

Draft Transition Plan

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.

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BACKGROUND

Throughout 2023, Elk Island Public Schools (EIPS) administration and the Board of Trustees conducted an extensive engagement effort to review and determine how best to address anticipated enrolment pressures in Ardrossan and enhance French Immersion program retention. Simultaneously, the Division explored 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 solutions align with the feedback heard, support divisional program goals, address enrolment concerns and are sustainable into the future.

To ensure EIPS gets the transition supports right, the Division has planned several consultation phases. Phase 1 included consulting impacted students, staff and families, which took the form of a survey that ran from Nov. 7-20, 2024. 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 developed a draft transition plan—using the survey data, considering local needs, program requirements and related outcomes-oriented strategies. Now, in Phase 3, the Division is sharing the draft plan with stakeholders and will host a public information session on Jan. 29, 2025. The purpose: to collect even more input from stakeholders, which will help fine-tune and perfect a final version—Phase 4.

SENIOR HIGH TRANSITIONS

Starting senior high is a big step on a person's educational journey. It's an exciting time that involves personal growth, new discoveries and opportunities. But, it can also be overwhelming, at times—for students and their families. Especially when it's a new transition like it is for students impacted by the decision to relocate to the senior high French Immersion program and balance senior high enrolment in Sherwood Park. For EIPS, supporting all students throughout the transition is a top priority. That's why EIPS wants to ensure the best possible transition plan for students, families and staff.

The following is an initial transition plan—based on the feedback provided through the EIPS Transition Planning Engagement Survey, which ran from November 7-20. It's important to keep in mind the plan is still in draft form and will likely involve more changes after gathering feedback from stakeholders. The first section relates to Solution 1. And, the second section relates to Solution 2. EIPS encourages all those impacted by the solutions—students, families and staff—to read through the plan and share their feedback with the Division about what they like and areas they may have concerns about.

What We Heard

The key themes that emerged from the EIPS Transition Planning Engagement Survey were programming, transportation, community, support for students and human resources. Specifically, stakeholders stressed the importance of:

- high-quality programming and education continuity;
- reliable, safe and equitable transportation;
- ensuring the senior highs maintain a sense of community and cultural integrity;
- program sustainability;
- adequate supports and services for all students;
- recruiting and retaining qualified staff; and
- clear and consistent communication.

SOLUTION 1

RELOCATE THE SENIOR HIGH FRENCH IMMERSION PROGRAM TO SALISBURY COMPOSITE HIGH

Transition Plan Summary

- Phase in French Immersion programming at Salisbury Composite High.
- Phase out French Immersion programming at Ardrossan Junior Senior High.
- Offer depth and breadth of programming, multiple choices in subject offerings and extracurricular activities.
- Maximize the amount of French language spoken in the learning environment.
- To earn a French Immersion certificate, students must earn 45 credits in courses taught in French—15 at the 30 level—applicable to students currently in Grade 9 or lower.
- Reasonable, equitable and safe student transportation options for all riders.
- Embed cultural activities and opportunities to ensure the program’s effectiveness.
- Robust enrolment—more than one class per grade—to enhance teaching quality and student learning.
- Ongoing enrolment projections to ensure long-term sustainability for robust programming.
- Provide consistent, structured transition programming for students moving to senior high school to help support readiness for academic and social expectations.
- Recruit and hire the best possible French Immersion staff.
- Ongoing communication throughout the transition process.

Educational Continuity and Programming

WHAT WE HEARD

Stakeholders stressed the importance of maintaining the quality and availability of programs, course offerings and extracurriculars. They also asked EIPS to ensure educational continuity, particularly the timing of the transition for students entering Grade 10 in the 2025-26 school year. For example, French Immersion students attending Sherwood Heights said they don’t want to attend Ardrossan Junior Senior High for Grade 10 and have to go to a new school the following year. Similarly, Ardrossan and Fort Saskatchewan students said they’re concerned about starting Grade 10 at Ardrossan Junior Senior High, then transitioning to Salisbury Composite High for Grade 11 in 2026-27. Instead, stakeholders asked EIPS to phase in the transitions to help students adapt more comfortably to the new environment. Meanwhile, students who are currently in Grade 10 at Ardrossan Junior Senior High and will enter Grade 12 in the 2026-27 school year—when the senior high French Immersion program is supposed to relocate to Salisbury Composite High—want to complete their senior high school programming at Ardrossan Junior Senior High.

