

# What We Heard Report

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EIPS SCHOOL TRANSITION PLANNING ENGAGEMENT  
NOVEMBER 2024

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## BACKGROUND

Currently, EIPS is in the initial stages of developing a transition plan for students impacted by the decision to relocate the senior high French Immersion program and balance senior high enrolment in Sherwood Park. Throughout 2024-25, several consultations are planned to ensure a smooth and successful transition for everyone involved—students, staff and families.

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 and enhance French Immersion program retention. At the same time, it was also exploring the best way to 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:

- Solution 1:* relocate the senior high French Immersion program to Salisbury Composite High; and
- Solution 2:* 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 ensure EIPS gets the transition supports right, the Division has several consultation phases planned. Currently, in Phase 1, EIPS is developing a draft transition plan, based on survey feedback from impacted students, staff and families, which ran November 7-20. The survey asked respondents a series of questions about their individual needs, concerns, goals and suggestions to make the transition as successful as possible.

In Phase 2, EIPS will finalize the draft plan—using the survey data, considering local needs, program requirements and related outcomes-oriented strategies. Then, in Phase 3, expected to start in late January 2025, the Division will share the draft plan at a public feedback session—collecting even more input from stakeholders to help fine-tune and perfect a final version—Phase 4.



## PUBLIC ENGAGEMENT SUMMARY: TO DATE

WORKING-GROUP MEETING NO. 1: APRIL 10, 2024

**Affected Administration and Central Staff:** 15 in attendance

**Strategy:** At the working-group meeting, participants reviewed and discussed previous engagement feedback and background information, possible challenges, how to best engage stakeholders about a smooth transition and possible strategies. EIPS used the discussion to develop the EIPS Transition Planning Engagement Survey.

#### WORKING-GROUP MEETING NO. 2: OCT. 17, 2024

**Impacted Administration and Central Staff:** 12 in attendance

**Strategy:** At the working-group meeting, participants reviewed the draft survey to engage stakeholders about the transition plan. At that meeting, participants discussed the draft survey questions, how to enhance the survey and strategies to ensure a strong response rate. EIPS used the feedback to finalize the EIPS Transition Planning Engagement Survey.

#### EIPS SCHOOL TRANSITION PLANNING ENGAGEMENT SURVEY: NOV. 7-20, 2024

**Tactics and mechanisms:** Emails to stakeholders—students, families and staff, school and Division website updates, school and internal newsletter articles

**Impacted students, staff and families:** 1,063 respondents

**Strategy:** To ensure a smooth transition for students, staff and families, EIPS consulted impacted stakeholders to develop an effective implementation plan. The process started with an online feedback survey, which asked respondents a series of questions about their individual needs, concerns, goals and suggestions for making the transition as successful as possible. EIPS will use the survey data to develop the draft transition plan.

#### TRANSITION PLANNING ENGAGEMENT PUBLIC MEETING: PLANNED FOR JAN. 29, 2025

**Tactics and mechanisms:** TBD

**Impacted students, staff and families:** TBD

**Strategy:** EIPS plans to develop a draft transition plan and present it to stakeholders at a public meeting early in the new year.

## SCHOOL TRANSITION PLANNING ENGAGEMENT SURVEY: SUMMARY

ENGAGEMENT SUMMARY: NOVEMBER 2024 TO JANUARY 2025

### Project Overview

Phase 1 of the Transition Planning Engagement involved consulting students, families and staff impacted by the decision to relocate the senior high French Immersion program and balance senior high enrolment in Sherwood Park—through a survey that ran November 7-20, 2024. Respondents were asked a series of questions about their individual needs, concerns, goals and suggestions to make the transition as successful as possible. Now, EIPS is using the feedback to begin developing the transition plan for those impacted by the change. In total, 1,063 respondents completed the survey—a 25% response rate, which is good. To analyze the data, stakeholder input was then disaggregated by those impacted by:

*Solution 1:* relocate the senior high French Immersion program to Salisbury Composite High; and

*Solution 2:* balance senior high enrolment by redesignating senior high students living in the Lakeland Ridge attendance area to Bev Facey Community High.

EIPS analyzed the data and has begun work to develop a draft transition plan to ensure smooth transitions. The Division will have the draft transition plan ready for feedback in late January 2025.

### Survey Overview

EIPS invited impacted students, families and staff to participate in an online survey. The purpose: To begin developing an implementation plan to ensure a successful transition for students, staff and families. In this Phase, the Division sought input about what's important to stakeholders, their needs, what they're excited about, challenges and any concerns they have. The survey ran in fall 2024 from November 7-20.

## Who We Heard From

Below is a breakdown of who responded to the Transition Planning Engagement Survey:

- *Total responses:* 1,063
- *Impacted staff:* 61
- *Impacted student:* 655
  - Secondary French Immersion students
    - 131 from Sherwood Park; 173 from Ardrossan
  - Secondary students redesignated to Bev Facey Community High from the Lakeland Ridge boundary
    - 301 from Lakeland Ridge
    - 20 from Strathcona Christian Academy Secondary
    - 15 from F.R. Haythorne Junior High
    - 1 from Next Step Outreach
  - 5 students stated “other” and didn’t list a school or listed a school outside of EIPS boundaries
  - 13 students were from Salisbury Composite High and impacted by both Solution 1 and Solution 2
- *Parent or caregiver of a student:* 293
  - French Immersion
    - 108 from Sherwood Park
      - 47 from École Campbelltown
      - 15 from Heritage Hills Elementary
      - 46 from Sherwood Heights
    - 124 from Ardrossan and Fort Saskatchewan
      - 16 from Ardrossan Elementary; 79 from Ardrossan Junior Senior
      - 29 from École Parc
  - redesignated to Bev Facey Community High from the Lakeland Ridge boundary
    - 4 from Bev Facey Community High
    - 3 from Clover Bar Junior High
    - 11 from Davidson Creek Elementary
    - 53 from Lakeland Ridge
    - 5 from other EIPS schools in Sherwood Park
- *Parent of an impacted student and an EIPS staff member:* 54
- *Respondents impacted by Solution 1:* 495
- *Respondents impacted by Solution 2:* 399
- *Respondents impacted by both Solution 1 and Solution 2:* 149

## Methodology

The Division developed a qualitative survey to gather information from stakeholders—students, families and staff to assist in developing a successful transition plan. Specifically, stakeholders were asked the following qualitative questions—each will help inform the draft transition plan:

1. What are you most looking forward to about the change?
2. What concerns you about the transition?
3. What specific needs do you foresee related to the change?
4. What suggestions or ideas do you have to ensure a smooth transition?
5. What, if any, transportation concerns do you have?
6. What specific factors should the Division consider when developing a transition plan?

