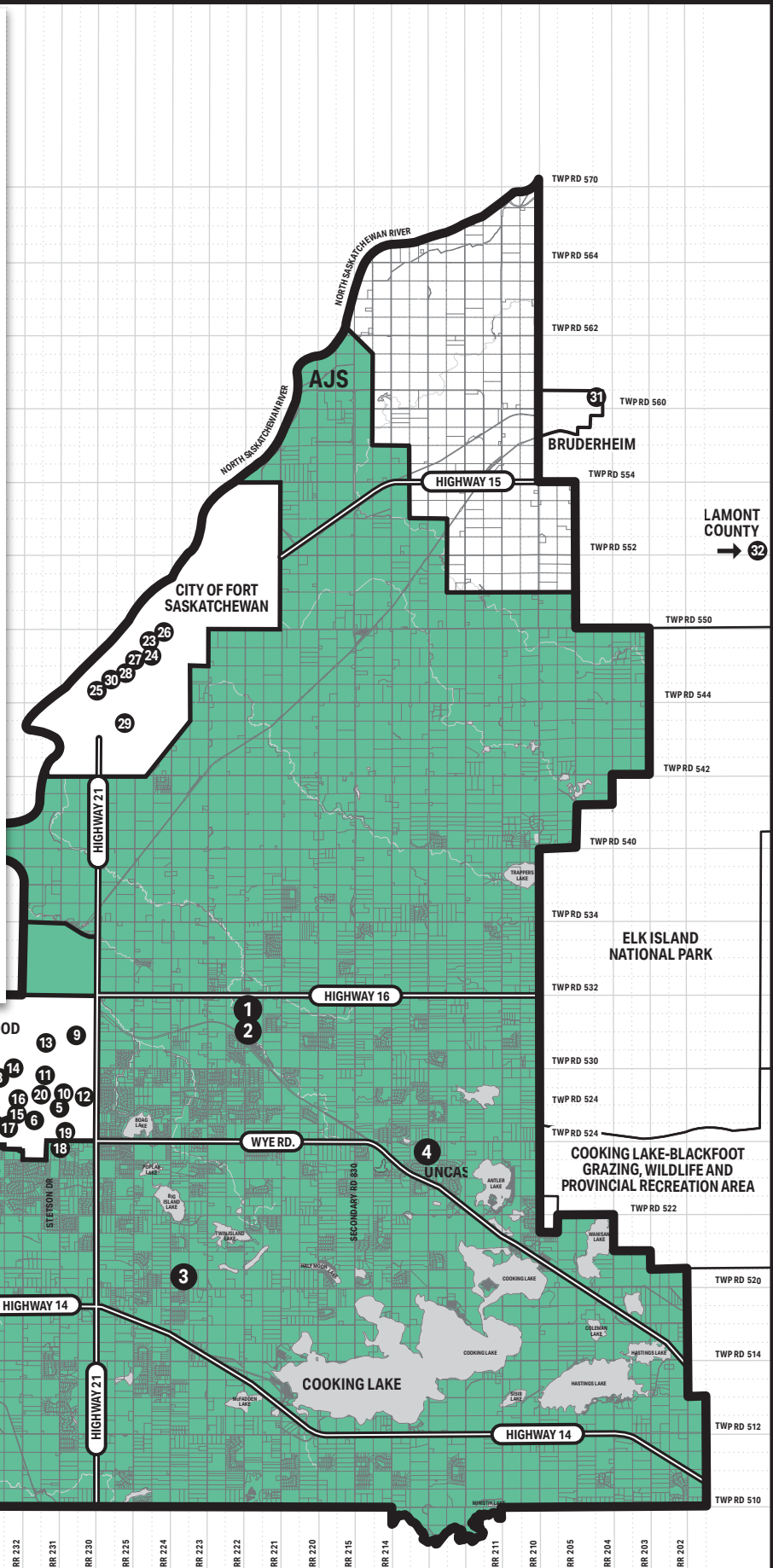
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# Phase 3

## Part 2

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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

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## 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

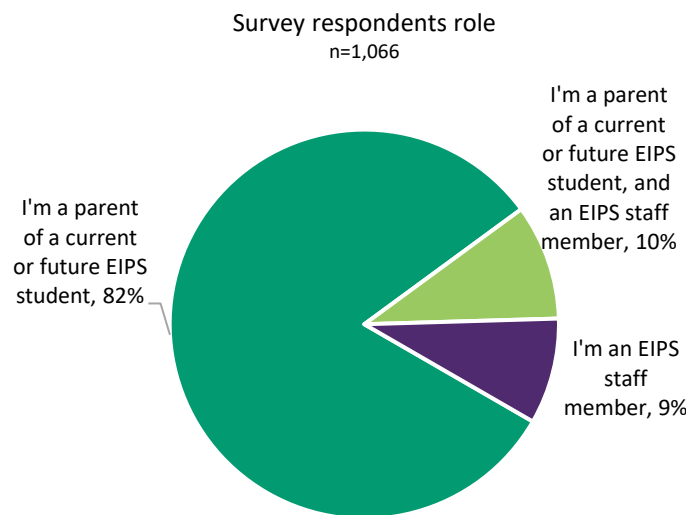
## Phase 3: Part 2 – Engagement Summary

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.

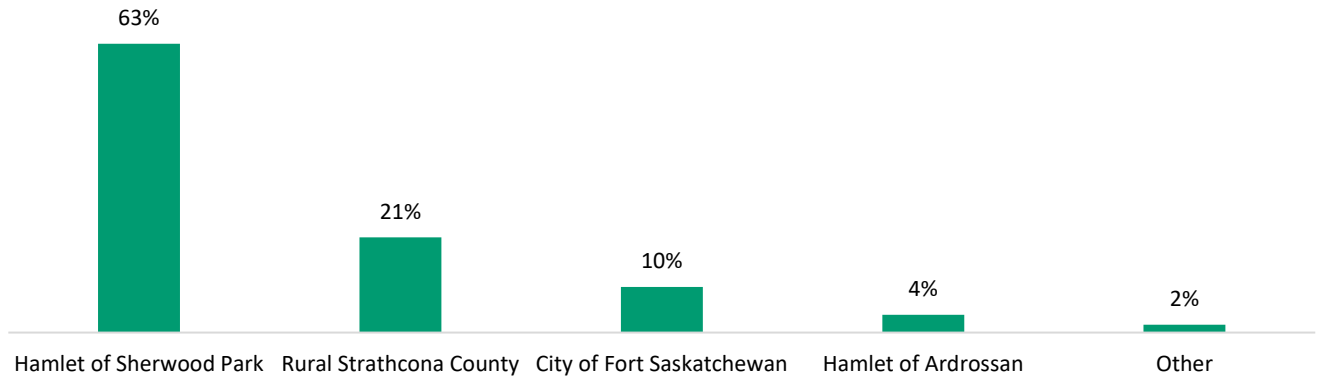
### Who We Heard From

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)

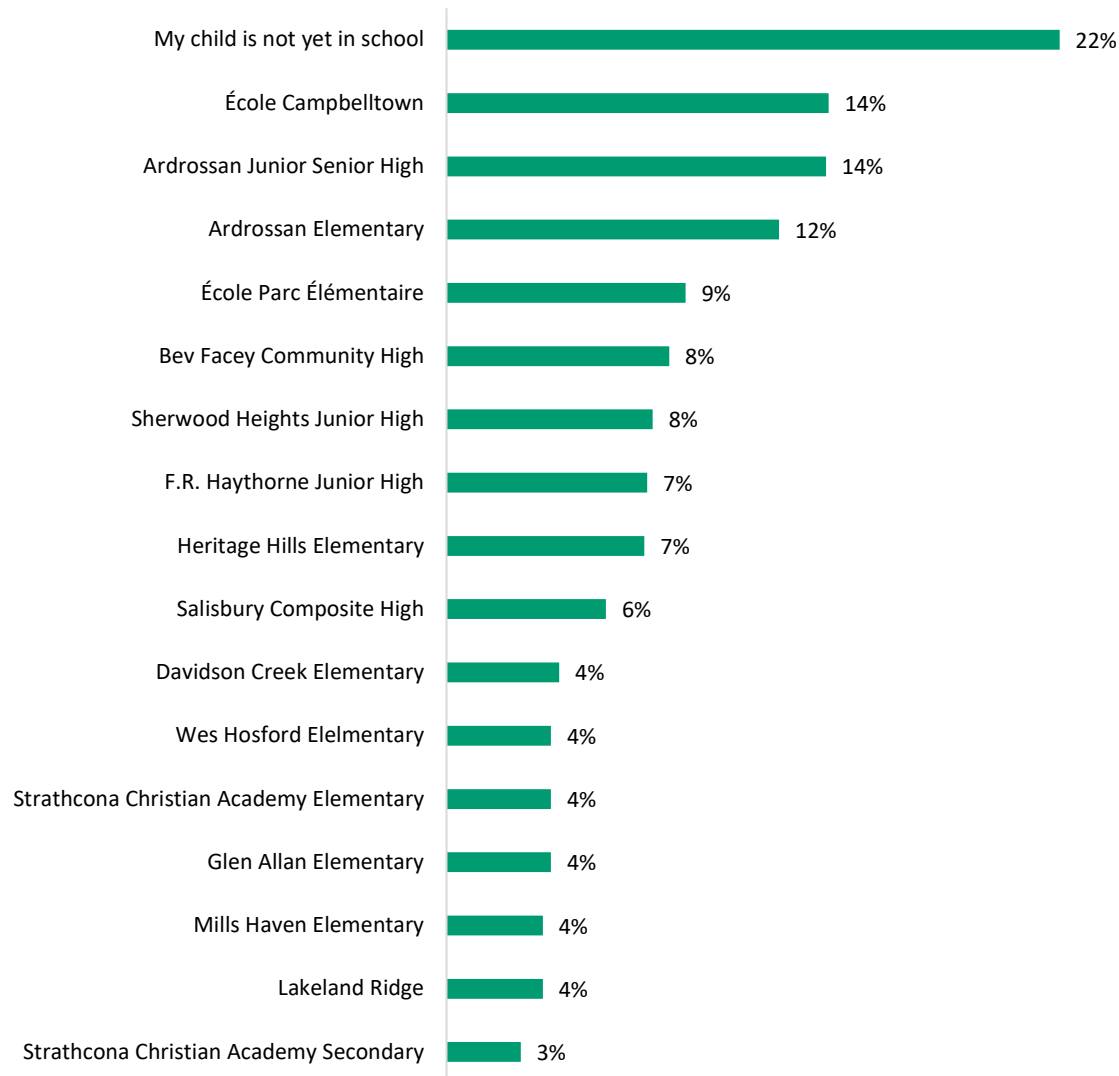


Other responses include respondents from the communities of Beaumont, Beaver County, Bruderheim, Edmonton and Sturgeon County.

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.

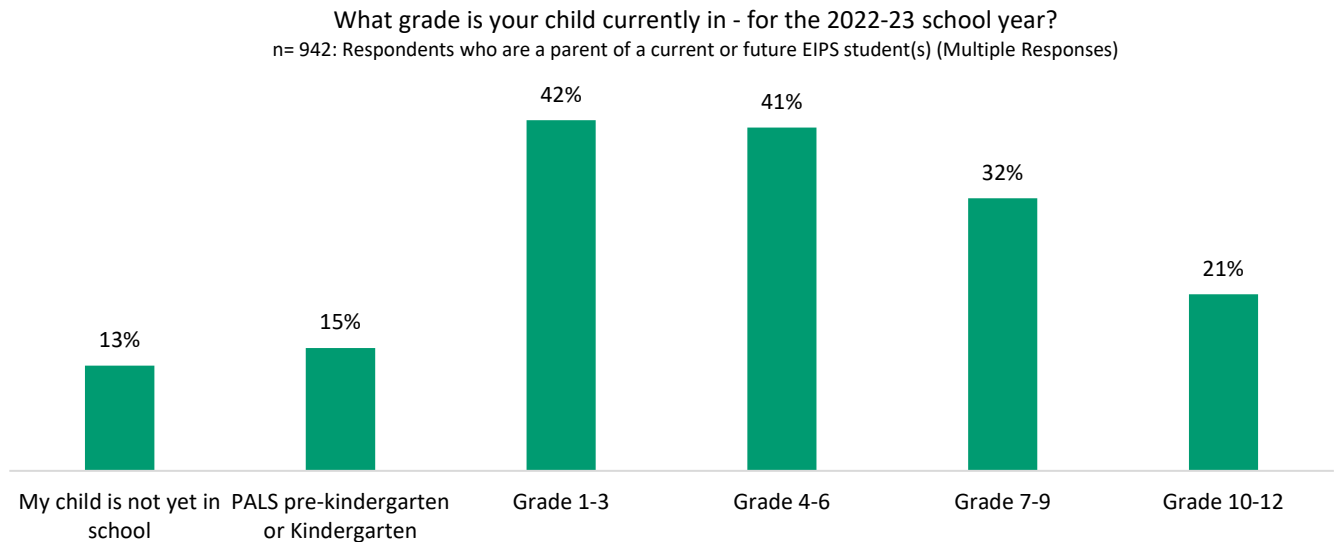
The question allowed multiple responses. For the response option "other" some respondents indicated a school not in EIPS as they may have children in EIPS and another school division. Other school attendance responses include Archbishop Jordan Catholic High, a French Immersion school in Beaumont, SouthPointe 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.

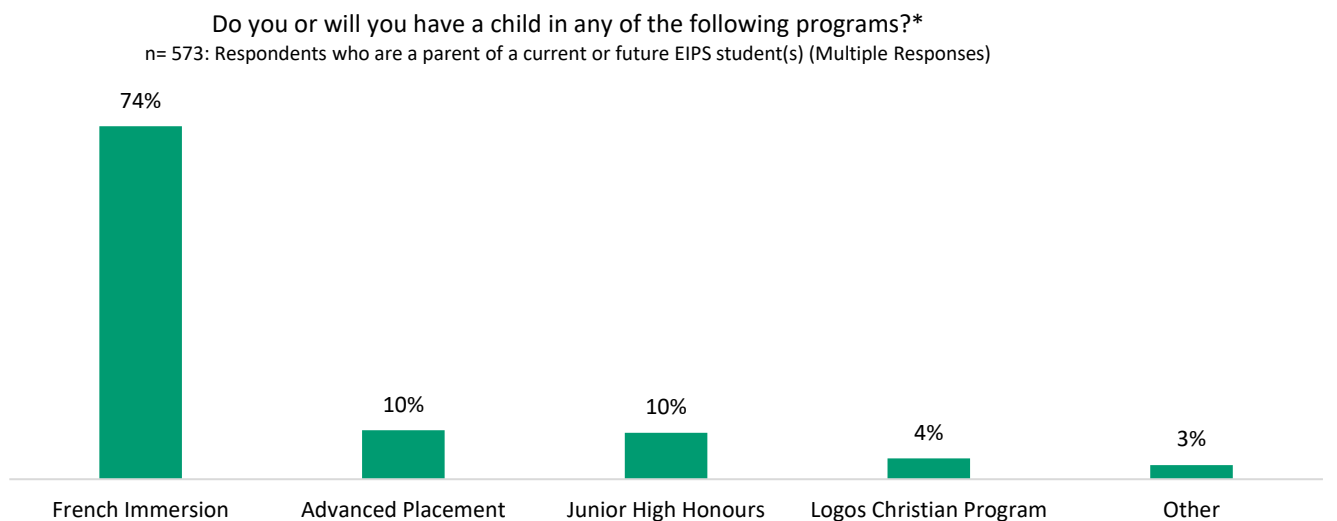
*Table:* How many children do you have attending?

	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
<b>Overall</b>	<ul style="list-style-type: none"> <li>• 15% – all secondary students are together in one building</li> <li>• 14% – fewer transitions</li> <li>• 12% – convenient central location</li> <li>• 10% – enables better programming and extracurriculars</li> <li>• 7% – continuity in teaching and learning for grades 7 to 12</li> <li>• 6% – Bev Facey Community High has sufficient room</li> <li>• 6% – single-track junior high French Immersion</li> </ul>	<ul style="list-style-type: none"> <li>• 20% – result in larger French Immersion junior high program</li> <li>• 18% – dual-track junior and senior high program</li> <li>• 16% – enables better programming and extracurriculars</li> <li>• 7% – fewer transitions</li> <li>• 6% – of all secondary students are together in one building</li> </ul>	<ul style="list-style-type: none"> <li>• 33% – keep junior high and senior high students separate</li> <li>• 28% – junior high at the new school</li> <li>• 10% – enables better programming and extracurriculars</li> <li>• 10% – relocation of senior high French Immersion programming to Bev Facey Community High</li> <li>• 7% – result in increased retention</li> <li>• 6% – fewer transitions</li> </ul>
<b>Ardrossan Hamlet</b>	<ul style="list-style-type: none"> <li>• 14% – enables better programming and extracurriculars</li> <li>• 14% – of all secondary students are together in one building</li> <li>• 10% – convenience of a central location</li> </ul>	<ul style="list-style-type: none"> <li>• 30% – result in larger French Immersion junior high program</li> <li>• 25% – dual-track junior and senior high program</li> <li>• 15% – enables better programming and extracurriculars</li> </ul>	<ul style="list-style-type: none"> <li>• 21% – junior high at the new school</li> <li>• 16% – keep junior high and senior high students separate</li> </ul>



<b>City of Fort Saskatchewan</b>	<ul style="list-style-type: none"> <li>• 17% – all secondary students are together in one building</li> <li>• 14% – enables better programming and extracurriculars</li> <li>• 12% – convenience of a central location</li> </ul>	<ul style="list-style-type: none"> <li>• 27% – larger French Immersion Junior High program</li> <li>• 27% – dual-track junior and senior high program</li> <li>• 22% – enables better programming and extracurriculars</li> </ul>	<ul style="list-style-type: none"> <li>• 36% – keep junior high and senior high students separate</li> <li>• 26% – French Immersion junior high at the new school</li> <li>• 10% – enables better programming and extracurriculars</li> </ul>
<b>Rural Strathcona County</b>	<ul style="list-style-type: none"> <li>• 15% – all secondary students are together in one building</li> <li>• 13% – existing programs at Bev Facey Community High remain unchanged</li> <li>• 11% – result in fewer transitions for students.</li> </ul>	<ul style="list-style-type: none"> <li>• 18% – result in larger French Immersion junior high program</li> <li>• 18% – dual-track junior and senior high program</li> <li>• 14% – enables better programming and extracurriculars</li> </ul>	<ul style="list-style-type: none"> <li>• 26% – French Immersion junior high at the new school</li> <li>• 21% – keep junior high and senior high students separate</li> <li>• 7% – enables better programming and extracurriculars</li> </ul>
<b>Hamlet of Sherwood Park</b>	<ul style="list-style-type: none"> <li>• 16% – fewer transitions for students</li> <li>• 14% – central location with all secondary students in one building</li> <li>• 14% all secondary students enrolled in the program together, in the same building.</li> </ul>	<ul style="list-style-type: none"> <li>• 17% – result in larger French Immersion junior high program</li> <li>• 17% – enables better programming and extracurriculars</li> <li>• 14% – dual-track junior and senior high program</li> </ul>	<ul style="list-style-type: none"> <li>• 35% – keep junior high and senior high students separate</li> <li>• 30% – French Immersion junior high at the new school</li> <li>• 13% – senior high to Bev Facey Community High</li> </ul>

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"> <li>• 35% – junior high students may not integrate well with senior high students</li> <li>• 22% – transportation and commuting concerns</li> <li>• 20% – limited programming and extracurriculars</li> <li>• 15% – small junior high population compared to a large senior high population</li> <li>• 12% – students will have to move or change schools</li> </ul>	<ul style="list-style-type: none"> <li>• 22% – relocation of Bev Facey Community High’s alternative and specialized system programs</li> <li>• 18% – junior high students may not integrate well with senior high students</li> <li>• 14% – space availability and overcrowding at Bev Facey Community High</li> <li>• 14% – students will have to move or change schools</li> <li>• 12% – transportation and commuting concerns</li> </ul>	<ul style="list-style-type: none"> <li>• 19% – more transitions</li> <li>• 17% – transportation and commuting concerns</li> <li>• 17% – student retention challenges</li> <li>• 17% – relocation of Sherwood Heights Junior High’s alternative and specialized system programs</li> <li>• 8% – space at Bev Facey Community High</li> </ul>

<b>Overall (Continued)</b>	<ul style="list-style-type: none"> <li>• 10% – student retention challenges</li> <li>• 10% – space at Bev Facey Community High</li> </ul>	<ul style="list-style-type: none"> <li>• 11% – student retention challenges</li> <li>• 11% – boundary changes at Bev Facey Community High for junior high and senior high</li> <li>• 5% – dislike the dual-track program</li> </ul>	
<b>Ardrossan Hamlet</b>	<ul style="list-style-type: none"> <li>• 23% – small junior high population compared to a large senior high population</li> <li>• 23% – junior high students may not integrate well with senior high students</li> <li>• 23% – transportation and commuting concerns</li> </ul>	<ul style="list-style-type: none"> <li>• 25% – transportation and commuting concerns</li> <li>• 25% – students will have to move or change schools</li> <li>• 15% – space availability and overcrowding at Bev Facey Community High</li> </ul>	<ul style="list-style-type: none"> <li>• 39% – transportation and commuting concerns</li> <li>• 33% – student retention</li> <li>• 28% – more transitions</li> </ul>
<b>City of Fort Saskatchewan</b>	<ul style="list-style-type: none"> <li>• 38% – transportation and commuting concerns</li> <li>• 23% – junior high students may not integrate well with senior high students</li> <li>• 23% – students will have to move or change schools</li> </ul>	<ul style="list-style-type: none"> <li>• 33% – transportation and commuting concerns</li> <li>• 20% – relocation of Bev Facey Community High’s alternative and specialized system programs</li> <li>• 13% – student retention challenges</li> </ul>	<ul style="list-style-type: none"> <li>• 41% – more transitions</li> <li>• 32% – transportation and commuting concerns</li> <li>• 11% – relocation of Sherwood Heights Junior High’s alternative and specialized system programs</li> </ul>
<b>Rural Strathcona County</b>	<ul style="list-style-type: none"> <li>• 40% – transportation and commuting concerns</li> <li>• 22% – limited programming and extracurriculars</li> <li>• 18% – junior high students may not integrate well with senior high students</li> </ul>	<ul style="list-style-type: none"> <li>• 24% – transportation and commuting concerns</li> <li>• 22% – students will have to move or change schools</li> <li>• 22% – relocation of Bev Facey Community High’s alternative and specialized system programs</li> </ul>	<ul style="list-style-type: none"> <li>• 32% – more transitions</li> <li>• 29% – transportation and commuting concerns</li> <li>• 24% – student retention</li> </ul>
<b>Hamlet of Sherwood Park</b>	<ul style="list-style-type: none"> <li>• 44% – junior high students may not integrate well with senior high students</li> <li>• 20% – limited programming and extracurriculars</li> <li>• 15% – small junior high population compared to a large senior high population</li> </ul>	<ul style="list-style-type: none"> <li>• 26% – junior high students may not integrate well with senior high students</li> <li>• 25% – relocation of Bev Facey Community High’s alternative and specialized system programs</li> <li>• 16% – space availability and overcrowding at Bev Facey Community High</li> </ul>	<ul style="list-style-type: none"> <li>• 20% – relocation of Sherwood Heights Junior High’s alternative and specialized system programs</li> <li>• 15% – student retention</li> <li>• 10% – more transitions</li> </ul>

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
<b>Overall</b>	<ul style="list-style-type: none"> <li>• 24% – French Immersion programming should not relocate to Bev Facey Community High</li> <li>• 12% – junior high students may not integrate well with senior high students</li> <li>• 11% – transportation and commuting concerns</li> <li>• 9% – student retention challenges</li> <li>• 8% – French Immersion should be offered at more schools</li> <li>• 8% – limited programming and extracurriculars</li> <li>• 6% – space availability and overcrowding at Bev Facey Community High</li> </ul>	<ul style="list-style-type: none"> <li>• 12% – French Immersion programming should not relocate to Bev Facey Community High</li> <li>• 10% – student retention challenges</li> <li>• 9% – concern about relocating Bev Facey Community High’s alternative and specialized system programs</li> <li>• 7% – French Immersion should be offered at more schools</li> <li>• 5% – limited programming and extracurriculars</li> <li>• 5% – junior high students may not integrate well with senior high students</li> </ul>	<ul style="list-style-type: none"> <li>• 13% – student retention challenges</li> <li>• 12% – French Immersion should be offered at more schools</li> <li>• 11% – French Immersion programming should not be relocated</li> <li>• 6% – students will have to move or change schools</li> <li>• 6% – transportation and commuting concerns</li> <li>• 5% – more transitions</li> </ul>
<b>Ardrossan Hamlet</b>	<ul style="list-style-type: none"> <li>• 39% – French Immersion programming should not be relocated to Bev Facey Community High</li> <li>• 33% – student retention challenges</li> </ul>	<ul style="list-style-type: none"> <li>• 29% – French Immersion programming should not relocate to Bev Facey Community High</li> <li>• 14% – concern about boundary changes at Bev Facey Community High for junior high and senior high</li> <li>• 14% – listen to feedback and continue to engage</li> </ul>	<ul style="list-style-type: none"> <li>• 13% – student retention challenges</li> <li>• 13% – French Immersion should be offered at more schools</li> <li>• 13% – French Immersion programming should not be relocated</li> </ul>
<b>City of Fort Saskatchewan</b>	<ul style="list-style-type: none"> <li>• 28% – French Immersion programming should not relocate to Bev Facey Community High</li> <li>• 17% – French Immersion should be offered at more schools</li> <li>• 17% – junior high students may not integrate well with senior high students</li> </ul>	<ul style="list-style-type: none"> <li>• 26% – transportation and commuting concerns</li> <li>• 23% – French Immersion programming should not be relocated to Bev Facey Community High</li> <li>• 10% – student retention challenges</li> </ul>	<ul style="list-style-type: none"> <li>• 26% – student retention challenges</li> <li>• 22% – French Immersion should be offered at more schools</li> <li>• 17% – students will have to move or change schools</li> </ul>

<b>Rural Strathcona County</b>	<ul style="list-style-type: none"> <li>• 28% French Immersion programming should not relocate to Bev Facey Community High</li> <li>• 21% – transportation and commuting concerns</li> <li>• 16% – French Immersion should be offered at more schools</li> </ul>	<ul style="list-style-type: none"> <li>• 21% – transportation and commuting concerns</li> <li>• 17% – French Immersion programming should not be relocated to Bev Facey Community High</li> <li>• 13% – concern about boundary changes at Bev Facey Community High for junior high and senior high</li> </ul>	<ul style="list-style-type: none"> <li>• 28% – French Immersion programming should not be relocated</li> <li>• 13% – transportation and commuting concerns</li> <li>• 13% student retention challenges</li> </ul>
<b>Hamlet of Sherwood Park</b>	<ul style="list-style-type: none"> <li>• 20% – French Immersion programming should not be relocated to Bev Facey Community High</li> <li>• 14% – junior high students may not integrate well with senior high students</li> <li>• 10% – limited programming and extracurriculars</li> </ul>	<ul style="list-style-type: none"> <li>• 12% – student retention challenges</li> <li>• 12% – concern about relocating alternative programs to a different school</li> <li>• 11% – concern about boundary changes at Bev Facey Community High for junior high and senior high</li> </ul>	<ul style="list-style-type: none"> <li>• 33% – support this option</li> <li>• 11% – student retention challenges</li> <li>• 10% – French Immersion should be offered at more schools</li> </ul>

NOTE: See the Appendix for more detail. Listed themes are summarized for spacing and readability.

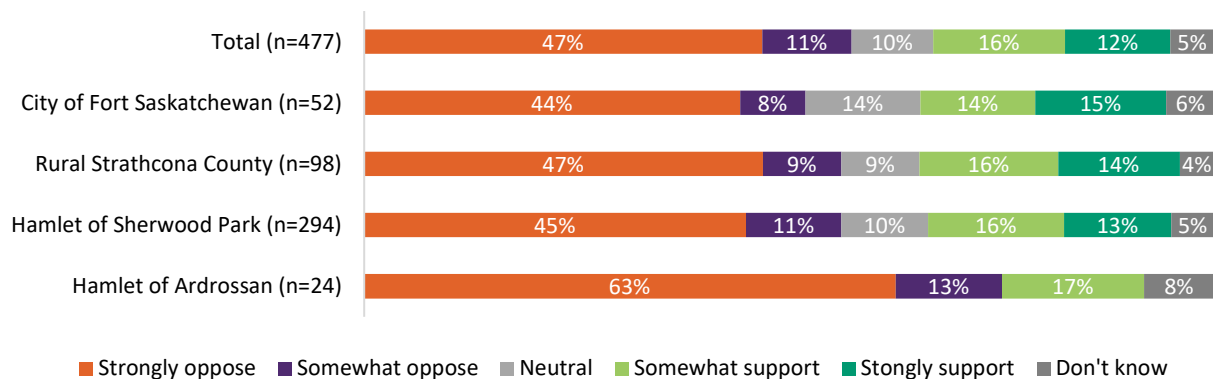
## Level of Support for Each Option

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

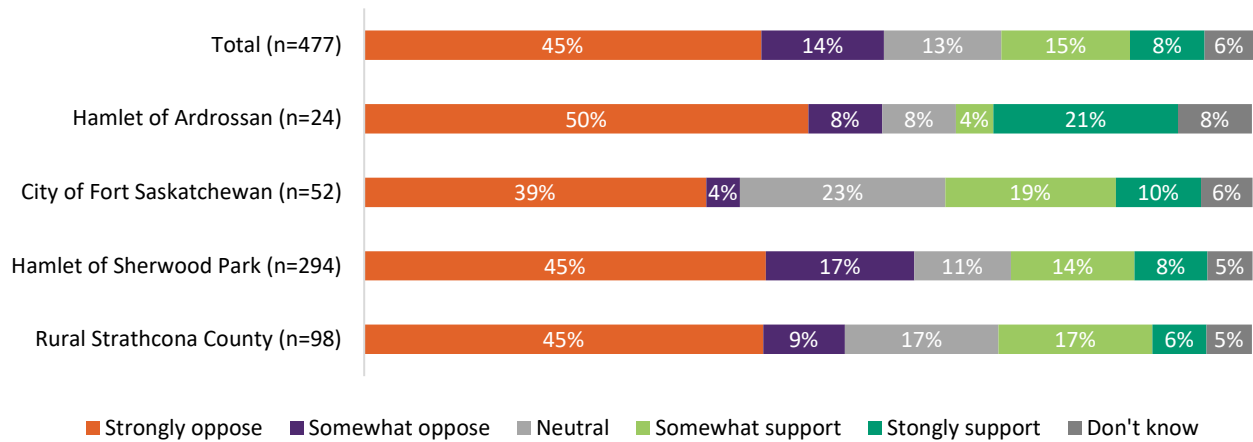
In total, 28% of respondents indicated some level of support for Option 1. In terms of place of residence, Option 1 received the least amount of support from Hamlet of Ardrossan respondents, 17%, and the most amount of support from respondents in rural Strathcona County, 30%.

Level of Support for Option 1 by Place of Residence



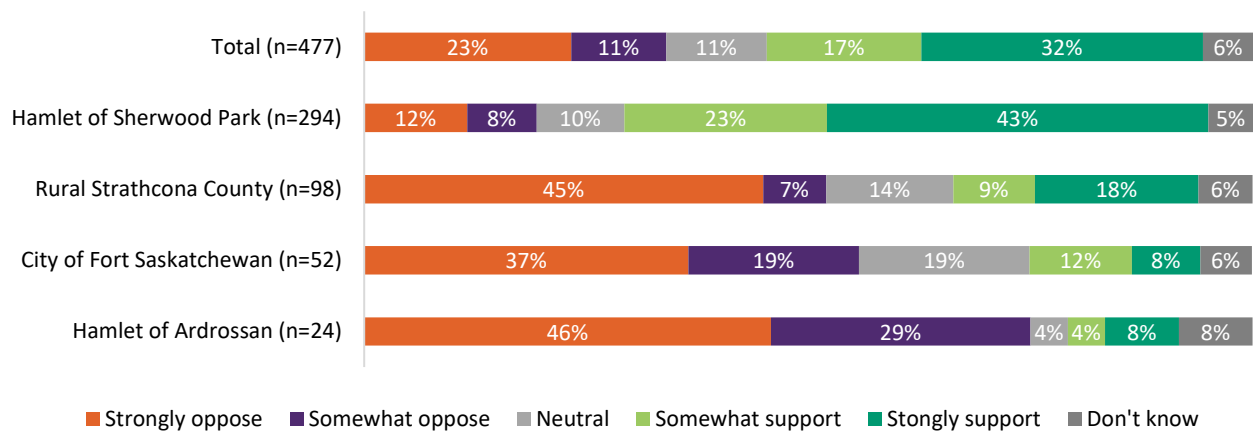
In total, 23% of respondents indicated some level of support for Option 2. In terms of place of residence, Option 2 received the least amount of support from the Hamlet of Sherwood Park, 22%, and the most amount of support from respondents in the City of Fort Saskatchewan, 29%.

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

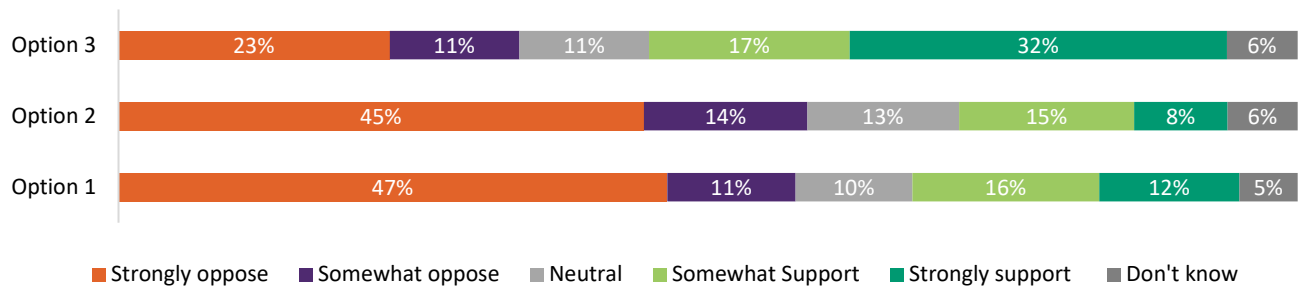


### Level of Support by Option for Each Region

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

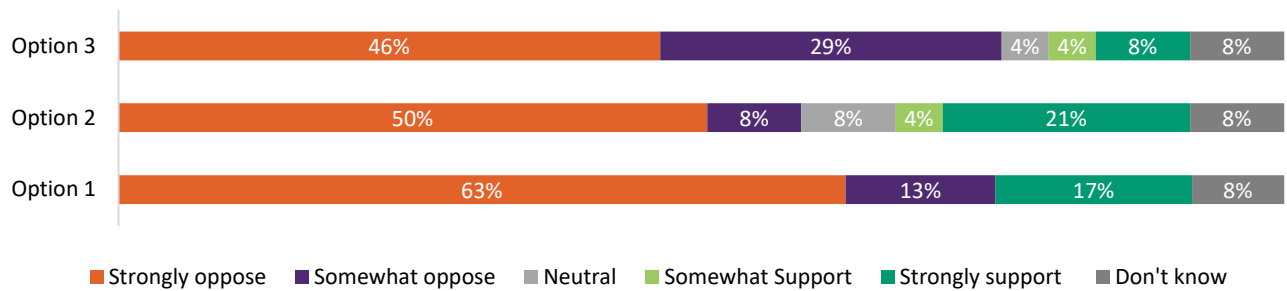
n=477



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

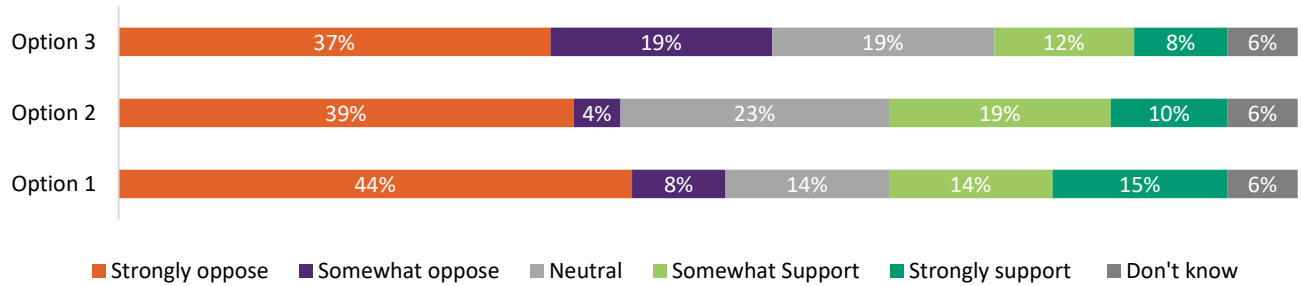


For those who reside in the City of Fort Saskatchewan, Option 1 and Option 2 received the same level of support, 29%, and Option 3 received the least support, 20%.



