



## EIPS School Transition Planning Survey

School transitions can be challenging for students, staff and families. However, they don't have to be. The probability of successful transitions significantly increases when school communities work together to co-ordinate comprehensive school transition support strategies.

That's why EIPS wants to hear from you!

Your thoughts will help EIPS develop a community-derived transition plan to ensure a smooth and successful transition for everyone—students, staff and families.

The survey will close **Nov. 20, 2024**.

NOTE: The survey is anonymous and will take you approximately 15 minutes to complete—which includes the time to review the background information presented and provide feedback.



# EIPS School Transition Planning Survey

## Background

Throughout 2023, EIPS administration and the Board of Trustees conducted an extensive engagement effort and review to determine how best to address anticipated enrolment pressures in Ardrossan, enhance French Immersion program retention and balance senior high enrolment in Sherwood Park. After a year of consultations and analyzing background documents, the Board determined the best possible long-term solution was:

- relocate the senior high French Immersion program to Salisbury Composite High; and
- balance senior high enrolment by redesignating senior high students living in the Lakeland Ridge attendance area to Bev Facey Community High.

Both are effective when the new Sherwood Park replacement school opens, expected in the 2026-27 school year. Overall, the solution aligns with the feedback heard, supports divisional program goals, addresses enrolment concerns and is sustainable into the future.

To help provide feedback on this survey, below are some background documents to review:

- [French Immersion Review](#)
- [Balancing Senior High Enrolment](#)
- [The Solution: An overview](#)
- [Frequently Asked Questions](#)



# EIPS School Transition Planning Survey

## Where are we now



Currently, EIPS is in the initial stages of developing a plan and implementation strategies to ensure a smooth and successful transition for everyone—students, staff and families.

That process starts with hearing from each of you—your individual needs, what motivates you and what doesn't, your program goals, and any suggestions or concerns you may have related to the solution. So, when filling out the survey questions, make sure to answer all the questions that apply to you, giving as much detail as possible.



# EIPS School Transition Planning Survey

## Demographics

The Division uses demographic data to help identify trends and correlations tied to roles, school community and programs to help provide deeper insight.

**\* 1. What category best describes you?**

- I'm a student attending an EIPS school
- I'm a parent of a student who is attending an EIPS school
- I'm an EIPS staff member
- I'm an EIPS staff member **AND** a parent of a student who is attending an EIPS school

**\* 2. What school do you attend, does your child attend or do you work at? Select all that apply.**

- Ardrossan Junior Senior High
- Bev Facey Community High
- Lakeland Ridge
- Salisbury Composite High
- Sherwood Heights Junior High
- Other (please specify)

**\* 3. What grade range are you in, is your child in or do you work in? Select all that apply.**

- Kindergarten to Grade 6
- Grades 7-9
- Grades 10-12

**\* 4. What program are you in, is your child in, or do you work in? Select all that apply.**

French Immersion program

Regular English program

Other (please specify)



## EIPS School Transition Planning Survey

### Developing a community-derived transition plan

As mentioned in the survey preamble, the solution involves two parts—both taking effect at the start of the 2026-27 school year, 1.5 years from now.

1. Relocate the senior high French Immersion program to Salisbury Composite High, meaning, when the change takes effect, Salisbury will offer a dual-track senior high program—regular English and French Immersion.
2. Balance senior high enrolment by redesignating senior high students living in the Lakeland Ridge attendance area to Bev Facey Community High, meaning both senior highs in Sherwood Park will have balanced catchment areas and comparable enrolment numbers—keep in mind both schools will also have open boundaries for resident EIPS students.

**\* 5. What solution—solution 1, solution 2 or both—impacts you?**

- Solution 1 - Relocate the senior high French Immersion program to Salisbury Composite High
- Solution 2 - Balance senior high enrolment by redesignating senior high students living in the Lakeland Ridge attendance area to Bev Facey Community High.
- Both solutions



# EIPS School Transition Planning Survey

## Developing a community-derived transition plan - Solution 1

### **Solution 1:**

Relocate the senior high French Immersion program to Salisbury Composite High, meaning, when the change takes effect, Salisbury will offer a dual-track senior high program—regular English and French Immersion.

Reflecting on Solution 1, answer the following questions.

### **6. What are you most looking forward to about the change?**

### **7. What concerns you about the change?**

### **8. What specific needs do you foresee related to the change?**

### **9. What suggestions or ideas do you have related to the change to ensure a smooth transition?**

### **10. What, if any, transportation concerns do you have?**

### **11. What specific factors should the Division consider when developing a transition plan?**

**12. If there is anything else you want to add related to developing the transition plan, provide details.**

**13. If there are any outstanding questions you have about the transition that are not addressed in the Frequently Asked Questions, list them below. The Frequently Asked Questions will be updated throughout the phases of the project.**





# EIPS School Transition Planning Survey

## Developing a community-derived transition plan - Solution 2

### **Solution 2:**

Balance senior high enrolment by redesignating senior high students living in the Lakeland Ridge attendance area to Bev Facey Community High, meaning both senior highs in Sherwood Park will have balanced catchment areas and comparable enrolment numbers—keep in mind both schools will also have open boundaries for resident EIPS students.

Reflecting on Solution 2, answer the following questions.

### **14. What are you most looking forward to about the change?**

### **15. What concerns you about the change?**

### **16. What specific needs do you foresee related to the change?**

### **17. What suggestions or ideas do you have related to the change to ensure a smooth transition?**

### **18. What, if any, transportation concerns do you have?**

**19. What specific factors should the Division consider when developing a transition plan?**

**20. If there is anything else you want to add related to developing the transition plan, provide details.**

**21. If there are any outstanding questions you have about the transition that are not addressed in the Frequently Asked Questions, list them below. The Frequently Asked Questions will be updated throughout the phases of the project.**



# EIPS School Transition Planning Survey

## Developing a community-derived transition plan - Both Solutions

### **Solution 1:**

Relocate the senior high French Immersion program to Salisbury Composite High, meaning, when the change takes effect, Salisbury will offer a dual-track senior high program—regular English and French Immersion.

### **Solution 2:**

Balance senior high enrolment by redesignating senior high students living in the Lakeland Ridge attendance area to Bev Facey Community High, meaning both senior highs in Sherwood Park will have balanced catchment areas and comparable enrolment numbers—keep in mind both schools will also have open boundaries for resident EIPS students.

Reflecting on the two solutions, answer the following questions.

### **22. What are you most looking forward to about the change?**

### **23. What concerns you about the change?**

### **24. What specific needs do you foresee related to the change?**

### **25. What suggestions or ideas do you have related to the change to ensure a smooth transition?**

### **26. What, if any, transportation concerns do you have?**

**27. What specific factors should the Division consider when developing a transition plan?**

**28. If there is anything else you want to add related to developing the transition plan, provide details.**

**29. If there are any outstanding questions you have about the transition that are not addressed in the Frequently Asked Questions, list them below. The Frequently Asked Questions will be updated throughout the phases of the project.**



## EIPS School Transition Planning Survey

Thank you for taking the time to review the information and share your feedback.

After the survey closes, EIPS will review the feedback provided and begin developing a draft transition plan—considering local needs, program and outcome requirements, and student achievement strategies. In early 2025, the Division will share the draft plan with families at a public feedback session—collecting any input stakeholders may have. It will use that data to fine-tune and perfect a final version of the transition plan.