*NOTE: The survey questions were numbered differently in the actual survey, as there were demographic questions that preceded the open-ended responses.*

## KEY THEMES

To determine key themes, EIPS separated the data into two solutions—Solution 1 and Solution 2. Solution 1 focused on transitioning the senior high French Immersion program. Solution 2 focused on redesignating senior high students living in the Lakeland Ridge attendance area to Bev Facey Community High. Each was aggregated into four groups—students, staff, families, and EIPS staff members who are also parents. The qualitative responses for each of the six questions were coded and analyzed to uncover reoccurring patterns and key themes that resonated across stakeholder groups—captured in the “What We Heard” sections of this report.

# WHAT WE HEARD: SOLUTION 1

## *RELOCATING THE SENIOR HIGH FRENCH IMMERSION PROGRAM TO SALISBURY COMPOSITE HIGH*

### SURVEY QUESTION 1:

What are you most looking forward to about the change?

Respondents were asked to provide an open-ended response explaining what they are most looking forward to about Solution 1. Outlined below are the key themes that emerged from students, families and staff who responded to the survey question. While the question was developed to capture what respondents are most looking forward to, some respondents impacted by Solution 1 chose to use the space to highlight concerns. As such, positive themes were captured, but other information that did not address the question is detailed in the next section on concerns. As key themes were not the same across respondent groups, they have been disaggregated below. Outlined below are the six key themes identified.

#### STUDENTS

**Social Connections:** The desire to maintain friendships is a significant theme. Many respondents expressed hope about being with friends at the new high school or meeting new people—highlighting the importance of social ties during this transition. Often, French Immersion students remain with many of the same students in a class for their entire education, so the opportunity to meet new people in senior high is seen as a positive. That said, some students express concern about losing social connections with the move of the senior high program from Ardrossan Junior Senior High.

**Accessibility and Convenience:** Many Sherwood Park-based students appreciate Salisbury Composite High's closer proximity, which will reduce their travel time to and from school. Accessibility and convenience arose as another positive theme. That said, students from other communities also express concerns about accessibility and convenience.

**Programming and Extracurricular Opportunities:** Many students look forward to continuing their French Immersion education and the possibility of enhanced offerings in the new environment, including staying committed to the French program. Also, students are excited about the prospect of a new school and meeting new teachers and classmates. As well, many students expressed hope that the new school will offer better opportunities and a wider variety of programs, which could enhance their educational experience. On the other hand, some students did say they are apprehensive about the changes and the loss of existing extracurricular programs, such as drama and band.

**Logistics:** Students mentioned practical issues like bus routes and travel distance, indicating that these factors significantly affect their overall sentiment about the transition. Therefore, it is important to communicate logistical details.

Sample comments pulled from the student survey:

- *“We will be closer to home, so we will have shorter bus rides.”*
- *“The school will be closer to my home and my friends will also go to Salisbury.”*
- *“I’m looking forward to being with friends from other schools.”*
- *“I will get to stay in French and be with my friends.”*
- *“We will be closer to home, so we will have shorter bus rides.”*

## PARENTS AND CAREGIVERS

The responses from families reveal several themes regarding their feelings about the transition to a new school and the implications for their child’s education. The key themes identified by parents and caregivers are highlighted below.

**Valued Continuity of French Immersion:** Many respondents express happiness that the French Immersion program continues to be recognized and valued within the education system. Families appreciate efforts are being made to maintain a kindergarten to Grade 9 French Immersion schools while transitioning to the senior high program and setting. Some respondents expressed hope the changes will lead to enhancements in the French Immersion programming, and there is a general willingness to see if the new structure can provide better educational opportunities. There are also some respondents, however, who are uncertain about the changes and if they will enhance the programming as promised.

**Programming and Extracurricular:** With respect to extracurricular opportunities, many parents are optimistic about the prospect of their children attending a larger school, which may offer more options, extracurricular activities, and resources that can enrich their educational experience. There are others, however, who say they prefer the program to remain in a rural and smaller school setting.

**Social Connections:** Parents hope that being in a larger school will provide their children with more opportunities to meet new friends and build a broader social network. Meanwhile, a few parents were also concerned about the loss of friendships when their children moved from Ardrossan Junior Senior High to Salisbury Composite High.

**Access and Proximity:** Many comments point out the potential benefit of shorter commutes for students living closer to Salisbury Composite High. Meaning increased time for after-school activities and less travel-related stress—a theme captured by respondents from Sherwood Park. However, some respondents worry about the potential length of bus rides for students, particularly those from rural areas such as Ardrossan and Fort Saskatchewan.

Sample comments pulled from the parent survey:

- *“I am extremely happy that French Immersion continues to be a valued program in EIPS and that consideration was given to program continuity with respect to maintaining a K-9 French Immersion school and moving only the grades 10-12 French Immersion program to an appropriately placed high school. Thank you.”*
- *“Convenience of location and son staying with friends. Having a bilingual program.”*
- *“Not having my child go out to Ardrossan for high school, making busing and commuting easier, as well as maintaining friendships.”*
- *“Kids will be in town, shorter bus ride or they can walk.”*

## STAFF

In total, 32 staff members responded to the question, “What are you most looking forward to about the change?” The responses reveal a few themes regarding the transition to a new school and its implications for both students and staff. The two key themes identified by staff are highlighted below.

**Access and Proximity:** Respondents highlighted having a senior high French Immersion in Sherwood Park will help to keep more students in the French Immersion program for the entirety of their schooling in EIPS.

**Programming:** The possibility of more French Immersion students in EIPS could lead to more classes being offered and potentially offering different streams —such as Mathematics 30-2.

Sample comments pulled from the staff survey:

- *“Looking forward to the opportunity for greater accessibility and flexibility in language education.”*
- *“I am hoping that this move encourages more Grade 9 students in Sherwood Park to continue pursuing French Immersion as they transition into Grade 10.”*
- *“The opportunity to grow the French Immersion high school program in Sherwood Park and offer more options and interesting courses as well as offer a consistent program after the junior high and elementary program.”*

## Survey Question 2:

### What concerns you about the transition?

Respondents were asked to provide a response explaining what concerns them about Solution 1. Outlined below are the themes that emerged from students, families and staff who responded to the survey. The responses were similar across all groups. As such, the themes are aggregated and reported holistically. Together, the responses reveal seven themes regarding concerns and feelings about the transition to a new school and the implications for their education. Outlined below are the key themes identified.