### City of Fort Saskatchewan

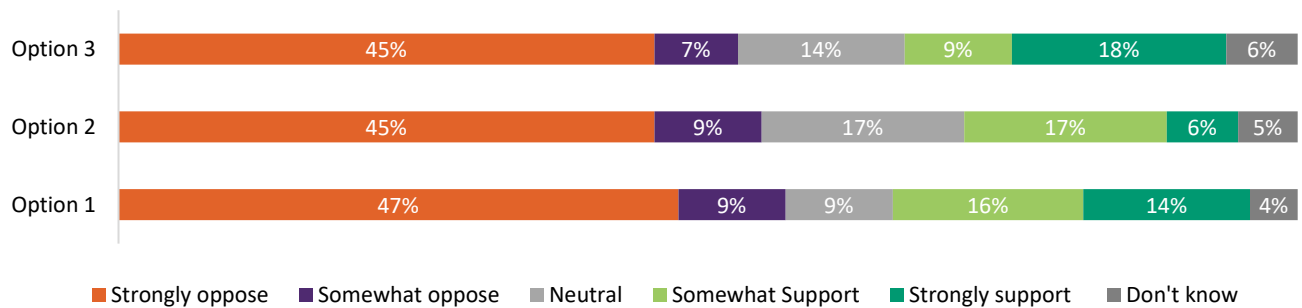
n=52



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

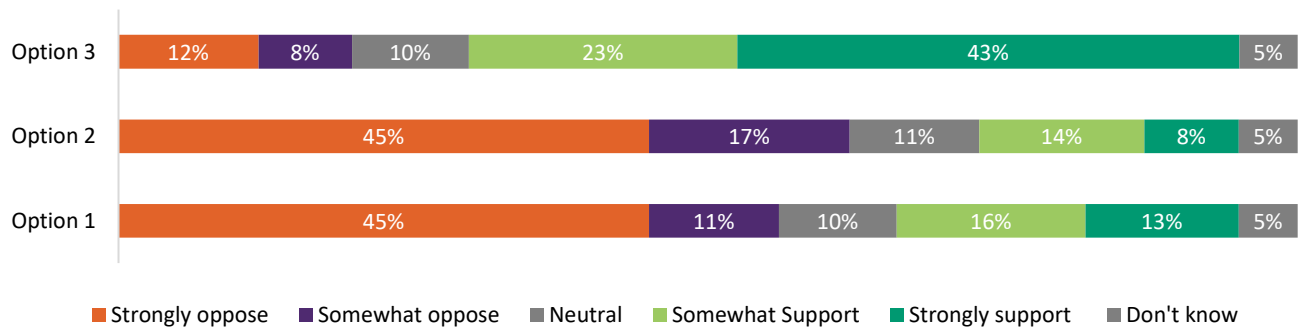
n=98



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
<b>Guiding Principles</b>			
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
<b>Must-have criteria for the potential solution</b>			
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
<b>Ranking choice question</b>			
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
<b>Total</b>	<b>24</b>	<b>26</b>	<b>26</b>

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

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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](https://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
<b>TOTAL STUDENTS</b>	<b>1,368</b>

**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
<b>GRADE TOTALS</b>	146	131	157	144	142	126	129	87	94	85	57	33	37			<b>1,368</b>

**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.*

# Option A - Overview

## Bev Facey Community High

### Programs

- 10-12 Regular
- 10-12 AP
- **10-12 French Immersion**
- 10-12 Focus, Place, Goals

### Boundary Adjustments

- None

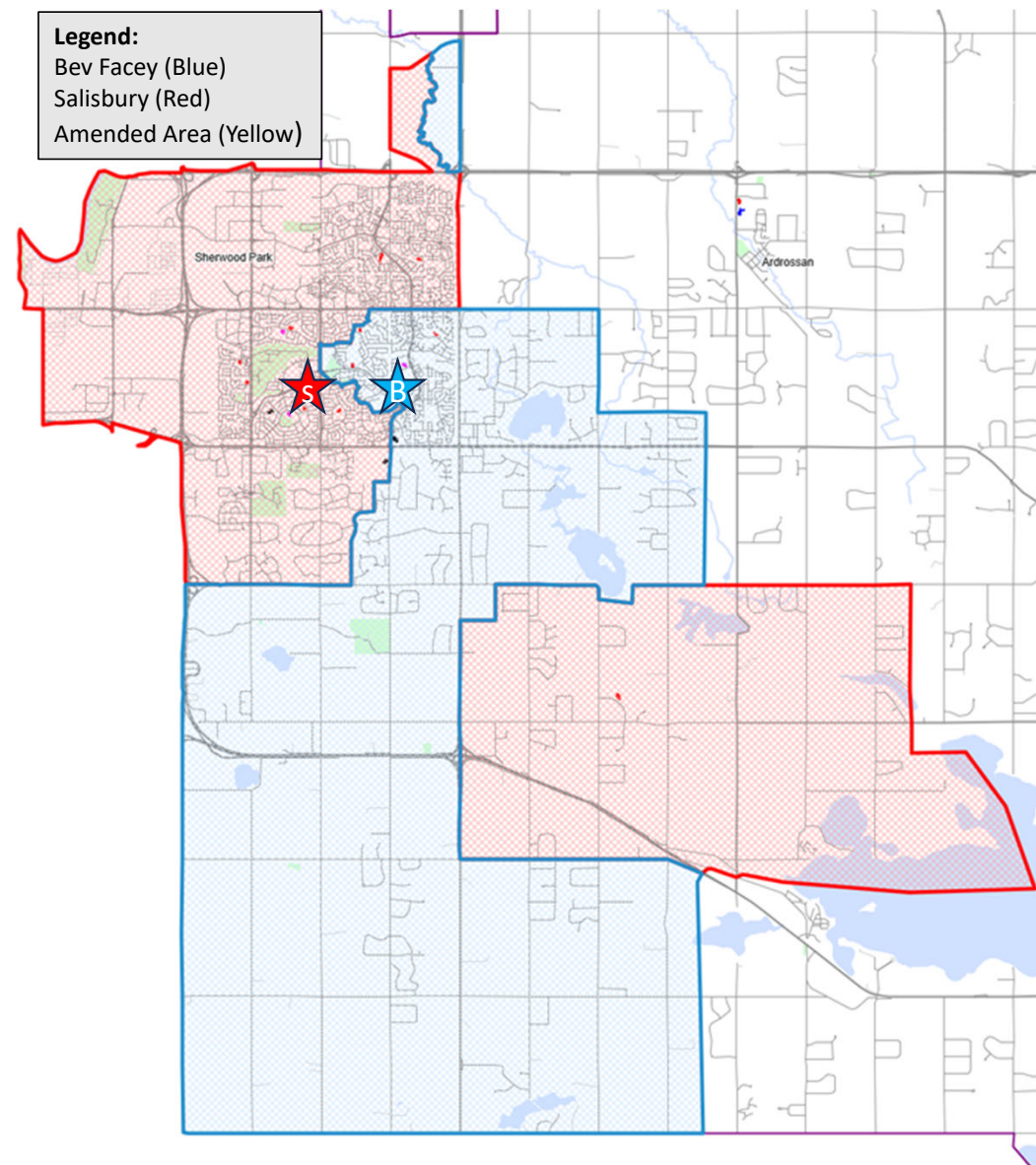
## Salisbury Composite High

### Programs

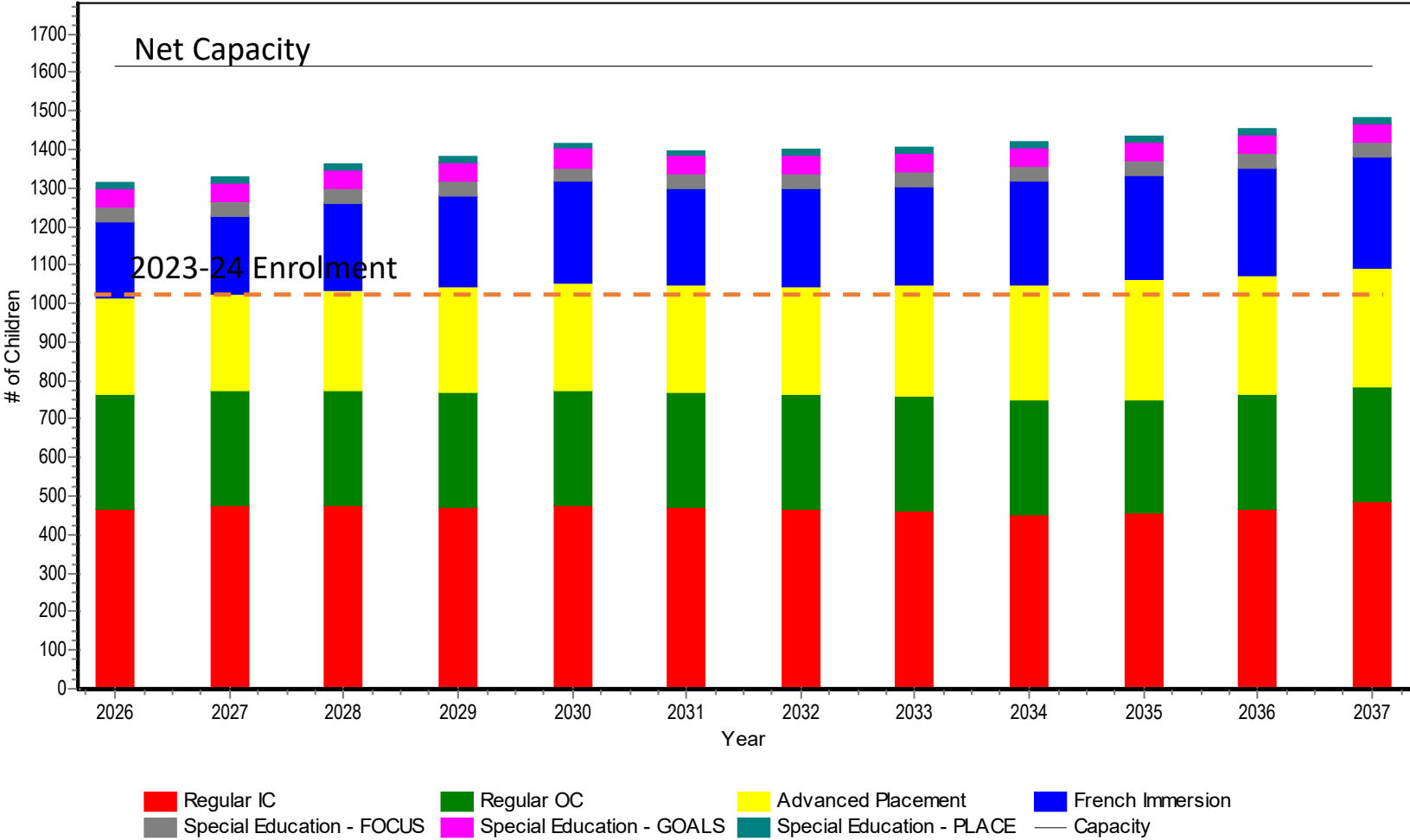
- 10-12 Regular
- 10-12 IB
- 10 Impact
- 7-12 STEPS

### Boundary Adjustments

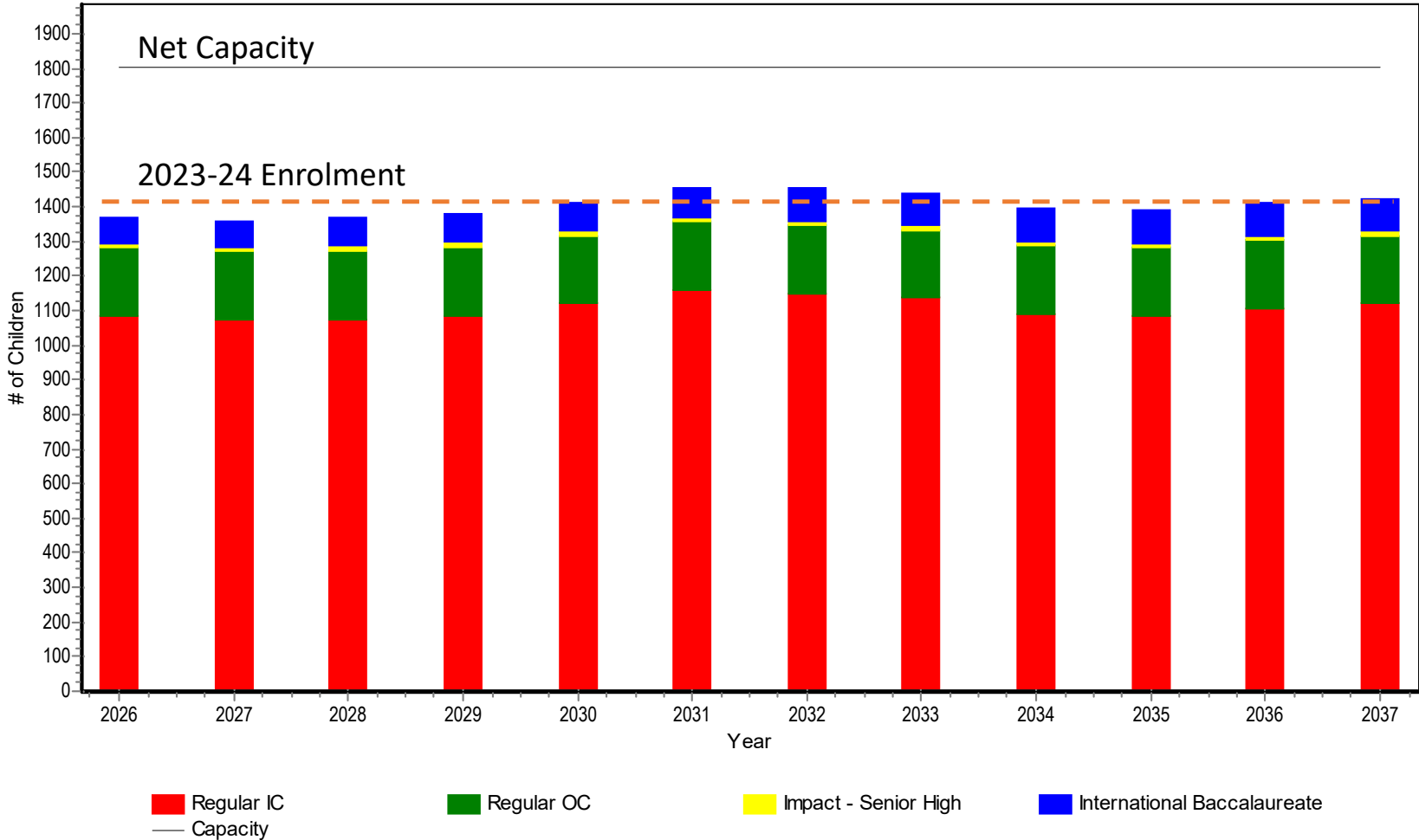
- None



Option A – Bev Facey Enrolment Projection (2026-2037)



Option A – Salisbury Composite High Enrolment Projection (2026-2037)



## Option B - Overview

### Bev Facey Community High

#### Programs

- 10-12 Regular
- 10-12 AP
- 10-12 French Immersion
- 10-12 Focus, Place, Goals

#### Boundary Adjustments

- Add Lakeland Ridge Attendance Boundary

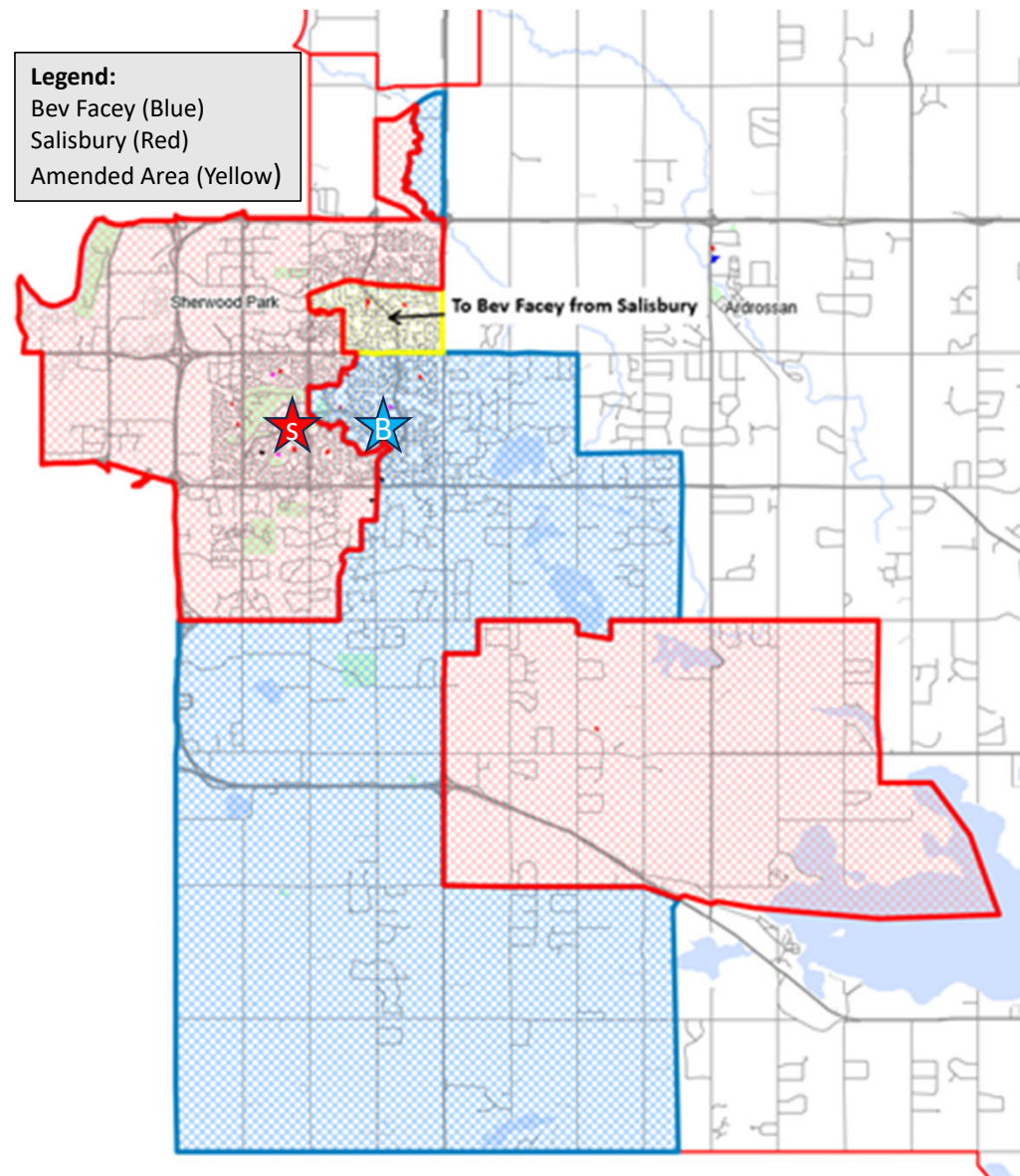
### Salisbury Composite High

#### Programs

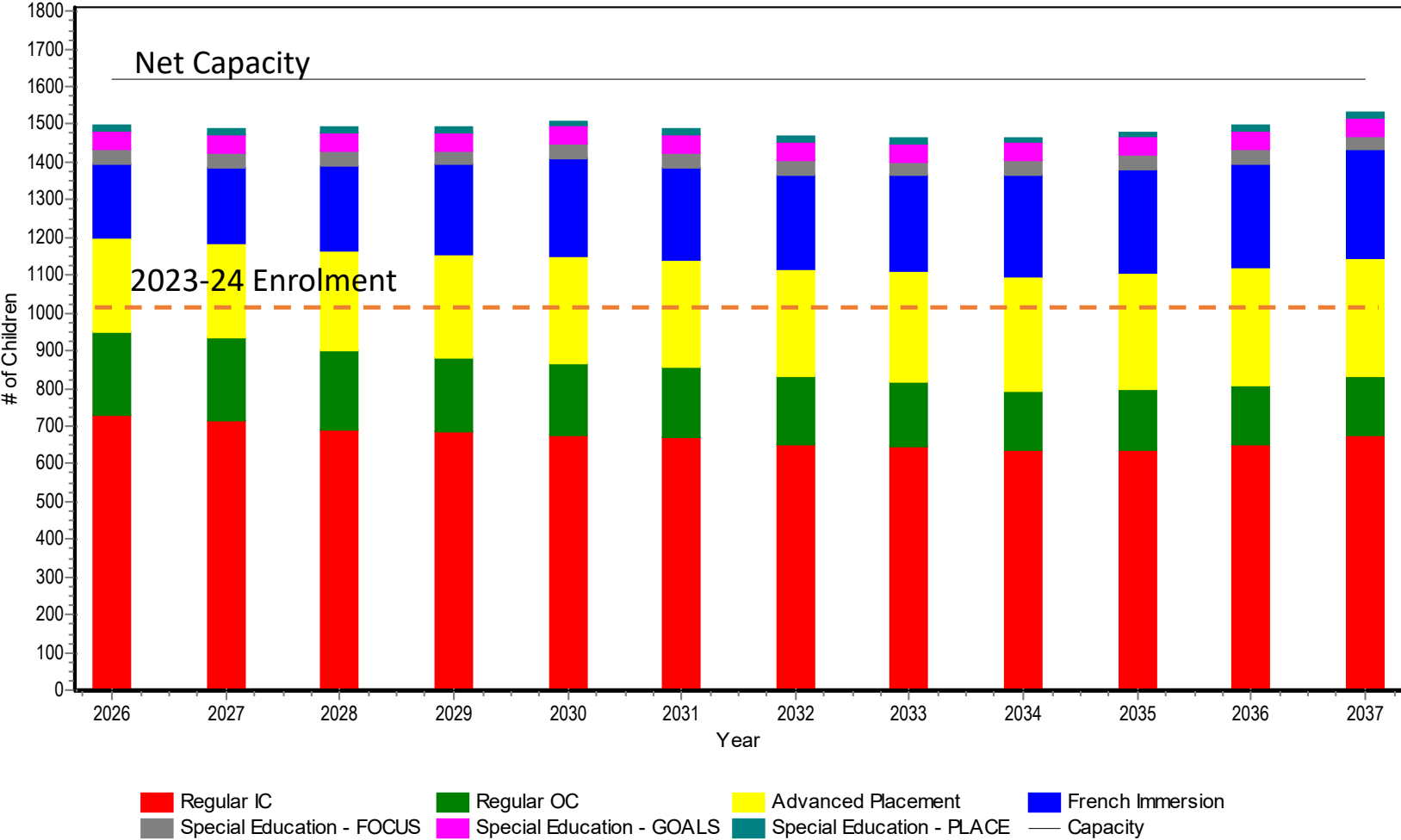
- 10-12 Regular
- 10-12 IB
- 10 Impact
- 7-12 STEPS

#### Boundary Adjustments

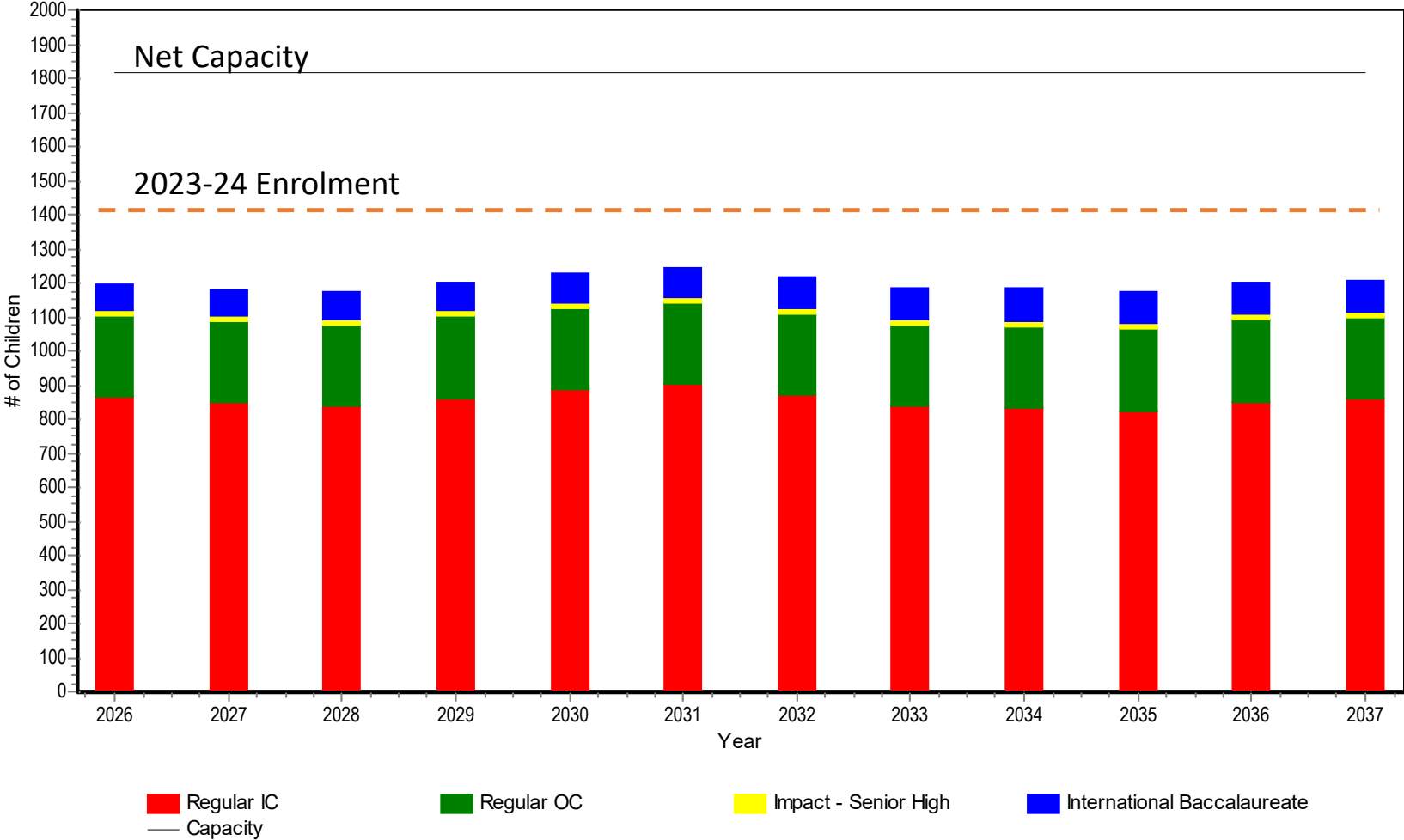
- Remove Lakeland Ridge Attendance Boundary



Option B – Bev Facey Enrolment Projection (2026-2037)



Option B – Salisbury Composite High Enrolment Projection (2026-2037)





# Option C - Overview

## Bev Facey Community High

### Programs

- 10-12 Regular
- 10-12 AP
- 10-12 French Immersion
- 10-12 Focus, Place, Goals

### Boundary Adjustments

- Add Sherwood Heights Attendance Boundary

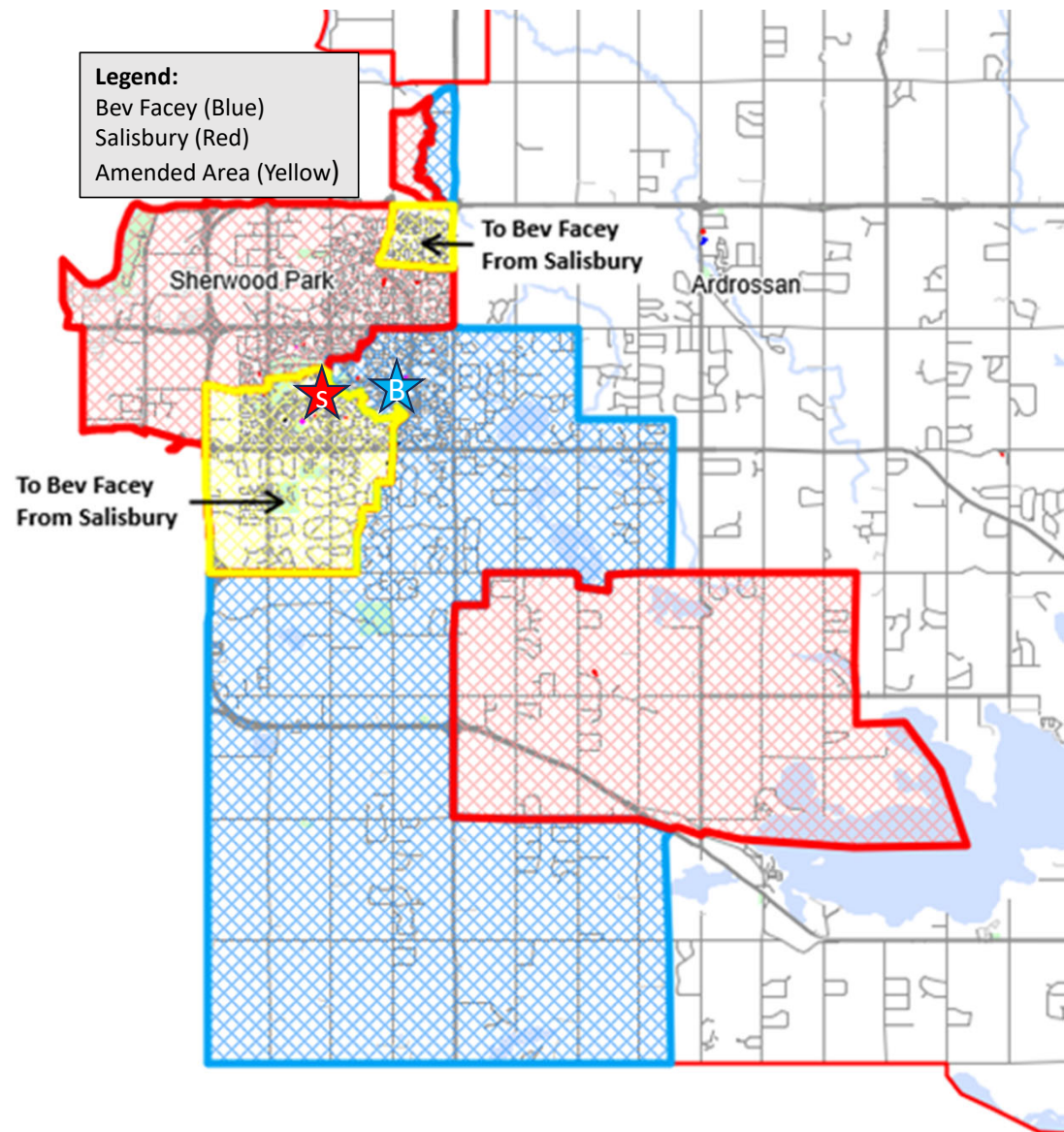
## Salisbury Composite High

### Programs

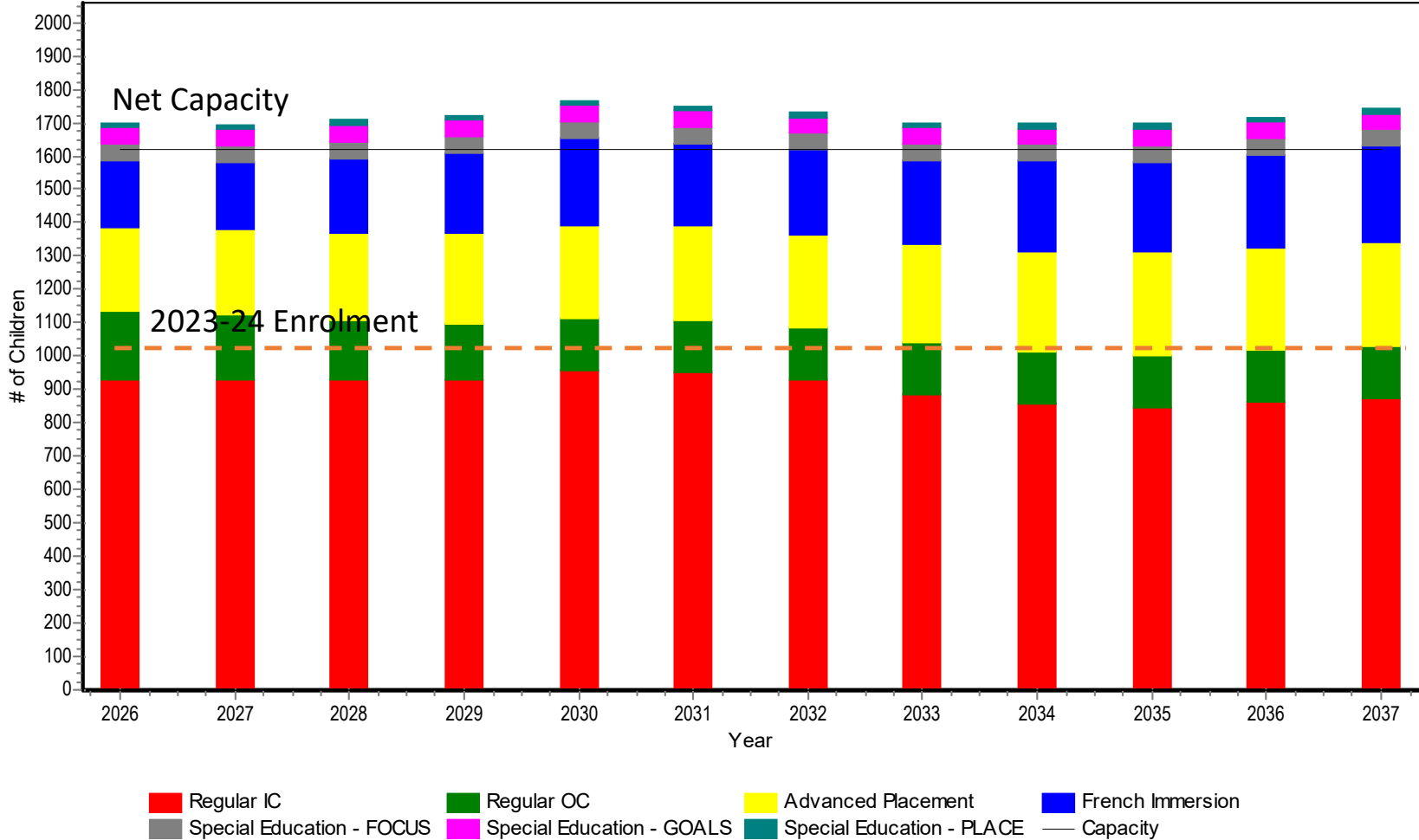
- 10-12 Regular
- 10-12 IB
- 10 Impact
- 7-12 STEPS

### Boundary Adjustments

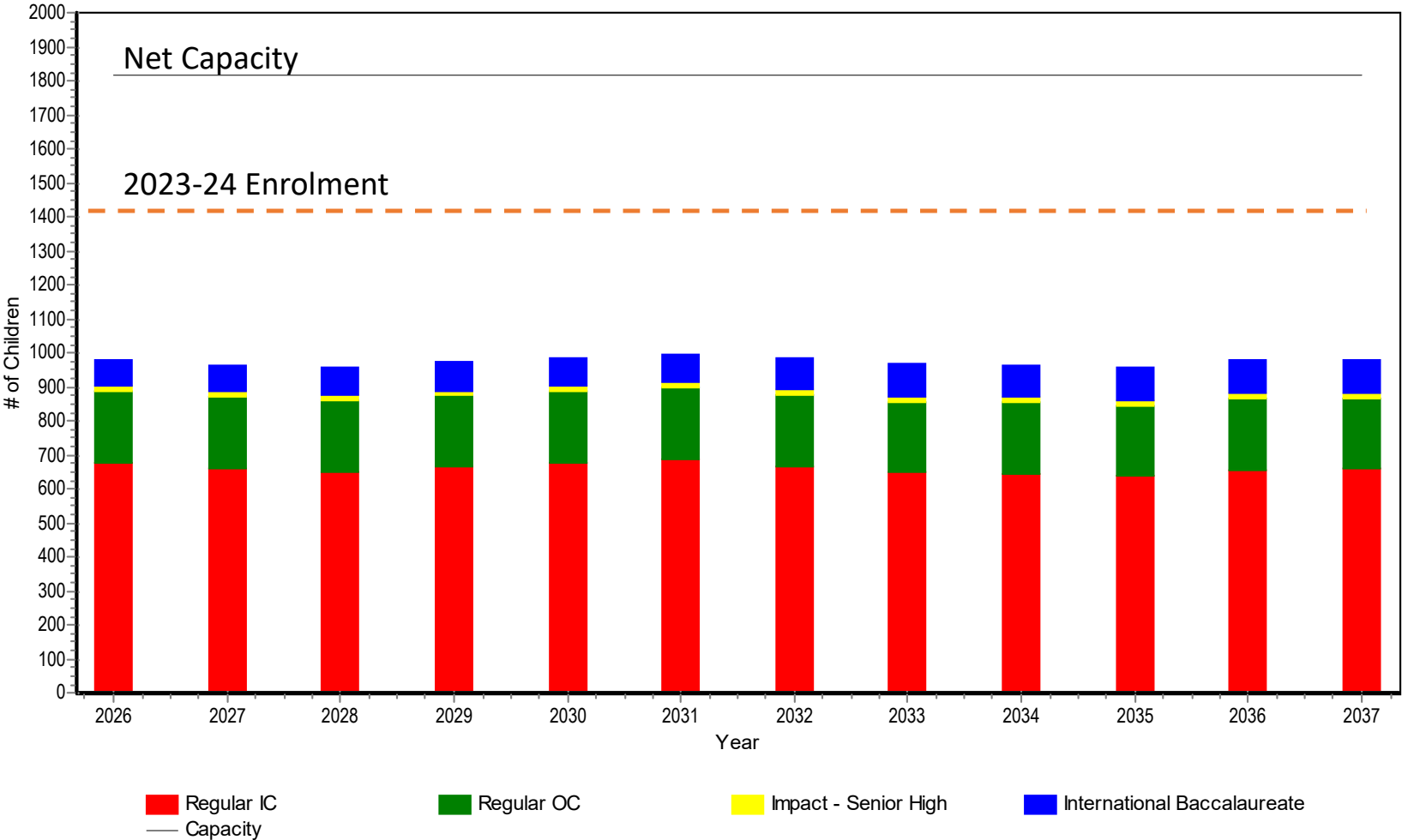
- Remove Sherwood Heights Junior High Attendance Boundary



Option C – Bev Facey Enrolment Projection (2026-2037)



### Option C – Salisbury Composite High Enrolment Projection (2026-2037)



## Option D - Overview

### Bev Facey Community High Programs

- 10-12 Regular
- 10-12 AP
- 10-12 Focus, Place, Goals

### Boundary Adjustments

- Add Lakeland Ridge Attendance Area Boundary

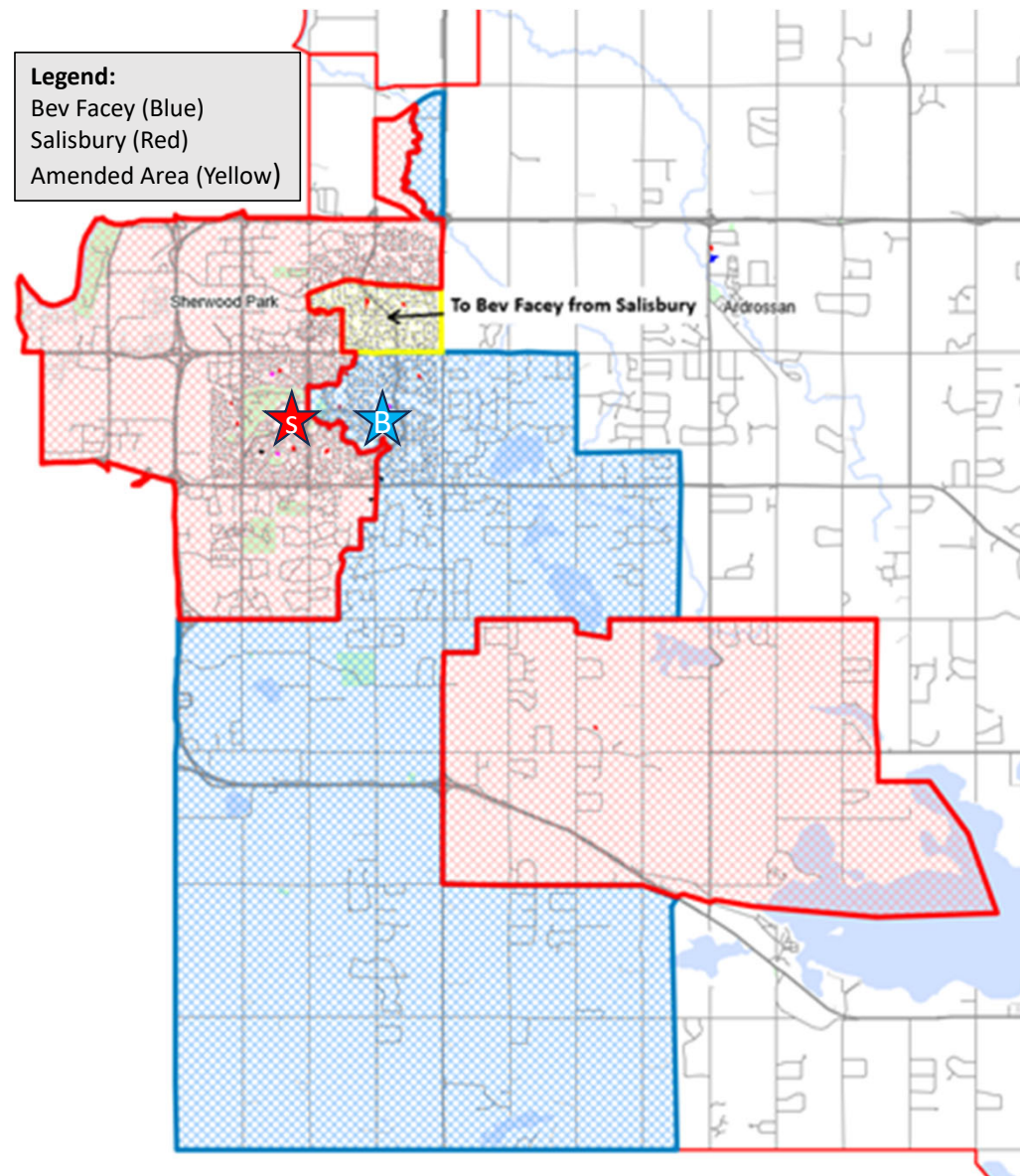
### Salisbury Composite High Programs

#### Programs

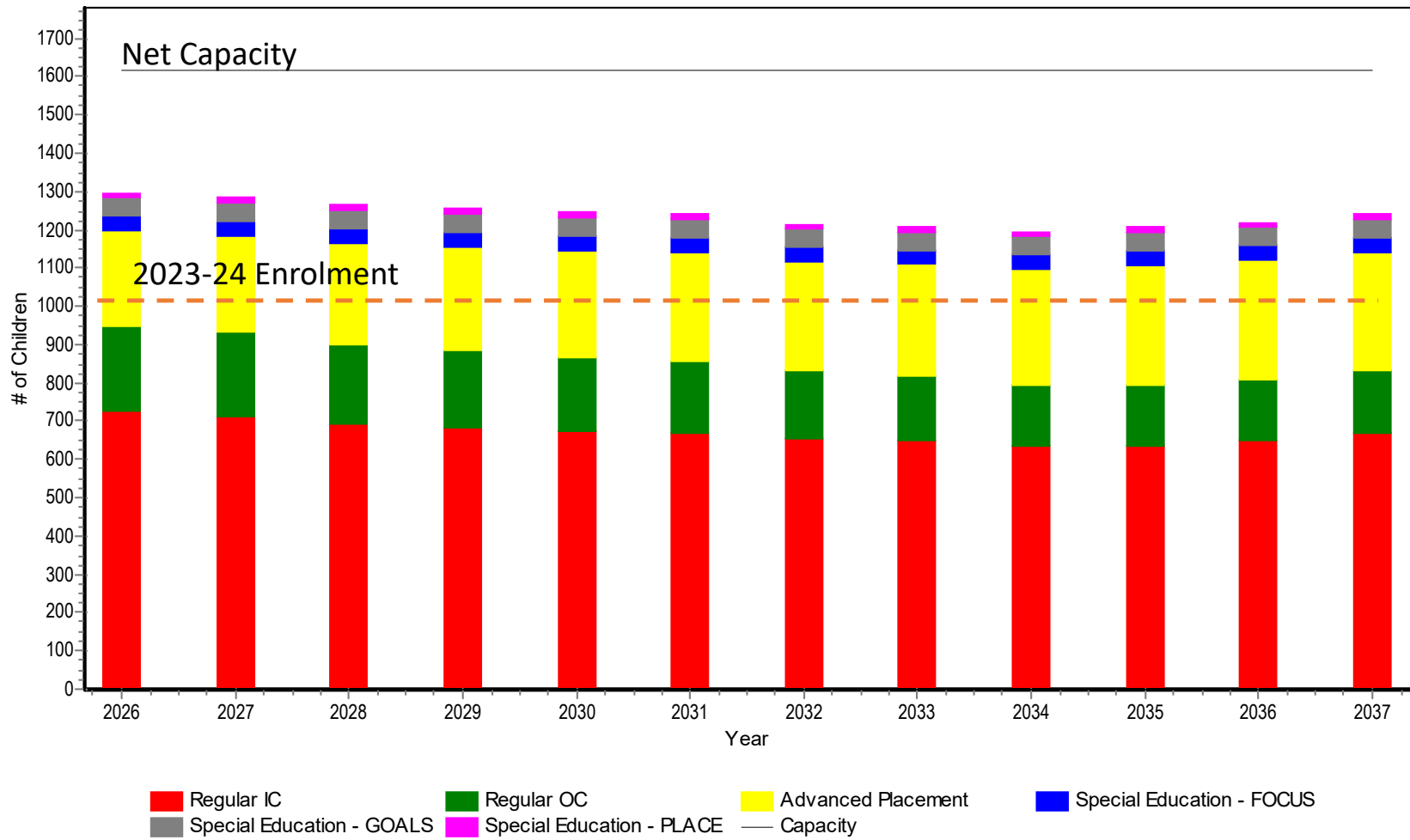
- 10-12 Regular
- 10-12 French Immersion
- 10-12 IB
- 10 Impact
- 7-12 STEPS