EDUCATIONAL CONTINUITY

2025-26 SCHOOL YEAR TRANSITION PLAN

In 2025-26, based on the feedback provided, students entering Grade 10 French Immersion can choose to attend Salisbury Composite High or Ardrossan Junior Senior High—during the returning student registration process in February 2025. The goal: To give students entering Grade 10 a choice in where they want to start and finish senior high.

NOTE: Course offerings are dependent on student registrations and graduation requirements.

2025-26 DUAL-TRACK PROGRAMMING

School	Program	Grades
Ardrossan Junior Senior High	English	gr. 7-12
	French Immersion	gr. 7-12
Salisbury Composite High	English	gr. 10-12
	French Immersion	gr. 10

Students enrolled in French Immersion at École Parc Élémentaire are designated to attend Ardrossan Junior Senior for Grade 7. The junior high French Immersion attendance boundary for students residing in Fort Saskatchewan remains unchanged. During the returning student registration process, these students will have the option to attend Ardrossan Junior Senior High or Sherwood Heights Junior High—changing to Forest Grove School in 2026-27. If a program becomes oversubscribed, designated students will have priority, and a random selection process will occur for any remaining open spaces.

2026-27 SCHOOL YEAR TRANSITION PLAN

In the 2026-27 school year, based on the feedback provided, Grade 12 students remain at Ardrossan Junior Senior High to complete their French Immersion programming. The school will offer the minimum requirement of courses so Grade 12 students can complete their French Immersion certificate. Meanwhile, Salisbury Composite High will offer French Immersion programming for grades 10 and 11. Any student currently attending Ardrossan Junior Senior High can remain at the school for the regular English program.

NOTE: Course offerings are dependent on student registrations and graduation requirements.

2026-27 DUAL-TRACK PROGRAMMING

School	Program	Grades
Ardrossan Junior Senior High	English	gr. 7-12
	French Immersion	gr. 7, 8, 9, 12
Salisbury Composite High	English	gr. 10-12
	French Immersion	gr. 10, 11

2027-28 SCHOOL YEAR TRANSITION PLAN

In the 2027-28 school year, based on feedback provided, all senior high French Immersion will be offered at Salisbury Composite High. To earn a French Immersion certificate, students must earn 45 credits in courses taught in French—15 at the 30 level. EIPS will also continue to offer Grade 12 French Immersion students opportunities to write the [Diplôme d'Études en Langue Française \(DELF\)](#), an internationally recognized bilingual certification that assesses proficiency in the French language.

2027-28 DUAL-TRACK PROGRAMMING

School	Program	Grades
Ardrossan Junior Senior High	English	gr. 7-12
	French Immersion	gr. 7-9
Salisbury Composite High	English	gr. 10-12
	French Immersion	gr. 10-12

PROGRAMMING: COURSES AND EXTRACURRICULAR

COURSE OFFERINGS TRANSITION PLAN

Stakeholders told EIPS they want to ensure robust course offerings and extracurricular opportunities. As such, both Ardrossan Junior Senior High and Salisbury Composite High will continue to offer a wide range of core and optional courses and various sports and extracurricular activities—tailored to meet students' diverse needs, interests, skills and strengths.