**Anxiety About Change:** Many students and their families expressed varying degrees of anxiety about the transition, including worries about students adapting to a new school environment, teachers and classmates. The anxiety is particularly pronounced for those in their final years of senior high at Ardrossan Junior Senior High. For these students, leaving familiar friends, teachers and school culture is a repeated concern. The fear of being the “new kid” and not fitting in was also identified as a concern. As well, some respondents are concerned about the impact on Ardrossan's community and culture. The concern comes from losing the second language program and the student population, which could affect the ability to offer varied programming. Meanwhile, staff are worried about the stability of their jobs and changes to their assignments.

**Educational Continuity:** Students worry about the potential disruption to their academic paths, particularly regarding the availability of French immersion classes, band programs and other extracurricular activities. Some students and families are also concerned they may not receive the same level of support and quality of education in the new school environment. Another concern area was the transition timing, particularly for students entering Grade 10 in 2025-26. They don't want to move to Ardrossan Junior Senior High for one year and then transition again to Salisbury Composite High for Grade 11—adding an extra transition. In fact, many reported they are considering not attending Ardrossan Junior Senior High in Grade 10 and leaving the French Immersion programming to attend Salisbury for all of senior high. Meanwhile, for those living in Fort Saskatchewan, there was concern about the number of school transitions for students—elementary in Fort Saskatchewan, junior high in Ardrossan and senior high in Sherwood Park—making it more difficult for these learners to connect with a community if they are transitioning to three different communities.



**Logistical Concerns:** Students, families and staff are worried about practical issues such as staffing processes, longer bus rides, transportation arrangements and the potential overcrowding at Salisbury Composite High. Concerns about crowded hallways and insufficient resources were also noted. Some respondents also ask for early communication about the transition—some before the returning student registration process begins, to help make informed decisions.

**Recruitment and Teacher Retention:** All stakeholder groups shared concerns about staffing and teacher retention—particularly if French Immersion teachers are required to teach English classes and French classes. Others are concerned about attracting and retaining specialized teachers for the French Immersion program. Also heard were concerns about the quality of education and whether the teachers are new or unfamiliar with the curriculum. And, others are concerned moving the senior high French Immersion program could result in some teachers not having a full course load in French—again, making it challenging to attract and retain qualified teachers.

**Impact on Extracurricular Activities:** Some respondents express concern about losing access to extracurricular programs, such as band and sports—important to their school experience. The concern specifically is they won't be able to participate in these activities at Salisbury Composite High as there are so many students vying for similar spots.

**Graduation and Identity:** The emotional significance of graduating with peers from the current school is emphasized, as students, families and staff feel changing schools will undermine students' identity and connection to their community. In fact, there is a general desire for students to start and finish senior high at the same school, with most Ardrossan Junior Senior High staff, students and families advocating for students going into Grade 12 to finish the French Immersion program at the senior high they started and not have to move for their final.

**Long-Term Predictability:** Some respondents expressed concern about the long-term stability of the French Immersion program and the possibility of further changes in the future—indicating a desire for a more secure educational pathway.

Sample comments pulled from the survey:

- *“I am concerned that the French Immersion program might be relocated in a few years if the program grows well and gets a lot more students for the building capacity.”*
- *“Being part of a school of this size is a major concern. Leaving established friendships with the English students at Ardrossan, having qualified teachers split between the junior high and high school, the lack of a French Immersion culture, a larger student body population meaning less access to school sports teams.”*
- *“I'm afraid we may have to abandon the French Immersion program to not drown in commitments in three different communities. I also fear that my children will not have a strong sense of community since they are changing three times.”*
- *“School busing, the distance from Salisbury to Fort Saskatchewan.”*
- *“Staffing. I have concerns over where the current French Immersion high school teachers will be teaching and potentially losing some great teachers in the change. Thus, leading concerns over having solid French Immersion teachers teaching high school after the change at Salisbury.”*
- *“The quality of instruction for French students. The band option for moved French students. The environment and scheduling of options for French students.”*
- *“My son will be in Grade 12 when the proposed transition changes. By that time, he will have made a lot of friends, become part of the Ardrossan high school teams, etc., and it is not fair to make him move schools for his Grade 12 year when he should be able to stay and graduate with his peers and play on the teams he has become a part of.”*

- *“I am concerned about the program’s survival and that there will be the numbers to continue offering all the courses we currently do.”*

Collectively, these themes reflect the complexities of emotions and concerns regarding the transition, highlighting the importance of addressing respondent concerns by implementing solutions and providing support throughout the process.

## Survey Question 3:

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

Respondents were asked to identify what they specifically need, in terms of programming and services, to ensure the smoothest transition possible related to Solution 1. Outlined below are the themes that emerged from students, families and staff who responded to the survey. The responses were similar across all groups. As such, the themes are aggregated and reported holistically. Together, the responses reveal 10 themes regarding needs related to the transition to a new school. Outlined below are the key themes identified.

**Communication and Involvement:** Respondents stress the importance of open and transparent communication with families, students and staff. Keeping all stakeholders informed and involved in the transition process is crucial for building trust, addressing concerns and supporting a smooth transition. Specifically, they want clear, timely and consistent information about the change, transition timelines, programming, prerequisites and related post-secondary opportunities. Respondents also want the Division to ensure stakeholders are involved and heard throughout the transition planning development process.

**Busing and Transportation:** The need for effective and efficient busing options is strongly emphasized, especially for students living in rural areas. Concerns about long bus rides, extra stops and the overall inconvenience of transportation are also emphasized.

**Support for Students and Staff:** Many comments highlight the need for adequate support for both students and teachers during the transition—including ensuring teachers are well-prepared to handle the influx of new students and students receive the emotional and academic support they need to succeed throughout the transition process. All stakeholder groups also feel strongly about creating a welcoming environment for new students and staff—through various school tours and onboarding activities. Collectively, it’s felt, these will help ensure support, stability and continuity for all students, especially those anxious about the move and those with special needs. Equally important is ensuring the school has qualified French Immersion staff, French-speaking administrators who can support students in French Immersion.

**Program Integrity and Course Offerings:** Respondents are concerned about whether all current French Immersion courses will be available at Salisbury Composite High. They want assurances the school will continue to offer core subjects in French and maintain the quality of education.