### Boundary Adjustments

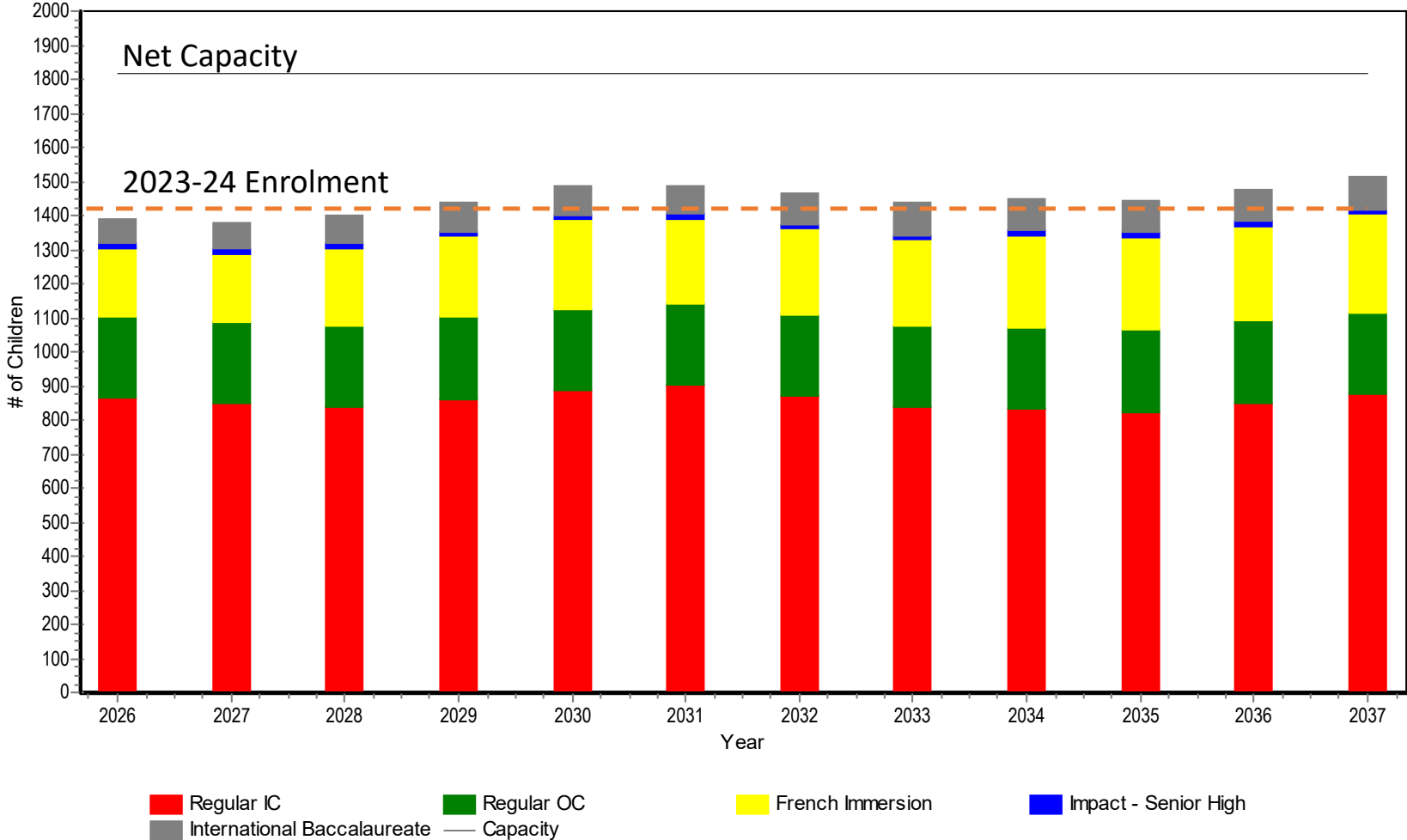
- Remove Lakeland Ridge Attendance Boundary



Option D – Bev Facey Enrolment Projection (2026-2037)



Option D – Salisbury Composite High Enrolment Projection (2026-2037)



## Option E - Overview

### Bev Facey Community High

#### Programs

- 10-12 Regular
- 10-12 AP
- 10-12 Focus, Place, Goals

#### Boundary Adjustments

- Add Lakeland Ridge Attendance Boundary
- Add Northeast Sherwood Park Attendance Boundary

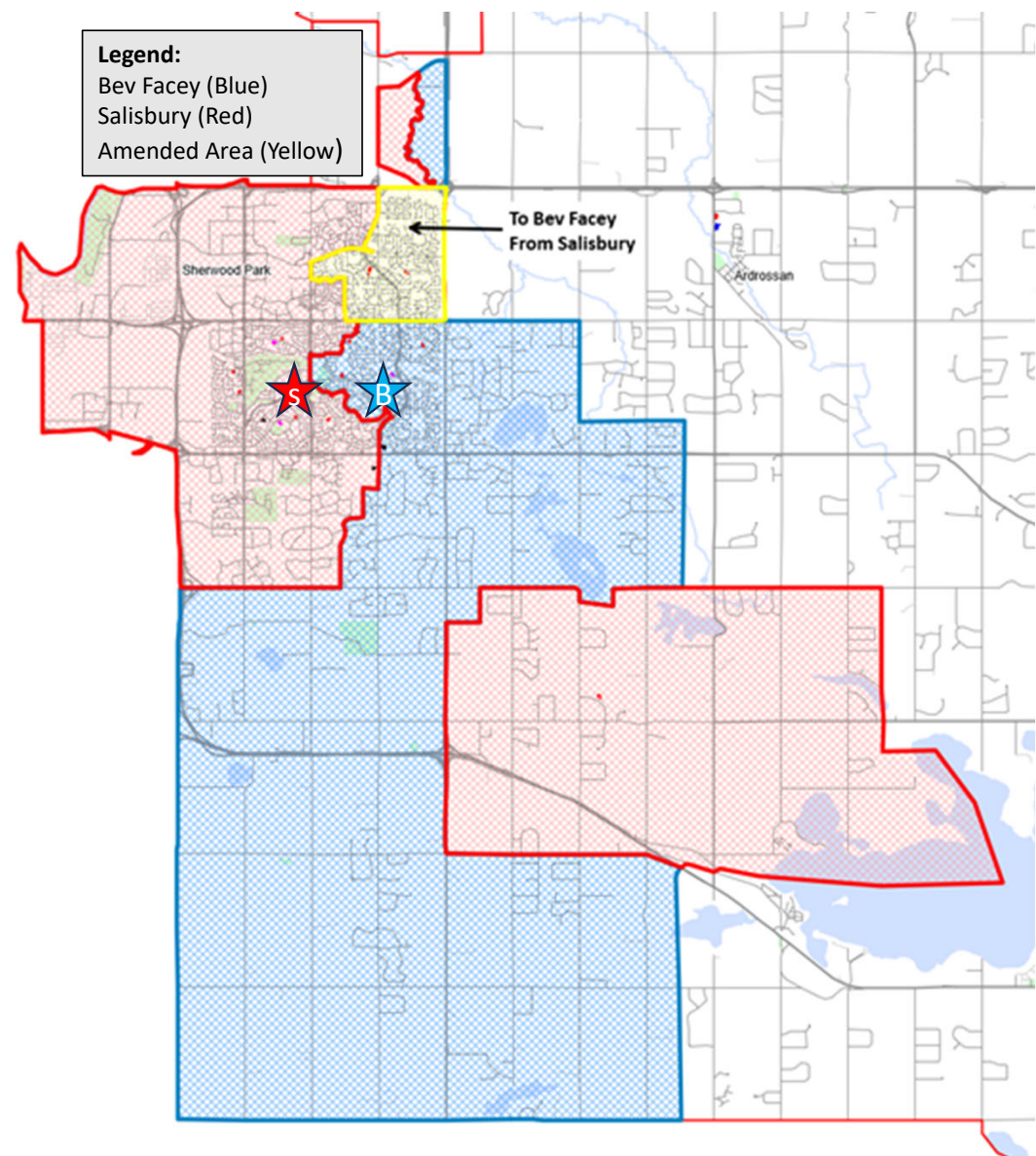
### Salisbury Composite High

#### Programs

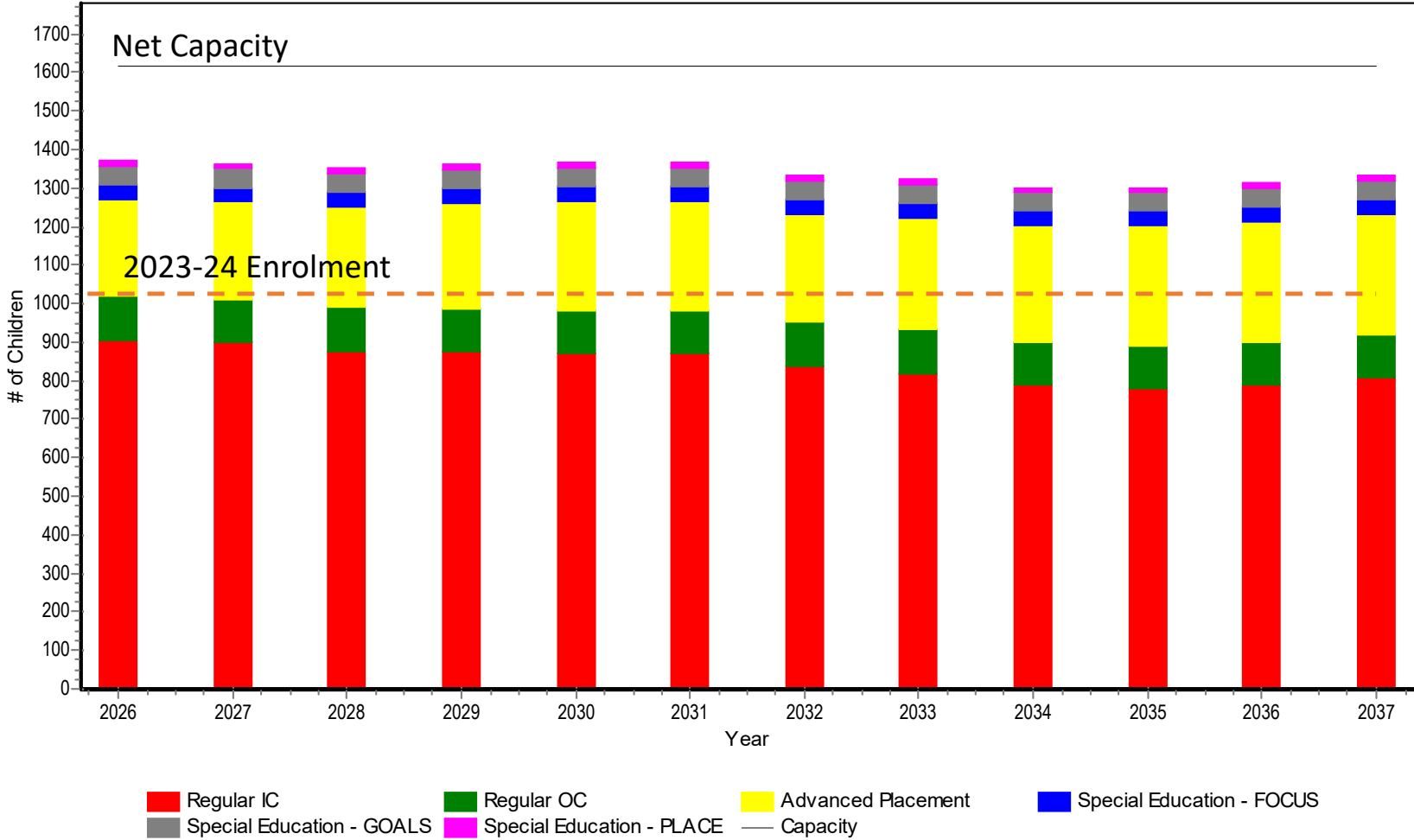
- 10-12 Regular
- 10-12 French Immersion
- 10-12 IB
- 10 Impact
- 7-12 STEPS

#### Boundary Adjustments

- Remove Lakeland Ridge Attendance Boundary
- Remove Northeast Sherwood Park Attendance Boundary

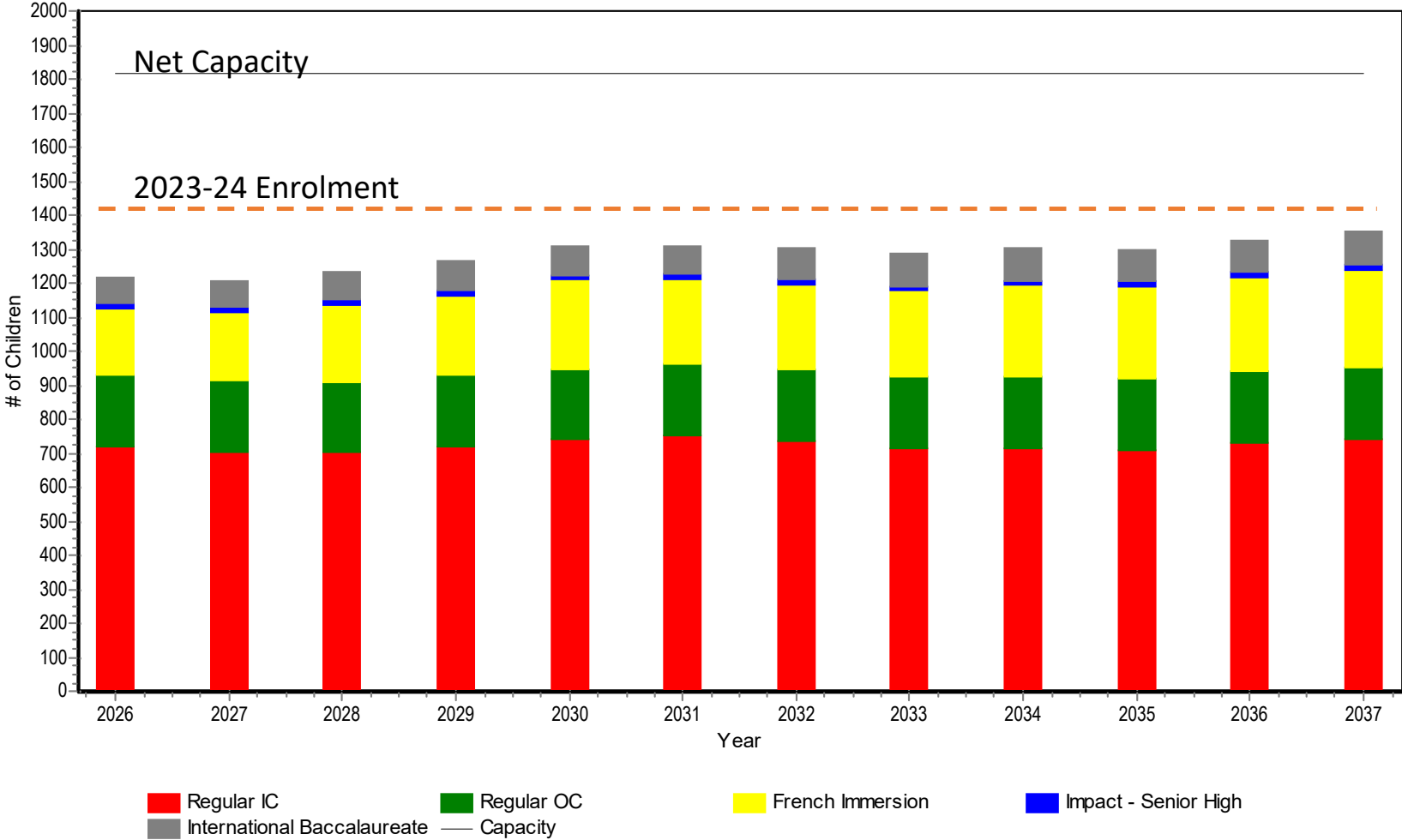


Option E – Bev Facey Enrolment Projection (2026-2037)





Option E – Salisbury Composite High Enrolment Projection (2026-2037)





# Elementary French Immersion Attendance Boundaries

## STRATHCONA COUNTY

Revised June 15, 2023

### 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.

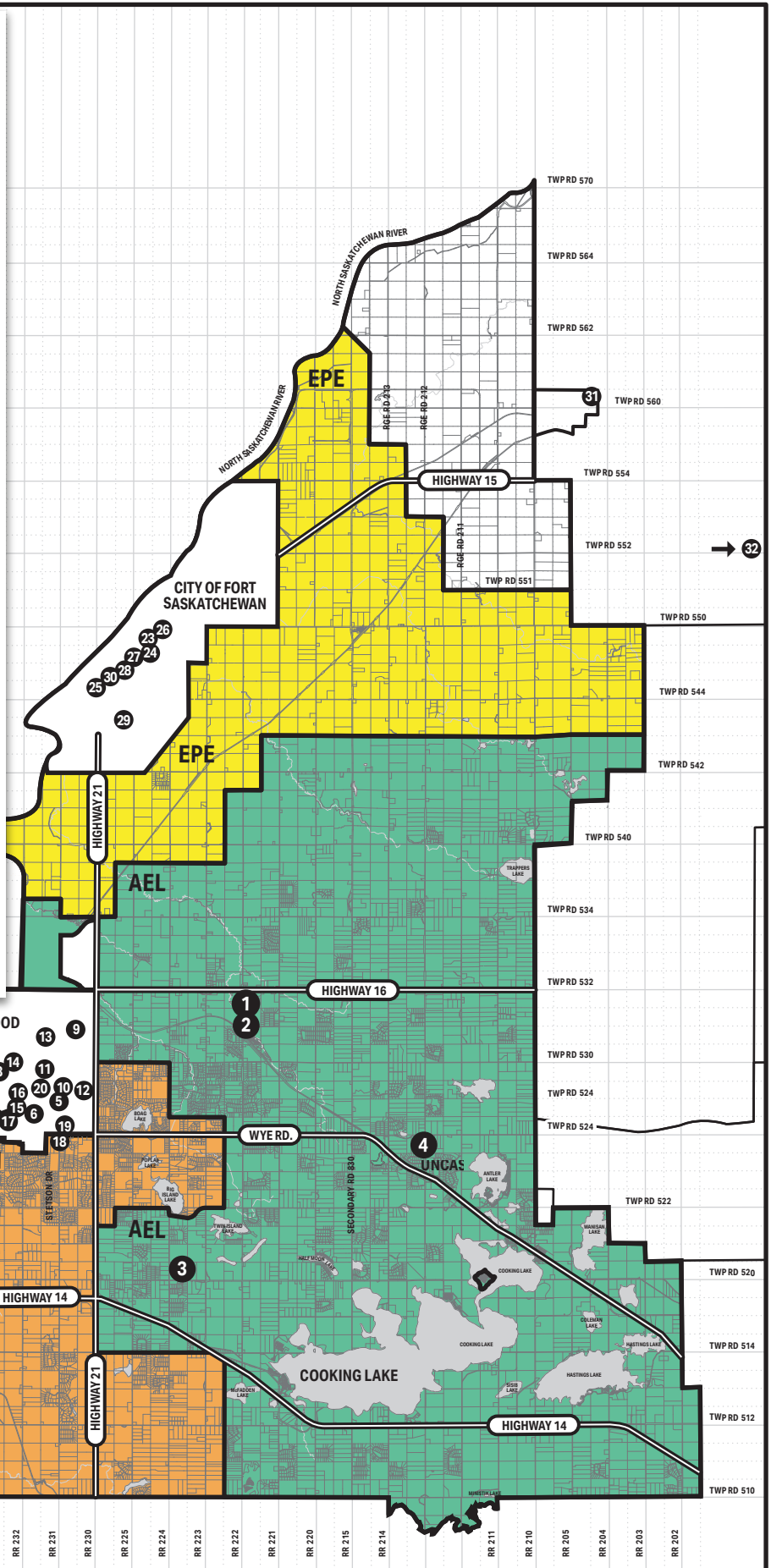
- 23. **Fort Saskatchewan Christian (K-9) FSC** – 9806 101 St.
- **Fort Saskatchewan Elementary (K-6) FSE** – 9802 101 St.
- 24. **Fort Saskatchewan High (10-12) FHS** – 10002 97 Ave.
- 25. **James Mowat Elementary (K-6) JMW** – 9625 82 St.
- 26. **Next Step Fort Saskatchewan (10-12) FSO** – 9807 108 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





# Junior High French Immersion Attendance Boundaries STRATHCONA COUNTY

Revised Sept. 1, 2020

### 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.

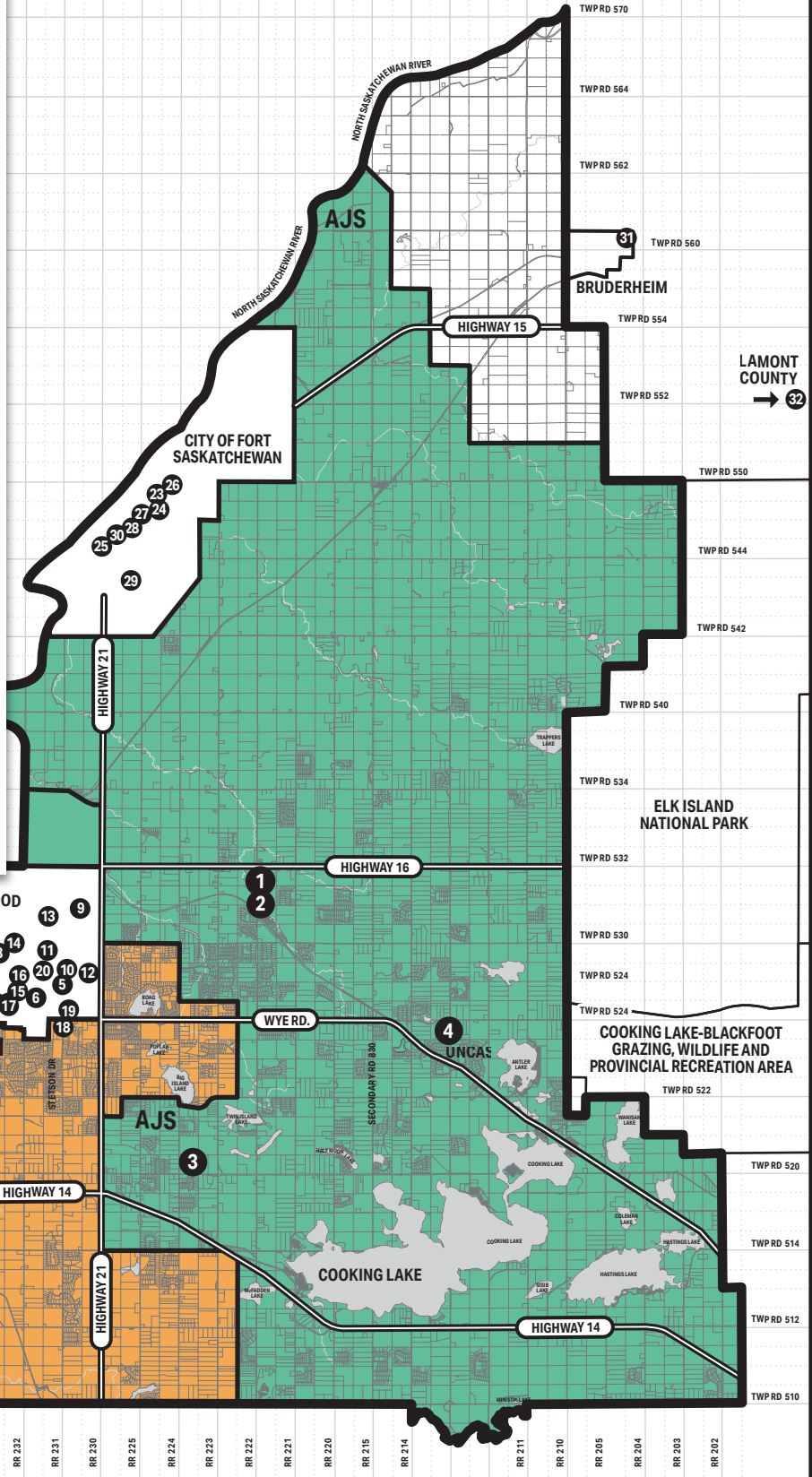
- 23. **Fort Saskatchewan Christian (K-9) FSC** – 9806 101 St.  
**Fort Saskatchewan Elementary (K-6) FSE** – 9802 101 St.
- 24. **Fort Saskatchewan High (10-12) FHS** – 10002 97 Ave.
- 25. **James Mowat Elementary (K-6) JMW** – 9625 82 St.
- 26. **Next Step Fort Saskatchewan (10-12) FSO** – 9807 108 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

## ELK ISLAND PUBLIC SCHOOLS

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.

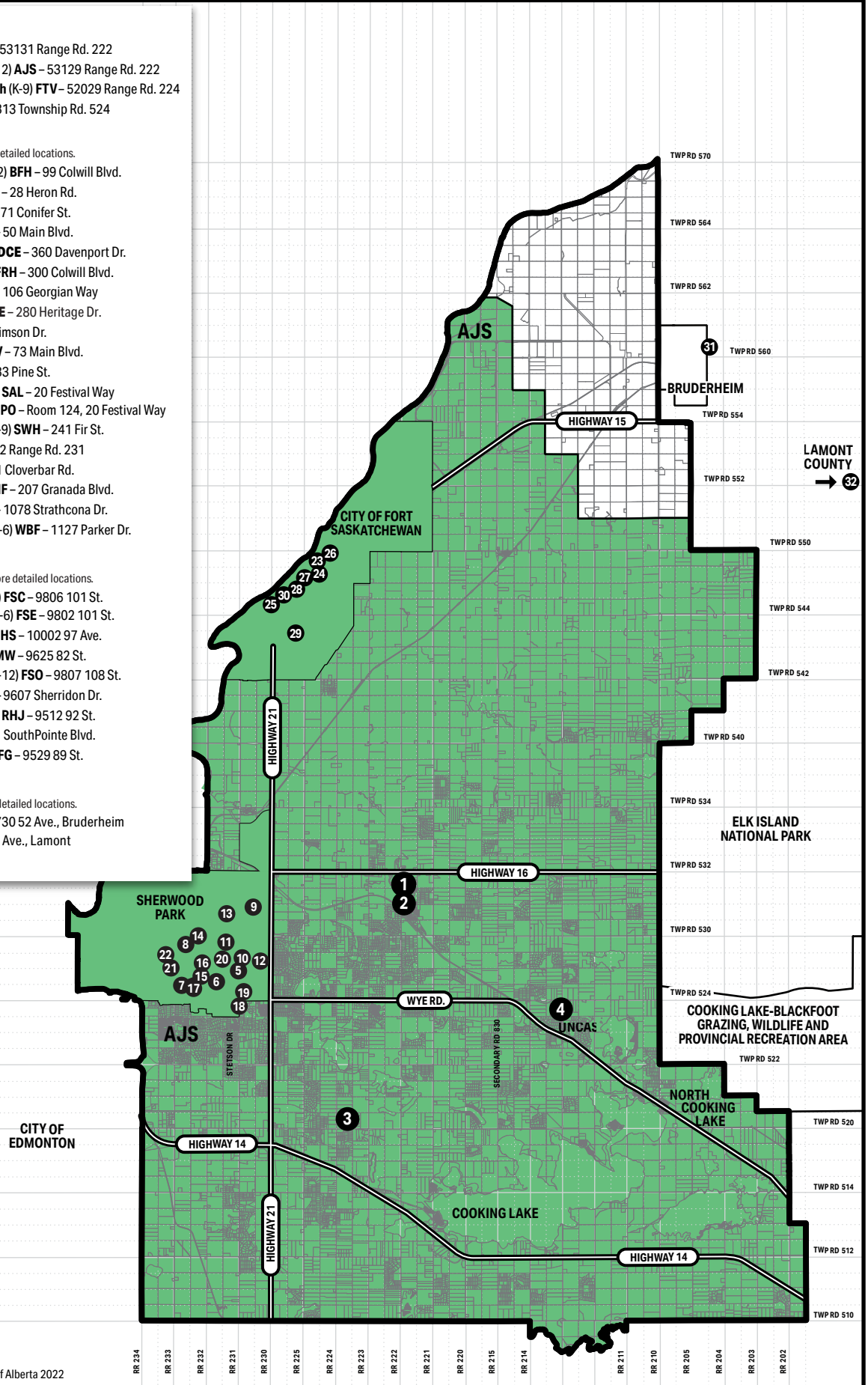
23. **Fort Saskatchewan Christian (K-9) FSC** – 9806 101 St.
24. **Fort Saskatchewan Elementary (K-6) FSE** – 9802 101 St.
25. **James Mowat Elementary (K-6) JMW** – 9625 82 St.
26. **Next Step Fort Saskatchewan (10-12) FSO** – 9807 108 St.
27. **École Parc Élémentaire (K-6) EPE** – 9607 Sherridon Dr.
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

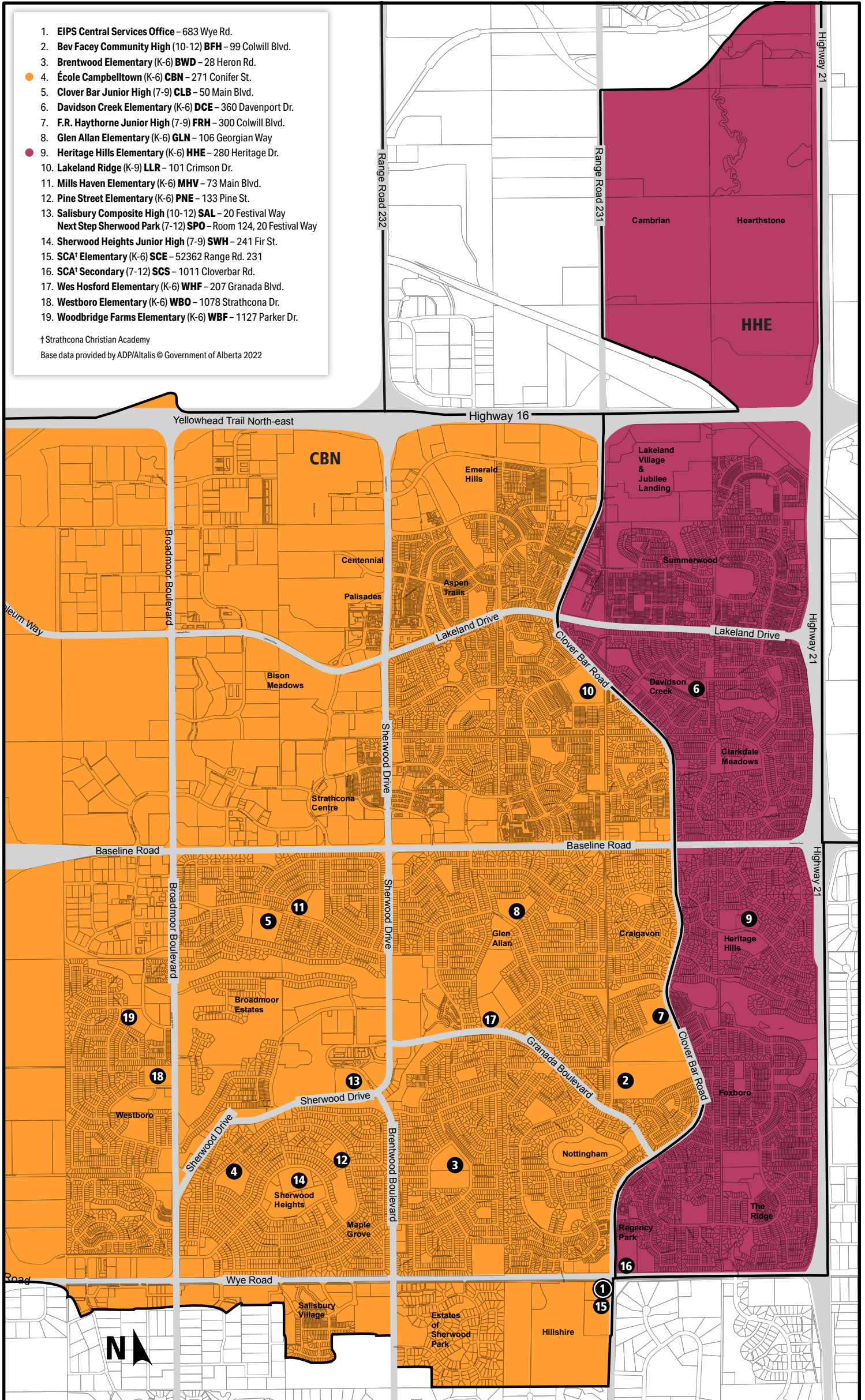
## SHERWOOD PARK

Revised June 15, 2023

1. **EIPS Central Services Office** – 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





# Senior High Attendance Boundaries

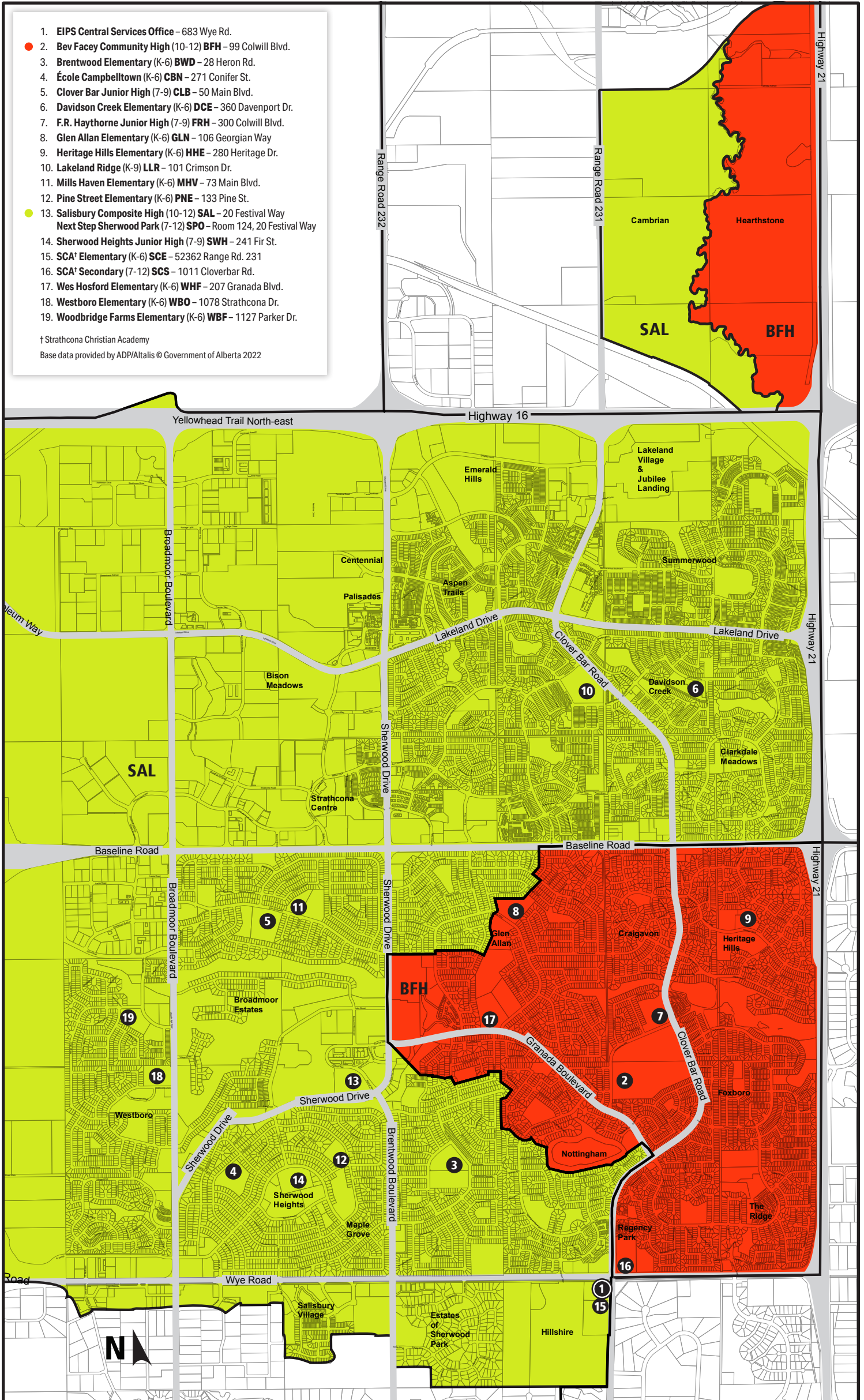
## SHERWOOD PARK

Revised March 16, 2023

- 1. EIPS Central Services Office – 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





# Junior High French Immersion Attendance Boundaries (PROPOSED)

## ELK ISLAND PUBLIC SCHOOLS

Revised Jan. 18, 2024

Effective 2024-25

### 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.
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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.

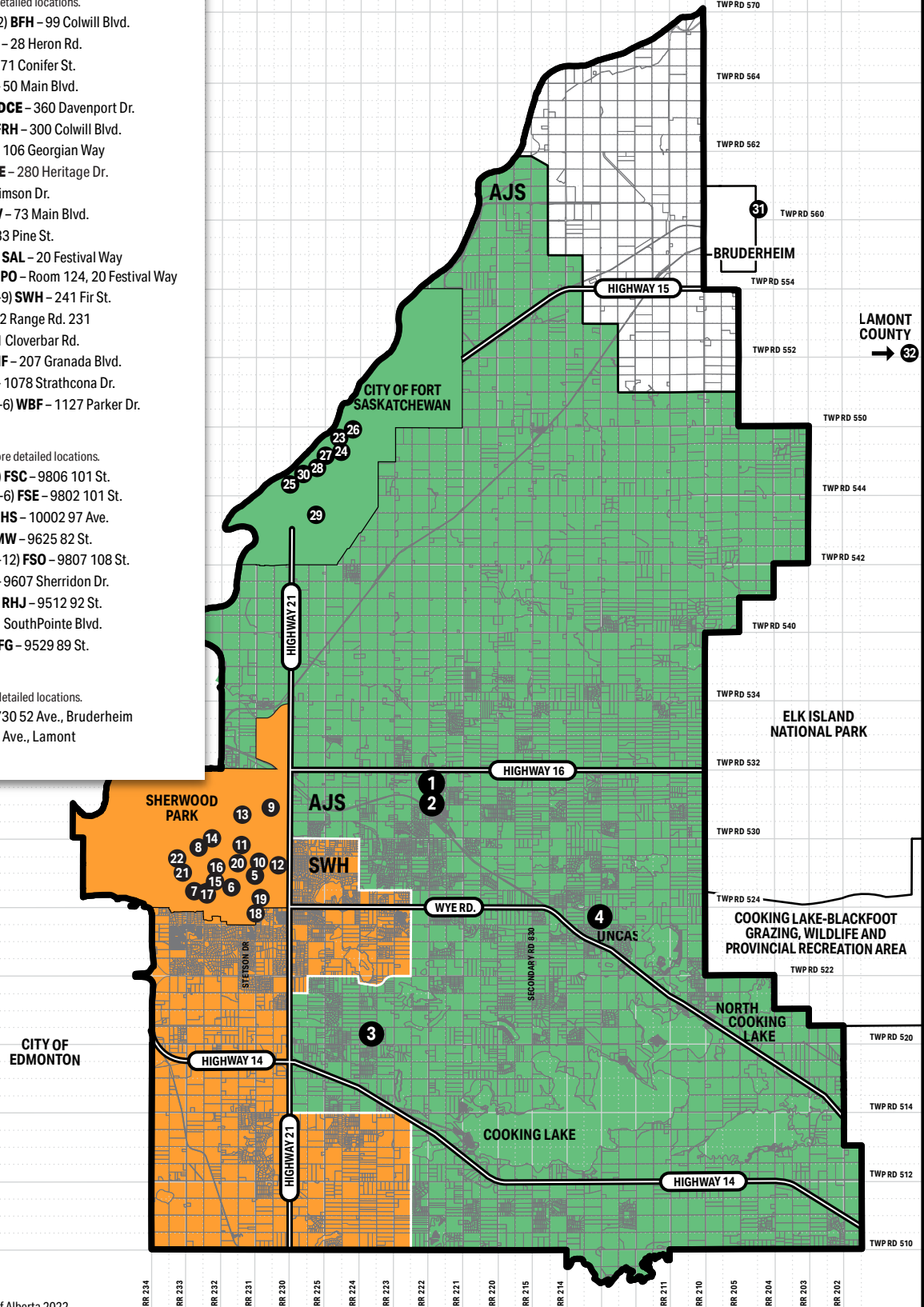
23. **Fort Saskatchewan Christian (K-9) FSC** – 9806 101 St.
- Fort Saskatchewan Elementary (K-6) **FSE** – 9802 101 St.
24. **Fort Saskatchewan High (10-12) FHS** – 10002 97 Ave.
25. **James Mowat Elementary (K-6) JMW** – 9625 82 St.
26. **Next Step Fort Saskatchewan (10-12) FSO** – 9807 108 St.
27. **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



Effective when the Sherwood Park replacement school opens

### Strathcona County

1. **Ardrossan Elementary (K-6) AEL** – 53131 Range Rd. 222
2. **Ardrossan Junior Senior High (7-12) AJS** – 53129 Range Rd. 222
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### Sherwood Park

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5. **Bev Facey Community High (10-12) BFH** – 99 Colwill Blvd.
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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.
- **Sherwood Park Replacement School (K-9) – Under development**

### Fort Saskatchewan

See Fort Saskatchewan Boundary Map for more detailed locations.