- Program Overview: [Ardrossan Junior Senior High](#)
- Program Overview: [Salisbury Composite High](#)
- To learn more, visit ardrossan.ca and salcomp.ca

New in 2025-26, to ensure the French Immersion program is more robust, French Immersion senior high students must take 45 credits in courses taught in French over the three years to graduate with a French Immersion certificate—in previous years, the requirement was 30 credits. Fifteen credits must be obtained in French language arts, 15 credits at the 30 level, and the remaining must be earned by taking courses in mathematics, social studies and sciences—course offerings depend on student registration numbers.

NOTE: The new requirement does not apply to students entering Grade 11 or Grade 12 in 2025-26. These students still only require 30 French Immersion credits—10 credits at the 30 level—to graduate with a French Immersion certificate

Transportation

WHAT WE HEARD

In terms of transportation, stakeholders asked EIPS to include reasonable, equitable and safe student transportation options for all impacted riders in its transition plan.

BUS ROUTES AND RIDE TIMES

Annually, EIPS completes bus route optimizations to determine the most efficient ride times for students using the following criteria:

- number of students requiring busing
- location of students
- population density
- direct busing versus transfer busing
- length of route
- bell schedules
- funding and fees
- student safety
- bus capacity

ANTICIPATED BUS ROUTES AND RIDE TIMES

The following are the anticipated bus routes for impacted students and the approximate ride times. EIPS will complete an in-depth route optimization closer to school startup in 2025-26, 2026-27 and 2027-28

Ardrossan area: direct bus

Morning Route: pickup location to Salisbury Composite High

Afternoon Route: Salisbury Composite High to drop-off location

Average Ride Time: 40 minutes

Minimum Ride Time: 22 minutes

Maximum Ride Time: 81 minutes

NOTE: Ride times vary depending on where the rider lives. Routes may change, too, as they are based on current EIPS riders attending French Immersion.

Fort Saskatchewan area: transfer bus

Morning Route: pickup location to SouthPointe School transfer site to Salisbury Composite High

Afternoon Route: Salisbury Composite High to SouthPointe School transfer site to drop-off location

Average Ride Time: 49 minutes

Minimum Ride Time: 32 minutes

Maximum Ride Time: 65 minutes

NOTE: Ride times vary depending on where the rider lives. Routes may change, too, as they are based on current EIPS riders attending French Immersion.

Sherwood Park area: direct bus

Morning Route: pickup location to Salisbury Composite High

Afternoon Route: Salisbury Composite High to drop-off location

Average Ride Time: 21 minutes

Minimum Ride Time: 6 minutes

Maximum Ride Time: 43 minutes

NOTE: Ride times vary depending on where the rider lives. Routes may change, too, as they are based on current EIPS riders attending French Immersion.

Uncas area: direct bus

Morning Route: pickup location to Salisbury Composite High

Afternoon Route: Salisbury Composite High to drop-off location

Average Ride Time: 45 minutes

Minimum Ride Time: 26 minutes

Maximum Ride Time: 69 minutes

NOTE: Ride times vary depending on where the rider lives. EIPS may need to use the Uncas transfer site for some students in the morning. Routes may change, too, as they are based on current EIPS riders attending French Immersion.

Fultonvale area: transfer bus

Morning Route: pickup location to Fultonvale transfer site to Salisbury Composite High

Afternoon Route: Salisbury Composite High to Fultonvale transfer site to drop-off location

Average Ride Time: 54 minutes

Minimum Ride Time: 28 minutes

Maximum Ride Time: 86 minutes

NOTE: Ride times vary depending on where the rider lives. On average, ride times will decrease for students currently using the Fultonvale Transfer site by 20 minutes. Routes may change, too, as they are based on current EIPS riders attending French Immersion.

DIRECT BUSING VERSUS TRANSFER BUSING

EISP considers direct busing in areas with a high-density population of students who attend the same school. However, EIPS will transport riders using a transfer site if it shortens the ride time.

SAFETY

Safety is Student Transportation's No. 1 priority when planning all bus routes. As such, the Division adheres to strict government legislation, which also guides Student Transportation's policies and procedures.