**Capacity and Space Issues:** Many responses indicate worries about Salisbury Composite High's physical capacity and whether it can accommodate the additional French Immersion students without compromising the quality of education for all students.

**Gradual Transition:** All stakeholder groups stress the need for a gradual transition process. Many respondents suggest that a more measured approach will help students adapt better to the new environment and reduce anxiety.

**Retention of French Immersion Students:** There is concern about students opting out of the French Immersion program because of the transition. As such, many suggest the Division should implement strategies to retain these students and ensure an appealing program.

**Community and Culture Considerations:** Respondents expressed a desire for the French Immersion program to maintain its cultural integrity and connection to the community. They also noted concerns about integration and the social dynamics between French and English students in a larger senior high school.

**Mental Health and Emotional Well-being:** The potential impact of the transition on students' mental health is a recurring theme. Ensuring students have access to mental health resources during this period is critical.

**Long-Term Planning:** There are calls for thoughtful long-term planning regarding the French Immersion program's future, including staffing, course offerings and infrastructure needs.

Sample comments pulled from the survey:

- *“The need to prepare children ahead of time for the change to make it as smooth as possible. The need for open communication so that families feel involved and heard.”*
- *“Proper information on the transition. When will it take place and how? Exact timelines? Who will the teachers be? Are they French? How will the school be prepared to take in these new students? Will they be prepared with more than just an assembly and newsletter? Will there be support resources for the moved students? Will the new students be accepted into the student body, and how?”*
- *“Transportation will be a huge issue for the majority of French Immersion students who currently attend Ardrossan. Many French Immersion students live rurally or in Fort Saskatchewan, and we are very concerned with the even longer bus ride they will have to take to maintain their French Immersion.”*
- *“Busing and more driving back and forth between our home community and Sherwood Park if they participate in extracurricular activities.”*
- *“French leadership in the school to support the French teachers and students.”*
- *“A need for stability and continuity for students and staff.”*
- *“Staff at Salisbury will need to be supportive of the new French Immersion program in order for it to be successful.”*
- *“My student with specialized supports would require the transition to a smooth one. School tours and meetings of teachers and EAs would be required to help settle into a new routine.”*
- *“The students who will be in high school will need a lot of supports for mental health.”*

These 10 themes highlight the complexities of the transition and the various factors that EIPS needs to address to ensure a smooth and successful implementation of the French Immersion program at Salisbury.

## Survey Question 4:

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

Respondents were asked to provide a response explaining what they'd like to see included in the transition plan about Solution 1. Outlined below are the themes that emerged from students, families and staff who responded to the survey. The responses were similar across all groups. As such, the themes are aggregated and reported holistically. Together, the responses reveal seven themes around possible ideas and suggestions to ensure a smooth transition. Outlined below are the key themes identified.

**Grandfathering Current Students:** There is a strong emphasis on allowing current students to complete their education at their existing school without disruption. The idea is it will help maintain continuity for students who have been part of the program for years. At the very least, allow Grade 12 students to graduate at Ardrossan versus moving their final year.

**Impact on Senior High Programs:** The potential effects of the transition on senior high programs at Ardrossan Junior Senior High need to be carefully evaluated—including understanding how the transition will affect existing classes, extracurricular activities and student engagement.

**Retention of French Immersion Students:** The Division should focus on strategies to encourage students based in Ardrossan and Fort Saskatchewan to remain in the French Immersion program. Understanding their concerns about moving to a larger senior high is crucial for retention. Respondents with students attending from Sherwood Heights Junior High also stress their preference to have their child not move to Ardrossan for Grade 10 and then, in Grade 11, transition to Salisbury—meaning, offering a French Immersion program at Salisbury Composite High before the official change takes place.

**Communication and Stakeholder Engagement:** Some respondents also suggest the Division prioritize open communication with students, families and educators to gather feedback and address concerns. The thought is a collaborative approach will lead to a more effective transition plan. Suggestions were also provided for hosting regular updates at staff meetings and in emails to families to facilitate ongoing input throughout the development of the transition plan. There were also ideas around engagement—specifically consulting teachers and staff who are experienced in the French Immersion program and continuing to engage students when developing the transition plan. Many students also shared their discomfort with transitioning to a large senior high school, suggesting that the Division engage with students to develop strategies, support systems and resources to help alleviate their fears.

**Consideration of Student Needs:** The plan should consider the individual needs of students during the transition, including emotional support and academic accommodations, student well-being, minimal impact on learners, graduation needs, school of choice, school tours and program communication to support integration into the new school.

**Long-Term Sustainability of the Program:** The Division should consider the long-term implications of the transition to French Immersion program and ensure it remains viable and appealing to current students and future students.

Sample comments pulled from the survey:

- *“Transition a grade at a time so we can continue to offer as many courses as possible. Teachers can teach a semester at each school. A slow transition will guarantee the success of the program instead of having to rebuild for the next five to six years.”*
- *“Start all Grade 10 students at Salisbury Composite High to avoid a second transition.”*
- *“Ensure that there are at least two French Immersion offerings available to students currently enrolled in Grade 10 French Immersion for their Grade 12 year (the first year Salisbury takes over the program). So that those students are able to complete their French Immersion diploma.”*
- *“Lots of communication, open houses and meet-and-greets for students, staff and parents.”*
- *“Focusing on creating a strong support system for students transitioning to Salisbury Composite High, particularly for those who are new to the school or the dual-track system. Mentorship programs.”*
- *“Ensure there are counselling supports and locations available for students.”*

Collectively, these seven themes reflect the complexities of the transition process and highlight the need for a thoughtful and inclusive approach to planning. Addressing these areas can help ensure a successful transition for students, families, and educators alike. It is also important to have timely, ongoing communication that considers transition suggestions for next year.

## Survey Question 5:

### What, if any, transportation concerns do you have?

Respondents were asked to provide an open-ended response explaining what student transportation needs are getting to and from school related to Solution 1. Outlined below are the themes that emerged from students, families and staff who responded to the survey. The responses were similar across all groups. As such, the themes are aggregated and reported holistically. Together, the responses reveal seven themes regarding transportation needs related to the change. Outlined below are the key themes identified.

**Length of Bus Rides:** Many respondents express concerns about possible increased bus ride times for students, especially those coming from rural areas. The potential for long commutes is a significant issue for families and students alike. Longer bus rides are seen as detrimental to students' daily lives, affecting their ability to participate in extracurricular activities and complete homework. In general, respondents are worried about the impact on their children's schedules and overall well-being.