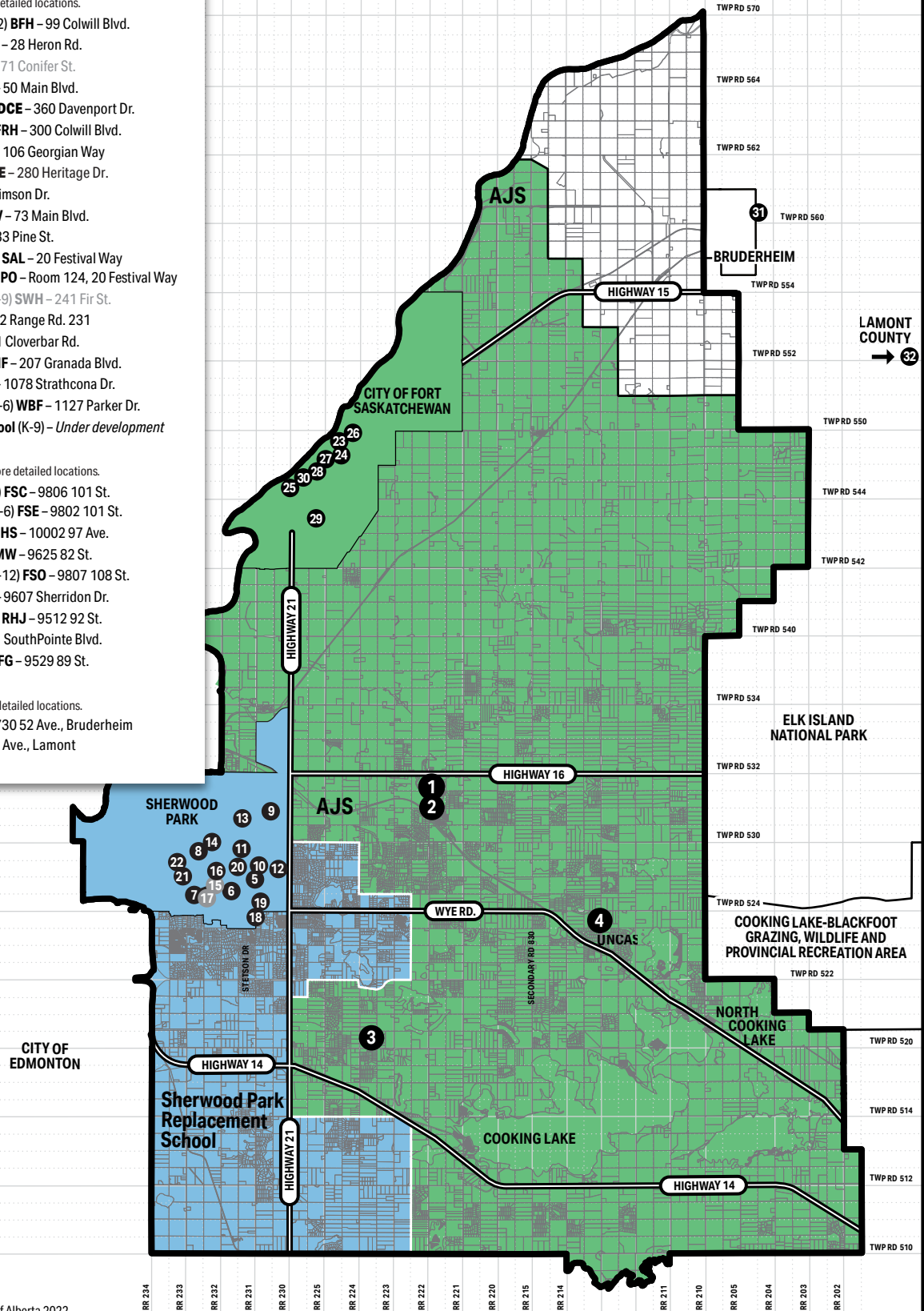
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24. **Fort Saskatchewan High (10-12) FHS** – 10002 97 Ave.
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26. **Next Step Fort Saskatchewan (10-12) FSO** – 9807 108 St.
27. **École Parc Élémentaire (K-6) EPE** – 9607 Sherridon Dr.
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29. **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

<sup>1</sup>Strathcona Christian Academy





Effective when the Sherwood Park replacement school opens

### Strathcona County

1. **Ardrossan Elementary (K-6) AEL** – 53131 Range Rd. 222
2. **Ardrossan Junior Senior High (7-12) AJS** – 53129 Range Rd. 222
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### Sherwood Park

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13. **Lakeland Ridge (K-9) LLR** – 101 Crimson Dr.
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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.  
**Sherwood Park Replacement School (K-9)** – *Under development*

### Fort Saskatchewan

See Fort Saskatchewan Boundary Map for more detailed locations.

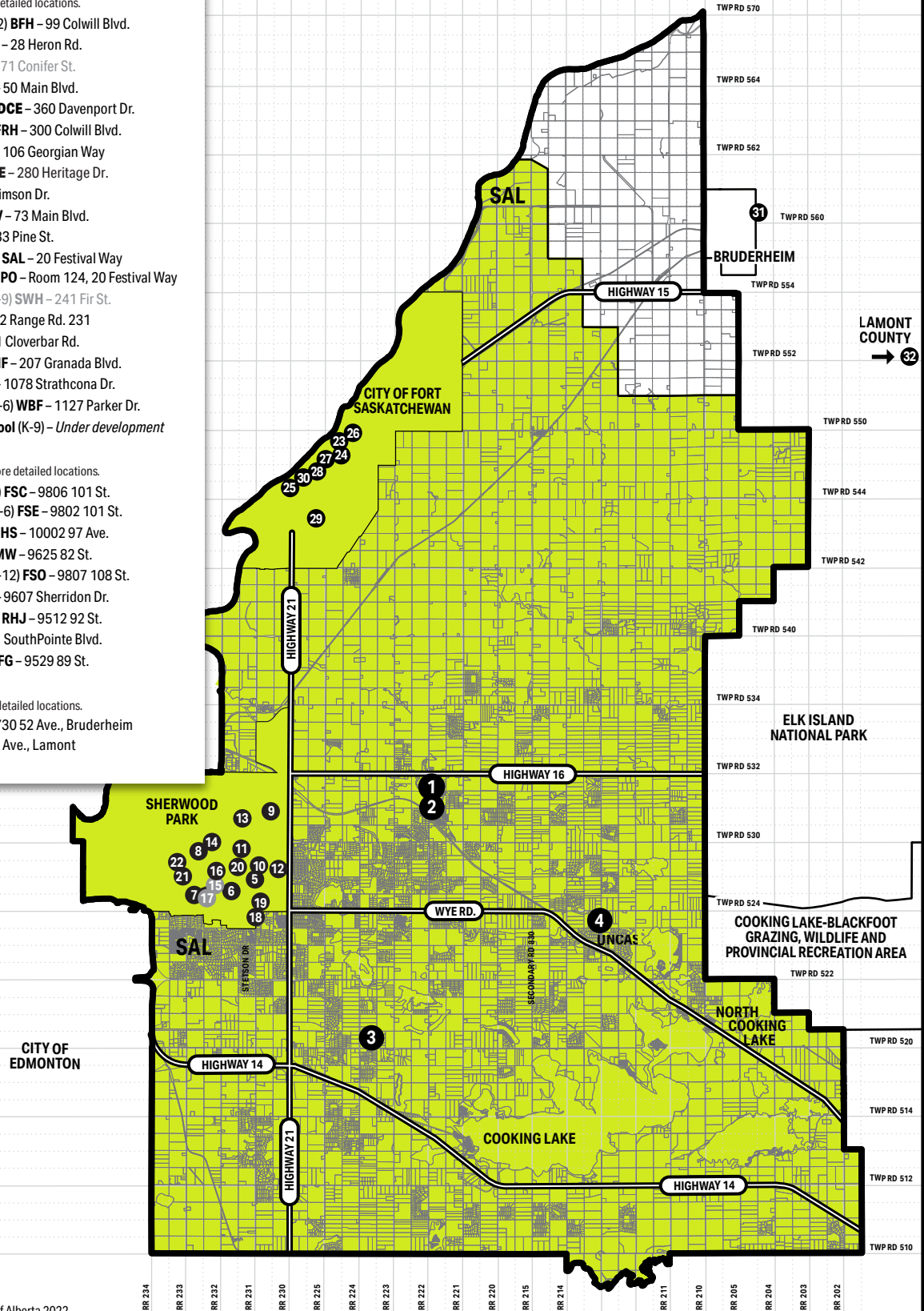
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25. **Fort Saskatchewan High (10-12) FHS** – 10002 97 Ave.
26. **James Mowat Elementary (K-6) JMW** – 9625 82 St.
27. **Next Step Fort Saskatchewan (10-12) FSO** – 9807 108 St.
28. **École Parc Élémentaire (K-6) EPE** – 9607 Sherridon Dr.
29. **Rudolph 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

<sup>1</sup>Strathcona Christian Academy

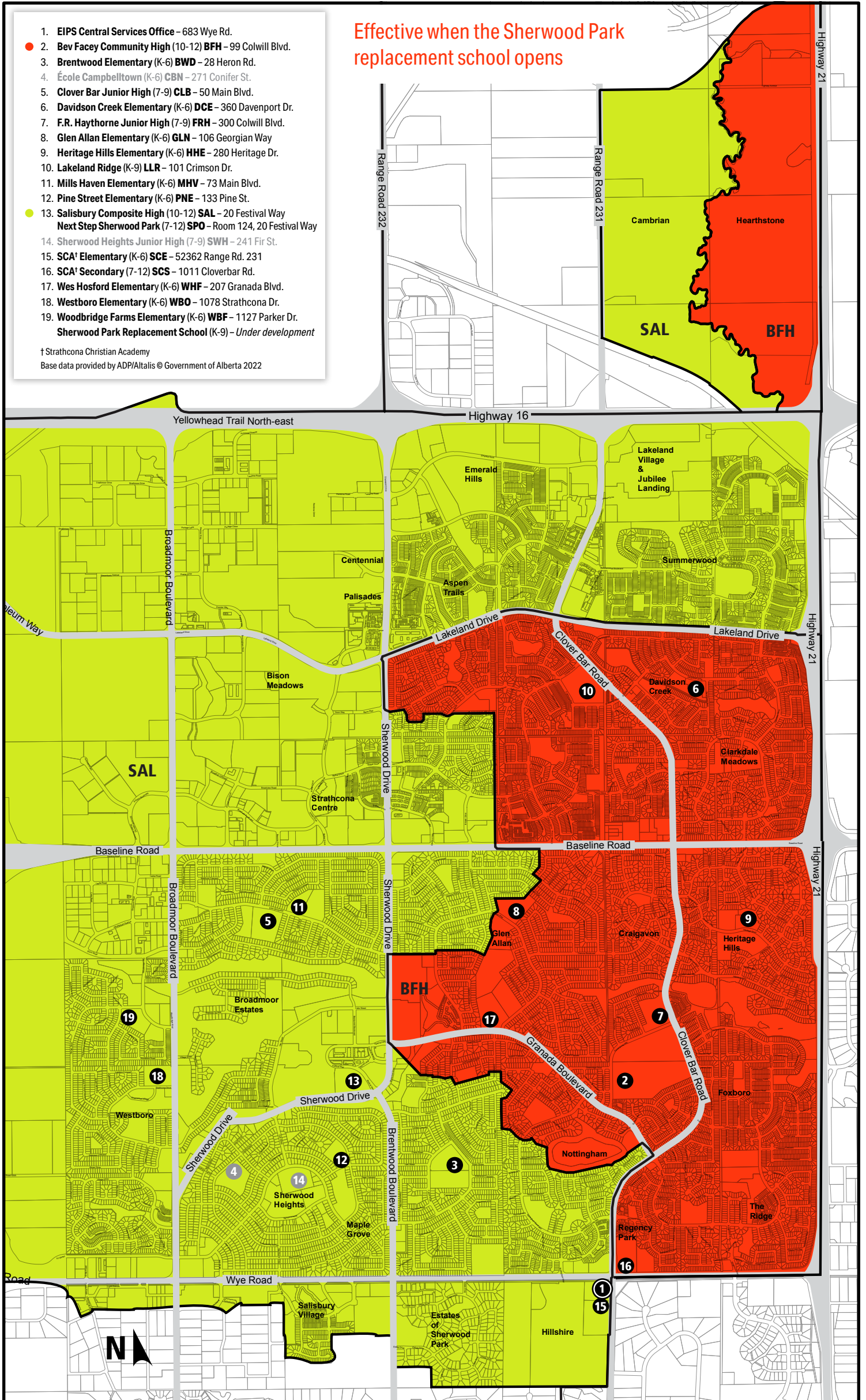


Effective when the Sherwood Park replacement school opens

1. EIPS Central Services Office – 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.
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† Strathcona Christian Academy

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



## Enrolment Projections for Proposed Solution

**Enrolment Projections Methodology**

The enrolment projections used in this analysis are based on two types of projection methods. The first, used for the regular English program, is a population-based projection. EIPS purchases Baragar Systems to support the Division's enrolment projections. Baragar Systems in turn provides EIPS access to key data for each school's attendance boundary. In particular, Baragar Systems provides access to the number of youth population and births within an attendance boundary. The youth population data is derived from the Canada Revenue Agency and provides the annual number of children aged 1-17 by single year of age residing within an attendance boundary. Birth data is collected from Provincial Government sources. Combined with EIPS' student information system EIPS can make accurate enrolment projections by evaluating past trends and accounting for changes in an attendance boundary's youth population. Other components that impact a youth population projection include new housing, migration rates, out-of-boundary enrolments and preference for alternative and specialized system programs. The second projection method, used for alternative programs and specialized system programs, is a cohort model. In this type of projection, EIPS uses past trends to inform entry grades and retention rates at the school, program, and grade level. Starting with a school's entry grade a retention factor is applied as the cohort moves to the next grade. Regardless of the method used Facility Services reviews each projection component carefully.

**French Immersion Enrolment Projections**

Below are the anticipated enrolment projections for each school that offers French Immersion based on the recommendation put forward on January 25, 2024.

Each enrolment projection is presented to show: the anticipated Full-time equivalent (FTE) enrolment, the school's current net capacity, the 2023-24 headcount enrolment, and the utilization.

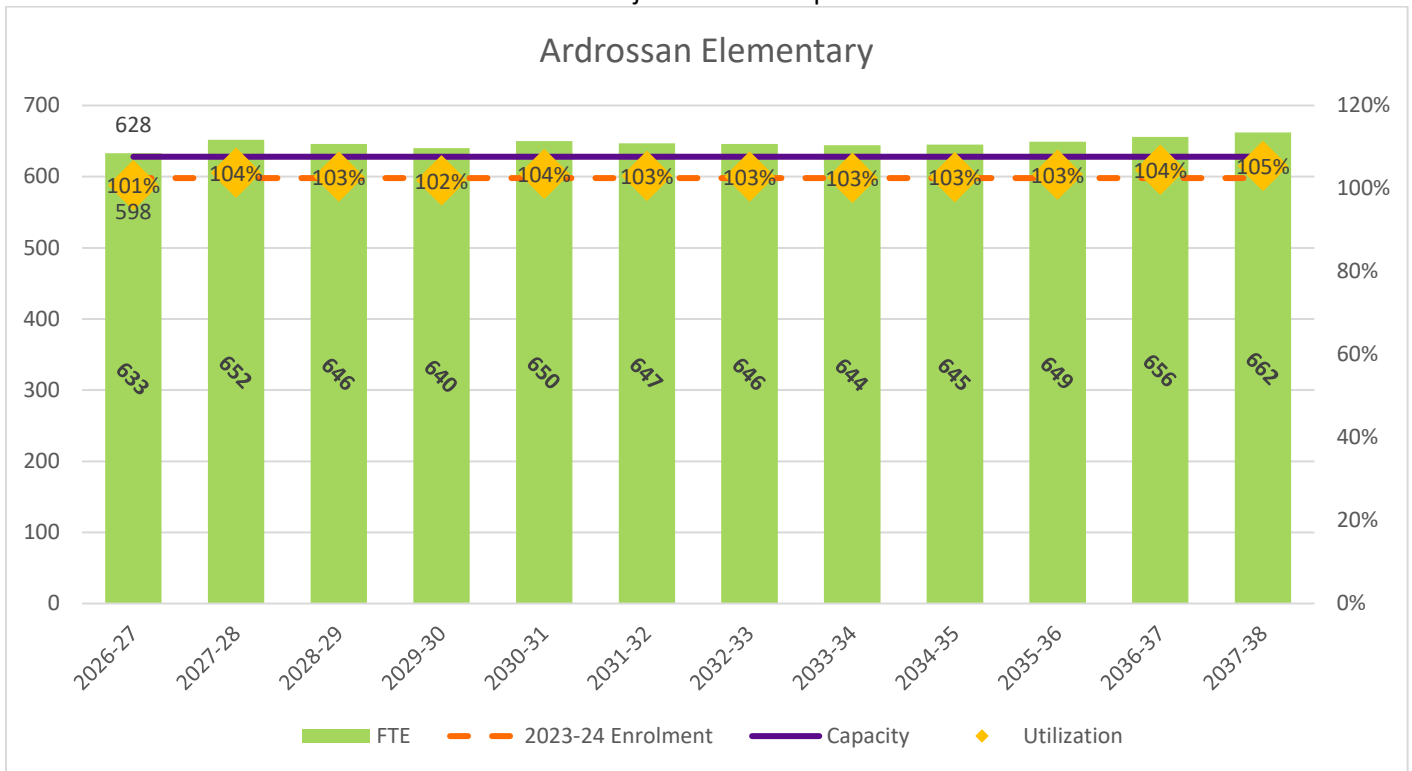
- **Adjusted Enrolment** – Total enrolment as reported by the Division to Alberta Education on the September count date adjusted for full-time equivalency. Total Adjusted Enrolment is calculated using the following formula provided by Alberta Education.

$$\text{Adjusted Enrolment} = ((ECS - ECS \text{ Sp.Ed. Severe}) * 0.5) + (ECS \text{ Sp.Ed. Severe} * 1.5) + (Gr. 1 to 12 - Gr. 1 to 12 \text{ Sp.Ed. Severe}) + (Gr. 1 to 12 \text{ Sp.Ed. Severe} * 3)$$

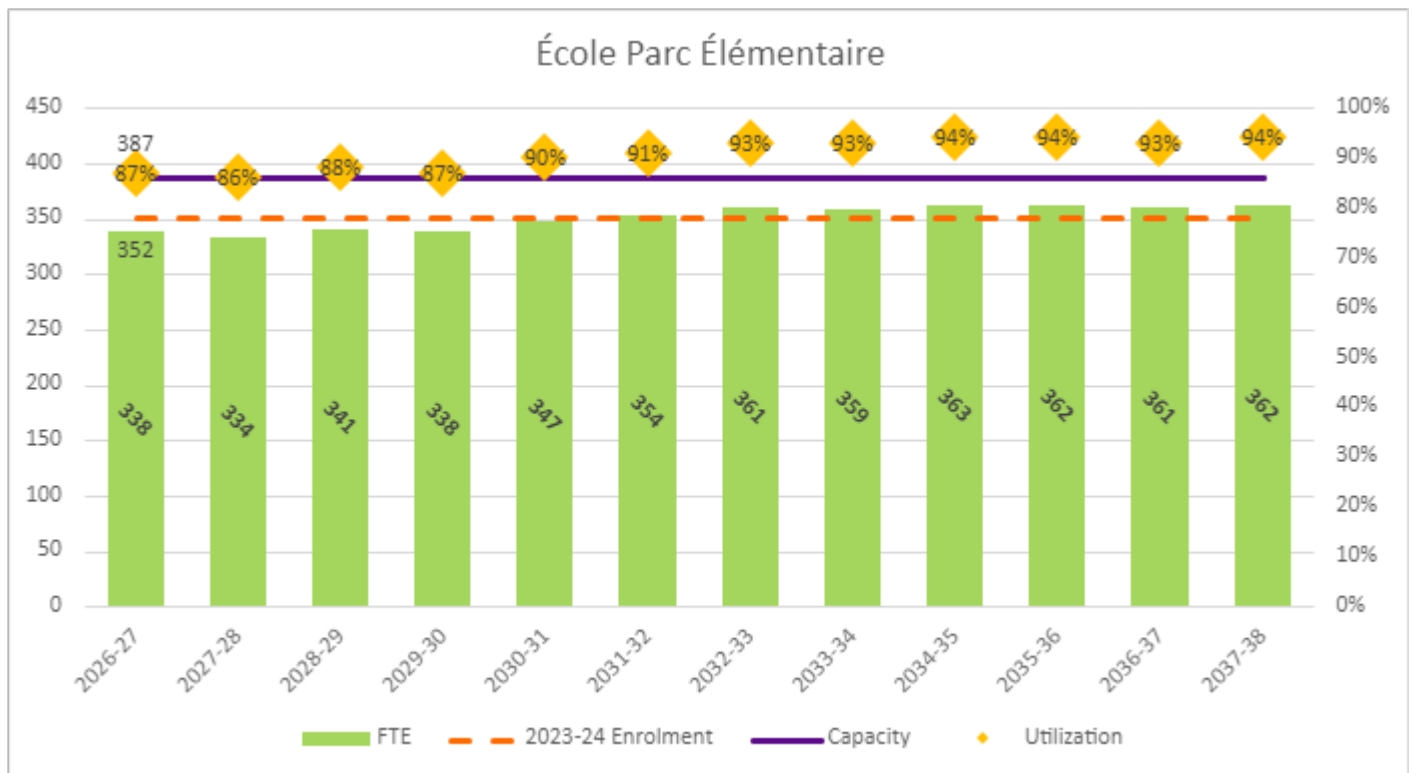
- **Net Capacity** – The number of student spaces available in a school is based on the amount of non-exempted instructional area in the building as identified in the 2023-24 Area Capacity and Utilization (ACU) report from Alberta Education. Note: as of writing this report the 2023-24 ACU report has not been delivered to EIPS by Alberta Education. As such an unofficial calculation has been used.
- **2023-24 Enrolment** – The number of students who were actively enrolled at the school on the September count date (September 30, 2023).
- **Utilization** – Determined annually through Alberta Education's Area Capacity and Utilization Report. Utilization is calculated by dividing the adjusted enrolment by net capacity.

The enrolment graphs below display the total adjusted enrolment at each school.

Enrolment Projections for Proposed Solution

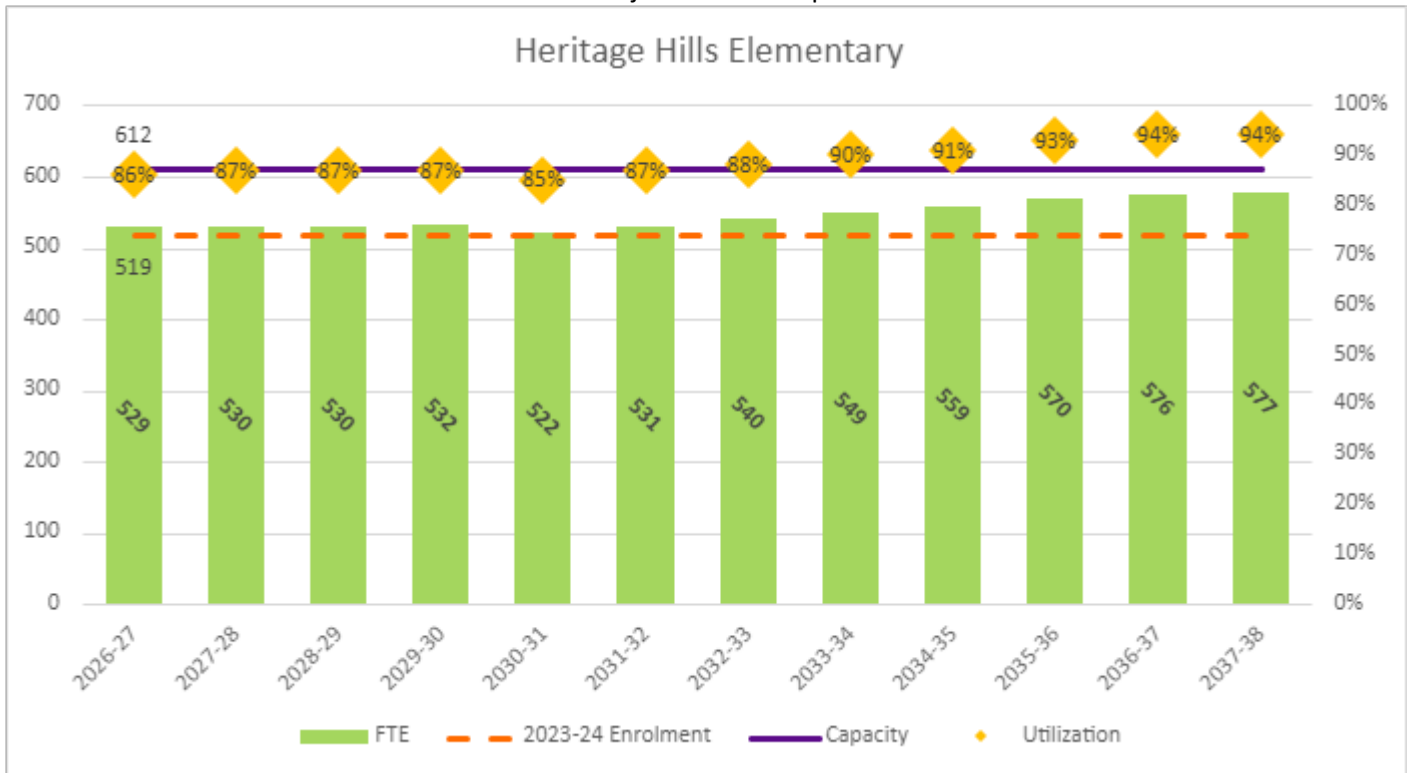


Ardrossan Elementary’s projection is based on a closed attendance area boundary. The school would offer pre-kindergarten programming and kindergarten to Grade 6 regular English and French Immersion programming.

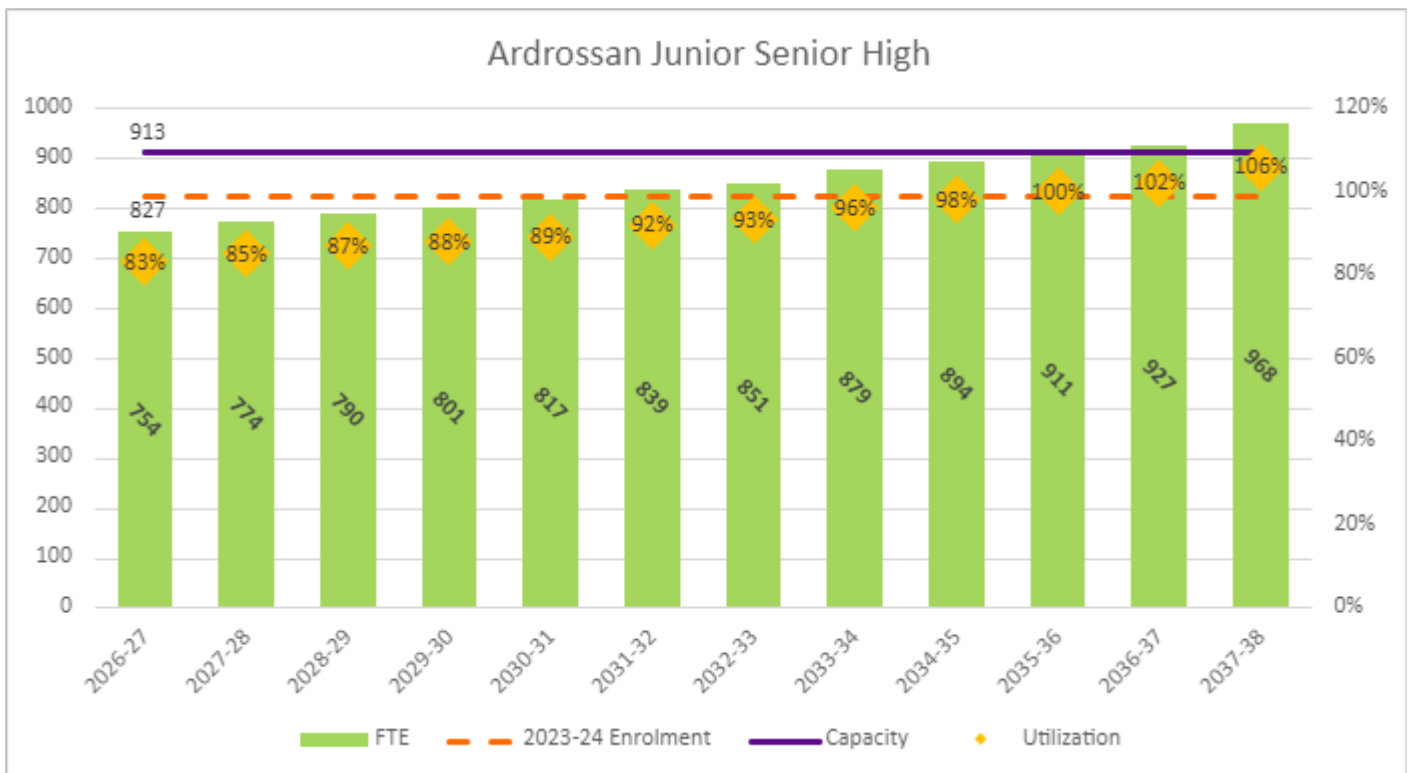


École Parc Élémentaire’s projection is based on a closed attendance area boundary. The school would offer pre-kindergarten programming and kindergarten to Grade 6 French Immersion programming.

Enrolment Projections for Proposed Solution

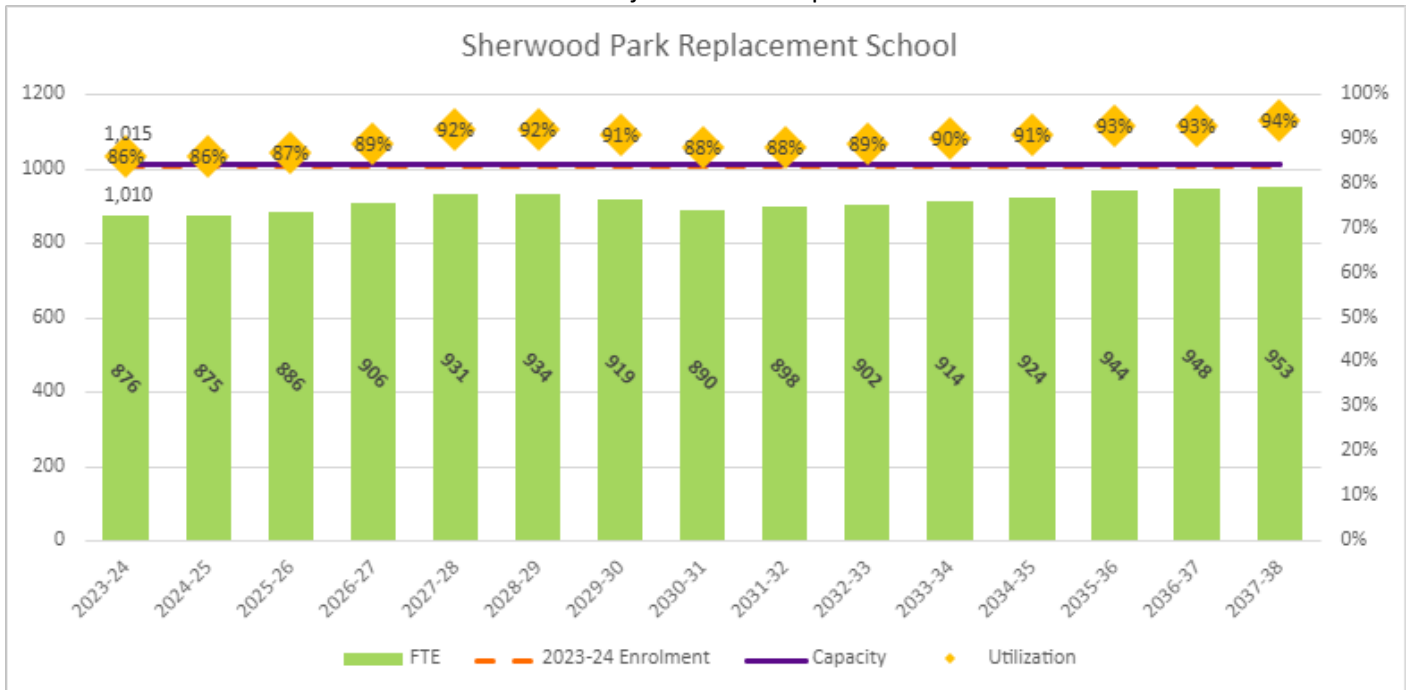


Heritage Hills Elementary’s enrolment projection is based on an open attendance area boundary. The school would offer kindergarten to Grade 6 regular English and French Immersion programming.



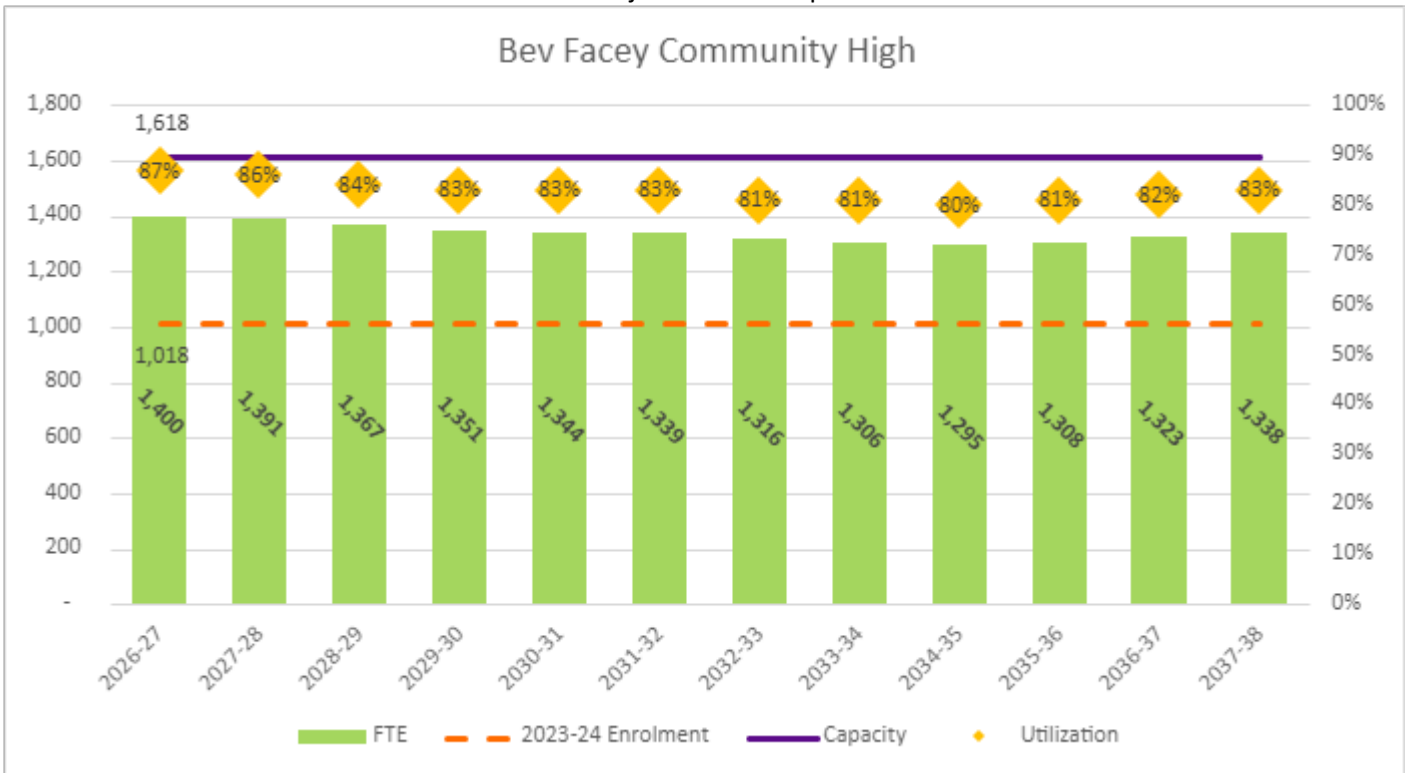
Ardrossan Junior Senior High’s enrolment projection is based on a closed attendance area boundary. The school would offer French Immersion programming for grades 7-9 and regular English programming for grades 7-12.

Enrolment Projections for Proposed Solution

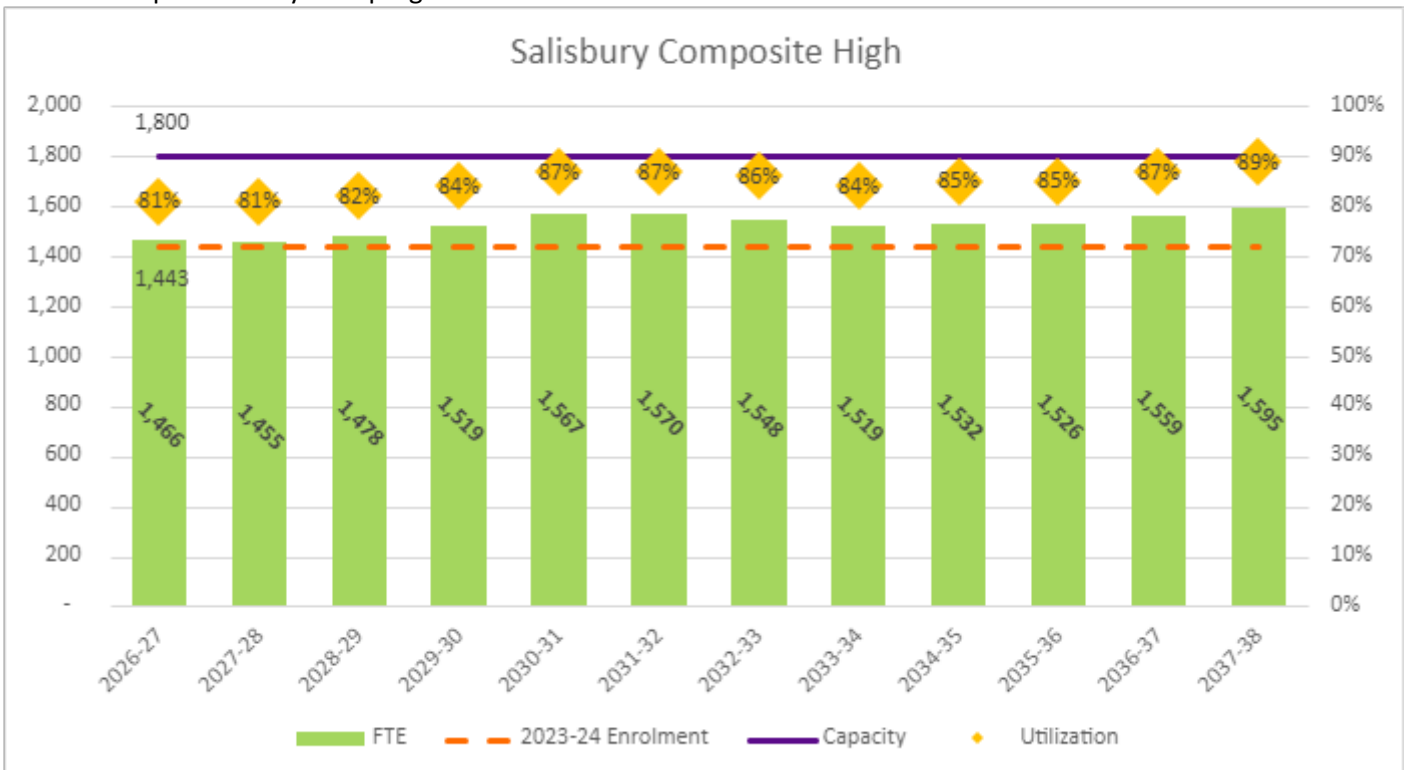


Note, the 2023-24 Enrolment is based on the combined enrolment of École Campbelltown and Sherwood Heights Junior High. The Net Capacity is based on the planned opening Capacity of the Sherwood Heights replacement school. The enrolment projection is based on a closed attendance area boundary. The Sherwood Park replacement school would offer French Immersion programming for kindergarten to Grade 9 and regular English programming for grades 7-9.

Enrolment Projections for Proposed Solution



Bev Facey Community High’s enrolment projection is based on an open attendance area boundary. The school would offer regular English and Advance Placement programming for grades 10-12. The school would also offer Focus, Place, and GOALS specialized system programs.



Salisbury Composite High’s enrolment projection is based on an open attendance area boundary. The school would offer regular English, French Immersion and International Baccalaureate programming for grades 10-12. The school would also offer Impact and STEPS specialized system programs.

## 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.
- Supporting new 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 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 SOLUTION

- 
**Address enrolment growth concerns.** The Division anticipates significant growth coming from Ardrossan East and Cambrian Crossing.
- 
**Address retention concerns.** 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 previous French Immersion engagement sessions, 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 ongoing engagement between schools and French Immersion families.
- 
**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 and Answers, Facts and Figures,  
What We Heard Reports, plus more



**EIPS** ””  
**Let's Talk About**





## Optimal Enrolment Limits & Boundary Status 2024-25

The optimal enrolment limits include kindergarten and system special education program students.  
Schools with closed boundaries cannot accept non-designated students.