TRANSPORTATION FEES

EIPS offers an enhanced transportation service for [eligible and ineligible riders](#). Anyone who wants to access Student Transportation can request bus services during the new or returning student registration process, which takes place every February. Annually, fees for transportation services are reviewed and approved by EIPS' Board of Trustees—based on provincial funding allocations and busing requirements. Once fees are determined, EIPS will notify all impacted families about any changes to the fee schedule.

BUS RELIABILITY

EIPS Student Transportation operates in conjunction with the EIPS Division calendar. The only exception is if a bus cancellation has occurred—determined as per [EIPS Administrative Procedure 131: Inclement Weather and Outdoor Air Quality](#). During periods of inclement weather, it may be necessary to suspend bus operations if conditions represent a potential hazard to students. When this happens, Student Transportation shares the information with affected school families. When bus services are suspended, EIPS schools remain open.

School Community and Culture

WHAT WE HEARD

Also heard from stakeholders: The need for Salisbury Composite High, when the senior French Immersion program relocates there, to preserve the program’s community and cultural integrity—one that maintains social connections and fosters a welcoming and positive school environment for all students.

VISION AND GUIDING PRINCIPLES

Under the *Education Act*, administrators are responsible for providing instruction consistent with the courses and programs of study prescribed, approved and authorized by Alberta Education. As such, Salisbury Composite High administration will make sure students can meet the standards in the French Immersion curriculum, guided by the Division’s French Immersion [vision and guiding principles](#). Collectively, this ensures a second-language learning environment that is robust, high-quality, linguistically strong and culturally rich.

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, and having multiple choices in subject offerings and extracurricular activities are 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.

CAPACITY BUILDING

EIPS will continue to provide French support to all French Immersion schools throughout EIPS. It also has a full-time French Language Consultant on staff who works with French Immersion schools and teachers to build on the program’s guiding principles. Throughout the transition, the consultant will regularly:

- visit Salisbury Composite High to model research-based best practices and provide in-class coaching in French;
- ensure assessment practices are student-centred, collaborative and engaging; and
- support schools and staff as they teach the Alberta curriculum, and in alignment with Division-based practices and pedagogy.

FRENCH RESOURCES AND CULTURAL OPPORTUNITIES

Salisbury Composite High will increase its French Immersion resources throughout the school and identify strategies to create and support a positive French Immersion culture. For example:

- adding French books to the school library through the purchase of new resources and gradually transferring relevant, high-quality senior high resources from Ardrossan to Salisbury;
- providing opportunities for high-quality francophone celebrations—French Winter Carnival and activities for Francophonie Month, International Francophonie Day;
- opportunities for students to participate in cultural activities throughout the school—plays, theatre, dance, music, art;
- participation in French-related field trips that are curricular aligned—Campus Saint-Jean, French Science Olympics, the French for the Future Forum, theatre productions, Flying Canoe Volant, Café Bicyclette, French movies, French-speaking tours;
- promoting French exchange programs offered through Experiences Canada and Explore;
- ensuring consistent signage is displayed at Salisbury in both English and French.

FRENCH IMMERSION CERTIFICATION

EIPS will continue to offer Grade 12 French Immersion students opportunities to write the [Diplôme d'Études en Langue Française \(DELF\)](#), an internationally recognized bilingual certification that assesses French language proficiency. The certification provides numerous benefits, including enhanced university and job applications and access to study or work opportunities in French-speaking countries.

BUILDING SCHOOL COMMUNITY

As well, to ensure smooth transitions for new students to Salisbury Composite High, several orientation events are planned, including:

- On Jan. 29, 2025, EIPS will host a public information session at Salisbury to present the draft transition plan to stakeholders—attendees will also have a chance to tour the school.
- On Feb. 12, 2025, 6 p.m. to 8 p.m., Salisbury will host an open house. Students can drop in and explore the school, its programs, and the various extracurricular opportunities. They can also meet staff, talk to prospective students and ask questions. For more information, visit eips.ca/registration/open-house.
- In spring 2025, Salisbury's registration team will visit Ardrossan Junior Senior High and Sherwood Heights Junior High to support students with their timetables and the course selection process.
- In August 2025, Salisbury will host a Grade 10 orientation day. Students will get a locker, pick up their timetable, tour the school and meet the staff. Other planned activities include games and events to help students and staff get to know one another.
- On the first day of the 2025-26 school year, Salisbury will host another orientation—to further ease their way into their new school, build relationships and create a welcoming and caring space.
- In February 2026, Salisbury will host its annual open house. Students can drop in and explore the school, its programs and the various extracurricular opportunities. They can also meet staff, talk to prospective students and ask questions.
- In spring 2026, Salisbury's registration team will visit Ardrossan Junior Senior High and Sherwood Heights Junior High to support students with their timetables and the course selection process.
- In August 2026, Salisbury will host orientation days for Grade 10 and Grade 11 students. Students will receive a locker, pick up their timetable, tour the school and meet the staff. Other activities will include games and events to help students and staff get to know one another.
- On the first day of the 2026-27 school year, Salisbury will host another orientation—to further ease their way into their new school, build relationships and create a welcoming and caring space.

All Salisbury students participate in school events, including grade-level assemblies and orientations. Other activities, such as extracurriculars, sports and clubs, are available to all students. French Immersion students may have extra opportunities to engage in specific French events organized by the school or Division. For some cultural events, such as Carnival, all students—French Immersion and English—are invited to attend.

Sustainable into the Future

WHAT WE HEARD

Stakeholders want assurance that relocating the senior high French Immersion program to Salisbury Composite High will facilitate robust programming, accommodate all students in terms of space and resources, and be sustainable in the future.

STUDENT CAPACITY

Annually, EIPS reviews projected growth trends in all areas it serves. When developing Solution 1, the Division used this growth data to project enrolments for impacted schools. Salisbury Composite High has sufficient space to offer dual-track senior high programming. For example, the most current enrolment projections for Solution 1 predict Salisbury will have a utilization rate of 88 per cent in the 2025-26 school year and grow to 91 per cent by 2034-35. For context, the current utilization rate is 86 per cent. Alberta Education considers a school fully utilized when 100 per cent of the instructional area is used. As such, with a utilization rate of 91 per cent, a dual-track senior high program at Salisbury Composite High is a sustainable solution—that includes future designated students and a similar level of the school-of-choice students going forward.

When developing the enrolment projections, a key assumption is the proportion of students attending their designated school. In 2025-26 and 2026-27, EIPS anticipates only a moderate transition of students from Lakeland Ridge's attendance area—grades 10-12, who reside within the Lakeland Ridge attendance boundary students—to Bev Facey Community High. However, over time, the Division expects most students to attend their designated school—consistent with historical trends. If historical trends are not maintained, and most students enact school-of-choice by attending Salisbury, the Division would have to consider closing Salisbury's boundary or redesignating students.

NOTE: EIPS reviews enrolment patterns annually. The review helps identify challenges and strategies for mitigating impacts as early as possible. Strategies include changing a school's boundary status or attendance area; reviewing alternative programs; and requesting capital investment for facility modernizations, replacements or new infrastructure.

GROWTH AREAS: CAMBRIAN CROSSING

Current enrolment projections do include growth from Cambrian Crossing, Cambrian and Hearthstone neighbourhoods. Students who reside in the Cambrian area—the portion of Cambrian Crossing west of Old Man Creek—are designated to Salisbury Composite High. Students living in the Hearthstone area—the portion of Cambrian Crossing east of Old Man Creek—are designated to Bev Facey Community High. That said, EIPS is looking at long-term accommodation strategies for Cambrian Crossing as part of the Division's Three-Year Capital Plan.

Supports For Students

WHAT WE HEARD

Stakeholders highlighted the importance of adequate support for students during the transition, particularly for those with special needs or who may struggle with changes.