**Busing Logistics:** The need for efficient bus routes and schedules was emphasized, with requests for optimized bus routes to minimize travel time. Concerns about transfers and the complexity of getting to school are prevalent. The transportation plan is also a concern—fearing it won't adequately consider the needs of families living outside Sherwood Park, particularly those from rural areas. Many respondents also desire simpler transportation solutions, such as direct bus routes that don't require multiple transfers, to make commuting easier.

**Safety Concerns:** Some responses highlight safety issues related to bus transportation, such as concerns about overcrowded buses and the security of bus stops. Longer bus rides and icy roads were also expressed, especially for families living in Ardrossan and Fort Saskatchewan.

**Transportation Reliability:** The need for reliable transportation options is a recurring theme, especially for families who rely on school buses because of work commitments. Families expressed the need for assurance their child will have access to transportation. Bus cancellations during inclement weather were also a concern, especially for students with long bus rides, who would likely stay home without bus transportation options.

**Cost and Funding:** Some respondents expressed concerns about the potential costs of increased transportation needs, wondering if their fees would increase for longer bus rides or more complex routes.

**Parking and Traffic Issues:** Respondents also expressed concerns about parking availability at Salisbury Composite High—especially with an influx of students. Similarly, others highlighted the need for effective planning to accommodate the school's increased traffic and parking demand.

**Emotional and Physical Well-being:** The impact of long bus rides on students' mental health and physical well-being was noted, with potential implications for student stress levels and overall engagement in school.

Sample comments pulled from the survey:

- *“Currently, French Immersion students are being picked up in Fort Saskatchewan and dropped off at Ardrossan ... three hours a day that they are on the bus ... Please consider not only the daily impact on these students, but also the long term. The accumulated time in a week, month, year and years that this has an effect on the students and perhaps choices the family might have to make, including retention of the program.”*
- *“I don't like that my child will have to drive in Sherwood Park if we allow her to drive. I also don't want the bus ride to be any longer than it already is.”*
- *“Bus cancellations often called after parents have left for work, which is OK when school is close enough to walk but will result in missed classes when the school is so far away.”*
- *“A longer bus ride or transferring buses.”*
- *“Length of commute, number of transfers.”*
- *“Busing costs should not be impacted by this change.”*
- *“Salisbury is already the transfer point, yet you say that direct busing will be longer than utilizing the current transfer point. Is there enough room for more buses at Salisbury?”*
- *“What am I supposed to do for my sports if I can't get home on time to get ready?”*

These seven themes underscore the importance of addressing transportation as a critical component of the transition plan, ensuring students can access their education without undue burden.

## Survey Question 6:

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

Respondents were asked to provide a response explaining what they'd like to see included in the transition plan related to Solution 1. Outlined below are the themes that emerged from students, families and staff who responded to the survey. The responses were similar across all groups. As such, the themes are aggregated and reported holistically. Together, the responses reveal eight themes regarding factors EIPS should consider when developing the transition plan—many of which were highlighted in previous questions, indicating consistency in the themes throughout all questions. Outlined below are the key themes identified.

**Communication and Transparency:** All stakeholder groups emphasized the need for clear, consistent communication about the transition process with families, students and staff. Engaging stakeholders early and often is crucial for building trust and addressing concerns.

**Support for Students and Families:** Many respondents highlighted the importance of providing adequate support for students during the transition, particularly for those with special needs or who may struggle with changes—such as providing needed emotional and academic support.

**Transportation Supports:** Issues surrounding transportation, including long bus rides, the need for efficient bus routes and overall accessibility, are also significant concerns. Suggestions include optimizing bus routes, keeping bus fees low and ensuring reliable transportation options for all students.

**Program Integrity:** There is a desire to maintain the quality and availability of French Immersion programs and course offerings at Salisbury Composite High. Respondents from all stakeholder groups want assurances the school will continue to offer essential subjects—taught by qualified teachers.

**Retention of Teachers:** All stakeholder groups emphasize the importance of retaining experienced French Immersion teachers during the transition. The idea: Ensuring students have access to familiar educators will help ease the transition process.

**Gradual Transition:** Many respondents asked the Division to develop a gradual transition plan rather than implement a sudden change. A phased-in approach may help students adapt more comfortably to the new environment.

**Community and Cultural Considerations:** The need to maintain a sense of community and cultural integrity within the French Immersion program was emphasized—one that fosters a positive school culture that welcomes all students.

**Infrastructure and Capacity:** Respondents from all stakeholder groups asked for sustainable planning related to Salisbury Composite High's physical space and capacity to ensure the school can accommodate the incoming students—with classroom space and resources.

Sample comments pulled from the survey:

- *Communicate clearly and often with parents and students affected.”*
- *“Social impacts and mental health of students having these transitions, especially from Ardrossan to Salisbury. This is a crucial time in their development, and this could be very impactful for them.”*
- *“Involve my French Immersion colleagues to ensure a smooth transition. The district is missing out on a wealth of information.”*
- *“The school district could provide parents with details on updated bus routes, schedules, or even offer discounts or partnerships with local transportation services. For students who may live further away, consider staggered school start times to alleviate congestion and ensure safe transport.”*
- *“French Immersion teachers are well supported throughout the transition so that they can provide high-level programming.”*
- *“Not only looking at the next three to five years. Looking beyond that for longer-term solutions that may be initially more expensive but cheaper in a seven-to-15-year timeframe.”*

These eight themes reflect the complexities of the transition process and highlight the need for a thoughtful and inclusive planning approach. EIPS will address these areas to ensure a successful transition for everyone.

## WHAT WE HEARD: SOLUTION 2

*BALANCE SENIOR HIGH ENROLMENT BY REDESIGNATING SENIOR HIGH STUDENTS LIVING IN THE LAKELAND RIDGE ATTENDANCE AREA TO BEV FACEY COMMUNITY HIGH.*

### Survey Question 1:

What are you most looking forward to about the change?

Respondents were asked to provide an open-ended response explaining what they are most looking forward to about Solution 2. The key themes that emerged from students and families who responded to the survey question are outlined below. Since key themes emerged similarly across all stakeholder groups, they are reported holistically. Together, the responses reveal three themes regarding what respondents look forward to about the change, which EIPS will consider developing the transition.