School	Optimal Enrolment Limit	Boundary Status
A.L. Horton Elementary	430	Open
Ardrossan Elementary	589	Closed
Ardrossan Junior Senior High	867	Closed
Bev Facey Community High	1,537	Open
Brentwood Elementary	531	Open
Bruderhiem School	181	Open
Clover Bar Junior High	625	Open
Davidson Creek Elementary	564	Closed
École Campbelltown	413	Open
École Parc Élémentaire	366	Closed
F.R. Haythorne Junior High	714	Open
Fort Saskatchewan Christian	432	Open
Fort Saskatchewan Elementary	406	Open
Fort Saskatchewan High	702	Open
Fultonvale Elementary Junior High	571	Open
Glen Allen Elementary	435	Open
Heritage Hills Elementary	581	Open
James Mowat Elementary	386	Closed
Lakeland Ridge School	780	Open
Lamont Elementary	465	Open
Lamont High	459	Open
Mills Haven Elementary	491	Open
Mundare School	229	Open
Pine Street Elementary	487	Open
Rudolph Hennig Junior High	655	Open
Salisbury Composite High	1,710	Open*
Sherwood Heights Junior High	718	Open
SouthPointe School	689	Closed
Strathcona Christian Academy Elementary	629	Open
Strathcona Christian Academy Secondary	764	Open
Uncas Elementary	273	Open
Vegreville Composite High	922	Open
Wes Hosford Elementary	441	Open
Westboro Elementary	457	Open
Win Ferguson Elementary	471	Open
Woodbridge Farms Elementary	407	Open

\*Note: Salisbury Composite High will not accept new registrations from non-resident students.



# RECOMMENDATION REPORT

**DATE:** Jan. 25, 2024

**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.

Proposed amendments, as highlighted in attachment 1, ensure a safety plan is in place for the public and trustees in relation to stakeholder presentations at Board meetings. An additional amendment in section 4.4 provides clarity as it relates to section 4.3.



# 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 7: Board Operations (marked)
2. Board Policy 7: Board Operations (unmarked)

**Policy 7**

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**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. To mitigate any safety risks to the public attending any Board meetings, and for the trustees, a standard operating safety plan has been put in place.

**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.
- 4.4. Failure to ~~attend~~ comply with section 4.3 may result in disqualification.
- 4.5. 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*.
  - 4.5.1. 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.
- 4.5.2. 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.
  - 4.5.3. A trustee shall be able to participate electronically a maximum of three times per year.
  - 4.5.4. Costs incurred for service charges shall be charged to the office of the trustee(s) participating electronically.
  - 4.5.5. Trustees participating electronically shall inform the Board Chair of their departure from a meeting—temporarily or permanently.
  - 4.5.6. 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.
  - 4.5.7. 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.
  - 4.5.8. If a connection is lost three times during electronic participation, no further attempts to connect shall be made.
  - 4.5.9. The Board or the committee concerned shall consider requests for exceptions from the above procedures when exceptional circumstances exist.
- 4.6. 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.
  - 4.7. 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.
  - 4.8. 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.

Considerations for a standard operating safety plan have been put in place.

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.

The delegation will be advised that Board meetings are recorded and therefore presentations must follow legislative requirements such as *Freedom of Information and Protection of Privacy Act (FOIP)*.

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- 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.

~~10.4.1.1. 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, 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	Oct. 19, 2023
<u>Jan. 10, 2024</u>	

**Policy 7**

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**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. To mitigate any safety risks to the public attending any Board meetings, and for the trustees, a standard operating safety plan has been put in place.

**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.
- 4.4. Failure to comply with section 4.3 may result in disqualification.
- 4.5. 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*.
  - 4.5.1. 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.
- 4.5.2. 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.
  - 4.5.3. A trustee shall be able to participate electronically a maximum of three times per year.
  - 4.5.4. Costs incurred for service charges shall be charged to the office of the trustee(s) participating electronically.
  - 4.5.5. Trustees participating electronically shall inform the Board Chair of their departure from a meeting—temporarily or permanently.
  - 4.5.6. 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.
  - 4.5.7. 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.
  - 4.5.8. If a connection is lost three times during electronic participation, no further attempts to connect shall be made.
  - 4.5.9. The Board or the committee concerned shall consider requests for exceptions from the above procedures when exceptional circumstances exist.
- 4.6. 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.
  - 4.7. 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.
  - 4.8. 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.

Considerations for a standard operating safety plan have been put in place.

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](#).

The delegation will be advised that Board meetings are recorded and therefore presentations must follow legislative requirements such as *Freedom of Information and Protection of Privacy Act (FOIP)*.

- 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.

## **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, 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	Oct. 19, 2023
Jan. 10, 2024	



# RECOMMENDATION REPORT

**DATE:** Jan. 25, 2024

**TO:** Board of Trustees

**FROM:** Policy Committee

**SUBJECT:** Board Policy 13: Appeals and Hearings Regarding Student Matters

**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.

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## RECOMMENDATION:

**That the Board of Trustees approve amendments to Board Policy 13: Appeals and Hearings Regarding Student Matters, 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 proposed amendment, as highlighted in attachment 1, provides clarity in section 2.10.8 that written notice shall be communicated within five business days of the hearing.





# 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 13: Appeals and Hearings Regarding Student Matters (marked)
2. Board Policy 13: Appeals and Hearings Regarding Student Matters (unmarked)

**Policy 13**

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**APPEALS AND HEARINGS REGARDING STUDENT MATTERS****Background**

The Board of Trustees supports the right of parents and guardians to make inquiries or bring forward concerns regarding student matters.

**Guidelines****1. Appeals**

The Board shall hear appeals on administrative decisions that significantly impact the education of the student, which are submitted in accordance with Section 42 of the *Education Act*. The Board shall not hear appeals on expulsions of students.

- 1.1. Prior to a decision being appealed to the Board, [Board Policy 26: School Dispute Resolution](#) shall be followed.
- 1.2. Parents or guardians of a student, and in the case of a student 16 years of age or older, either a parent or guardian of the student or the student, has the right to appeal to the Board, a decision of the Superintendent. The Superintendent must advise the parents, guardians or students of this right of appeal.
- 1.3. The appeal to the Board must be made within five business days from the date that the individual was informed of the Superintendent's decision. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand and the reason for the appeal.
- 1.4. Parents, guardians or students, as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents, guardians or students.
- 1.5. The hearing of the appeal must be scheduled so as to ensure the person making the appeal and the Superintendent or designate, whose decision is being appealed has sufficient notice and time to prepare for the presentation.
- 1.6. The appeal shall be heard in camera, with specified individuals in attendance.
- 1.7. The appeal hearing shall be conducted in accordance with the following guidelines.
  - 1.7.1. The Board Chair shall outline the purpose of the hearing, which is to provide:
    - 1.7.1.1. an opportunity for the parties to make representation in support of their respective positions to the Board. The information may include expert medical, psychological, and educational data and may be presented by witnesses. The information presented may include both written and verbal communication.
    - 1.7.1.2. the Board with the means to receive information and review the facts of the dispute.

- 1.7.2. Notes of the proceedings shall be recorded for the purpose of the Board's records.
- 1.7.3. The appellant shall present the appeal and the reasons for the appeal and shall have an opportunity to respond to information provided by the Superintendent or staff.
- 1.7.4. The Superintendent or staff shall explain the decision and give reasons for the decision.
- 1.7.5. The Superintendent or staff shall have an opportunity to respond to information presented by the appellant.
- 1.7.6. Board members shall have the opportunity to ask questions for clarification from both parties.
- 1.7.7. No cross-examination of the parties shall be allowed.
- 1.7.8. The Board shall meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have legal counsel in attendance.
- 1.7.9. If the Board requires additional information or clarification to make its decision, both parties to the appeal shall be requested to return to the hearing for the required additional information.
  - 1.7.9.1. The Board's decision and the reasons for that decision shall be communicated to the appellant once a decision has been reached and confirmed in writing following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Education Minister if the appellant is dissatisfied with the decision of the Board, if the matter under appeal is a matter described in Section 43 of the *Education Act*.
  - 1.7.9.2. Under Section 43 of the *Education Act*, the only matters on which the Education Minister may consider appeals are:
    - 1.7.9.2.1. provision of specialized supports and services to a student or a child enrolled in an Early Childhood Services program;
    - 1.7.9.2.2. the expulsion of a student;
    - 1.7.9.2.3. Board responsibility for a specific student; and
    - 1.7.9.2.4. access to or the accuracy or completeness of the student records.

## 2. Expulsion hearings

- 2.1. It is expected that all students shall comply with Section 31 of the *Education Act*, Board policies, administrative procedures and school regulations.
- 2.2. In accordance with Section 52 of the *Education Act*, the Board delegates to the Student Expulsion Committee the power to make decisions with respect to the expulsion of students.

- 2.3. The Student Expulsion Committee of the Board shall hear representations with respect to a recommendation for a student expulsion in accordance with Sections 36 and 37 of the *Education Act*.
- 2.4. If a student is not to be reinstated within five school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the Student Expulsion Committee of the Board through the Office of the Superintendent.
- 2.5. The Student Expulsion Committee shall convene an in-camera session no later than 10 school days from the first day of suspension, as identified in the recommendation for expulsion.
- 2.6. Parents or guardians of students, or students 16 years of age or older, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents, guardians or students.
- 2.7. The Student Expulsion Committee may have legal counsel in attendance.
- 2.8. Notes of the proceedings shall be recorded for the purpose of the Board's records.
- 2.9. The expulsion hearing shall be conducted in accordance with the following guidelines.
  - 2.9.1. The Student Expulsion Committee Chair shall outline the purpose of the hearing, which is to:
    - 2.9.1.1. provide an opportunity to hear representations relative to the recommendation from the Principal;
    - 2.9.1.2. provide an opportunity for the student or the student's parents or guardians to make representations; and
    - 2.9.1.3. reinstate or expel the student.
- 2.10. The Student Expulsion Committee Chair shall outline the procedure to be followed, which shall be as follows:
  - 2.10.1. The Principal shall present the report documenting the details of the case and the recommendation to expel the student.
  - 2.10.2. The student and the student's parents or guardians shall be given an opportunity to respond to the information presented and to add any additional relevant information.
  - 2.10.3. The members of the Student Expulsion Committee shall have the opportunity to ask questions of clarification of the Principal, the student and the student's parents or guardians.
  - 2.10.4. The Student Expulsion Committee shall then meet—without either the administration, the student, or the student's parents or guardians present—to discuss the case and the recommendation.
    - 2.10.4.1. The recording secretary may remain in attendance.
    - 2.10.4.2. Legal counsel for the Board may also remain in attendance.
  - 2.10.5. Should the Student Expulsion Committee require additional information, both parties shall be requested to return to provide the requested information.

- 2.10.6. The Student Expulsion Committee shall then make one of the following decision(s):
- 2.10.6.1. reinstatement;
  - 2.10.6.2. single-school expulsion; or
  - 2.10.6.3. expulsion from the school division.
- 2.10.7. If the expulsion is from a single school, the Student Expulsion Committee shall direct the placement of the student to another school or alternative educational program.
- 2.10.7.1. If the expulsion is from the Division, alternative educational programming shall be offered by the Division.
- 2.10.8. The Student Expulsion Committee decision shall be communicated in writing to the student and the student’s parents or guardians within five business days of the hearing, with copies being provided to the Principal and the Superintendent, or designate.
- 2.11. If the Student Expulsion Committee’s decision is to expel the student, the following information shall be included in the letter to the student and the student’s parents or guardians:
- 2.11.1. any rules and conditions of the expulsion;
  - 2.11.2. the educational programming to be provided to the student; and
  - 2.11.3. the right of the student and the student’s parents or guardians to request a review of the Board's decision by the Minister of Education.

## References

Sections 3, 4, 11, 31, 32, 33, 36, 37, 41, 42, 43, 44, 52, 53, 222 *Education Act*

Last reviewed:	Last updated:
Nov. 5, 2015	Nov. 26, 2015
Jan. 7, 2016	Jan. 21, 2016
April 11, 2016	May 30, 2016
March 19, 2018	
Dec. 18, 2018	Jan. 24, 2019
Oct. 15, 2019	Nov. 21, 2019
Dec. 19, 2019	Dec. 19, 2019
Aug. 27, 2020	Aug. 27, 2020
Jan. 11, 2022	Feb. 17, 2022

April 12, 2022

May 25, 2022

Jan. 10, 2023

Feb. 16, 2023

Jan. 10, 2024

**Policy 13**

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- 1.3. The appeal to the Board must be made within five business days from the date that the individual was informed of the Superintendent's decision. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand and the reason for the appeal.
- 1.4. Parents, guardians or students, as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents, guardians or students.
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  - 1.7.1. The Board Chair shall outline the purpose of the hearing, which is to provide:
    - 1.7.1.1. an opportunity for the parties to make representation in support of their respective positions to the Board. The information may include expert medical, psychological, and educational data and may be presented by witnesses. The information presented may include both written and verbal communication.
    - 1.7.1.2. the Board with the means to receive information and review the facts of the dispute.

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- 1.7.3. The appellant shall present the appeal and the reasons for the appeal and shall have an opportunity to respond to information provided by the Superintendent or staff.
- 1.7.4. The Superintendent or staff shall explain the decision and give reasons for the decision.
- 1.7.5. The Superintendent or staff shall have an opportunity to respond to information presented by the appellant.
- 1.7.6. Board members shall have the opportunity to ask questions for clarification from both parties.
- 1.7.7. No cross-examination of the parties shall be allowed.
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- 1.7.9. If the Board requires additional information or clarification to make its decision, both parties to the appeal shall be requested to return to the hearing for the required additional information.
  - 1.7.9.1. The Board's decision and the reasons for that decision shall be communicated to the appellant once a decision has been reached and confirmed in writing following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Education Minister if the appellant is dissatisfied with the decision of the Board, if the matter under appeal is a matter described in Section 43 of the *Education Act*.
  - 1.7.9.2. Under Section 43 of the *Education Act*, the only matters on which the Education Minister may consider appeals are:
    - 1.7.9.2.1. provision of specialized supports and services to a student or a child enrolled in an Early Childhood Services program;
    - 1.7.9.2.2. the expulsion of a student;
    - 1.7.9.2.3. Board responsibility for a specific student; and
    - 1.7.9.2.4. access to or the accuracy or completeness of the student records.

## 2. Expulsion hearings

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- 2.2. In accordance with Section 52 of the *Education Act*, the Board delegates to the Student Expulsion Committee the power to make decisions with respect to the expulsion of students.



- 2.3. The Student Expulsion Committee of the Board shall hear representations with respect to a recommendation for a student expulsion in accordance with Sections 36 and 37 of the *Education Act*.
- 2.4. If a student is not to be reinstated within five school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the Student Expulsion Committee of the Board through the Office of the Superintendent.
- 2.5. The Student Expulsion Committee shall convene an in-camera session no later than 10 school days from the first day of suspension, as identified in the recommendation for expulsion.
- 2.6. Parents or guardians of students, or students 16 years of age or older, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents, guardians or students.
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  - 2.9.1. The Student Expulsion Committee Chair shall outline the purpose of the hearing, which is to:
    - 2.9.1.1. provide an opportunity to hear representations relative to the recommendation from the Principal;
    - 2.9.1.2. provide an opportunity for the student or the student's parents or guardians to make representations; and
    - 2.9.1.3. reinstate or expel the student.
- 2.10. The Student Expulsion Committee Chair shall outline the procedure to be followed, which shall be as follows:
  - 2.10.1. The Principal shall present the report documenting the details of the case and the recommendation to expel the student.
  - 2.10.2. The student and the student's parents or guardians shall be given an opportunity to respond to the information presented and to add any additional relevant information.
  - 2.10.3. The members of the Student Expulsion Committee shall have the opportunity to ask questions of clarification of the Principal, the student and the student's parents or guardians.
  - 2.10.4. The Student Expulsion Committee shall then meet—without either the administration, the student, or the student's parents or guardians present—to discuss the case and the recommendation.
    - 2.10.4.1. The recording secretary may remain in attendance.
    - 2.10.4.2. Legal counsel for the Board may also remain in attendance.
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- 2.10.6. The Student Expulsion Committee shall then make one of the following decision(s):
  - 2.10.6.1. reinstatement;
  - 2.10.6.2. single-school expulsion; or
  - 2.10.6.3. expulsion from the school division.
- 2.10.7. If the expulsion is from a single school, the Student Expulsion Committee shall direct the placement of the student to another school or alternative educational program.
  - 2.10.7.1. If the expulsion is from the Division, alternative educational programming shall be offered by the Division.
- 2.10.8. The Student Expulsion Committee decision shall be communicated in writing to the student and the student’s parents or guardians within five business days of the hearing, with copies being provided to the Principal and the Superintendent, or designate.
- 2.11. If the Student Expulsion Committee’s decision is to expel the student, the following information shall be included in the letter to the student and the student’s parents or guardians:
  - 2.11.1. any rules and conditions of the expulsion;
  - 2.11.2. the educational programming to be provided to the student; and
  - 2.11.3. the right of the student and the student’s parents or guardians to request a review of the Board's decision by the Minister of Education.

## References

Sections 3, 4, 11, 31, 32, 33, 36, 37, 41, 42, 43, 44, 52, 53, 222 *Education Act*

Last reviewed:	Last updated:
Nov. 5, 2015	Nov. 26, 2015
Jan. 7, 2016	Jan. 21, 2016
April 11, 2016	May 30, 2016
March 19, 2018	
Dec. 18, 2018	Jan. 24, 2019
Oct. 15, 2019	Nov. 21, 2019
Dec. 19, 2019	Dec. 19, 2019
Aug. 27, 2020	Aug. 27, 2020
Jan. 11, 2022	Feb. 17, 2022

April 12, 2022

May 25, 2022

Jan. 10, 2023

Feb. 16, 2023

Jan. 10, 2024



# RECOMMENDATION REPORT

**DATE:** Jan. 25, 2024

**TO:** Board of Trustees

**FROM:** Policy Committee

**SUBJECT:** Board Policy 14: Hearings on Teacher Transfers

**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.

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## **RECOMMENDATION:**

**That the Board of Trustees approve amendments to Board Policy 14: Hearings on Teacher Transfers, 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.

Proposed amendments, as highlighted in attachment 1, provides clarity, consistency and improved readability.



# 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 14: Hearings on Teacher Transfers (marked)
2. Board Policy 14: Hearings on Teacher Transfers (unmarked)

**Policy 14**

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**HEARINGS ON TEACHER TRANSFERS****Background**

The Superintendent may transfer a teacher in accordance with Section 212 of the *Education Act*. The teacher may make a written request to the Board of Trustees to have a hearing before the Board for the purpose of objecting to the transfer. A transfer means that the Superintendent has transferred the teacher from one school to another school. If the new school is not identified, then the transfer has not been completed. Similarly, the transfer is not complete unless the teacher has received notice of the transfer, which must include the Superintendent's reasons for the transfer.

**Guidelines****1. Teacher-transfer hearings: Specifics**

- 1.1. A teacher who has received a notice of transfer and the reasons for the transfer may, within seven days from the day on which the teacher receives the notice of transfer, make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.
- 1.2. The request for a hearing before the Board shall be submitted by the teacher to the Secretary-Treasurer, with a copy being provided to the Superintendent.
- 1.3. The Board may set a date and time for the hearing requested not earlier than 14 days after the teacher receives the notice of transfer—unless the teacher agrees in writing to an earlier date.
- 1.4. The Secretary-Treasurer shall advise the teacher in writing of the date, time and location of the hearing.
- 1.5. Any documentation or written materials to be considered by the Board in support of the teacher transfer shall be forwarded by the Superintendent, or their designate, to both the teacher and the Secretary-Treasurer not less than seven days before the scheduled date of the hearing.
- 1.6. Any documentation or written materials to be considered by the Board in objection to the teacher transfer shall be forwarded by the teacher to both the Superintendent, or their designate, and the Secretary-Treasurer not less than seven days prior to the scheduled date of the hearing.
- 1.7. At the discretion of the Board, if materials are submitted less than seven days prior to the hearing, the Board shall either accept the materials and continue with the hearing or adjourn the hearing.
- 1.8. The teacher may be accompanied, at their own expense, by counsel or other representatives, and may bring witnesses if, not less than seven days prior to the scheduled date of the meeting, the following is provided by the teacher to the Secretary-Treasurer and the other party in writing:
  - 1.8.1. the names of other representatives; and
  - 1.8.2. any witnesses.

- 1.9. Notwithstanding, the Board shall reserve the right to receive further documentation as deemed relevant.

## 2. Teacher-transfer hearings: Procedure

- 2.1. The teacher-transfer hearing shall be conducted at an in-camera session of the Board, and chaired by the Board Chair, or in the Board Chair's absence, the Board Vice-Chair, or designate.
- 2.2. The Board Chair shall introduce all parties, and the parties or their representatives shall introduce all witnesses at the hearing.
- 2.3. The sequence of the hearing shall be as follows:
  - ~~2.3.1.~~ an opening statement ~~may to~~ be made by the teacher;
  - ~~2.3.1.~~~~2.3.2.~~ an opening statement may be made by the Superintendent or designate each of the parties;
  - ~~2.3.2.~~~~2.3.3.~~ written and oral presentation by the teacher, including any evidence by witnesses where appropriate;
  - ~~2.3.3.~~~~2.3.4.~~ written and oral presentation by the Superintendent, or designate, including any evidence by witnesses where appropriate;
  - ~~2.3.4.~~~~2.3.5.~~ Superintendent's or designate's opportunity for a response to the teacher's presentation;
  - ~~2.3.5.~~~~2.3.6.~~ teacher's opportunity for a response to the ~~administration's Superintendent's or designate's~~ presentation;
  - ~~2.3.6.~~~~2.3.7.~~ an opportunity for the Board to ask questions of clarification of both parties and any of the other witnesses;
  - ~~2.3.7.~~~~2.3.8.~~ an opportunity for the Superintendent or designate to make final comments;
  - ~~2.3.8.~~~~2.3.9.~~ an opportunity for the teacher to make final comments; and
  - ~~2.3.9.~~~~2.3.10.~~ no cross-examination of witnesses shall be allowed.
- 2.4. The Board shall meet, without the respective parties to the appeal in attendance, to arrive at a decision regarding the appeal. The Board may have the Secretary-Treasurer or legal counsel in attendance.
- 2.5. If the Board requires additional information or clarification to make its decision, both parties will be recalled to appear before the Board, and the request for information shall be made in the presence of both parties. If the information is not readily available, the Board Chair may request a recess or, if necessary, an adjournment of the hearing to a later date.
  - 2.5.1. In the case of an adjournment, members of the Board are prohibited from disclosing the evidence presented or matters raised at the hearing, either amongst themselves or with the parties and their representatives or witnesses, until the hearing is reconvened.
- 2.6. When the Board is ready to make its decision on the matter, both parties, if still present, shall be advised that the Board will be reconvening and shall consider a motion to move into a regular or special Board meeting to consider the resolution.
- 2.7. The Board's decision shall be communicated to the teacher, in writing, following the hearing within five business days.

## References

Sections 33, 52, 53, 212, 222 *Education Act*

Last reviewed:	Last updated:
April 11, 2013	April 18, 2013
Sept. 17, 2015	Sept. 17, 2015
Jan. 18, 2016	Feb. 18, 2016
Dec. 12, 2016	Jan. 26, 2017
Aug. 30, 2018	Aug. 30, 2018
Dec. 11, 2019	Dec. 11, 2019
Oct. 13, 2020	
Feb. 8, 2022	March 1, 2022
Feb. 14, 2023	March 16, 2023
<u>Jan. 10, 2024</u>	



**Policy 14**

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**HEARINGS ON TEACHER TRANSFERS****Background**

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**Guidelines****1. Teacher-transfer hearings: Specifics**

- 1.1. A teacher who has received a notice of transfer and the reasons for the transfer may, within seven days from the day on which the teacher receives the notice of transfer, make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.
- 1.2. The request for a hearing before the Board shall be submitted by the teacher to the Secretary-Treasurer, with a copy being provided to the Superintendent.
- 1.3. The Board may set a date and time for the hearing requested not earlier than 14 days after the teacher receives the notice of transfer—unless the teacher agrees in writing to an earlier date.
- 1.4. The Secretary-Treasurer shall advise the teacher in writing of the date, time and location of the hearing.
- 1.5. Any documentation or written materials to be considered by the Board in support of the teacher transfer shall be forwarded by the Superintendent, or their designate, to both the teacher and the Secretary-Treasurer not less than seven days before the scheduled date of the hearing.
- 1.6. Any documentation or written materials to be considered by the Board in objection to the teacher transfer shall be forwarded by the teacher to both the Superintendent, or their designate, and the Secretary-Treasurer not less than seven days prior to the scheduled date of the hearing.
- 1.7. At the discretion of the Board, if materials are submitted less than seven days prior to the hearing, the Board shall either accept the materials and continue with the hearing or adjourn the hearing.
- 1.8. The teacher may be accompanied, at their own expense, by counsel or other representatives, and may bring witnesses if, not less than seven days prior to the scheduled date of the meeting, the following is provided by the teacher to the Secretary-Treasurer and the other party in writing:
  - 1.8.1. the names of other representatives; and
  - 1.8.2. any witnesses.

- 1.9. Notwithstanding, the Board shall reserve the right to receive further documentation as deemed relevant.

## **2. Teacher-transfer hearings: Procedure**

- 2.1. The teacher-transfer hearing shall be conducted at an in-camera session of the Board, and chaired by the Board Chair, or in the Board Chair's absence, the Board Vice-Chair, or designate.
- 2.2. The Board Chair shall introduce all parties, and the parties or their representatives shall introduce all witnesses at the hearing.
- 2.3. The sequence of the hearing shall be as follows:
  - 2.3.1. an opening statement may be made by the teacher;
  - 2.3.2. an opening statement may be made by the Superintendent or designate;
  - 2.3.3. written and oral presentation by the teacher, including any evidence by witnesses where appropriate;
  - 2.3.4. written and oral presentation by the Superintendent, or designate, including any evidence by witnesses where appropriate;
  - 2.3.5. Superintendent's or designate's opportunity for a response to the teacher's presentation;
  - 2.3.6. teacher's opportunity for a response to the Superintendent's or designate's presentation;
  - 2.3.7. an opportunity for the Board to ask questions of clarification of both parties and any of the other witnesses;
  - 2.3.8. an opportunity for the Superintendent or designate to make final comments;
  - 2.3.9. an opportunity for the teacher to make final comments; and
  - 2.3.10. no cross-examination of witnesses shall be allowed.
- 2.4. The Board shall meet, without the respective parties to the appeal in attendance, to arrive at a decision regarding the appeal. The Board may have the Secretary-Treasurer or legal counsel in attendance.
- 2.5. If the Board requires additional information or clarification to make its decision, both parties will be recalled to appear before the Board, and the request for information shall be made in the presence of both parties. If the information is not readily available, the Board Chair may request a recess or, if necessary, an adjournment of the hearing to a later date.
  - 2.5.1. In the case of an adjournment, members of the Board are prohibited from disclosing the evidence presented or matters raised at the hearing, either amongst themselves or with the parties and their representatives or witnesses, until the hearing is reconvened.
- 2.6. When the Board is ready to make its decision on the matter, both parties, if still present, shall be advised that the Board will be reconvening and shall consider a motion to move into a regular or special Board meeting to consider the resolution.
- 2.7. The Board's decision shall be communicated to the teacher, in writing, following the hearing within five business days.

## References

Sections 33, 52, 53, 212, 222 *Education Act*

Last reviewed:	Last updated:
April 11, 2013	April 18, 2013
Sept. 17, 2015	Sept. 17, 2015
Jan. 18, 2016	Feb. 18, 2016
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Aug. 30, 2018	Aug. 30, 2018
Dec. 11, 2019	Dec. 11, 2019
Oct. 13, 2020	
Feb. 8, 2022	March 1, 2022
Feb. 14, 2023	March 16, 2023
Jan. 10, 2024	



# RECOMMENDATION REPORT

**DATE:** Jan. 25, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** Proposed Changes to Signing Authority Matrix

**ORIGINATOR:** Candace Cole, Secretary-Treasurer

**RESOURCE STAFF:** Leah Lewis, Director, Financial Services

**REFERENCE:** Board Policy 2: Role of the Board  
Administrative Procedure 514, Signing Authority

**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.

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**RECOMMENDATION:**

**That the Board of Trustees approves amendments to the Signing Authority Matrix, as presented.**

**BACKGROUND:**

Policy 2: Role of the Board establishes that the Board of Trustees will approve the Signing Authority Matrix.

Administrative Procedure (AP) 514, Signing Authority, focuses on the authority itself, rather than how the authority is executed. It covers who has authority, what they have authority over and what the constraints are within that authority. Specifically, it outlines:

- All transactions will be authorized.
- Applies broadly to all authorizations, not just expenditures.
- Without authority, staff cannot commit the Division.
- Authority is granted to a position, not a person.
- Authority is granted to a staff's area of responsibility only.
- Transactions may not be split to circumvent the AP.
- Staff will avoid conflict of interest while employing their authority.



# RECOMMENDATION REPORT

The Administrative Procedure currently includes three appendices:

- Appendix A - Signing Authority Matrix
- Appendix B - Responsibility Matrix
- Appendix C - Signing Authority Exceptions

The Division last updated the Signing Authority Matrix in January 2021, improving the readability and usability of the document. These changes were well received and there have been no further recommended changes up to this point.

Proposed changes have been marked in red on Administrative Procedure 514 (Attachment 1), Appendix A - Signing Authority Matrix (Attachment 2), and Appendix B - Responsibility Matrix (Attachment 3). It's proposed to remove Appendix C - Signing Authority Exceptions (Attachment 4) altogether.

## Summary of Key Proposed Changes:

- Administrative Procedure 514 (Attachment 1)
  - New definitions for *job* and *position* to maintain consistency with proposed changes in the Signing Authority Matrix (see below).
  - Expanding the definition of *revenue contract* for clarity.
  - Removal of references to Appendix C - Signing Authority Exceptions, as per proposed changes (see below).
- Appendix A - Signing Authority Matrix (Attachment 2)

On Attachment 2, green text indicates minor edits for clarity, removing redundancies, moving existing authority from one section to another, and other housekeeping changes. Red text indicates more significant changes to authority levels and amounts.

### Header

- Add new roles: Division Principal, Information Security Officer and Supervisor.
- Remove Executive Assistant for simplicity – these individuals are covered under the Bookkeeper role or All Other Staff section.

### Operating and Capital

- This section is the most frequently referenced.
- Removed leases as they are extremely infrequent at the Division and in practicality, the limits of the line above are typically used (the limits for making purchases, placing purchase orders and signing contracts).



# RECOMMENDATION REPORT

- Updated the Secretary-Treasurer's approval limit for Facility Services Contracts for consistency. The intent of this separate line is to have a slightly higher contract authorization amount for Facility Services Directors and Assistant Directors.
- To simplify, administration is proposing to remove Appendix C which covered 'exceptions' to the Signing Authority Matrix. Instead, these exceptions are now directly listed on the Signing Authority Matrix itself. No authorization amounts or roles have been changed. In the "Operating and Capital" section, the exception for Payments for Expenditures Consolidated at a Division Level is now listed here instead of Appendix C.
- Entering into capital projects is not a single 'act' to be authorized. The Board of Trustees authorizes the budget (including capital projects) and individual contractor contracts are covered in the previous lines already.

## Disposals

- When a school sells an item (for example, old CTS equipment or shelving) they follow the Division's administrative procedure on disposals and authorization is provided by the principal (or another role, depending on dollar amount). However, a Bill of Sale is issued to the buyer at the time of pickup typically, and it may be a teacher or other staff member completing this part of the transaction (as principal authorization has already occurred).

## Purchase Cards

- On a monthly basis (at a minimum), transactions processed on Division credit cards are reviewed and authorized individually. Supervisors and managers may complete this activity for staff reporting directly to them.

## Human Resources

- Definition of *job* and *position* was added to the administrative procedure for better clarity on the authorization levels of creating a new job versus filling vacant positions within a budget.
- Supervisors and managers authorize timesheets and absences for staff reporting directly to them.

## Accounting and Other

- To simplify, administration is proposing to remove Appendix C, which covered 'exceptions' to the Signing Authority Matrix. Instead, these exceptions are now directly listed on the Signing Authority Matrix itself. No authorization amounts or roles have been changed. In the "Accounting and Other" section, the exceptions for Journal Entries (Financial Services) and Trust Accounts are now listed here instead of Appendix C.



# RECOMMENDATION REPORT

- Appendix B - Responsibility Matrix (Attachment 3)
  - No proposed changes other than updating the Header to be consistent with Appendix A - Signing Authority Matrix. The active version of this matrix includes the names of all individuals in the listed roles.
  
- Appendix C - Signing Authority Exceptions (Attachment 4)
  - This Appendix was intended to outline exceptions to Appendix A - Signing Authority Matrix. However, over time most exceptions have been removed and as a result it is a very small list. For simplicity, administration is proposing these line items be moved directly into the Signing Authority Matrix or be removed altogether.
    - Proposed to be removed:
      - Payroll Liabilities: these include the Division's payments to the Canada Revenue Agency (CPP and EI deductions), ASEBP (benefits), LAPP (pension), ATRF (pension), and ATA (for dues remittances from staff). This line is no longer required as these items can be included under the line "Payments for Expenditures Consolidated at a Division Level". Previously, payroll functioned under Human Resources and this separate line was required. Now, payroll activities are handled by Financial Services and authorized accordingly.
      - Deferred Salary: this type of leave is authorized as per our other Division administrative procedures and internal processes. There are a number of other leaves that would be handled similarly and there is not a need to highlight this particular leave on the Signing Authority Matrix. Currently, we have no staff accessing this type of leave.

## **COMMUNICATION PLAN:**

Following approval, Administrative Procedure 514, Signing Authority, will be updated on the EIPS website and communicated to schools and departments.

## **ATTACHMENT(S):**

1. Administrative Procedure 514, Signing Authority (marked)
2. Administrative Procedure 514, Appendix A - Signing Authority Matrix (SAM) (marked)
3. Administrative Procedure 514, Appendix B - Responsibility Matrix (marked)
4. Administrative Procedure 514, Appendix C - Signing Authority Exceptions (marked)

**Administrative Procedure 514**

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**SIGNING AUTHORITY****Background:**

The purpose of this Administrative Procedure is to delineate the roles and responsibilities, and to provide appropriate governance and authorization levels for the Division. Proper authorization of transactions is required to ensure adequate safeguarding of the Division's assets against loss or improper use, as well as to produce reliable financial records for internal and external reporting. All staff acting on behalf of the Division share in the overall responsibility for the sound stewardship of the Division's finances.

**Definitions:****Capital Asset:**

is an expenditure for a single item or system that provides services and benefits for more than one fiscal year and has a value of more than \$5,000. Capital assets are recorded individually by the Division and require special treatment upon disposal.

**Capital Project:**

is a capital asset with numerous payments to one or more vendors and/or is to be completed over an extended time frame.

**Consultant Services Contract:**

is a legally enforceable business agreement between two or more parties with mutual obligations related to services to be provided.

**Grant Agreement:**

is a standardized agreement used to award funds.

**Job:**

is a standardized role name and job description, including responsibilities, tasks and qualification requirements. There are many employees utilizing a single job title, such as Teacher.

**Lease:**

is a contract calling for the lessee (user) to pay the lessor (owner) for use of an asset.

**Non-Compliant Transaction:**

is a transaction that does not follow the signing authority procedures described herein.



**Employment Personal Services Contract:**

is a legal agreement, in which the skills or talents of an individual are material, such as professional services, between an individual employee and an employer that clarifies the terms and conditions of employment. Payments to the individual are handled through Payroll and are typically not included in the [Classified Handbook](#) (Appendix 440-A) or [Teachers' Collective Agreement](#).

**Position:**

is employment for an individual at the Division under a pre-existing job title. Each employee fills a position—including part time or full time.

**Procurement:**

is the act of finding, acquiring and/or buying goods, services or works from an external source, often via a tendering or competitive-bidding process. The process is used to ensure the Division receives goods, services or works for the best possible price when aspects such as quality, quantity, time and location are compared. The Division has defined processes intended to promote fair and open competition while minimizing risk, such as exposure to fraud and collusion.

**Property:**

is any physical or intangible entity owned by a person or jointly owned by a group of people. Depending on the nature of the property, an owner has the right to consume, sell, rent, mortgage, transfer, exchange or destroy their property, and/or to exclude others from having these rights. Recognized types of property include real property (land and buildings), personal property (property owned by the Division that is not affixed to or associated with the land) and intellectual property (exclusive rights over artistic creations, inventions, etc.).

**Purchase Card (P-Card):**

is a corporate credit card.

**Purchase Order:**

is a buyer-generated document that authorizes a purchase transaction.

**Revenue Contract:**

is a contract to receive funds. This can include funds for goods or services rendered, grant applications and donation agreements.

**Procedures:**

1. All transactions will be authorized by staff with designated signing authority as per the [Signing Authority Matrix](#) (Appendix 514-A).
2. Unless otherwise specified, authority is delegated to a position as opposed to a person.
3. Unless otherwise specified, authority delegated to a position extends to any person acting in the position.

4. An acting or temporary delegation will be in writing and detail who is acting and for what effective dates.
5. Any person not authorized by virtue of this Administrative Procedure may not commit the Division to any activities outlined in this Administrative Procedure.
6. In applying the limits outlined in the [Signing Authority Matrix](#) (Appendix 514-A), the total value is calculated based on the value of the purchase (over the term of the contract – including extensions), after taxes and freight, and valued in Canadian dollars.
7. Staff with designated signing authority shall exercise the authority for their areas of responsibility (e.g., school, department, account, etc.), as assigned by the Superintendent, within the set limits, and/or within approved budgets. Responsibilities are outlined in the [Responsibility Matrix](#) (Appendix 514-B), and will be updated as needed.
8. Staff with designated signing authority shall comply with the intent of the Administrative Procedure. In particular, staff with designated signing authority shall not circumvent the established limits by subdividing purchases, invoices, contracts, expense reports or agreements into smaller amounts.
9. Staff with designated signing authority will avoid conflict of interest and shall not authorize transactions when they are the direct or indirect beneficiary. Another authorized staff member (typically of higher authority) will approve these transactions.
10. Staff with designated signing authority will be aware of and refer to all relevant Division administrative procedures and processes as well as external legislative requirements when exercising delegations of authority.
11. Notwithstanding a delegation of authority, staff with designated signing authority will bring any matter to the attention of the Superintendent or the Division if that matter has an unusually high risk factor, if it brings the activities of the Division under scrutiny or disrepute, or if it involves controversial matters.

### **Exclusions and Non-Compliant Transactions**

~~12. Specific exceptions to authorization limits that would normally be covered under the definitions of operating expenditures are defined in the [Signing Authority-Exceptions](#) (Appendix 514-C).~~

13. All non-compliant transactions will be submitted to the Secretary-Treasurer. All non-compliant transactions must adhere to the following signing authority limits:
  - 13.1. Up to \$500,000: Secretary-Treasurer
  - 13.2. Up to \$2,500,000: Superintendent
  - 13.3. No Limit: Board of Trustees

### **Disbursement Authorization**

14. Satisfactory evidence will be provided to assist the designated signing authority with approving expenditures. This includes supporting materials which are intended to convey evidence of receipt (e.g., packing slips). In cases of prepayment, supporting documentation must be provided, and payment terms must comply with any contract or agreement in place.
15. Payment of invoices within five per cent or \$5,000, whichever is lower, of an approved value (contract, purchase order, written agreement) is considered authorized, upon verification of receipt of goods. Payments exceeding this threshold require additional

authorization as per the [Signing Authority Matrix](#) (Appendix 514-A).

16. Commitments and transactions will not be processed that are not approved in accordance with this Administrative Procedure.
17. Only when the underlying transaction, contract or agreement has been properly approved and satisfactory evidence is available that the obligation is due, shall the disbursement of Division funds be permitted.

**Reference:**

Section 52, 53, 68, 222, 225 *Education Act*

[Appendix 514-A: Signing Authority Matrix](#)

[Appendix 514-B: Responsibility Matrix](#)

~~[Appendix 514-C: Signing Authority Exceptions](#)~~

**Elk Island Public Schools**  
**Administrative Procedure 514: Signing Authority**  
**Signing Authority Matrix (SAM)**  
 Updated ~~Jan. 21, 2021~~ Jan. 25, 2024

**Appendix A**

This SAM is to be used in conjunction with AP514: Signing Authority.