TRANSITION SUPPORTS

EIPS will endeavour to provide consistent, structured transition programming for students moving to senior high school to help support readiness for academic and social expectations, including:

- All EIPS senior high schools host a joint information night in January. The session helps families understand senior high programming and the learning environment. Can't make the session, that's OK. EIPS will post a recording of the presentation online, available at eips.ca.

- All senior high schools host open houses in January and February—before the returning student registration process closes—to help students and families make informed choices about where to attend senior high and course selection.
- Senior high administrators, counsellors and teachers will continue to visit junior high schools in the spring to help them with course offerings and selections.
- Every August, senior high schools offer orientation events for students entering Grade 10.
- On the first day of instruction, Grade 10 students participate in orientation activities throughout the school to ensure they feel safe, welcome and cared for and are able to navigate the school.
- Salisbury Composite High will support Canadian Parents for French, a countrywide network of parents, volunteers and advocates dedicated to promoting and creating French-second-language learning opportunities for young Canadians. Like Ardrossan Junior Senior High and Sherwood Heights Junior High, Salisbury will also host monthly meetings to encourage and support the promotion and creation of French-language opportunities for students.
- Staff from the junior high school will share relevant student information with the senior high—related to a student’s learning, medical, behavioural or social-emotional needs—to support student success.
- EIPS’ multidisciplinary support team will work with students and the schools to further support students—done through transition meetings between the schools and supported by EIPS consultants.
- Students with instructional, behavioural or medical support plans are asked to contact Salisbury directly—the school will work with them to support a positive transition.
- Salisbury will ensure counsellors are available to support students' mental health as they transition between schools. With the student's consent, counsellors can collaborate to address individual needs on a case-by-case basis.
- Families of students feeling anxious about the change are encouraged to contact the school so that staff, including counsellors, can provide appropriate support. Students are also encouraged to reach out to their school counsellor, as needed, if they’re feeling anxious or uncertain about the transition.

LEARNING SUPPORTS

French Immersion students receive the same supports and services as those enrolled in the English program. However, EIPS recognizes it can sometimes be challenging for families to find ways to provide additional support for a child in French Immersion. It’s important to remember that EIPS does not require or expect families to speak or understand French to assist their child in French Immersion. Teachers and staff at Salisbury Composite will collaborate to help students with any questions they may have. Many French Immersion resources are also available for students—most online and focused on literacy, numeracy and career planning. Families can support their children at home in the same way they would if their child were in the English program—by asking questions, engaging in learning activities, and establishing regular routines for completing homework and reading.

Recruitment and Retention of Quality Staff

WHAT WE HEARD

Stakeholders expressed concerns about how EIPS will ensure it attracts and retains experienced and qualified French Immersion teachers, administrators and support staff who can provide a high-quality educational environment for students.

ATTRACTING QUALITY FRENCH IMMERSION STAFF

EIPS is committed to hiring and retaining high-quality teachers who continue to offer excellence in French Immersion. EIPS is committed to supporting French Immersion staff affected by the relocation of the senior high French Immersion program and ensuring students continue to receive high-quality instruction—achieved through regular meetings, collaboration and open communication.

EIPS also maintains a strong professional relationship with faculty at Campus Saint-Jean, the University of Alberta's francophone campus, fostering collaboration and shared expertise to attract qualified French Immersion educators. The relationship has resulted in several French Immersion student teachers who have gone on to become French Immersion teachers with the Division. Additionally, EIPS actively recruits at career fairs across the province and shares French Immersion job postings nationally, along with various student-teaching opportunities. These efforts will continue throughout the transition and beyond.

SCHOOL STAFF TRANSITIONS

EIPS French Immersion staff were specifically curious about how the Division will make staffing decisions and the hiring process at specific schools. Similar to all EIPS employees, the Division will encourage French Immersion teachers and staff to pursue opportunities of interest throughout the Division that will help them grow and advance their careers. EIPS' Human Resources department will work closely with each employee to identify openings that suit their skills, abilities and interests. EIPS will give first priority to secondary French Immersion teachers who choose to apply for positions at Salisbury; others will continue teaching in positions at Ardrossan Junior Senior High, while others may decide to work at another location.