**Programming and Extracurricular:** All stakeholder groups commented on looking forward to enrolling at Bev Facey Community High and its school resources, specifically regarding the additional optional courses, extracurricular activities and athletics. Many also shared that they are pleased that both senior high schools in Sherwood Park will have balanced enrolment. Currently, only one junior school, F.R. Haythorne Junior High, feeds into Bev Facey. Having Lakeland Ridge also feed into Bev Facey will help increase enrolment, which many said is beneficial. The hope: By balancing enrolment in Sherwood Park, class sizes will decrease and allow for better distribution of staffing and resources across both sites.

**Social Connections:** The survey also revealed a theme related to social opportunities for students. Many commented they are looking forward to making new friends and meeting new people. As well, many respondents commented the main driver in deciding what senior high to attend is the desire to be with friends—with many Lakeland Ridge-based students already attending Bev Facey. As such, redesignating all students from Lakeland Ridge to Bev Facey will help more friend groups transition together.

**Access and Proximity:** Several respondents indicated they are looking forward to the change because Bev Facey is closer to their home. The comments highlighted the potential benefit of shorter commutes and the availability of biking and walking trails for students when going to and from school.

Sample comments pulled from the survey:

- *“Bev Facey has a smaller enrolment and technically only one feeder school right now. This would help even out enrollment.”*
- *“Meeting new people.”*
- *“Most of the people from Lakeland being at the same school as me.”*
- *“I want to go to the same school as my friends.”*
- *“Pleased about the change! I would have enrolled my children at Bev Facey anyway due to proximity.”*
- *“Going to a school that is closer to my house and is less of a drive.”*

## Survey Question 2:

### What concerns you about the change?

Respondents were asked to provide an open-ended response explaining what they are most concerned about in Solution 2. Concerns centred around transportation and choosing what senior high they will attend. Conversely, several respondents indicated they had no concerns at all. Of the concerns noted, many focused on transitioning to senior high from junior, regardless of whether new boundaries are in place—falling behind in coursework, unfamiliarity with a new school and the schoolwork getting harder. Since key themes emerged similarly across all stakeholder groups, they are reported holistically. Together, the responses reveal three themes regarding what respondents are concerned about and feelings about the transition, which EIPS will consider developing the transition. Outlined below are the key themes identified:

**School of Choice:** Respondents highlighted a fear of losing the ability to choose where they attend high school, or “school of choice,” when the attendance boundaries changes come into effect. Both students and families spoke about the desire to choose where they attend senior high—specifically, fears about being unable to attend their current school and changing part-way through their senior high experience. As a side note, while this is a theme concern, both Salisbury Composite High and Bev Facey Community High are open boundary schools, so impacted students can choose to attend either school during—selected during the returning student registration process.



**Transportation:** Overall, concerns about transportation were similar to those heard in Solution 1—bus ride times, the number of bus routes and access to transportation. Some more general transportation concerns were also raised, including transfer sites, the high volume of students at a transfer site and other transportation methods to get to the school, such as walking or driving. Concerns were also raised about transportation logistics, with siblings attending different schools and co-ordinating transportation between each school site.

**Attending School with Siblings:** Another area of concern, highlighted numerous times by both students and families, is the desire to have siblings attend the same school, regardless of EIPS’ attendance boundaries. As a side note, [siblings of students currently attending a non-designated school](#), including a school with a closed boundary, are permitted to register at the same school, if the newly registered sibling attends the school at the same time as the already registered sibling.

Sample comments pulled from the survey:

- *“I want to make sure my child can still attend Salisbury, as that is my preferred school.”*
- *“The change will occur the year after my child moves to high school, so she will be looking to choose the school that best suits her, not based on boundaries.”*
- *“Transportation. I might have to take two buses if I went to Bev Facey.”*
- *“I’m concerned about bus schedule and fees. My son will be in grade 12 that year, and although he would then be designated to Bev Facey, he would want to graduate from Salisbury....”*
- *“Having one child going into Grade 12 during the switch, who has already had 2 years at Salisbury and having another child just starting Grade 10. I don’t want to switch schools for my oldest in her Grade 12 year, but if we go with the correct zoning, she will have to.”*
- *“My brother is at Salisbury, and I want to go to school with my brother.”*

Collectively, these themes reflect the complexities of emotions and concerns regarding the transition, highlighting the importance of addressing respondent concerns by implementing solutions within the transition plan.

## Survey Question 3:

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

Respondents were asked to provide an open-ended response explaining what programming and services they specifically need to ensure the smoothest transition possible for Solution 2. The key themes that emerged from students and families who responded to the survey question are outlined below. Since key themes emerged similarly across all stakeholder groups, they are reported holistically. Together, the responses reveal two themes regarding what respondents specifically need for a smooth transition, which EIPS will consider when developing the plan.

**Communication:** Respondents from each stakeholder group asked for clear, timely and transparent communication about the changes, including the reasons for the redesignation, transportation details, the impact on school programming, boundary information, registration details and available programming. Some respondents also used the survey question to ask questions and hope for timely answers. Meanwhile, some students worry about the change and their unfamiliarity with Bev Facey Community High’s programming, hoping communication from the Division will help alleviate some of their worries.

**Transportation:** In general, students and their families commented about how the changes in designation affect EIPS-provided transportation. Students and families require information from EIPS, including ride

time details, pick-up and drop-off locations and whether they are part of the transfer site. Other comments highlighted the need for busing to and from both Sherwood Park-based senior highs—available in all communities, including rural Strathcona County.

Sample comments pulled from the survey:

- *“Ensure students and parents know what differences and similarities between what each school offers both academically and with extracurricular activities.”*
- *“Better communication about the project.”*
- *“Transit for students.”*
- *“Busing may be a hassle.”*
- *“If there are any bus transfers.”*

Although only two major themes were identified, other transition needs were raised. Most of these are consistent with regular transitions to senior high from junior high: schoolwork support, a welcoming, inclusive, caring and safe school environments; social opportunities to ease the transition; and access to resources. Additionally, the Division was requested to communicate programming at each school, including optional courses, athletics and extracurricular activities.

## Survey Question 4:

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

Respondents were asked to provide an open-ended response to offer suggestions or ideas to help ensure smooth transitions related to Solution 2. The key themes that emerged from students and families who responded to the survey question are outlined below. Since key themes emerged similarly across all stakeholder groups, they are reported holistically. Together, the responses reveal four themes regarding suggestions and ideas to ensure a smooth transition, which EIPS will consider developing the plan.