Position	Reference	Comment	Board of Trustees	Superintendent	Secretary-Treasurer	Associate Superintendent	Director, Division Principal, Information Security Officer, Principal	Assistant Director, Assistant Principal	Bookkeeper, Executive Assistant, Foreman, Manager, Supervisor	All Other Staff	
			Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	
<b>Revenue</b>	Revenue, including grant applications, commitments, requests for invoices, agreements and/or contracts <del>with external parties</del>	Note 2	No limit	No limit	\$ 250,000	\$ 75,000	\$ 25,000	\$ 10,000	Nil	Nil	
<b>Operating and Capital</b>	(1) Requisition and enter into purchase orders <del>with external parties</del> for goods and services (over \$5,000), (2) Payment for direct purchases (under \$5,000), or (3) Enter into other commitments, leases, agreements and/or contracts with external parties for goods and services excluding:	AP515	Note 1, Note 2	No limit	No limit	\$ 300,000	\$ 50,000	\$ 50,000	\$ 20,000	\$ 5,000	Up to P-Card transaction limit
	<del>Leases (non-capital)</del>	<del>AP515</del>	<del>Note 2</del>	<del>No limit</del>	<del>No limit</del>	<del>\$ 200,000</del>	<del>\$ 200,000</del>	<del>\$ 100,000</del>	<del>Nil</del>	<del>Nil</del>	<del>Nil</del>
	Facility Services Contracts	AP515	Facility Services only Note 2	No limit	No limit	<del>\$ 200,000</del> \$ 300,000	Nil	\$ 100,000	\$ 50,000	\$ 5,000	Nil
	<i>As per AP 514, payment of invoices within five per cent or \$5,000, whichever is lower, of an approved value (contract, PO, written agreement) is considered authorized, upon verification of receipt of goods.</i>										
	Payment for Goods and Services above five per cent or \$5,000, whichever is lower, of an approved value (contract, PO, etc.)	AP515		No limit	No limit	\$ 300,000	\$ 50,000	\$ 50,000	\$ 20,000	Nil	Nil
Purchase of <b>Real Property</b> (land and buildings)			No limit	Nil	Nil	Nil	Nil	Nil	Nil	Nil	
Payment for Expenditures Consolidated at a Division Level (such as payroll deduction remittances, WCB, insurance, photocopiers, etc.)		Financial Services only	No limit	No limit	No limit	Nil	\$ 1,000,000	Nil	Nil	Nil	
Enter into <b>Capital Projects</b>	AP516		No limit	No limit	<del>\$ 500,000</del>	Nil	Nil	Nil	Nil	Nil	
<b>Disposals</b>	Sale of Real Property (land and buildings)	AP518	No limit	Nil	Nil	Nil	Nil	Nil	Nil	Nil	
	Other Property Disposal or Write-off, <del>including bill of sale authorization</del>	AP518	No limit	No limit	\$ 100,000	\$ 50,000	\$ 50,000	Nil	Nil	Nil	
<b>P-Cards</b>	Add Card or Change Limits	Manual	No limit	No limit	\$ 25,000	\$ 25,000	\$ 10,000	\$ 10,000	No	No	
	Remove Card	Manual	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	
	<del>Non-Monetary Card Changes, or Monthly Statement Approval</del> Transaction Approval	Manual	Yes	Yes	Yes	Yes	Yes	Yes	<del>No</del> Yes - excluding Bookkeeper	No	

Division Principal and Information Security Officer not previously addressed on matrix. Executive Assistants fall under "Bookkeeper" category. "Supervisor" roles for Payroll, Occupational Therapy, Career Pathways, etc.

Remove line to simplify. In practice, the limits in the line above would be used. Leases are uncommon.

To maintain consistency with the line above for the Secretary-Treasurer's authority.

Moved from Appendix C - Exceptions

Authority is established through budget approval and purchasing authority

Practicality- principal would authorize but may not sign Bill of Sale during hand-off to buyer

Information housed on the Intranet (not a 'manual') along with many other processes.

"Transaction Approval" is a clearer description, and this can be completed by foreman, managers, supervisors, etc.

Elk Island Public Schools  
**Administrative Procedure 514: Signing Authority**  
**Signing Authority Matrix (SAM)**  
 Updated ~~Jan. 21, 2021~~ Jan. 25, 2024

**Appendix A**

This SAM is to be used in conjunction with AP514: Signing Authority.

Position	Reference	Comment	Board of Trustees	Superintendent	Secretary-Treasurer	Associate Superintendent	Director, Division Principal, Information Security Officer, Principal	Assistant Director, Assistant Principal	Bookkeeper, Executive Assistant, Foreman, Manager, Supervisor	All Other Staff	Division Principal and Information Security Officer not previously addressed on matrix. Executive Assistants fall under "Bookkeeper" category. "Supervisor" roles for Payroll, Occupational Therapy, Career Pathways, etc.
			Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	
Human Resources	Create, modify, offer or terminate <b>Executive Employment Contracts</b>		Yes	Yes	No	No	No	No	No	No	No
	Create new <del>Positions</del> <b>Jobs and Employment Personal Services Contracts</b>		No	Yes	No	Yes - Associate Superintendent, HR	No	No	No	No	See new definition in AP 514.
	<b>Fill vacant positions or modify positions</b> within approved budget		Yes	Yes	Yes	Yes	Yes	No	No	No	
	<b>Terminate employees</b>		Yes	Yes	No	No	No	No	No	No	
	Authorization of timesheets, attendance, and absences		Yes	Yes	Yes	Yes	Yes	Yes	Yes - excluding Bookkeeper	No	Consistent with practice for foremen, managers, and supervisors
Accounting and Other	<del>Journal Entries Vouchers: -Operating Budget -SGF</del>	Department & Schools only	No limit	No limit	No limit	No limit	No limit	\$ 10,000	\$ 5,000	Nil	
	Journal Entries	Financial Services only	No limit	No limit	No limit	Nil	No limit	No limit	No limit	\$1,000,000 for Accountant II, III, and Senior	Moved from Appendix C - Exceptions and transfers, allocating centralized costs, and capitalizing large projects and assets.
	Centralized Trust Accounts	Financial Services only	No limit	No limit	No limit	Nil	\$ 100,000	Nil	Nil	Nil	Moved from Appendix C - Exceptions EIPS has small \$ trusts (scholarships and STSP)
	Write Offs: A/R, Benefits (excluding: Property)	Financial Services only	No limit	No limit	No limit	Nil	\$ 50,000	\$ 25,000	Nil	Nil	
	Write Offs: School Fees	AP505	Nil	Nil	Yes - waiver only	Nil	Yes - not covered by waiver	Nil	Nil	Nil	
	Credit Facility Agreements	AP503	No limit - Any 2 of: Board Chair, Superintendent, or Secretary-Treasurer				Nil	Nil	Nil	Nil	
	Banking (Deposit) Agreements	AP503	No limit - Any 2 of: Board Chair, Superintendent, or Secretary-Treasurer				Nil	Nil	Nil	Nil	
	Cheque Signing	AP503	No limit - Any 2 of: Board Chair, Superintendent, or Secretary-Treasurer				Nil	Nil	Nil	Nil	
	Purchase and Redeem Investments	AP503	No limit - Any 2 of: Board Chair, Superintendent, or Secretary-Treasurer				Nil	Nil	Nil	Nil	

- (1) Other staff have authority to purchase to the extent of the limits (transaction and monthly) that have been established on their P-Card.
- (2) Based on the value over the entire term of the contract or lease (including extensions) rather than the annual value of the contract or lease.

Elk Island Public Schools  
 Administrative Procedure 514: Signing Authority  
 Responsibility Matrix

This Responsibility Matrix is to be used in conjunction with AP514: Signing Authority.

\*Updated

Code	ID	School / Department	Other	Associate Superintendent	Director Division Principal Information Security Officer Principal	Assistant Director Assistant Principal	Bookkeeper Executive-Assistant Foreman Manager Supervisor
				Level 4	Level 5	Level 6	Level 7
104	ALH	A.L. Horton Elementary					
101	AEL	Ardrossan Elementary					
103	AJS	Ardrossan Junior Senior High		On the live version of this Appendix, names are listed on each row. This Appendix is updated regularly throughout the year as staffing changes occur.			
105	BFH	Bev Facey Community High					
107	BWD	Brentwood Elementary					
110	BRU	Bruderheim School					
113	CAS	Castle (Scotford Colony)					
115	CLB	Clover Bar Junior High					
116	DCE	Davidson Creek					
111	CBN	École Campbelltown					
118	EPE	École Parc Élémentaire					
138	RLC	Elk Island Youth Ranch Learning Centre					
119	FRH	F.R. Haythorne Junior High					
120	FSC	Fort Saskatchewan Christian					
121	FSE	Fort Saskatchewan Elementary					
125	FHS	Fort Saskatchewan High					
127	FTV	Fultonvale Elementary Junior High					
129	GLN	Glen Allan Elementary					
126	HHE	Heritage Hills Elementary					
131	JMW	James Mowat Elementary					
130	LLR	Lakeland Ridge					
132	LME	Lamont Elementary					
134	LHS	Lamont High					
133	MHV	Mills Haven Elementary					
136	MUN	Mundare School					
137	PNE	Pine Street Elementary					
140	PLR	Pleasant Ridge Colony					
128	RHJ	Rudolph Hennig Junior High					
141	SAL	Salisbury Composite High					
143	SWH	Sherwood Heights Junior High					
150	SPS	SouthPointe School					
142	SCE	Strathcona Christian Academy Elementary					
144	SCS	Strathcona Christian Academy Secondary					
145	UNC	Uncas Elementary					
146	VJS	Vegreville Composite High					
147	WHF	Wes Hosford Elementary					
149	WBO	Westboro Elementary					
151	WFG	Win Ferguson Elementary					
153	WBF	Woodbridge Farms Elementary					
169	NXT	Next Step					
170	SPO	Next Step Junior Senior High – Sherwood Park					
174	FSO	Next Step Senior High – Fort Saskatchewan					
178	VGO	Next Step Senior High – Vegreville					

Elk Island Public Schools  
 Administrative Procedure 514: Signing Authority  
 Responsibility Matrix

Appendix B

This Responsibility Matrix is to be used in conjunction with AP514: Signing Authority.

\*Updated

Code	ID	School / Department	Other	Associate Superintendent	Director Division Principal Information Security Officer Principal	Assistant Director Assistant Principal	Bookkeeper Executive-Assistant Foreman Manager Supervisor
				Level 4	Level 5	Level 6	Level 7
197-199		Schools Various - Finance					
210		Board of Trustees					
220		Superintendent					
240		Communications					
245		Election					
310		Associate Superintendent – Supports for Students					
330		Instructional Supports					
340		Curriculum					
365		School Nutrition Program					
370		Specialized Supports - Central					
371		Specialized Supports - Schools					
375		Early Learning					
376		Mental Health Capacity Building					
390		Information Technologies					
455		Associate Superintendent, Human Resources					
465		Staff Relations & Training					
475		Recruitment & Staffing					
510		Secretary-Treasurer					
530		Facility Services					
550		Financial Services					
570		Student Transportation					
590		Fiscal – Capital					
591		Fiscal – Operations					
640		Partners for Science					
800-899		Infrastructure, Maintenance & Renewal (IMR)					
950-999		Capital Projects (WIPs)					

**Proposal to remove this appendix**

Elk Island Public Schools  
**Administrative Procedure 514: Signing Authority**  
**Signing Authority Exceptions**  
 Updated Jan. 21, 2021

**Appendix C**

These Exceptions are to be used in conjunction with SAM and AP514: Signing Authority.

Exception Category	Area	Secretary-Treasurer	Associate Superintendent, Human Resources	Director	Senior Accountant, Accountant III, Accountant II	
Payments for Expenditures Consolidated at a Division Level <sup>1</sup>	Financial Services	No limit	Nil	\$ 1,000,000	Nil	Moved to Appendix A
Journal Vouchers: Cash, Regular, Budget or Reversing	Financial Services	No limit	Nil	No limit	\$ 1,000,000	Moved to Appendix A
Journal Vouchers: Standard Cost	Financial Services	No limit	Nil	No limit	\$ 1,000,000	Moved to Appendix A
Trust Accounts	Financial Services	No limit	Nil	\$ 100,000	Nil	Moved to Appendix A
Payroll Liabilities	Human Resources	Nil	No limit	Nil	Nil	Fall under "Payment for Expenditures Consolidated at a Division Level..." on Appendix A Not relevant - covered in HR policies and procedures
Deferred Salary	Human Resources	Nil	No limit	Nil	Nil	

(1) Examples include: Workers Compensation Board, Health Spending Account, photocopier, paper stock, insurance.





# RECOMMENDATION REPORT

**DATE:** Jan. 25, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** 2024-25 School Fee Parameters

**ORIGINATOR:** Candace Cole, Secretary-Treasurer

**RESOURCE STAFF:** Tanya Borchers, Executive Assistant

**REFERENCE:** Alberta Regulation 95/2019, School Fees Regulation  
Board Policy 23: School Fees  
Administrative Procedure 505: School and Administrative Fees

**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 approve parameters for establishing 2024-25 school fees, as presented.**

**BACKGROUND:**

The Board wishes to ensure students achieve a quality education but also that fees are not cost-prohibitive for parents. All fees were set at cost recovery and the following parameters were implemented for setting school fees over the years.

Fee	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Optional courses	<0%	Max 5%	<0%	Max 5%*	Max 5%*	Max 5%*
Noon supervision	<0%	Max 5%	<0%	Max 5%	Max 5%	Max 5%
Student council fees	<0%	Max 5%	<0%	Max 5%	Max 5%	Max 5%
Activities (field trips)	>5%	>5%	>5%	>5%	>5%	Max 5%
Extra-curricular	Max 5%	>5%	>5%	>5%	>5%	Max 5%
Non-curricular travel	Max 5%	>5%	>5%	>5%	>5%	Max 5%

\*7% allowed for food courses

There were some exceptions if the explanation was valid.

## Synopsis

- 2018-19 – maintain or decrease to restrict rising fees;
- 2019-20 – limit of 5% increase to recover costs due to rising prices;
- 2020-21 – maintain or decrease fees to align with the small increase in inflation;
- 2021-22 and 2022-23 – limit of 5% increase due to inflation; and
- 2023-24 – limit of 5% as cap last year was not enough to cover inflation in 2022-23 (CPI exceeded 5%).

## CONSIDERATION AND ANALYSIS:

### Cost of fixed goods and services

The Consumer Price Index (CPI) is a representation of changes in prices experienced by Canadian consumers. It measures price changes by comparing the cost of fixed goods and services over time. This includes food, shelter, utilities, furnishings, clothing, transportation, health and personal care, recreation, education and reading, alcoholic beverages, tobacco and recreational cannabis.

The CPI is one of the most widely used measures of inflation. **All items** and its **Sub-aggregates** can be used to calculate the price change between any two periods: the most used calculation being the 12-month percentage change. Data users who rely on the CPI for indexation purposes are advised to use this indicator as it reflects actual price movements observed during a given period.

Data is available at various levels, including provincially, by select cities and by population. The CPI shown below and in Attachment 1 is for Alberta in the last four years. When considering fees, it is better to look at the **Sub-aggregates** changes in CPI as this provides a better picture of the increases in prices for a specific basket of goods. **All items** CPI includes items such as rent on a weighted average, which is not applicable to fees. We excluded rent because schools are buying goods and services that do not include rent costs.

Alberta	Sept 2020		Sept 2021		Sept 2022		Sept 2023	
	CPI	% of change from prior yr	CPI	% of change from prior yr	CPI	% of change from prior yr	CPI	% of change from prior yr
<b>All items</b>	<b>145.0</b>	<b>1.5%</b>	<b>150.8</b>	<b>4.0%</b>	<b>160.1</b>	<b>6.2%</b>	<b>166.0</b>	<b>3.7%</b>
<b>Sub-aggregates:</b>								
Food	152.4	1.6%	158.7	4.1%	174.1	9.7%	183.6	5.5%
Recreation, education and reading	116.3	0.3%	119.9	3.1%	124.7	4.0%	123.4	-1.0%
Goods	123.7	1.9%	131.4	6.2%	140.6	7.0%	146.4	4.1%
Services	168.2	1.1%	171.9	2.2%	180.9	5.2%	186.6	3.2%

Alberta Treasury Branch posted its December 2023 Economic Outlook with the following:

ATB Economics					
Base case	Actuals		Forecasts		
	2021	2022	2023	2024	2025
Real GDP (annual % change)	4.6	5.0	2.7	2.1	2.7
Nominal GDP (annual % change)	24.9	22.0	-2.3	4.0	3.9
Employment (annual % change)	5.4	5.2	3.5	1.8	2.4
Unemployment rate (annual average %)	8.6	5.8	5.8	5.9	5.8
Participation rate (annual average %)	69.7	69.8	69.6	69.3	69.3
Retail sales (annual % change)	11.7	6.9	4.1	3.4	5.6
Annual housing starts (000s)	31.9	36.5	34.5	39.1	36.2
Consumer Price Index (annual % change)	3.2	6.4	3.4	2.9	2.5
Population (July, annual % change)	0.5	1.8	4.1	2.5	2.1

## Fee waivers

Fee waivers are based on low-income cut-off (LICO) information from Statistics Canada indexed annually.

Waivers cover:

- transportation fees: base rate, ineligible fee and additional bus to/from an alternate address; and
- school fees: lunch supervision and student council fees.

Waivers do not cover:

- transportation: school/program of choice and non-resident fees; and
- school fees: Alberta non-resident and international student tuitions, alternate programs, optional courses, activities (field trips), extracurricular, non-curricular goods and services, and non-curricular travel.

Once the Secretary-Treasurer approves the waiver application, principals may waive additional school fees at their discretion (optional courses, activities, etc.).

## Parameters for 2024-25

Many families continue to experience financial strain with higher-than-normal inflation and continued high interest rates. EIPS must balance between providing a high-quality education and operating within the constraints of both our budget and the fiscal realities of EIPS families. Administration is proposing the following parameters for setting 2024-25 school fees.



# RECOMMENDATION REPORT

Fee Type	Parameter - All fees need to be set at cost recovery.
Optional courses <sup>3</sup>	Fees can be increased up to 5%. Food courses will be allowed to increase up to 7%. Requires an explanation if exceeding this cap.
Noon supervision <sup>1</sup>	Fees can be increased up to 5%. Requires an explanation if exceeding this cap.
Activity fees (field trips) <sup>2</sup>	Fees can be increased up to 5%. Requires an explanation if exceeding this cap.
Extra-curricular <sup>2</sup>	Fees can be increased up to 5%. Requires an explanation if exceeding this cap.
Non-curricular travel <sup>2</sup> (overnight ski or band trips)	Fees can be increased up to 5%. Requires an explanation if exceeding this cap.
Non-curricular goods and services (Student Union)	Fees can be increased up to 5%. Requires an explanation if exceeding this cap.

<sup>1</sup>This gives schools the opportunity to make an increase here for increased supervision level if needed.

<sup>2</sup>last year schools were able to increase these fees at >5%. This cap at 5% incorporates some restriction. <sup>3</sup>food prices rose significantly in 2023 and this allows schools to “catch-up” in costs.

The parameters above will allow for the cost increases in goods and services. In 2023-24, the cap at 5% was too low for some costs. With CPI projected to be at about 2.5 to 2.9% over the 2024-25 year, the 5% cap for this year, will allow schools to increase fees to match the costs. Fee increases higher than the above parameters would be considered in exceptional circumstances (explanations will be required).

## School generated funds (SGF)

Schools track fees in their SGF by category or course. Leading up to and after the completion of courses, field trips, noon supervision, etc., costs of the various programs are reviewed and compared to the fee charged. Administrative Procedure 505: School and Administrative Fees requires that any funds remaining in a program for activities, courses, or extra-curricular teams/clubs be used to sponsor a final class/team activity or event. Where fees are over-charged by more than \$10/student, amounts are to be refunded (credited) to the student. Financial Services monitors SGF balances and discusses fee surpluses with bookkeepers.

## COMMUNICATION:

Once the parameters are approved by the Board, schools will be notified so they can begin the process of establishing school fees for the 2024-25 year.

## ATTACHMENT(S):

1. Alberta CPI data and definitions

Alberta	Sept 2020		Sept 2021		Sept 2022		Sept 2023	
	CPI	% of change from prior yr	CPI	% of change from prior yr	CPI	% of change from prior yr	CPI	% of change from prior yr
<b>All items</b>	<b>145.0</b>	<b>1.5%</b>	<b>150.8</b>	<b>4.0%</b>	<b>160.1</b>	<b>6.2%</b>	<b>166.0</b>	<b>3.7%</b>
<b>Sub-aggregates:</b>								
Food	152.4	1.6%	158.7	4.1%	174.1	9.7%	183.6	5.5%
Recreation, education and reading	116.3	0.3%	119.9	3.1%	124.7	4.0%	123.4	-1.0%
Goods	123.7	1.9%	131.4	6.2%	140.6	7.0%	146.4	4.1%
Services	168.2	1.1%	171.9	2.2%	180.9	5.2%	186.6	3.2%

**Food** includes non-alcoholic beverages.

**Goods** are physical or tangible commodities usually classified according to their life span into non-durable goods, semi-durable goods and durable goods. Non-durable goods are those goods that can be used up entirely in less than a year, assuming normal usage. For example, fresh food products, disposable cameras and gasoline are non-durable goods. Semi-durable goods are those goods that may last less than 12 months or greater than 12 months depending on the purpose to which they are put. For example, clothing, footwear and household textiles are semi-durable goods. Durable goods are those goods which may be used repeatedly or continuously over more than a year, assuming normal usage. For example, cars, audio and video equipment and furniture are durable goods.

A **Service** in the Consumer Price Index (CPI) is characterized by valuable work performed by an individual or organization on behalf of a consumer, for example, car tune-ups, haircuts and city public transportation. Transactions classified as a service may include the cost of goods by their nature. Examples include food in restaurant food services and materials in clothing repair services.

All Data above taken from

<https://www150.statcan.gc.ca/t1/tbl1/en/cv.action?pid=1810000401#timeframe>

#### **Time base**

The CPI compares, in percentage terms, prices in any given time period to prices in the official base period which, at present, is 2002=100. The official time base was changed from 1992=100 to 2002=100 starting with the CPI for May 2007. The change is strictly an arithmetic conversion which alters the index levels but leaves the percentage changes between any two periods intact, except for differences in rounding.



# RECOMMENDATION REPORT

Page 1 of 2

**DATE:** Jan. 25, 2024

**TO:** Board of Trustees

**FROM:** Cathy Allen, Board Chair

**SUBJECT:** ASCA School Councils Conference and Annual General Meeting 2024: Sponsorship

**ORIGINATOR:** Board of Trustees

**RESOURCE STAFF:** Cathy Allen, Board Chair  
Carol Langford-Pickering, Executive Assistant  
Emma Small, Communications and Public Engagement Assistant

**REFERENCE:** Board Policy 2: Role of the Board

**EIPS PRIORITY:** Enhance public education through effective engagement

**EIPS GOAL:** Parent and caregiver engagement

**EIPS OUTCOME:** Student learning is supported and enhanced by providing meaningful opportunities for parents and caregivers to be involved in their child's education.

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## RECOMMENDATION:

**That the Board of Trustees approve up to \$5,000 to sponsor the registration fees for school council members to attend the ASCA School Councils Conference and Annual General Meeting on April 26-28—one member per school. To qualify, members must be part of a school council with an active ASCA membership and apply before the registration deadline, April 8.**

## BACKGROUND:

The ASCA School Councils Conference and Annual General Meeting (AGM) is an annual event hosted by the Alberta School Councils' Association (ASCA). The conference offers a selection of development sessions for school council members, opportunities for attendees to share information and resources to help build school communities and opportunities to engage in Education and network with school council members across Alberta in supporting student success. Every year, to help support and enhance school council engagement and development, the Board determines if it has the means to sponsor one school council member, per school, up to a maximum of \$5,000 to attend the conference and AGM. Over the last eight years alone, the Board's sponsorship has allowed 60 school council members in attending the conference:

- 2023 – seven members
- 2022 – seven members
- 2021 – nine members
- 2020 – n/a (conference cancelled)
- 2019 – nine members
- 2018 – 10 members
- 2017 – 10 members



# RECOMMENDATION REPORT

Page 2 of 2

2016 – eight members

Year over year, conference attendance proves valuable for EIPS school council members. In fact, many have commented the conference helped develop their skills as school council representatives, understanding about the issues facing education in Alberta and networks to learn from the experiences of others.

## **CURRENT INFORMATION OR KEY POINTS:**

This year's event is to bring school councils in Alberta back together, to engage and network in person. The ASCA School Councils Conference and AGM is scheduled to take place April 26-28—Friday 12 p.m. to 9 p.m.; Saturday 7 a.m. to 9 p.m.; and Sunday 8 a.m. to 4 p.m. The theme: "the home and school connection focused on the wellbeing of the child." provides opportunities for school councils to share experiences, challenges and growth. To benefit student success, sessions will offer elements of well-being, resilience, school culture, inclusion, learning equity, curriculum and honouring family.

Details are also posted on the ASCA website.

## **COMMUNICATION PLAN:**

If approved, the Division will share the information at the next Committee of School Councils meeting. Members will then disseminate the information to their school councils.

## **ATTACHMENT(S):**

1. ASCA 2024 Conference and Annual General Meeting Brochure
2. ASCA 2024 Registration Fees
3. ASCA 2024 Event Schedule at a Glance

CA:clp



The 2024 event will mark ASCA's 95<sup>th</sup> anniversary ... celebrating *"the home and school connection focused on the wellbeing of the child"*.

One of the main objectives of ASCA, from its origin through to today, is that parents are seen as partners in education, and vital to student success.

Promoting effective school council practices and parent engagement in school improvement strategies, sessions will build capacity in purpose, procedure, and planning, to align with Alberta's Assurance Framework for provincial education.

The event is presented over three days, starting Friday afternoon, all day Saturday and Sunday, with options to purchase event passes or individual event tickets.

Saturday sessions, keynotes, and an evening banquet are presented prior to the Sunday business meeting and election of the ASCA Board of Directors.

Two pre-conference session workshops are offered on Friday starting at 12:00 pm for Fundraising Associations.

Attendees include parents, teachers, community members, students, trustees, principals, superintendents, government, and education organizations personnel.

Vendors with products, services and resources relevant to schools, communities and fundraising associations will be exhibiting. The Trade Fair operates Friday from 4 pm to 7 pm, as well as Saturday until 4 pm. Prizes are available to be won, by entering draws and contest activities.

### **Delta Marriott Edmonton South Conference Centre**

4404 Gateway Boulevard

Edmonton AB T6H 5C2

Conference room rate is \$154 + tax for Standard single/double occupancy. (\$184 Deluxe)

Reserve before April 3, 2024. Book early. Rate is subject to availability.

Contact the hotel directly for reservations in the [Alberta School Councils Group Rate Booking](#).

Phone 780.434.6415 or toll free 1.800.268.1133 [Website](#)

Visit [www.albertaschoolcouncils.ca](http://www.albertaschoolcouncils.ca) for schedule details and registration information.





## EVENT REGISTRATION FEES

Registration deadline is Monday April 15, 2024 at 1 pm.

Ticket	Description / Includes	Parents on ASCA Member School Councils	Trustees, Division Administration sponsoring ASCA membership	Non-Member Rate
<b>Conference Event*</b>	<b>In Person</b>	\$499	\$569	\$639
<b>Friday</b> April 26 4:00 pm - 9:00 pm and <b>Saturday</b> April 27 7:00 am - 9:00 pm  <i>*(Excludes Pre-sessions)</i>	Friday Trade Fair, Reception, Social.  Saturday breakfast, lunch, plenaries, breakout sessions, Trade Fair.  Saturday evening Banquet dinner.	ASCE grant SPECIAL pricing★		
<b>Annual General Meeting (AGM) Event</b>	<b>In Person</b>	\$99	\$119	\$199
<b>Sunday</b> April 28 8:00 am - 4:00 pm	Sunday breakfast, lunch, business meeting.  Digital voting ONLY. <i>All voting delegates must have a device.</i>	\$29 for 1 parent voting delegate*		
<i>Each ASCA Member School Council carries ONE vote at the AGM. There is no limit on how many parents from a Member School Council can attend. * There is a \$29 charge for the (1) designated (Credentialed) voting parent delegate (\$19 virtual).</i>				
<b>Virtual</b>	Via Zoom	\$49 (\$19 voting)	\$79	\$109

### Individual Tickets (Covers specific events only)

<b>Friday Pre-sessions for Fundraising Associations</b> (*NOT included in Conference Event Ticket) <i>Conference SPECIAL ★ Regular pricing \$525 for both Workshops (online Groups)</i>				
12:00 pm - 1:30 pm	Session A - 1.5 hr	\$95	\$105	\$120
2:00 pm - 4:30 pm	Session B - 2.5 hr	\$140	\$150	\$180
Combo - (includes snack)	Session A & B	\$225 (\$10 off)	\$250 (\$5 off)	\$300
<b>Friday</b> Evening Social 4:00 pm - 9:00 pm	Trade Fair, Reception, Welcome Social.	\$109	\$119	\$129
<b>Saturday</b> Daytime 7:00 am - 4:30 pm	Breakfast, lunch, plenaries, breakout sessions, Trade Fair.	\$399	\$469	\$539
<b>Saturday</b> Evening Banquet 6:00 pm - 9:00 pm	Gourmet dinner, entertainment.	\$89	\$99	\$109
Delta Marriott Edmonton South	Hotel Room Single / double occupancy	\$154 + tax (\$184 deluxe room)	Book the Hotel directly before April 3, 2024. (Book early)	

**Online registration opens January 2024.**

Please Note – Refunds are subject to a 5% service charge fee. NO refunds issued after April 15, 2024.

Delegate substitution is accepted after April 15<sup>th</sup> with a \$35 administration charge.

**2024  
Conference**

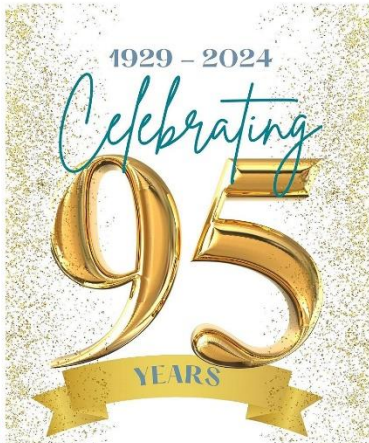
**Annual General  
Meeting**

**Delta Marriott  
Edmonton South**

**26 27 28 APRIL**



**Alberta  
School Councils' Association**  
Promoting parent engagement in public education



Providing development sessions, information sharing and resources for the school community, the event offers opportunity to engage in Education and network with school council members from across Alberta.

**The 2024 event will mark ASCA's 95<sup>th</sup> anniversary ... celebrating "the home and school connection focused on the wellbeing of the child".**

One of the main objectives of ASCA, from its origin through to today, is that parents are seen as partners in education, and vital to student success.

The event is presented over three days, starting Friday afternoon, all day Saturday and Sunday, with options to purchase event passes or individual event tickets.

Two pre-conference session workshops for Fundraising Associations (FRA) are offered on Friday starting at 12:00 pm and 2:00 pm.

Vendors with products, services and resources relevant to schools, communities and fundraising associations will be exhibiting. The Trade Fair operates Friday from 4 pm to 7 pm, as well as Saturday until 4 pm. Prizes are available to be won, with draws and contest activities.

Saturday sessions, keynotes, and an evening banquet are presented prior to the Sunday business meeting and election of the ASCA Board of Directors.

**EVENT SCHEDULE AT A GLANCE\***

Friday April 26	
12:00 pm - 1:30 pm	FRA Pre-session A
2:00 pm - 4:30 pm	FRA Pre-session B
2:00 pm - 7:00 pm	Check-in
4:00 pm - 7:00 pm	Trade Fair
7:00 pm - 9:00 pm	Welcome Social Mixer
Saturday April 27	
7:00 am	Check-in, Breakfast
8:00 am	Opening Greetings
8:15 am - 8:45 am	Plenary Presentation
9:00 am - 10:00 am	Breakout Sessions
10:00 am	Trade Fair & Refreshments
10:45 am	Keynote Speaker
11:30 am	Networking & Trade Fair
12:00 pm	Lunch
12:30 pm	Plenary Presentation
1:30 pm - 2:40 pm	Breakout Sessions
2:45 pm	Trade Fair & Refreshments
3:30 pm - 4:45 pm	Breakout Sessions
6:00 pm - 9:00 pm	Candidates Meet 'n Greet, Banquet Dinner
Sunday April 28	
8:00 am - 9:00 am	Check-in, Breakfast
9:00 am - 12:00 pm	Meeting, Elections
12:00 - 12:45 pm	Lunch
12:45 pm - 4:00 pm	Meeting, Elections

**\*NOTE - schedule may be subject to change**

Visit [www.albertaschoolcouncils.ca](http://www.albertaschoolcouncils.ca) for schedule details and registration information.



# INFORMATION REPORT

**DATE:** Jan. 25, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** School Status Report for 2022-23

**ORIGINATORS:** Calvin Wait, Director, Facility Services  
Brent Dragon, Assistant Director – Planning, Facility Services

**RESOURCE STAFF:** Shaylin Sharpe, Planner, Facility Services  
Candace Cole, Secretary-Treasurer  
Carmine von Tettenborn, Director, Financial Services  
Renee Goulard, Business Manager, Facility Services

**REFERENCES:** Policy 2: Role of the Board  
Policy 15: School Closure and Program Reduction  
*Education Act: Section 62*

**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.

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**ISSUE:**

**That the Board of Trustees receives for information the School Status Report for the 2022-23 school year.**

**BACKGROUND:**

Policy 15: School Closure and Program Reduction stipulates that, in compliance with the *Education Act*, “due to changes in enrolment, shifts in demographics, or fiscal constraints, it may be necessary to close a school or modify the programs offered in a school or schools under its jurisdiction”.

**CURRENT SITUATION OR KEY POINT:**

All information and analysis are based on the September 29, 2022 student count and 2022-23 costs and utilization.

The average cost per Elk Island Public Schools (EIPS) student is \$7,097 (Attachment 1 - Total Costs per Student 2022-23) which is a slight decrease from 2021-22 (\$7,141). Note that 2022-23 was the first school year since 2019-20 when all classes were instructed via in-person learning. A full breakdown of enrolment, utilization and cost per student has been provided in Attachment 2 - Schools Status Comparison. It is important to note that enrolment in the 2022-23 school year continued to increase following COVID-19 impacts.



In 2022-23, EIPS had 20 schools above the average, including one school over \$14,000 per student (Andrew School, which was closed at the end of the 2022-23 school year). Note that the average cost per student is calculated based on the formula below and on the values within (Attachment 1 – Total Costs per Student 2022-23).

$$\text{Average Cost Per Student} = \frac{(\text{Total Operations \& Maintenance Costs} + \text{Total Instructional Costs})}{\text{Total Enrolment}}$$

The Division's enrolment excluding special education and PALS students has increased by 324 students. Enrolment increased to 16,628 students in 2022-23 from 16,304 students in 2021-22. The overall utilization for the Division as reported by Alberta Education in the Area Capacity Utilization Report (ACU) has increased three per cent to 76 per cent in 2022-23 from 74 per cent in 2021-22. The Alberta Education School Capital Manual considers a school fully utilized when 100 per cent of the instructional area is being used however, additional infrastructure may be considered when a school reaches a utilization rate of 85 per cent.

In 2020-21 Alberta Education and Alberta Infrastructure implemented a change to the Operation and Maintenance (O&M) funding calculation. Full details regarding the O&M grant can be found in section C3.1 of the 2022-23 funding manual (Attachment 3 - C3.1 – Operations and Maintenance Grant). As a result of these changes, schools are funded for O&M based in part on their utilization. Each facility receives funding for the total gross area of the facility, however, the funding rate differs between utilized area and underutilized area.

$$\text{Utilized Area} = (\text{Gross Area} - \text{Exempt Area}) \times \text{Utilization rate of the School}$$

Note: When a school achieves a utilization rate of 85 per cent or greater the facility is considered fully utilized and the entire Gross Area less Exempt Area is funded at the fully utilized rate. If a facility has a utilization rate below 85 per cent the underutilized area is funded at the underutilized rate.

In 2022-23 the utilized rate was \$62.62 per metre square and the underutilized rate was \$42.42 per metre square.

In 2018-19 Alberta Education introduced a change to the Area Capacity Utilization formula. Before 2018-19 all special education severe students had a full time equivalent (FTE) rating of 3.0. As of 2018-19, all ECS special education severe students have an FTE rating of 1.5 and grade 1-12 special education severe students have an FTE rating of 3.0. The change in the formula has had a slight impact on the Division's overall utilization.

There are many factors to consider when reviewing the viability of a school or program. The School Status Report identifies several key factors that are available to the Board of Trustees and the school communities. The indicators identified in this report include enrolment, school utilization and cost per student. These factors are not all inclusive and one item cannot be the deciding factor in recommending a review for school closure. Having said this, the Board will need to carefully consider utilization rates on a sector-by-sector basis and look at specific school sites as well as overall sector utilization. This will be essential, especially as it is related to new school builds, school modernizations as well as modular classroom acquisitions and relocations.

Strategically, the Board should consider consolidating programming in schools to ensure utilization rates are 85 per cent or higher as well as evenly balanced throughout the sectors, wherever possible. Further, schools and sectors under 70 per cent utilization should undergo a formal review process to determine five-year viability and any school or sector under 50 per cent utilization should be considered for consolidation or closure.

The analysis is presented by geographic sector and is provided on a four-year comparative basis to identify trends in the factors and to ensure that the recommendation for a school closure is based on a pattern instead of on an isolated incident or situation.

If the Board of Trustees wishes to consider a complete or partial closure of a school, the matter shall be raised by way of a motion in a public Board meeting. Following the appropriate communications and public consultation meetings, the Board of Trustees shall render a decision at a public Board meeting within the same school year, effective for the next school year.

### **Sector 1 – Sherwood Park (Attachment 2, Pages 1 to 7)**

Total enrolment in Sector 1 remained stable, with a one per cent increase compared to the prior year. Sector 1 has 11 elementary schools. Six elementary schools saw enrolment decline in 2022-23. Only one school, Wes Hosford Elementary, had a significant enrolment decline at 11 per cent. Two elementary schools saw moderate enrolment declines, Glen Allan Elementary (five per cent) and Westboro Elementary (seven per cent). Three schools saw a slight enrolment decline, Brentwood Elementary (two per cent), École Campbelltown (one per cent) and Heritage Hills Elementary (one per cent). One school, Woodbridge Farms Elementary, had stable enrolment with a zero per cent change compared to the prior year. Four schools saw enrolment growth. Of the four schools with enrolment growth, three had slight increases, Davidson Creek Elementary (one per cent), Pine Street Elementary (four per cent) and Strathcona Christian Academy Elementary (three per cent). Mills Haven Elementary was the only school to see a moderate enrolment growth, at six per cent compared to the previous year.

At the junior high level, F. R. Haythorne Junior High saw an enrolment decrease of one per cent. The remaining three junior high schools in this sector experienced enrolment growth. Two junior highs experienced slight enrolment growth, Lakeland Ridge (one per cent) and Sherwood Heights Junior High (three per cent). Clover Bar Junior High saw a moderate enrollment growth at six per cent.

At the senior high level, all three schools saw enrolment growth. Bev Facey Community High and Strathcona Christian Academy Secondary both had a slight increase, with a two per cent enrolment growth. Salisbury Composite High had moderate enrolment growth at seven per cent.

The overall utilization in Sector 1 for 2022-23 averaged 79 per cent, a two per cent increase from 2021-22. One school in this sector has a utilization rate exceeding 100 per cent in 2022-23, Davidson Creek Elementary (104 per cent). Two additional Sector 1 elementary schools have utilization at or above 85 per cent, Mills Haven Elementary (85 per cent) and Strathcona Christian Academy Elementary (86 per cent). Three of the four junior high schools in this sector have utilization above 85 per cent, Clover Bar Junior High (92 per cent), F. R. Haythorne Junior High (92 per cent) and Sherwood Heights Junior High (91 per cent). (Pages 4 to 6)

**Note:** The utilization variability at École Campbelltown since 2020-21 has been due to the opening of Heritage Hills Elementary, the establishment of a second K-6 French Immersion Program in Sector 1, and the relocation of four modular classrooms. In 2021-22, two modular classrooms were relocated to SouthPointe School from Pine Street Elementary, and two modular classrooms were relocated to Ardrossan Junior Senior High from École Campbelltown. The utilization increase for the 2022-23 school year at Clover Bar Junior High was due to a lease agreement with CSCN to enable them to offer junior high programming in Sherwood Park.

Within Sector 1, six of the 11 elementary schools (Brentwood Elementary, Glen Allan Elementary, Pine Street Elementary, Wes Hosford Elementary, Westboro Elementary and Woodbridge Farms Elementary) have a total cost per student exceeding the Division average of \$7,097. All junior high and senior high schools in this sector have a total cost per student below the Division average. (Page 7)

### **Sector 2 – Strathcona County (Attachment 2, Page 8 to 10)**

Enrolment in Sector 2 schools increased by two per cent compared to the prior year. One school in this sector saw a slight enrolment decline, Ardrossan Junior Senior High (four per cent). One school in this sector saw a slight enrolment increase, Fultonvale Elementary Junior High (three per cent). Three of the schools in this sector saw moderate enrolment growth, Ardrossan Elementary (nine per cent), Castle (Scotford Colony) (eight per cent) and Uncas Elementary (six per cent). (Page 8)

The overall utilization in this sector was 82 per cent, a four per cent increase from 2021-22. Two schools in this sector had utilization above 85 per cent, Ardrossan Elementary (93 per cent) and Ardrossan Junior Senior High (92 per cent). (Page 9)

Uncas Elementary and Castle (Scotford Colony) have student costs above the Division average, ranked five and 11 respectively. The remaining three schools are ranked below the division average (Ardrossan Elementary, Ardrossan Junior Senior High and Fultonvale Elementary Junior High), ranking between 25 and 32. (Page 10)

**Note:** The utilization decrease at Ardrossan Junior Senior High from 2020-21 to 2021-22 was due to the addition of two modular classrooms. The utilization increase at Fultonvale Elementary Junior High from 2021-22 to 2022-23 was due to the relocation of one modular to James Mowat Elementary.

### **Sector 3 – Fort Saskatchewan (Attachment 2, Pages 11 to 15)**

The total enrolment of Sector 3 increased by four per cent in 2022-23 compared to the prior year. Only one school in this sector saw a moderate enrolment decline, Rudolph Hennig Junior High (seven per cent). One school, Win Ferguson Elementary, had stable enrolment with a zero per cent change compared to the prior year. Six of the schools in Sector 3 saw enrolment growth. Three of these schools saw a slight enrolment increase, École Parc Élémentaire (three per cent), Fort Saskatchewan Christian (three per cent) and James Mowat Elementary (two per cent). Two schools saw moderate enrolment growth Fort Saskatchewan Elementary (six per cent) and Fort Saskatchewan High (eight per cent). One school in this sector saw significant enrolment growth, SouthPointe School (14 per cent), with 84 additional students enrolled compared to the year prior.

The overall utilization in this Sector 3 was 82 per cent, a one per cent increase from the prior year. One Sector 3 school, James Mowat Elementary, has utilization at 100 per cent, a three per cent decrease from the previous year. Three schools in this sector have utilization above 85 per cent, École Parc Élémentaire (87 per cent) Fort Saskatchewan Christian (93 per cent) and SouthPointe School (98 per cent). (Pages 13 to 14)

**Note:** The decrease in utilization at James Mowat Elementary in 2022-23 was due to the addition of one modular from Fultonvale Elementary Junior High.

Four schools in Sector 3 are above the Division average cost per student (École Parc Élémentaire, Fort Saskatchewan Christian/Elementary, Fort Saskatchewan High and Win Ferguson Elementary). Three schools in this sector are below the Division average cost per student (SouthPointe School, James Mowat Elementary and Rudolph Hennig Junior High). (Page 15)



## **Sector 4 – Lamont County (Attachment 2, Pages 16 to 18)**

The total enrolment of Sector 4 increased by four per cent in 2022-23 compared to the prior year. Two of the schools saw enrolment decline, Bruderheim School (three per cent) and Lamont Elementary (one per cent). The remaining three schools in Sector 4 saw enrolment growth. Andrew School (five per cent) and Lamont High (eight per cent) saw moderate enrolment growth. Enrolment at Mundare School increased by 14 per cent in 2022-23, with 14 additional students compared to the previous year. This is the first year since 2019-20 that Mundare School has had an enrolment increase.

The overall utilization in Sector 4 was 52 per cent, a two per cent increase from the prior year. The low utilization in this sector is largely attributed to the very low utilization at Andrew School (15 per cent). (Page 17)

All Sector 4 schools have costs per student above the Division average of \$7,097. Three of the five schools are ranked within the top three highest costs per student per school in the Division. Andrew School ranked as the highest cost per student school in EIPS at \$14,165. Mundare School remained the second highest cost per student (\$11,485) and Bruderheim School remained the third highest cost per student (\$11,157). Lamont High School (\$8,380 per student) and Lamont Elementary (\$8,385 per student) are ranked seventh and sixth overall. (Page 18)

## **Sector 5 – County of Minburn (Attachment 2, Pages 19 to 20)**

The total enrolment of Sector 5 increased by four per cent in 2022-23 compared to the prior year. All three schools in this sector saw enrolment growth. Both A.L Horton Elementary and Vegreville Composite High had a four per cent increase in enrolment. Enrolment at Pleasant Ridge Colony increased by six per cent, with enrolment increasing to 17 students in 2022-23 from 16 students in 2021-22. (Page 19)

The overall utilization of Sector 5 was 60 per cent, a four per cent increase from the prior year. Vegreville Composite High continues to experience low utilization. Utilization has increased to 39 per cent in 2022-23, up one per cent from the 2021-22 school year. Utilization at A. L. Horton Elementary increased to 80 per cent in 2022-23, up from 73 per cent in 2021-22. (Page 20)

All Sector 5 schools have costs per student above the Division average of \$7,097. Two of the three schools are ranked within the top ten highest costs per student per school in the Division. Pleasant Ridge Colony ranked fourth overall in the Division, with costs of \$9,449 per student. Vegreville Composite High (\$8,132 per student) moved down two spots since the previous year, ranking ninth overall. A.L. Horton (\$7,444 per student) moved down five spots since the previous year, ranking 18<sup>th</sup> overall.

## **ATTACHMENT(S):**

1. Total Costs per Student 2022-23
2. Schools Status Comparison
3. C3.1 – Operations and Maintenance Grant

**Elk Island Public Schools  
Total Cost Per Student 2022-23**

EIPS School <sup>1</sup>	EIPS Rank	Enrolment Sept. 2022	Instructional <sup>2</sup>		Operations & Maint. <sup>3</sup>		Total Cost Per Student
			2022-23 Actuals	Cost Per Student	O & M Costs	Cost Per Student	
A. L. Horton Elementary	18	326	2,207,141	6,770	219,642	674	7,444
Andrew School	1	62	729,786	11,771	148,431	2,394	14,165
Ardrossan Elementary	32	601	3,728,412	6,204	232,706	387	6,591
Ardrossan Junior Senior High	28	826	5,135,849	6,218	453,078	549	6,766
Bev Facey Community High	26	928	5,657,960	6,097	670,829	723	6,820
Brentwood Elementary	20	368	2,429,150	6,601	214,102	582	7,183
Bruderheim School	3	116	1,150,591	9,919	143,616	1,238	11,157
Castle (Scotford Colony)	11	27	214,781	7,955	159	6	7,961
Clover Bar Junior High	24	365	2,267,775	6,213	236,494	648	6,861
Davidson Creek Elementary	30	626	3,927,320	6,274	208,874	334	6,607
École Campbelltown	23	364	2,339,635	6,428	175,056	481	6,908
École Parc Élémentaire	14	275	1,914,920	6,963	185,435	674	7,638
F. R. Haythorne Junior High	38	595	3,365,768	5,657	328,689	552	6,209
Fort Saskatchewan Elem/Christian	12	666	4,901,246	7,359	322,254	484	7,843
Fort Saskatchewan High	15	461	3,140,420	6,812	334,244	725	7,537
Fultonvale Elementary Junior High	25	489	3,091,931	6,323	251,876	515	6,838
Glen Allan Elementary	8	318	2,427,336	7,633	180,883	569	8,202
Heritage Hills Elementary	34	494	3,011,096	6,095	228,086	462	6,557
James Mowat Elementary	22	422	2,803,794	6,644	182,040	431	7,075
Lakeland Ridge	37	769	4,446,181	5,782	393,448	512	6,293
Lamont Elementary	6	286	2,190,866	7,660	207,279	725	8,385
Lamont High	7	320	2,463,522	7,699	218,041	681	8,380
Mills Haven Elementary	33	455	2,816,588	6,190	175,422	386	6,576
Mundare School	2	111	1,126,407	10,148	148,409	1,337	11,485
Pine Street Elementary	17	300	2,074,650	6,916	181,835	606	7,522
Pleasant Ridge Colony	4	17	160,634	9,449	-	-	9,449
Rudolph Hennig Junior High	21	429	2,767,716	6,452	270,247	630	7,081
Salisbury Composite High	29	1,261	7,648,388	6,065	755,834	599	6,665
Sherwood Heights Junior High	36	626	3,693,327	5,900	265,085	423	6,323
SouthPointe School	27	684	4,376,669	6,399	273,631	400	6,799
Strathcona Christian Academy Elementary	35	581	3,424,361	5,894	258,428	445	6,339
Strathcona Christian Academy Secondary	31	607	3,729,215	6,144	275,980	455	6,598
Uncas Elementary	5	211	1,628,847	7,720	154,908	734	8,454
Vegreville Composite High	9	340	2,318,002	6,818	447,027	1,315	8,132
Wes Hosford Elementary	19	347	2,362,068	6,807	189,862	547	7,354
Westboro Elementary	13	297	2,111,331	7,109	180,437	608	7,716
Win Ferguson Elementary	16	410	2,891,556	7,053	197,990	483	7,535
Woodbridge Farms Elementary	10	262	1,950,327	7,444	168,129	642	8,086
<b>Total/Average</b>		<b>16,642</b>	<b>108,625,566</b>	<b>6,527</b>	<b>9,478,486</b>	<b>570</b>	<b>7,097</b>

<sup>1</sup> Excludes Elk Island Youth Ranch, Special Education Programs, Home Education, Continuing Education, Outreach & Centre for Ed Alternatives.

<sup>2</sup> Instructional - Total cost incurred by the school for fiscal year, excluding Special Ed program allocation, Capital, O & M and School Generated Funds. The exceptions are Pleasant Ridge Colony and Castle (Scotford Colony) that receive an O & M allocation. Any associated costs are included in the instructional column. Note that starting in the 2020-21 School Year costs associated with PALS program have been excluded from the total instructional costs.

<sup>3</sup> Operations & Maintenance (O & M) - Includes parking lot snow removal, custodial, electricity, gas, water, maintenance, insurance, and garbage for all schools except Strathcona Christian Academy Secondary (SCS) and Strathcona Christian Academy Elementary (SCE).



Elk Island Public Schools  
Total Cost Per Student 2022-23

EIPS School <sup>1</sup>	Prior Year Rank	EIPS Rank	Enrolment Sept. 2022	Instructional <sup>2</sup>		Operations & Maint. <sup>3</sup>		Total Cost Per Student
				2022-23 Actuals	Cost Per Student	O & M Costs	Cost Per Student	
Andrew School	1	1	62	729,786	11,771	148,431	2,394	14,165
Mundare School	2	2	111	1,126,407	10,148	148,409	1,337	11,485
Bruderheim School	3	3	116	1,150,591	9,919	143,616	1,238	11,157
Pleasant Ridge Colony	4	4	17	160,634	9,449	-	-	9,449
Uncas Elementary	5	5	211	1,628,847	7,720	154,908	734	8,454
Lamont Elementary	9	6	286	2,190,866	7,660	207,279	725	8,385
Lamont High	8	7	320	2,463,522	7,699	218,041	681	8,380
Glen Allan Elementary	13	8	318	2,427,336	7,633	180,883	569	8,202
Vegreville Composite High	7	9	340	2,318,002	6,818	447,027	1,315	8,132
Woodbridge Farms Elementary	6	10	262	1,950,327	7,444	168,129	642	8,086
Castle (Scotford Colony)	10	11	27	214,781	7,955	159	6	7,961
Fort Saskatchewan Elem/Christian	12	12	666	4,901,246	7,359	322,254	484	7,843
Westboro Elementary	11	13	297	2,111,331	7,109	180,437	608	7,716
École Parc Élémentaire	17	14	275	1,914,920	6,963	185,435	674	7,638
Fort Saskatchewan High	18	15	461	3,140,420	6,812	334,244	725	7,537
Win Ferguson Elementary	14	16	410	2,891,556	7,053	197,990	483	7,535
Pine Street Elementary	16	17	300	2,074,650	6,916	181,835	606	7,522
A. L. Horton Elementary	15	18	326	2,207,141	6,770	219,642	674	7,444
Wes Hosford Elementary	21	19	347	2,362,068	6,807	189,862	547	7,354
Brentwood Elementary	20	20	368	2,429,150	6,601	214,102	582	7,183
Rudolph Hennig Junior High	26	21	429	2,767,716	6,452	270,247	630	7,081
James Mowat Elementary	19	22	422	2,803,794	6,644	182,040	431	7,075
École Campbelltown	27	23	364	2,339,635	6,428	175,056	481	6,908
Clover Bar Junior High	23	24	365	2,267,775	6,213	236,494	648	6,861
Fultonvale Elementary Junior High	22	25	489	3,091,931	6,323	251,876	515	6,838
Bev Facey Community High	28	26	928	5,657,960	6,097	670,829	723	6,820
SouthPointe School	24	27	684	4,376,669	6,399	273,631	400	6,799
Ardrossan Junior Senior High	35	28	826	5,135,849	6,218	453,078	549	6,766
Salisbury Composite High	29	29	1,261	7,648,388	6,065	755,834	599	6,665
Davidson Creek Elementary	33	30	626	3,927,320	6,274	208,874	334	6,607
Strathcona Christian Academy Secondary	32	31	607	3,729,215	6,144	275,980	455	6,598
Ardrossan Elementary	30	32	601	3,728,412	6,204	232,706	387	6,591
Mills Haven Elementary	25	33	455	2,816,588	6,190	175,422	386	6,576
Heritage Hills Elementary	31	34	494	3,011,096	6,095	228,086	462	6,557
Strathcona Christian Academy Elementary	34	35	581	3,424,361	5,894	258,428	445	6,339
Sherwood Heights Junior High	37	36	626	3,693,327	5,900	265,085	423	6,323
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F. R. Haythorne Junior High	38	38	595	3,365,768	5,657	328,689	552	6,209
<b>Total/Average</b>			<b>16,642</b>	<b>108,625,566</b>	<b>6,527</b>	<b>9,478,486</b>	<b>570</b>	<b>7,097</b>

<sup>1</sup> Excludes Elk Island Youth Ranch, Special Education Programs, Home Education, Continuing Education, Outreach & Centre for Ed Alternatives.

<sup>2</sup> Instructional - Total cost incurred by the school for fiscal year, excluding Special Ed program allocation, Capital, O & M and School Generated Funds. The exceptions are Pleasant Ridge Colony and Castle (Scotford Colony) that receive an O & M allocation. Any associated costs are included in the instructional column.

<sup>3</sup> Operations & Maintenance (O & M) - Includes parking lot snow removal, custodial, electricity, gas, water, maintenance, insurance, and garbage for all schools except Strathcona Christian Academy Secondary (SCS) and Strathcona Christian Academy Elementary (SCE).

**ELK ISLAND PUBLIC SCHOOLS**  
**Utilization by Sector**

Sector	2022-23	2021-22	2020-21	2019-20	2018-19	Rank (Utilization)
<b><u>Sector 1 - Sherwood Park</u></b>						
Bev Facey Community High	67%	67%	69%	69%	66%	9
Brentwood Elementary	71%	74%	77%	83%	80%	12
Clover Bar Junior High	71%	62%	62%	58%	62%	12
Davidson Creek Elementary	104%	99%	97%	94%	77%	37
École Campbelltown	72%	74%	67%	92%	95%	17
F. R. Haythorne Junior High	92%	95%	91%	92%	96%	30
Glen Allan Elementary	69%	67%	67%	74%	74%	10
Heritage Hills Elementary	77%	78%	70%	0%	0%	20
Lakeland Ridge	92%	88%	93%	92%	88%	30
Mills Haven Elementary	85%	82%	76%	80%	86%	26
Pine Street Elementary	75%	65%	59%	67%	68%	19
Salisbury Composite High	71%	68%	62%	60%	60%	12
Sherwood Heights Junior High	91%	88%	88%	80%	76%	29
Strathcona Christian Academy Elementary	86%	84%	81%	88%	88%	27
Strathcona Christian Academy Secondary	73%	72%	72%	72%	71%	18
Wes Hosford Elementary	71%	79%	81%	87%	90%	12
Westboro Elementary	71%	73%	71%	78%	78%	12
Woodbridge Farms Elementary	79%	77%	78%	78%	81%	22
<b><u>Sector 2 - Strathcona County</u></b>						
Ardrossan Elementary	93%	87%	81%	87%	79%	33
Ardrossan Junior Senior High	92%	95%	102%	101%	74%	30
Castle (Scotford Colony)	N/A	N/A	N/A	N/A	N/A	N/A
Fultonvale Elementary Junior High	80%	74%	71%	79%	77%	24
Uncas Elementary	61%	57%	55%	66%	66%	5
Wye Elementary	N/A	N/A	0%	69%	77%	N/A
<b><u>Sector 3 - Fort Saskatchewan</u></b>						
École Parc Élémentaire	87%	78%	77%	78%	67%	28
Fort Saskatchewan Christian	93%	90%	91%	95%	91%	33
Fort Saskatchewan Elementary	65%	66%	65%	75%	85%	7
Fort Saskatchewan High	69%	65%	60%	64%	57%	10
James Mowat Elementary	100%	103%	92%	89%	84%	36
Rudolph Hennig Junior High	65%	72%	75%	76%	68%	7
SouthPointe School	98%	87%	89%	77%	82%	35
Win Ferguson Elementary	79%	84%	88%	92%	93%	22
<b><u>Sector 4 - Lamont County</u></b>						
Andrew School	15%	14%	16%	20%	31%	1
Bruderheim School	59%	63%	63%	69%	70%	4
Lamont Elementary	62%	62%	59%	64%	62%	6
Lamont High	77%	70%	65%	72%	67%	20
Mundare School	48%	41%	51%	67%	50%	3
<b><u>Sector 5 - County of Minburn</u></b>						
A. L. Horton Elementary	80%	73%	70%	70%	70%	24
Pleasant Ridge Colony	N/A	N/A	N/A	N/A	N/A	N/A
Vegreville Composite High	39%	38%	40%	42%	43%	2

SCHOOL STATUS COMPARISON

**SECTOR 1 - SHERWOOD PARK**

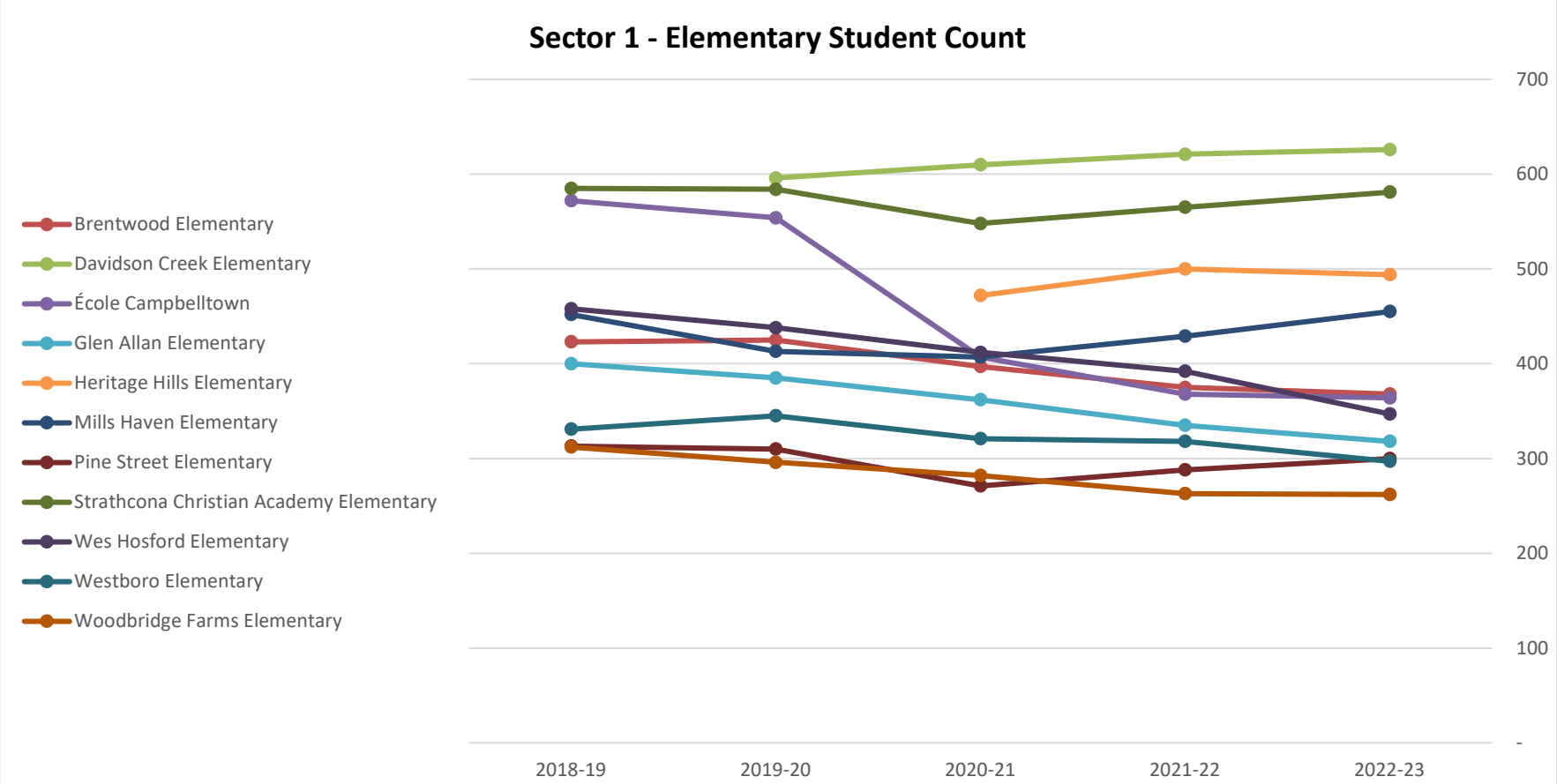
	Student Count September 29					Trend Analysis			
	2022-23	2021-22	2020-21	2019-20	2018-19	1 Year	2 Year	3 Year	4 Year
<b>Elementary</b>									
Brentwood Elementary	368	375	397	425	423	-2%	-7%	-13%	-13%
Davidson Creek Elementary	626	621	610	596		1%	3%	5%	
École Campbelltown	364	368	407	554	572	-1%	-11%	-34%	-36%
Glen Allan Elementary	318	335	362	385	400	-5%	-12%	-17%	-21%
Heritage Hills Elementary	494	500	472			-1%	5%		
Mills Haven Elementary	455	429	407	413	452	6%	12%	10%	1%
Pine Street Elementary	300	288	271	310	313	4%	11%	-3%	-4%
Strathcona Christian Academy Elementary	581	565	548	584	585	3%	6%	-1%	-1%
Wes Hosford Elementary	347	392	412	438	458	-11%	-16%	-21%	-24%
Westboro Elementary	297	318	321	345	331	-7%	-7%	-14%	-10%
Woodbridge Farms Elementary	262	263	282	296	312	0%	-7%	-11%	-16%
<b>Junior High</b>									
Clover Bar Junior High	365	345	322	316	343	6%	13%	16%	6%
F. R. Haythorne Junior High	595	599	580	605	623	-1%	3%	-2%	-4%
Lakeland Ridge	769	765	797	790	759	1%	-4%	-3%	1%
Sherwood Heights Junior High	626	606	605	551	531	3%	3%	14%	18%
<b>Senior High</b>									
Bev Facey Community High	928	912	949	940	914	2%	-2%	-1%	2%
Salisbury Composite High	1,261	1,181	1,139	1,102	1,115	7%	11%	14%	13%
Strathcona Christian Academy Secondary	607	595	595	600	591	2%	2%	1%	3%
<b>Total</b>	<b>9,563</b>	<b>9,457</b>	<b>9,476</b>	<b>9,250</b>	<b>8,722</b>	<b>1%</b>	<b>1%</b>	<b>3%</b>	<b>10%</b>

**Note:**

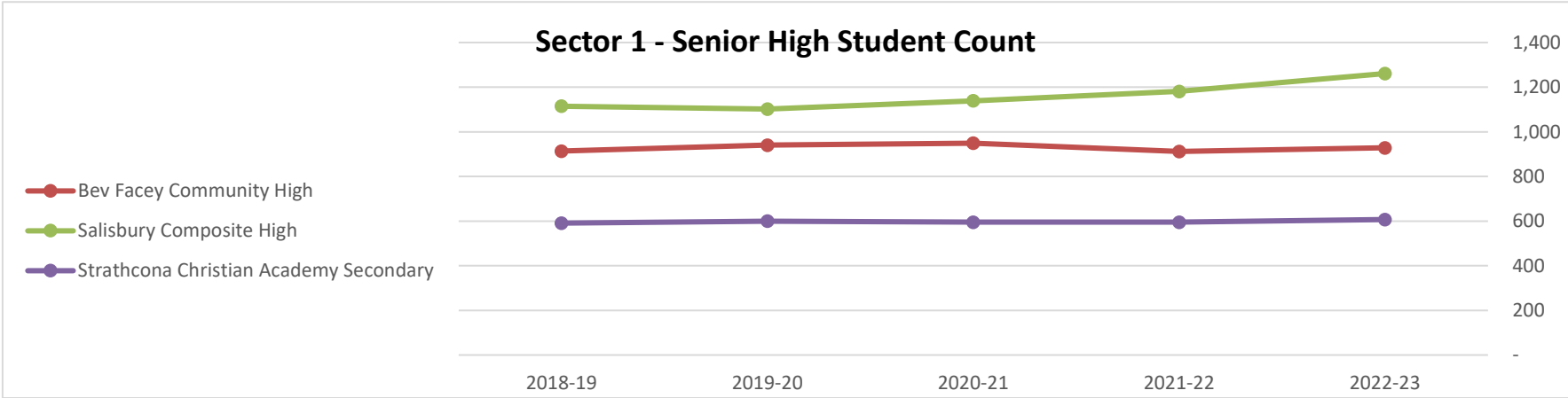
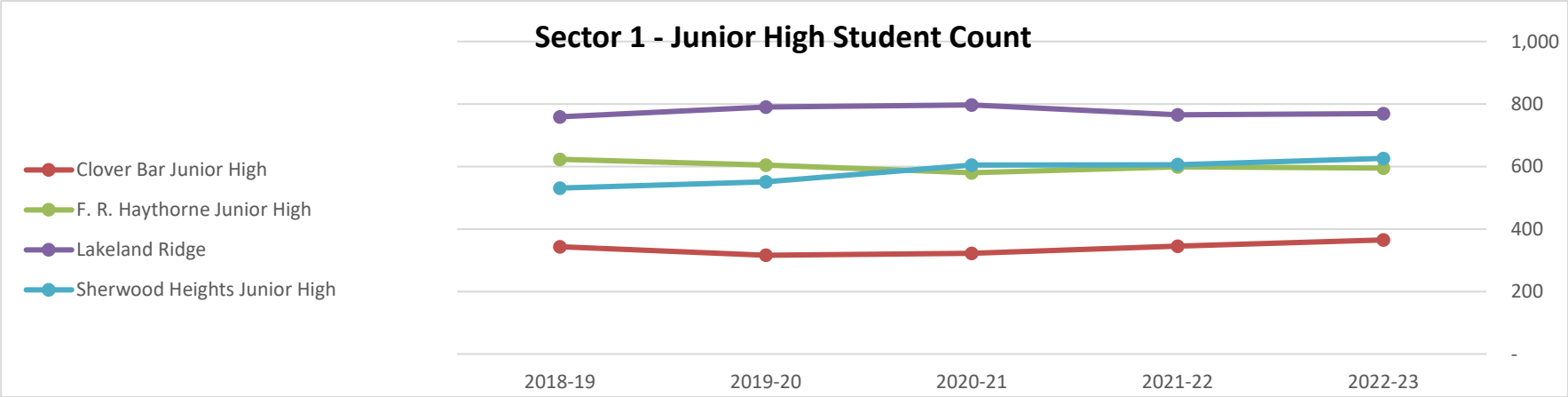
The enrolment decline at École Campbelltown from 2019-20 to 2020-21 was due to the opening of Heritage Hills Elementary.

The overall enrolment increase from 2019-20 to 2020-21 was due to the inclusion of Heritage Hills Elementary students who were previously located in Wye Elementary in Sector 2.

SECTOR 1 - SHERWOOD PARK



SECTOR 1 - SHERWOOD PARK



SCHOOL STATUS COMPARISON

**SECTOR 1 - SHERWOOD PARK**

Percentage Utilization

	2022-23	2021-22	2020-21	2019-20	2018-19
<b>Elementary</b>					
Brentwood Elementary	71%	74%	77%	83%	80%
Davidson Creek Elementary	104%	99%	97%	94%	
École Campbelltown	72%	74%	67%	92%	95%
Glen Allan Elementary	69%	67%	67%	74%	74%
Heritage Hills Elementary	77%	78%	70%		
Mills Haven Elementary	85%	82%	76%	80%	86%
Pine Street Elementary	75%	65%	59%	67%	68%
Strathcona Christian Academy Elementary	86%	84%	81%	88%	88%
Wes Hosford Elementary	71%	79%	81%	87%	90%
Westboro Elementary	71%	73%	71%	78%	78%
Woodbridge Farms Elementary	79%	77%	78%	78%	81%
<b>Junior High</b>					
Clover Bar Junior High	71%	62%	62%	58%	62%
F. R. Haythorne Junior High	92%	95%	91%	92%	96%
Lakeland Ridge	92%	88%	93%	92%	88%
Sherwood Heights Junior High	91%	88%	88%	80%	76%
<b>Senior High</b>					
Bev Facey Community High	67%	67%	69%	69%	66%
Salisbury Composite High	71%	68%	62%	60%	60%
Strathcona Christian Academy Secondary	73%	72%	72%	72%	71%
<b>Total</b>	<b>79%</b>	<b>77%</b>	<b>76%</b>	<b>79%</b>	<b>79%</b>

Note:

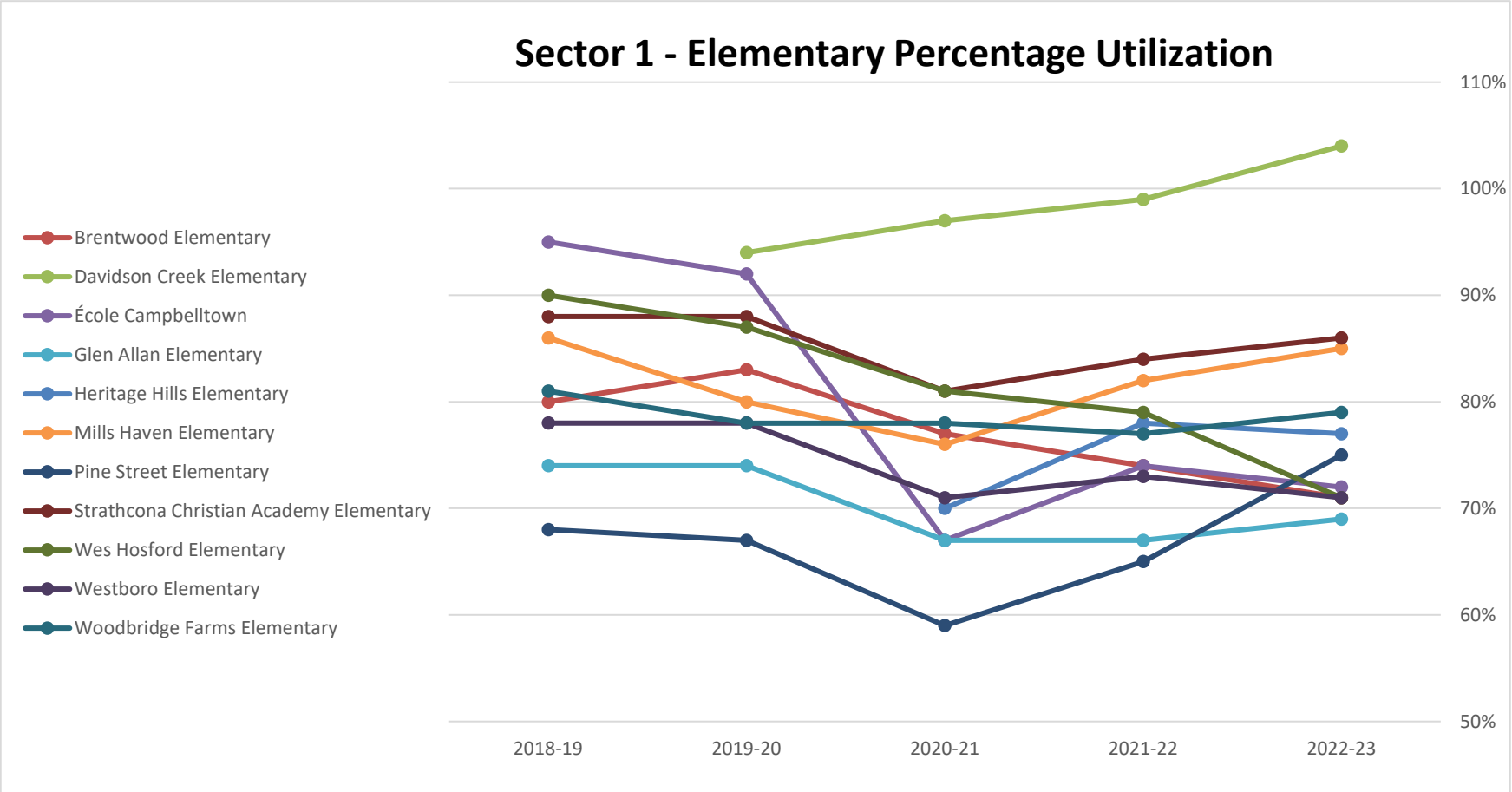
The utilization decline at École Campbelltown from 2019-20 to 2020-21 was due to the opening of Heritage Hills Elementary.

The utilization increase at Pine Street Elementary from 2020-21 to 2021-22 was due to the relocation of two modular classrooms to SouthPointe School.

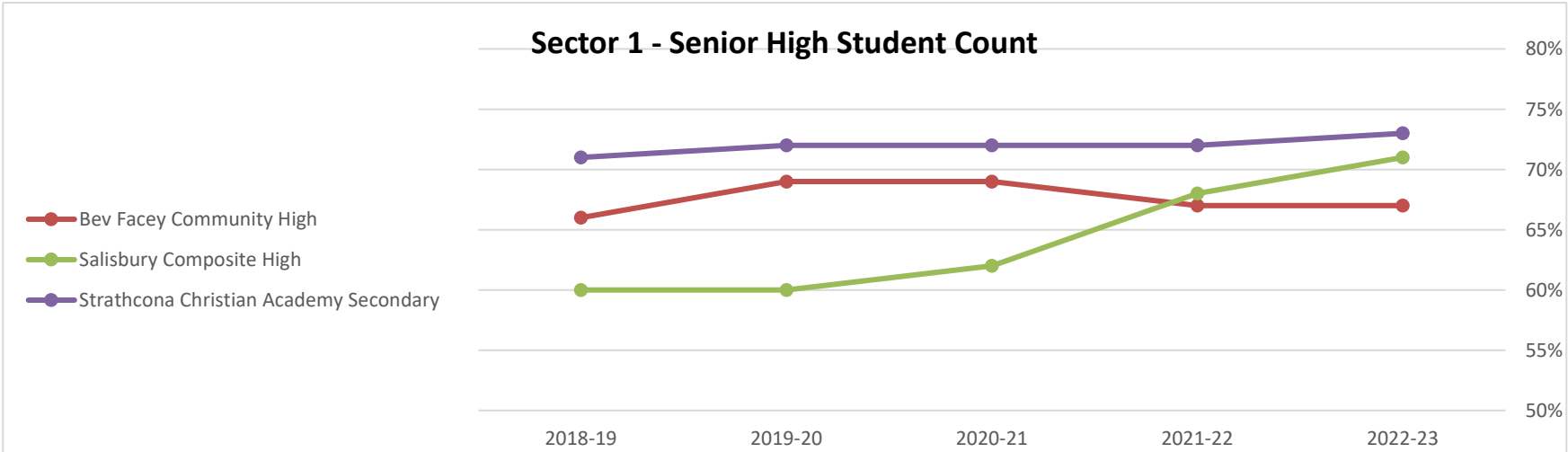
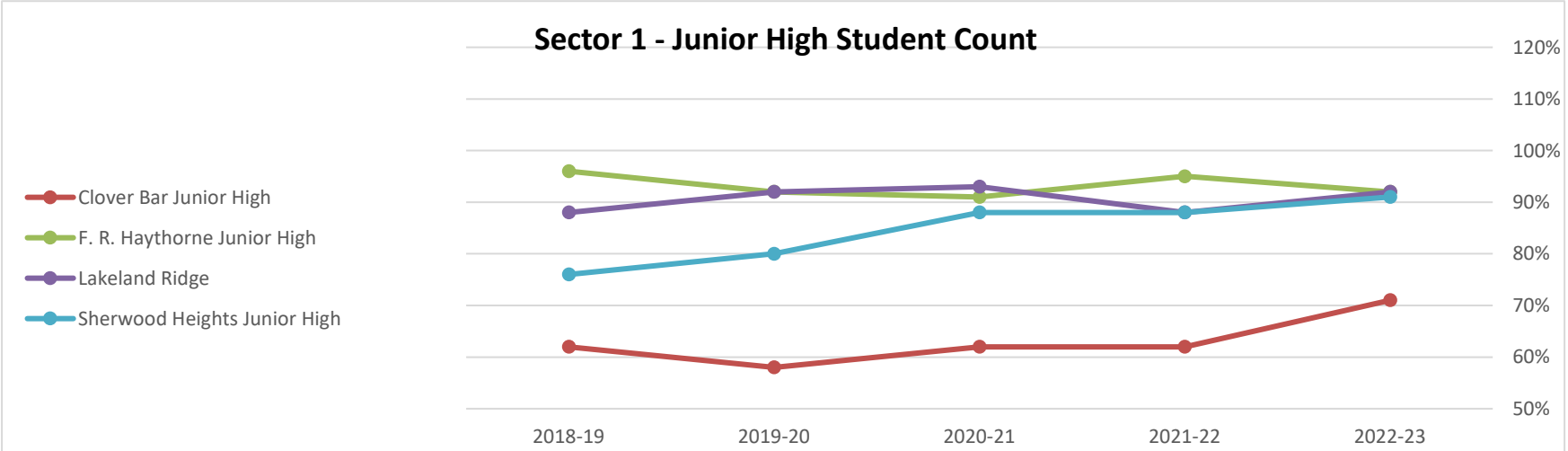
The utilization increase at École Campbelltown from 2020-21 to 2021-22 was due to the relocation of four modular classrooms. Two to SouthPointe School and two to Ardrossan Junior Senior High.

The utilization increase for the 2022-23 school year at Clover Bar Junior High was due to a lease agreement with CSCN to enable them to offer junior high programming in Sherwood Park.

SECTOR 1 - SHERWOOD PARK



SECTOR 1 - SHERWOOD PARK





SCHOOL STATUS COMPARISON

**SECTOR 1 - SHERWOOD PARK**

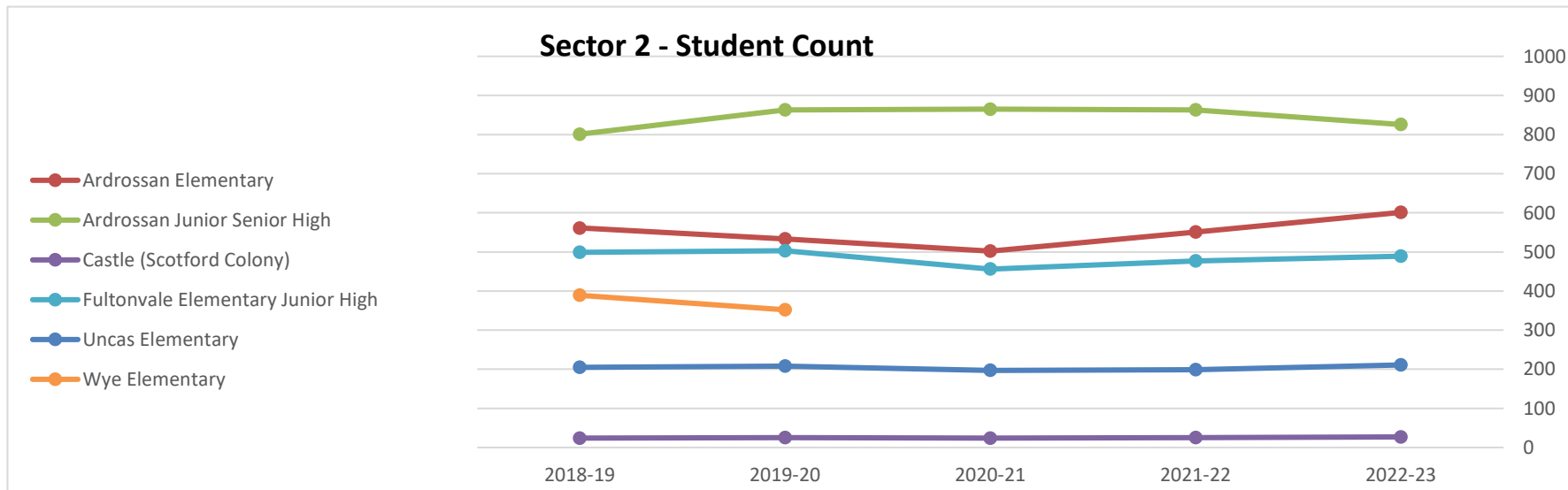
2022-23 Cost Per Student

	<u>Instructional</u>	<u>O &amp; M</u>	<u>Total</u>	<u>EIPS Rank</u>
<b><u>Elementary</u></b>				
Brentwood Elementary	\$ 6,601	\$ 582	\$ 7,183	20
Davidson Creek Elementary	\$ 6,274	\$ 334	\$ 6,607	30
École Campbelltown	\$ 6,428	\$ 481	\$ 6,908	23
Glen Allan Elementary	\$ 7,633	\$ 569	\$ 8,202	8
Heritage Hills Elementary	\$ 6,095	\$ 462	\$ 6,557	34
Mills Haven Elementary	\$ 6,190	\$ 386	\$ 6,576	33
Pine Street Elementary	\$ 6,916	\$ 606	\$ 7,522	17
Strathcona Christian Academy Elementary	\$ 5,894	\$ 445	\$ 6,339	35
Wes Hosford Elementary	\$ 6,807	\$ 547	\$ 7,354	19
Westboro Elementary	\$ 7,109	\$ 608	\$ 7,716	13
Woodbridge Farms Elementary	\$ 7,444	\$ 642	\$ 8,086	10
<b><u>Junior High</u></b>				
Clover Bar Junior High	\$ 6,213	\$ 648	\$ 6,861	24
F. R. Haythorne Junior High	\$ 5,657	\$ 552	\$ 6,209	38
Lakeland Ridge	\$ 5,782	\$ 512	\$ 6,293	37
Sherwood Heights Junior High	\$ 5,900	\$ 423	\$ 6,323	36
<b><u>Senior High</u></b>				
Bev Facey Community High	\$ 6,097	\$ 723	\$ 6,820	26
Salisbury Composite High	\$ 6,065	\$ 599	\$ 6,665	29
Strathcona Christian Academy Secondary	\$ 6,144	\$ 455	\$ 6,598	31

SCHOOL STATUS COMPARISON

**SECTOR 2 - STRATHCONA COUNTY**

	Student Count September 29					Trend Analysis			
	2022-23	2021-22	2020-21	2019-20	2018-19	1 Year	2 Year	3 Year	4 Year
Ardrossan Elementary	601	551	502	533	561	9%	20%	13%	7%
Ardrossan Junior Senior High	826	863	865	863	801	-4%	-5%	-4%	3%
Castle (Scotford Colony)	27	25	24	25	24	8%	13%	8%	13%
Fultonvale Elementary Junior High	489	477	456	503	499	3%	7%	-3%	-2%
Uncas Elementary	211	199	197	208	205	6%	7%	1%	3%
Wye Elementary				352	389				
<b>Total</b>	<b>2,154</b>	<b>2,115</b>	<b>2,044</b>	<b>2,484</b>	<b>2,479</b>	<b>2%</b>	<b>5%</b>	<b>-13%</b>	<b>-13%</b>



**Note:**

The overall enrolment decrease from 2019-20 to 2021-22 was due to the opening of Heritage Hills in Sector 1, previously students were designated to Wye Elementary in Sector 2.