*NOTE: Of the 244 responses to this question, 224 were from students and 20 from families.*

**Communication and Involvement:** Respondents from each stakeholder group suggested timely, consistent and clear communication is essential to ensure smooth student transitions. Suggested strategies include hosting public meetings and school open houses, dedicating a web page to the transition, providing details about programming, and timely and ongoing messaging.

**Support for Students:** Several ideas were also provided for possible student supports to help with the transition to a new school. These included hosting a new student orientation, welcome days, school tours and open houses. Other ideas involved peer mentoring with current students at the school and creating buddy systems.

**Grandfathering and Open Boundaries:** Respondents also suggested EIPS allow grandfathering for students currently attending Salisbury Composite High so that they can graduate from the school with their classmates. Similarly, many stakeholders expressed the importance of the Division maintaining open boundaries at both Salisbury Composite High and Bev Facey Community so students can choose the senior high school they attend, regardless of new boundaries.

**Transportation:** Again, transportation remained at the forefront of all stakeholders’ minds when identifying suggestions or ideas to ensure a smooth transition for students. Specifically, parents suggested ensuring all students have busing access and decreasing transfer stops. They also suggested creating an additional transfer site at Bev Facey and having direct busing to both Sherwood Park senior highs.

Sample comments pulled from the survey:

- *“Plenty of notice for upcoming change and clear guidelines.”*
- *“Letting people know exactly the plan in place, and letting people prepare for the change in zones and being aware of what school they will be attending.”*
- *“Host informational meetings for parents and students.”*
- *“Before the start of the school year, organize ‘Welcome Days’ for students transferring to Bev Facey. Students can meet their new peers, take a guided tour of the school, and participate in fun activities to ease nerves.”*
- *“Offer students the chance to attend either school.”*
- *“Ability for Grade 12s to stay at Salisbury.”*
- *“... maybe more time spent in bus transfer planning.”*

Collectively, these themes reflect the complexities of the transition process and highlight the need for a thoughtful and inclusive approach to planning. Addressing these areas can help ensure a successful transition for everyone.

## Survey Question 5:

### What, if any, transportation concerns do you have?

Respondents were asked to provide an open-ended response explaining what student transportation needs are getting to and from school related to Solution 2. The key themes that emerged from students and families who responded to the survey question are outlined below. Since key themes emerged similarly across all stakeholder groups, they are reported holistically. Together, the responses reveal two themes regarding what respondents look forward to about the change, which EIPS will consider developing the transition.

**Length of Bus Ride Times:** Like Solution 1, many students and families expressed concerns about increased ride times and bus efficiency—given the increased number of students coming from Lakeland Ridge to Bev Facey Community High. There were also concerns about whether there would be direct busing to Bev Facey from the Lakeland Ridge attendance boundary. Specifically, there was concern over the increased bus times if they had to go through the transfer station at Salisbury Composite High before continuing to Bev Facey or vice versa on the way home. On the other hand, some stakeholders are optimistic about the possibility of direct bus routes and shorter ride times.

**Safety:** Like Solution 1, safety was another area of concern for students and families. Concerns that emerged included overcrowded buses and longer ride times, which could make buses less safe. Students also raised safety concerns about bus travel during inclement weather and in icy conditions. Also highlighted was the concern over how to get to school when buses are cancelled, particularly for students with family members who all work.

Sample comments pulled from the survey:

- *“Make sure to have direct buses from Lakeland to Bev Facey.”*
- *“I walk to school right now. If I go to Bev Facey I won’t have my licence yet. So, I will have to take the bus and Bev Facey is a longer bus ride than Salisbury.”*
- *“Overcrowded buses. Too many children to one seat, kids sitting on the floor of the bus. We need more buses in the district.”*
- *“Both of the schools are quite far..., so travel concerns are definitely increased, especially in the winter for accidents.”*

These two themes underscore the importance of addressing transportation as a critical component of the transition plan, ensuring students can access their education without undue burden.

## Survey Question 6:

### What specific factors should the Division consider when developing a transition Plan?

Respondents were asked to provide an open-ended response explaining what they’d like to see included in the transition plan related to Solution 2. The key themes that emerged from students and families who responded to the survey question are outlined below. Since key themes emerged similarly across all stakeholder groups, they are reported holistically. Together, the responses reveal three themes regarding factors EIPS should consider in developing the transition—which were highlighted in previous questions, indicating consistency in the themes throughout all questions. Outlined below are the key themes identified.

**Communication and Involvement:** Stakeholders want to be well informed and for communication to be clear, timely and ongoing, both from the Division and individual schools. Information and clear communication crossed all survey areas and included ensuring families are provided information regarding registration processes, programming, and extracurricular opportunities offered at both schools. Also expressed is the desire for easy-to-understand information so it’s accessible to all stakeholder groups. Lastly, stakeholders also want all voices to be heard throughout the process and for the Division to continue gathering feedback to ensure the smoothest transitions possible.

**Social and Emotional Well-Being of Students:** Stakeholders from each group spoke about ensuring the transitions minimize stress and disruption on students’ emotional well-being. Respondents hope EIPS provides all required supports and services to learners—and shares these available supports and services with families. Also mentioned: The hope current Salisbury Composite High students are grandfathered into the school so they can graduate from the school and with their friends. As well, to decrease negative impacts on students’ social and emotional well-being, respondents emphasized the importance of school of choice and for boundaries to remain open at both senior highs in Sherwood Park.

**Transportation:** Once again, transportation was a key theme for stakeholders, specifically around the financial implications of the changes. Families don’t want to have to pay more for EIPS-provided transportation if they enable school of choice and attend a school outside of their boundaries. Bus ride times were also highlighted as an area the Division needs to consider when developing transition plans. There are concerns that ride times may increase because of the change, especially if students need to go through transfer sites.

Sample comments pulled from the survey:

- *“Keeping students and families informed.”*
- *“A huge factor is to make sure everyone is heard, and that needs/requirements are met through this whole process and flexibility is guaranteed for certain situations.”*
- *“Allowing high school choice.”*
- *“Consider that Salisbury students will want to complete their schooling at Salisbury. Although boundaries are open, if transportation fees aren't grandfathered for those students, there is a financial impact.”*
- *“Direct bus services to multiple schools to reduce bus times.”*
- *I think, if possible, there should be both direct bus service to Bev Facey from Lakeland in addition to bus service to Salisbury.”*

These three themes reflect the complexities of the transition process and highlight the need for a thoughtful and inclusive planning approach. EIPS will address these areas to ensure a successful transition for everyone.