SCHOOL STATUS COMPARISON

SECTOR 2 - STRATHCONA COUNTY

Percentage Utilization

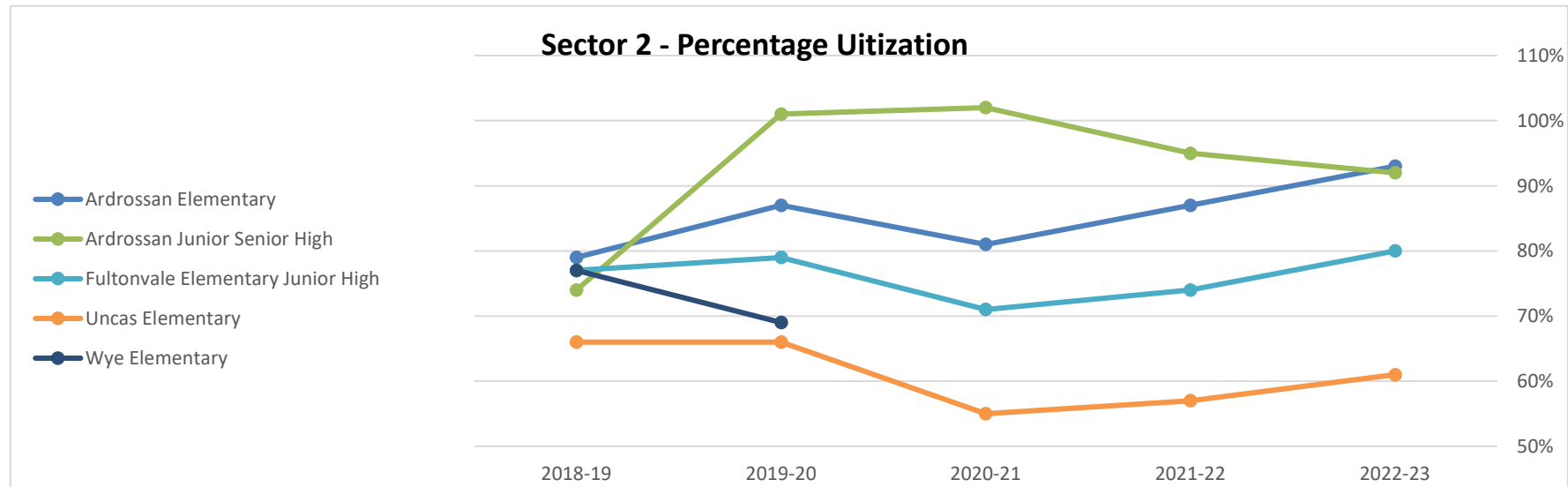
	2022-23	2021-22	2020-21	2019-20	2018-19
Ardrossan Elementary	93%	87%	81%	87%	79%
Ardrossan Junior Senior High	92%	95%	102%	101%	74%
Castle (Scotford Colony)	N/A	N/A	N/A	N/A	N/A
Fultonvale Elementary Junior High	80%	74%	71%	79%	77%
Uncas Elementary	61%	57%	55%	66%	66%
Wye Elementary				69%	77%
<b>Total</b>	<b>82%</b>	<b>78%</b>	<b>77%</b>	<b>80%</b>	<b>75%</b>

Note:

The utilization increase at Ardrossan Junior Senior High from 2018-19 to 2019-20 was due to the demolition of six modular classrooms.

The utilization decrease at Ardrossan Junior Senior High from 2020-21 to 2021-22 was due to the addition of two modular classrooms.

The utilization increase at Fultonvale Elementary Junior High from 2021-22 to 2022-23 was due to the relocation of one modular to James Mowat Elementary.



SCHOOL STATUS COMPARISON

SECTOR 2 - STRATHCONA COUNTY

2022-23 Cost Per Student

	<u>Instructional</u>	<u>O &amp; M</u>	<u>Total</u>	<u>EIPS Rank</u>
Ardrossan Elementary	\$ 6,204	\$ 387	\$ 6,591	32
Ardrossan Junior Senior High	\$ 6,218	\$ 549	\$ 6,766	28
Castle (Scotford Colony)	\$ 7,955	\$ 6	\$ 7,961	11
Fultonvale Elementary Junior High	\$ 6,323	\$ 515	\$ 6,838	25
Uncas Elementary	\$ 7,720	\$ 734	\$ 8,454	5

SCHOOL STATUS COMPARISON

**SECTOR 3 - FORT SASKATCHEWAN**

Student Count September 29

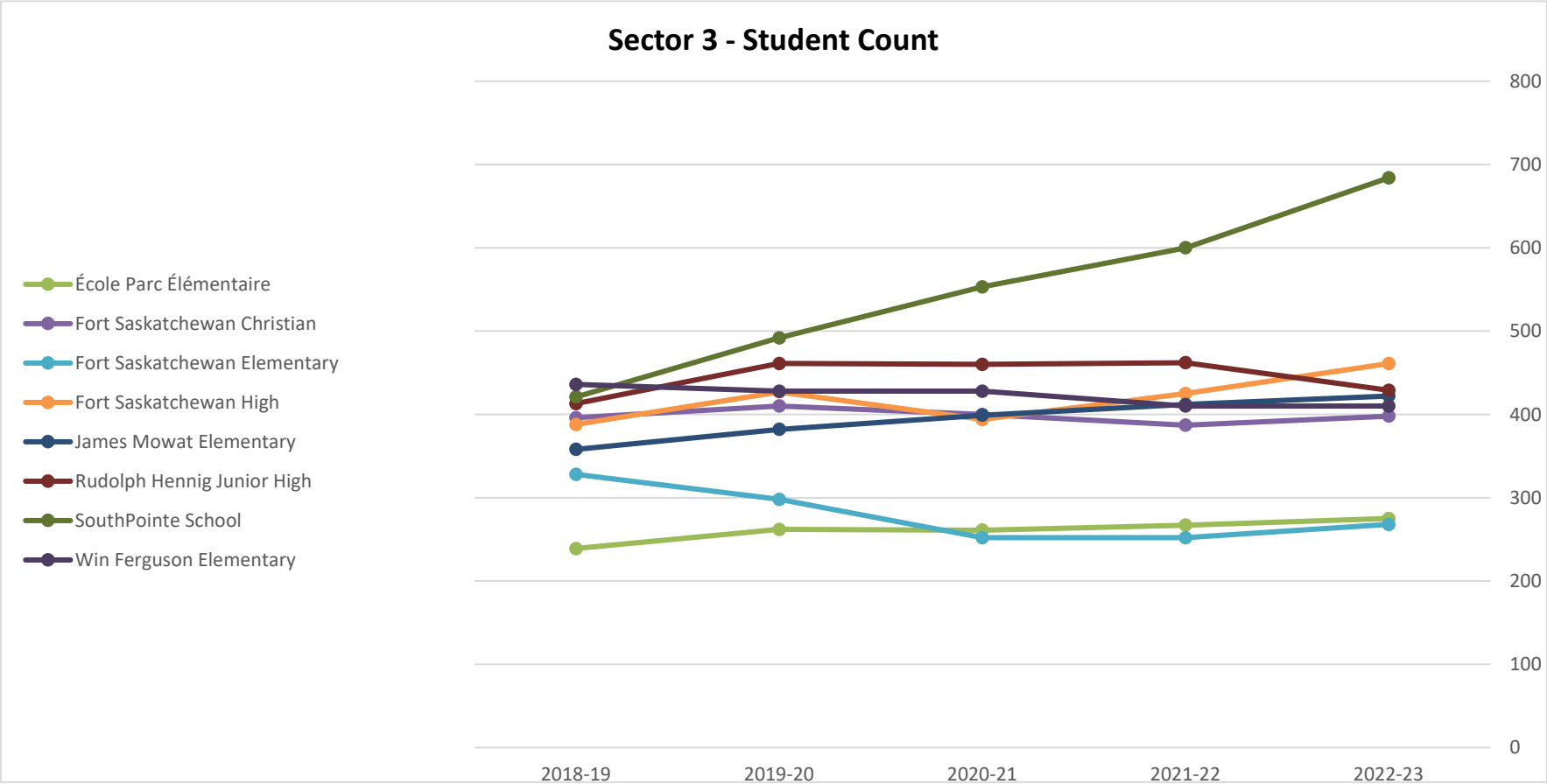
Trend Analysis

	2022-23	2021-22	2020-21	2019-20	2018-19	1 Year	2 Year	3 Year	4 Year
École Parc Élémentaire	275	267	261	262	239	3%	5%	5%	15%
Fort Saskatchewan Christian	398	387	400	410	396	3%	-1%	-3%	1%
Fort Saskatchewan Elementary	268	252	252	298	328	6%	6%	-10%	-18%
Fort Saskatchewan High	461	425	394	427	388	8%	17%	8%	19%
James Mowat Elementary	422	412	399	382	358	2%	6%	10%	18%
Rudolph Hennig Junior High	429	462	460	461	413	-7%	-7%	-7%	4%
SouthPointe School	684	600	553	492	421	14%	24%	39%	62%
Win Ferguson Elementary	410	410	428	428	436	0%	-4%	-4%	-6%
<b>Total</b>	<b>3,347</b>	<b>3,215</b>	<b>3,147</b>	<b>3,160</b>	<b>2,979</b>	<b>4%</b>	<b>6%</b>	<b>6%</b>	<b>12%</b>

**Note:**

SouthPointe School opened in 2017-18 since opening modular classrooms were added in 2019-20 (3), 2020-21 (1), and 2021-22 (4).  
 SouthPoine School opened as a K-6 school and phased in one grade per year until the school accommodated K-9.

SECTOR 3 - FORT SASKATCHEWAN



SCHOOL STATUS COMPARISON

**SECTOR 3 - FORT SASKATCHEWAN**

Percentage Utilization

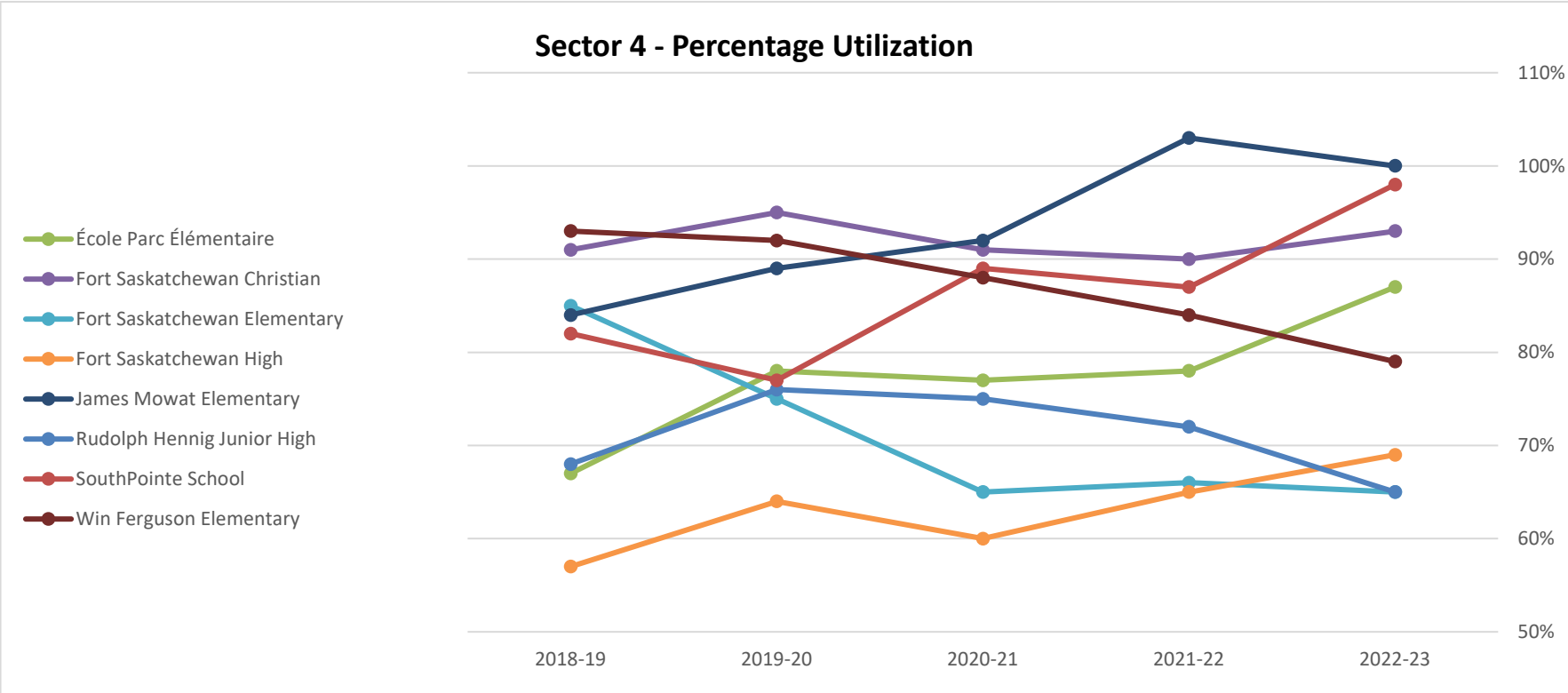
	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
École Parc Élémentaire	<b>87%</b>	78%	77%	78%	67%
Fort Saskatchewan Christian	<b>93%</b>	90%	91%	95%	91%
Fort Saskatchewan Elementary	<b>65%</b>	66%	65%	75%	85%
Fort Saskatchewan High	<b>69%</b>	65%	60%	64%	57%
James Mowat Elementary	<b>100%</b>	103%	92%	89%	84%
Rudolph Hennig Junior High	<b>65%</b>	72%	75%	76%	68%
SouthPointe School	<b>98%</b>	87%	89%	77%	82%
Win Ferguson Elementary	<b>79%</b>	84%	88%	92%	93%
<b>Average</b>	<b>82%</b>	81%	80%	81%	78%

**Note:**

SouthPointe School opened in 2017-18 since opening modular classrooms were added in 2019-20 (3), 2020-21 (1), and 2021-22 (4).

SouthPointe School opened as a K-6 school and phased in one grade per year until the school accommodated K-9.

The decrease in utilization at James Mowat Elementary from 2021-22 to 2022-23 was due to the addition of one modular from Fultonvale Elementary Junior High.





SCHOOL STATUS COMPARISON

**SECTOR 3 - FORT SASKATCHEWAN**

2022-23 Cost Per Student

	<u>Instructional</u>	<u>O &amp; M</u>	<u>Total</u>	<u>EIPS Rank</u>
École Parc Élémentaire	\$ 6,963	\$ 674	\$ <b>7,638</b>	14
Fort Saskatchewan Elem/Christian	\$ 7,359	\$ 484	\$ <b>7,843</b>	12
Fort Saskatchewan High	\$ 6,812	\$ 725	\$ <b>7,537</b>	15
James Mowat Elementary	\$ 6,644	\$ 431	\$ <b>7,075</b>	22
Rudolph Hennig Junior High	\$ 6,452	\$ 630	\$ <b>7,081</b>	21
SouthPointe School	\$ 6,399	\$ 400	\$ <b>6,799</b>	27
Win Ferguson Elementary	\$ 7,053	\$ 483	\$ <b>7,535</b>	16

SCHOOL STATUS COMPARISON

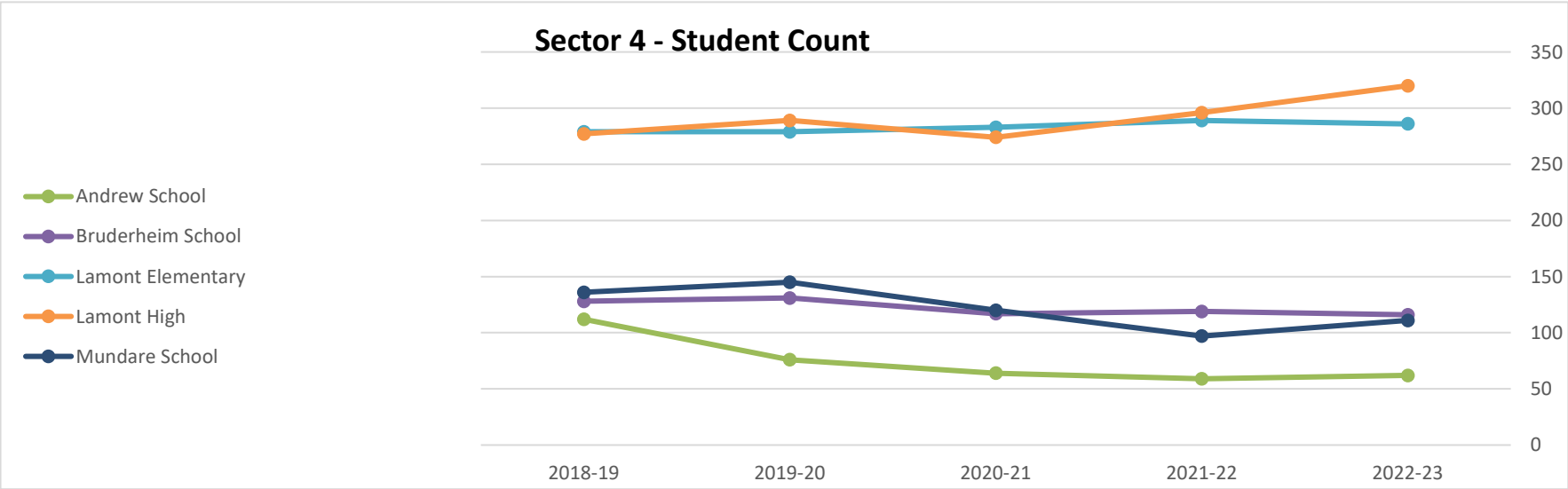
**SECTOR 4 - LAMONT COUNTY**

Student Count September 29

Trend Analysis

	2022-23	2021-22	2020-21	2019-20	2018-19	1 Year	2 Year	3 Year	4 Year
Andrew School	62	59	64	76	112	5%	-3%	-18%	-45%
Bruderheim School	116	119	117	131	128	-3%	-1%	-11%	-9%
Lamont Elementary	286	289	283	279	279	-1%	1%	3%	3%
Lamont High	320	296	274	289	277	8%	17%	11%	16%
Mundare School	111	97	120	145	136	14%	-8%	-23%	-18%
<b>Total</b>	<b>895</b>	<b>860</b>	<b>858</b>	<b>920</b>	<b>932</b>	<b>4%</b>	<b>4%</b>	<b>-3%</b>	<b>-4%</b>

**Note:**  
 Enrolment decline at Andrew School can be attributed to the formal closure of the high school program for the 2019-20 school year and the closure of the junior high program for the 2020-21 school year. Andrew School was closed at the end of the 2022-23 school year.



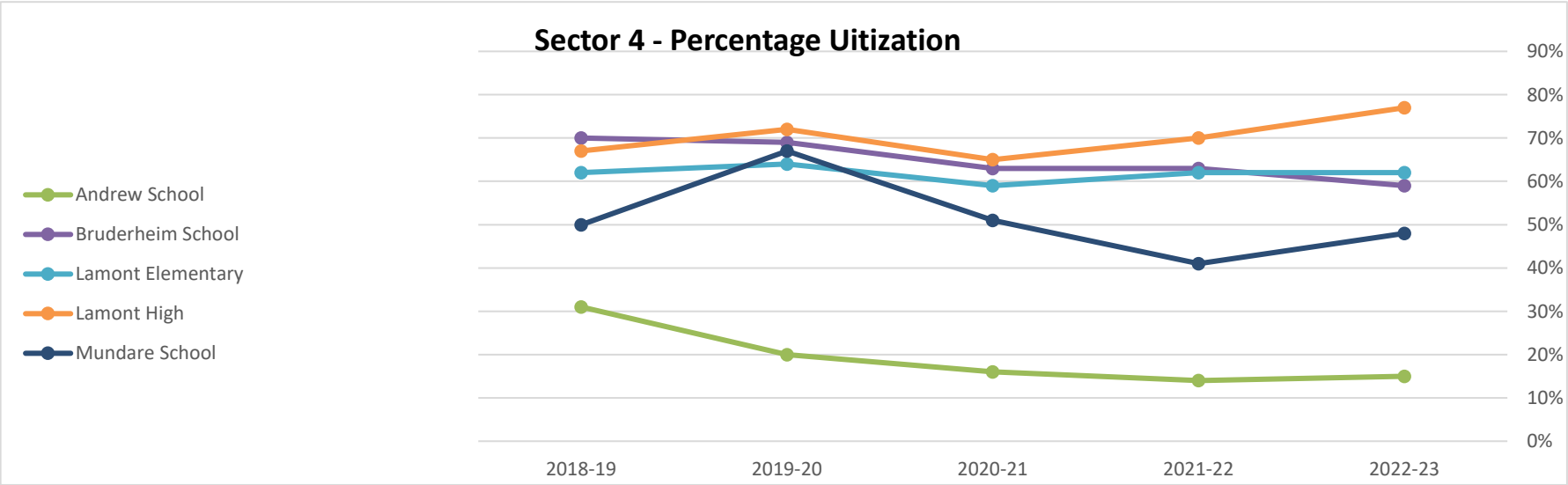
SCHOOL STATUS COMPARISON

SECTOR 4 - LAMONT COUNTY

Percentage Utilization

	2022-23	2021-22	2020-21	2019-20	2018-19
Andrew School	15%	14%	16%	20%	31%
Bruderheim School	59%	63%	63%	69%	70%
Lamont Elementary	62%	62%	59%	64%	62%
Lamont High	77%	70%	65%	72%	67%
Mundare School	48%	41%	51%	67%	50%
<b>Average</b>	<b>52%</b>	<b>50%</b>	<b>51%</b>	<b>58%</b>	<b>56%</b>

**Note:**  
 Utilization decline at Andrew School can be attributed to the formal closure of the high school program for the 2019-20 school year and the closure of the junior high program for the 2020-21 school year.  
 The utilization increase at Mundare School from 2018-19 to 2019-20 was due to the relocation of three modular classrooms from Mundare School to SouthPointe School.



SCHOOL STATUS COMPARISON

SECTOR 4 - LAMONT COUNTY

2022-23 Cost Per Student

	<u>Instructional</u>	<u>O &amp; M</u>	<u>Total</u>	<u>EIPS Rank</u>
Andrew School	\$ 11,771	\$ 2,394	\$ 14,165	1
Bruderheim School	\$ 9,919	\$ 1,238	\$ 11,157	3
Lamont Elementary	\$ 7,660	\$ 725	\$ 8,385	6
Lamont High	\$ 7,699	\$ 681	\$ 8,380	7
Mundare School	\$ 10,148	\$ 1,337	\$ 11,485	2

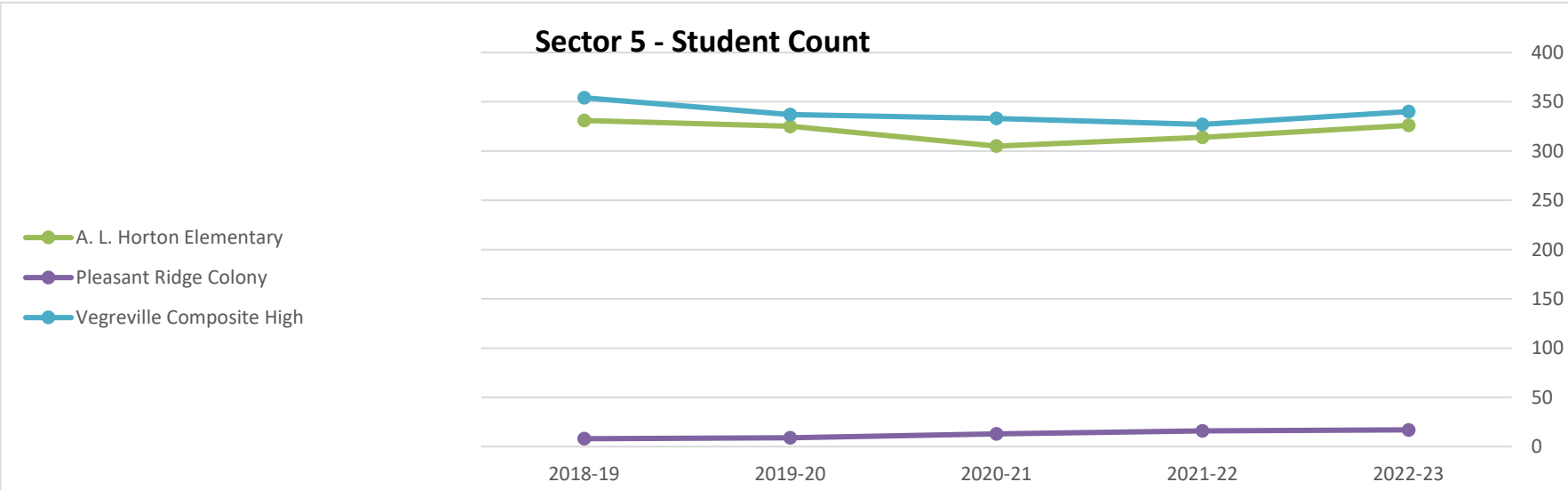
SCHOOL STATUS COMPARISON

**SECTOR 5 - COUNTY OF MINBURN**

Student Count September 29

Trend Analysis

	2022-23	2021-22	2020-21	2019-20	2018-19	1 Year	2 Year	3 Year	4 Year
A. L. Horton Elementary	326	314	305	325	331	4%	7%	0%	-2%
Pleasant Ridge Colony	17	16	13	9	8	6%	31%	89%	113%
Vegreville Composite High	340	327	333	337	354	4%	2%	1%	-4%
<b>Total</b>	<b>683</b>	<b>657</b>	<b>651</b>	<b>671</b>	<b>693</b>	<b>4%</b>	<b>5%</b>	<b>2%</b>	<b>-1%</b>

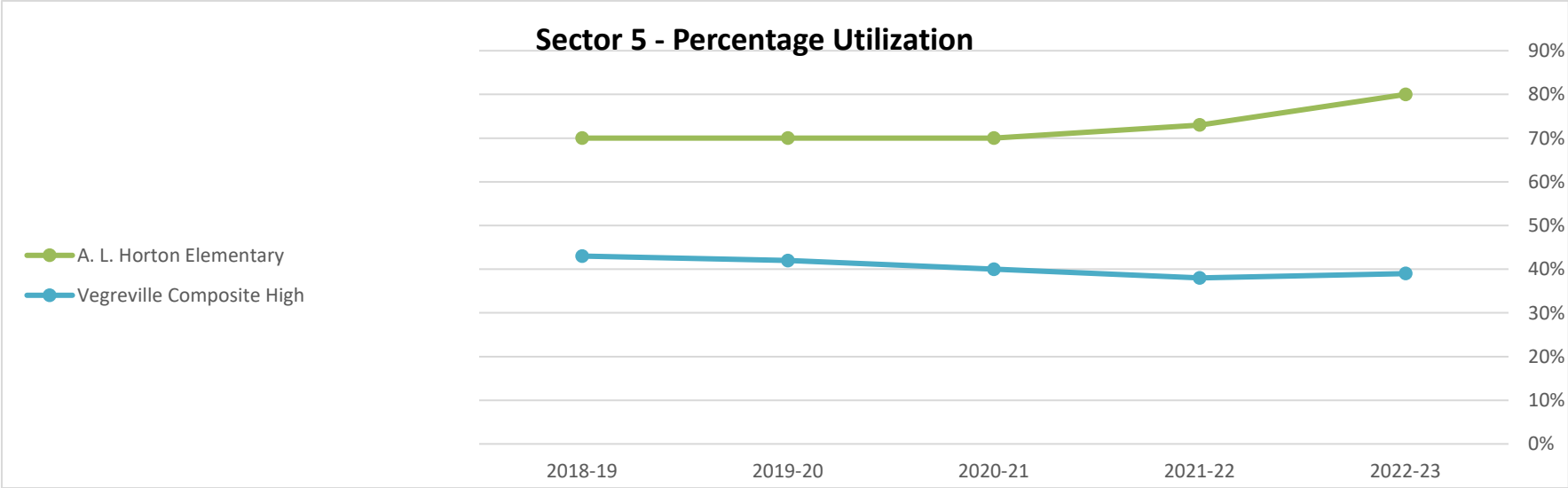


SCHOOL STATUS COMPARISON

**SECTOR 5 - COUNTY OF MINBURN**

Percentage Utilization

	2022-23	2021-22	2020-21	2019-20	2018-19
A. L. Horton Elementary	80%	73%	70%	70%	70%
Pleasant Ridge Colony	N/A	N/A	N/A	N/A	N/A
Vegreville Composite High	39%	38%	40%	42%	43%
<b>Average</b>	<b>60%</b>	<b>56%</b>	<b>55%</b>	<b>56%</b>	<b>57%</b>



2022-23 Cost Per Student

	Instructional	O & M	Total	EIPS Rank
A. L. Horton Elementary	\$ 6,770	\$ 674	\$ 7,444	18
Pleasant Ridge Colony	\$ 9,449	\$ -	\$ 9,449	4
Vegreville Composite High	\$ 6,818	\$ 1,315	\$ 8,132	9

Authorities document on the Aboriginal Student Self-Identification webpage ([https://education.alberta.ca/media/3704427/aboriginal-self-identification\\_sch-auth-faq\\_jan2017.pdf](https://education.alberta.ca/media/3704427/aboriginal-self-identification_sch-auth-faq_jan2017.pdf)).

3. **First Nations students who reside on a reserve** and who attend an Alberta school off reserve, are funded by the Government of Canada and do not qualify for funding under this section. These students should be coded 330 for funding purposes.
4. In addition to the 330 code, for data collection purposes, **First Nations students who reside on a reserve** should also be coded as 331 if they choose to self-identify. Therefore, both codes may be entered for these individuals. The 330 code will override the 331 code for funding purposes.

**Children/students** enrolled in home education and shared responsibility are not eligible for inclusion in the WMA calculation.

## C3 – School-Based Grants

### C3.1 – Operations and Maintenance Grant

The Operations and Maintenance (O&M) Grant is provided to school authorities to address the jurisdiction's responsibility for the operation, maintenance, safety and security of all **school buildings**, including costs relating to the supervision of this program.

#### Allocation Formula

$$\begin{array}{c} \text{Student Allocation (WMA FTE Enrolment x Applicable Rate)} \\ + \\ \text{School Space Allocation (Utilized \& Underutilized Space)} \end{array}$$

#### Allocation Criteria

##### Student Allocation (WMA FTE Enrolment)

The O&M **FTE** is based on the WMA as defined in the Section C1.1. When calculating **WMA FTE enrolment** for this grant:

1. A **child** in Early Childhood Services (ECS) is counted as 0.5.
2. A **student** in Grade 1 to 12 is counted as 1.
3. Distance Education **students** with **primary registration** (Full-time and Part-time) are *included*.
4. Home Education and Shared Responsibility **students** are *excluded*.

Applicable funding rates for the **student** allocation are listed in **Section H**.

##### School Space Allocation – Utilized and Underutilized Space

The area (in square meters) of school facilities in active use for the instruction of ECS **children/ students** in Grades 1-12 is taken into account. School utilized space will be funded at the Utilized Rate and school underutilized space will be funded at the Underutilized Rate (approximately 70 per cent of the Utilized Rate). A school with a utilization rate of greater than or equal to 85 per cent is considered fully utilized. Both utilized and underutilized space are funded by school for the purpose of this grant:

1. Utilization rate of less than 85 per cent:
  - a. Utilized area in square meters x Utilized Rate
  - b. Underutilized area in square meters x Underutilized Rate
2. Utilization rate of 85 per cent or higher:
  - a. Utilized area in square meters x Utilized Rate
3. In the first year of a new school opening a new school's utilized and underutilized space will be determined as follows:
  - a. School utilized space is 50 per cent of the school's gross area (excluding exempt area)
  - b. School underutilized space is 50 per cent of the school's gross area (excluding exempt area)

4. The following schools are excluded from school space funding calculation:
  - a. **Charter Schools**
  - b. Outreach Schools
  - c. Online Schools / Online Learning Centers
  - d. Home-Based Programs
  - e. Alternative Programs in privately owned buildings/facilities.
5. **Charter Schools** and Alternative Programs in privately owned buildings/facilities are eligible to receive funding as per the **student** allocation component of O&M. The funding is based on their individual WMA **FTE** multiplied by the applicable rate provided in **Section H**.

#### Utilized and Underutilized Area Calculation and Examples

Utilized Area = (Gross Area – Exempt Area) x Utilization Rate of the School

**Example: School A** – Gross Area = 1,000 Sq meter (m)

Exempt Area = 50 Sq m

Utilization Rate = 70%

*Utilized Area = (1000 – 50) x 70% = 665 m<sup>2</sup>*

*Under Utilized Area = (950-665) = 285 m<sup>2</sup>*

**Example: School B** – Gross Area = 1,000 Sq m

Exempt Area = 0 Sq m

Utilization Rate = 86%

*Utilized Area = (1000 – 0) x 100% = 1,000 m<sup>2</sup>*

*Underutilized Area = (1,000 – 1,000) = 0 m<sup>2</sup>*

The utilization rate calculation is provided in Section 9 of the Area, Capacity and Utilization section of the School Capital Manual.

#### Cost Allocation:

Costs associated with this program include:

- Remuneration expenses for the supervisor of operations and maintenance of school facilities and all clerical and support staff associated with this program;
- Repair, maintenance and security of **school buildings**, equipment and grounds including services, contracts and supplies;
- General operational costs associated with the maintenance programs;
- Costs associated with maintenance staff involvement in the capital planning cycle;
- Emergency planning; and
- Facilities Planning and Development – The entire planning, development and construction cycle for capital building projects carried out by central office.

Costs related to O&M should be applied based on the nature of the work. Work performed by the Operations and Maintenance department which fits the definition of what is considered building maintenance is an O&M cost regardless of where the cost is incurred within the jurisdiction.

- Telephones
  - All landline charges should be charged to O&M.
  - Cell phone charges should follow the person to whom the phone is assigned. For example, a school or curriculum cell phone should be charged to the school or instruction.
  - Installing switches and technology infrastructure in a school this would be Instruction, but telephone infrastructure would be either Instruction, O&M, Transportation or System Admin for central offices depending on where the installation occurs.
- Utilities



- All utilities should be charged to O&M except for central administration utilities which should be charged to **System Administration** and **student** transportation which should be charged to Transportation.
- Custodial
  - All custodial charges and costs related to cleaning supplies should be reported as O&M with the exception of central administration and **student** transportation. These should be charged to **System Administration** and Transportation respectively.
- Amortization
  - All building amortization should be charged to O&M except for amortization on central administration buildings which should be charged to **System Administration**. Vehicles and equipment that was purchased with O&M revenues, with a historic cost of \$5,000 or greater should be charged to O&M. Transportation vehicles and equipment should be charged to transportation.
- SuperNet
  - All costs related to the SuperNet should be charged to Instruction.
- External Services
  - Any costs related to External Services should be allocated to External Services on a pro-rata basis.

### Insurance

Insurance costs should be allocated to **system administration** in relation to the purpose for which the insurance is placed:

- Property insurance for **school buildings** should be charged to O&M. Insurance costs related to **Student** Transportation should be charged to transportation.
- Any liability insurance should be charged depending on requirement of the liability insurance. For example, liability insurance on trustees or the executive team should be **System Administration**.
- Liability insurance on an operational director should be charged to the respective program (e.g., curriculum as Instruction, transportation to Transportation).

Liability insurance on educational assistants or teachers should be charged to Instruction and liability insurance related to the proportion of maintenance personnel.

### Reporting

**School boards** are required to include an audited schedule for O&M expenditures in their Annual Audited Financial Statements. Costs associated with the operation and maintenance of all **school buildings** and maintenance shop facilities (excluding transportation facilities) should be classified under O&M.

## C3.2 – Transportation Grant

### Allocation Formula

REVISED

<b>2021/22 Transportation Funding Amount</b>
<b>+</b>
<b>Supplemental Funding (see Section H1.1)</b>

### Allocation Criteria

1. The *School Transportation Regulation* provides the requirements and eligibility for **students** and Early Childhood Services (ECS) transportation.
2. The transportation grant allocation is held constant at the 2019/20 level until a new transportation model has been developed and implemented. The 2019/20 allocation includes all of the grants related to transportation, such as Boarding, Rural Transportation, Urban Transportation, Metro Urban Transportation, Special



# INFORMATION REPORT

**DATE:** Jan. 25, 2024

**TO:** Board of Trustees

**FROM:** Sandra Stoddard, Superintendent

**SUBJECT:** Leveraging Student Achievement

**ORIGINATOR:** Ryan Marshall, Associate Superintendent, Supports for Students

**RESOURCE STAFF:** Jessica Smith, Director, Supports for Students

**REFERENCE:** Policy 2: Role of the Board

**EIPS PRIORITY:** Promote growth and success for all students.

**EIPS GOAL:** Success for every student.

**EIPS OUTCOMES:** Students are engaged with their learning and achieve student-learning outcomes.  
Students achieve a minimum of one year's growth in literacy and numeracy.

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**ISSUE:**

**That the Board of Trustees receive for information a report on Leveraging Student Achievement funds and the plan to utilize the funds for the second semester of the 2023-24 school year.**

**BACKGROUND:**

During spring budget, the Board of Trustees directed senior administration to put any school reserve >1% into what is called the Leveraging Student Achievement Reserves. The balance of that reserve comes to \$101,000. The funds are to focus on student learning needs and equity of student programming.

**CURRENT SITUATION OR KEY POINT:**

The disruption of student learning due to the pandemic has created learning gaps in students across Alberta, including those in Elk Island Public Schools. In previous years, the Board of Trustees allocated money to support all schools in decreasing the learning gaps. As reported in the Elk Island Public Schools (EIPS) Annual Education Results Report, many of the key measures used in reporting student achievement (Provincial Achievement Tests and diplomas) have returned to near pre-pandemic levels. This is a testament to both the financial support that has been provided to EIPS schools, as well as the tremendous work our schools have been doing.

Junior high is an area where we are still seeing some higher levels of discrepancy between our schools and students around student achievement. Due to this discrepancy and the continued financial support provided by the provincial government to support learning loss in elementary schools, the Board of Trustees was in favour of targeting Leveraging Student Achievement funds to junior high schools.



# INFORMATION REPORT

Following November Assurance Reviews, the announcement of Student Enrolment Growth Funding by the Provincial Government, and the December EIPS Leadership Meeting, Associate Superintendent Marshall met individually with all junior high principals to discuss best use of the Leveraging Student Achievement Funds. Following the individual meetings, Associate Superintendent Marshall and Director Smith met with a targeted small group of leaders to discuss the best use of the \$101,000 to support junior high schools and students in decreasing the achievement gap.

With increased funding from enrolment, 100% of school principals felt that this money would be best utilized to target our schools and students with the highest levels of learning loss by focusing intervention at specific school sites.

To identify schools where more support would be best targeted, data was analyzed from the 2022-23 Provincial Achievement Tests, EIPS Common Exams, as well as anecdotal notes from the Assurance Reviews. To start, four schools will receive extra support in literacy and four schools will receive additional support in numeracy.

With the funds, EIPS is in the process of hiring a full-time lead teacher in literacy and a full-time lead teacher in numeracy for the second semester. The lead teachers will work directly with struggling students, in both pull-out and push-in environments, and alongside teachers in the co-planning, development, delivery of lessons, and in assessment planning and delivery.

The reason behind the model is twofold: to provide direct support to our students where larger gaps in learning are evident, and to provide increased support to teachers at school sites to improve their pedagogical practices. All lead teacher support will be directed by a Supports for Students consultant and Director Smith, in collaboration with the school principal.

Effective Feb. 15 to June 27, 2024, the entire \$101,000 will be utilized. The standard costs for two full-time lead teachers are \$98,492. The remaining funds of \$1,508 will be used to support the purchase of resources for these schools, release time for co-planning and development of lessons and other supports as needed.

**ATTACHMENT(S):**

n/a

RM/rm