## FREQUENTLY ASKED QUESTIONS

The survey responses were analyzed, and several frequently asked questions emerged. The questions are below. EIPS will answer all these questions in a supplementary document before the next public engagement session, which is anticipated to take place in late January 2025.

### THE DECISION

- Why is the senior high French Immersion program moving to Salisbury Composite High?
- Why is EIPS re-designating senior high students living in the Lakeland Ridge area to Bev Facey Community High?
- For this transition to work, the benefits have to outweigh the impact on students. So, what are the benefits of moving the senior high program to Salisbury Composite High?
- Is it 100% the French immersion is moving in two years?
- Why can't the change happen sooner, as in next year for my Grade 10 year?
- Why is EIPS shutting down the French Immersion program?

### TRANSITION

- When is the transition happening?
- Are we going to be the first students to be in the program?
- Will I have the same teachers as I do at Ardrossan Junior Senior High?
- Will I have different people in my class than I do now?
- Will I have a friend with me at the new school?
- Can you give tours to the Grade 9s? I feel as if it would help students get to know the change in scenery and place better.
- Is every affected student moving to Salisbury or Bev Facey Community High?
- What is the transition plan for students moving to the new Sherwood Park replacement school who currently attend École Campbelltown?
- Are you looking at ways to help students graduating in 2027 stay in Ardrossan for French Immersion?
- Will I be able to finish Grade 12 at Ardrossan Junior Senior High after the French program moves?

## ATTENDANCE BOUNDARIES

- Why won't Ardrossan Junior Senior High have open boundaries when the change takes effect?
- Will current French Immersion Ardrossan Junior High students be able to stay at the school if they switch to the regular English program?
- What if we don't want to go to Bev Facey Community High?
- Why can't senior high students living in the Lakeland Ridge attendance boundary stay at Salisbury?
- Will I be able to stay at Salisbury to finish high school if I am there already?
- Why will boundaries stay open for Solution 2?
- If I choose to go to Salisbury Composite High, can I switch to the English program for French?

## ENROLMENT AND CAPACITY

- How do you know there will be enough students in the senior high French Immersion program to make the program robust?
- What will happen if the French Immersion program's enrolment drops dramatically?
- What happens to the senior high French Immersion program if Salisbury Composite High gets too full?
- Will the junior high French Immersion program need to relocate out of Ardrossan if there is more growth?
- Can more portables be added to Ardrossan Junior Senior High to facilitate growth if needed?
- Why can't you just build another school to accommodate the growth?
- Will my children have any issues enrolling in the English program at Ardrossan Senior High if they choose to stop taking French Immersion, and will there be space?
- If both Salisbury Composite High and Bev Facey Community High have open boundaries, what is stopping Salisbury Composite High from becoming overcrowded in a few years?

## PROGRAMMING

- How long are the bell periods at Salisbury Composite High and Bev Facey Community High?
- How many periods do Salisbury Composite High and Bev Facey Community High have?
- What options do Salisbury Composite High and Bev Facey Community High offer?
- Does Salisbury Composite High have a robotics program for French Immersion students?
- Do Salisbury Composite High and Bev Facey Community High have a band class?
- Can French immersion students participate in the Salisbury Composite High and IB Programme?
- How will EIPS ensure comparable senior high programming at Salisbury Composite High and Bev Facey Community High?
- Do Salisbury Composite High and Bev Facey Community High have good sports teams, teachers and cafeterias?
- What are people like who attend Salisbury Composite High?
- Will there be special placements on sports teams for students transitioning to new schools?
- What alternatives will EIPS make for the current Grade 10 French Immersion students?
- How many French homerooms will there be?
- Will Ardrossan Junior Senior High offer French immersion for grades 7 through 9 after 2026-27?
- Why does the French Immersion program need to be impacted and not the English program?
- What is EIPS doing to enhance the French Immersion program and boost enrolment?
- What support will EIPS provide to students struggling with French Immersion programming?

## STUDENT TRANSPORTATION

- How will affected students get to and from Salisbury Composite High?
- How long will the bus ride be for rural students?
- What is the maximum busing time students from Ardrossan and Fort Saskatchewan can expect with the transition to Salisbury Composite High?

- Will direct busing from the Lakeland Ridge area be offered to both Salisbury Composite High and Bev Facey Community High?
- Where will the bus pick me up and drop me off?
- Will affected families be exempt from bus fees?

#### ENGAGEMENT

- Why was École Campbelltown not included in the list of schools at the beginning of the survey? Isn't it the replacement school?
- How will EIPS use the survey feedback from stakeholders?
- Why didn't EIPS engage families about balancing senior high enrolment in Sherwood Park?

#### STAFFING

- How will staffing be determined for the new Sherwood Park Replacement School? Will it be staffed by all employees currently at École Campbelltown and Sherwood Heights Junior High?
- How will EIPS staff the French Immersion program at Salisbury Composite High?
- How does Salisbury Composite High plan to staff the French Immersion program?

*NOTE: Some of the questions listed are edited for clarity, and some are a combination of multiple questions relating to the same topic.*

## CONCLUSION

The EIPS Transition Planning Engagement Survey connected with impacted stakeholders—students, families, and staff—who thoughtfully shared their needs and ideas for a smooth transition with the Division. Overall, responses varied, particularly related to Solution 1. Some respondents are excited about the senior high French Immersion program relocating to Sherwood Park and the possibility of a robust program. On the other hand, others are struggling with the change and grieving the loss of the program at Ardrossan Junior Senior High.

The responses to Solution 2 were fairly similar, with most respondents excited about the change. The concerns shared were typical of most school transitions: scheduling, available programs and courses, supports and services, social opportunities, extracurricular activities and transportation.

## Next Steps

EIPS will consider all the feedback gathered from the Transition Planning Engagement Survey to develop a draft transition plan—considering local needs, program and outcome requirements and strategies to enhance student achievement. In early 2025, the Division will share the draft plan and answers to the frequently asked questions at a public feedback session—collecting any further input stakeholders may have. EIPS will use the feedback collected to fine-tune a final version for the transition. One key learning from the input is a sense of urgency to put some strategies in place before the returning student registration process opens—specifically as it relates to French Immersion students to make informed decisions for the 2025-26 school. As such, EIPS will share the draft transition plan before the returning student registration process opens in February 2025.