Human Resources will also meet with staff in January. EIPS will also offer one-on-one meetings with French Immersion staff and will post related job positions for Salisbury on the Division's careers web page in February. The goal: maintain excellent French Immersion programming at Ardrossan Junior Senior High and Salisbury Composite High.

STAFF FAMILIARITY

A specific question asked by both students and families is whether Ardrossan staff will transfer to Salisbury with the French Immersion program. EIPS will ensure students continue to receive excellent programming at both Ardrossan and Salisbury. The Division has a well-established set of core values that provide equity of opportunity—characterized by integrity, honesty, transparency and respect. Its mission: To recruit and retain qualified professionals who enable the Division to teach students how to learn, to prepare each student to achieve their best and assist students in becoming contributing members of society.

RETENTION

EIPS will continue to review its French Immersion staff recruitment and retention strategies, guided by evidence-based best practices. These strategies include creating positive and supportive learning and working environments, building capacity and providing ongoing collaborative learning opportunities. EIPS will also collaborate with staff to ensure appropriate internal supports are available throughout their career cycle—at the start, in the middle and near retirement. Additionally, EIPS will further support French Immersion staff through the Division's French Immersion Consultant, ongoing professional learning, and regular collaboration opportunities with all French Immersion schools and staff. Finally, EIPS is fortunate to have several French Immersion staff members who are alumni of EIPS's French Immersion program. Thus, they are also committed long-term to the Division, sharing their passion for the program.

Communication

Stakeholders also asked EIPS to continue updating them throughout the transition process. As such, EIPS will continue to inform impacted students, families and staff in the following ways:

- Emails and newsletter articles, as new information becomes available;
- website updates, available on the [EIPS Transition Plan Engagement](#) web page;
- ongoing feedback form for stakeholders to ask questions;
- regular updates to the [Frequently Asked Questions](#) EIPS Transition Plan Engagement web page.
- for more immediate information, stakeholders can contact their school or [Communication Services](#).

SOLUTION 2

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

Transition Plan Summary

- Maintain open attendance boundaries for EIPS resident students at both Bev Facey Community High and Salisbury Composite High—ensuring school-of-choice for students.
- Offer depth and breadth of programming, multiple choices in subject offerings and various extracurricular activities.
- Reasonable, equitable and safe student transportation options for impacted riders.
- Embed social activities and opportunities to support overall student success and well-being.
- Provide opportunities to tour the schools, meet the staff and become comfortable with the new school environment.
- Ongoing enrolment projections to ensure long-term sustainability for robust programming.
- Provide consistent, structured transition programming for students moving to senior high to help support readiness for academic and social expectations.
- Recruit and hire the best possible staff.
- Ongoing communication throughout the transition process.

Educational Continuity and Programming

WHAT WE HEARD

Stakeholders stressed the importance of maintaining the quality and availability of programs, course offerings and extracurriculars. They also asked EIPS to ensure both senior high schools in Sherwood Park have open boundaries for EIPS resident students—allowing school-of-choice so students can register at any EIPS school with an open boundary.

ATTENDANCE BOUNDARIES

Both Salisbury Composite High and Bev Facey Community High are open boundary schools for EIPS resident students. Therefore, impacted senior high students living in the Lakeland Ridge area can still choose to attend either school. Registration takes place during the returning student registration process every February.

2025-26 SCHOOL YEAR

In 2025-26, the [Strathcona County senior high attendance boundaries](#) remain unchanged. Meaning, senior high students living in the Lakeland Ridge junior high attendance boundary area are designated to Salisbury Composite High. If these students want to attend Bev Facey, they can do so. Simply request to attend the school during the returning student registration process, which takes place in February 2025—acceptance is subject to available space. Once enrolled at the school, the student can remain at the school until graduating. Additionally, 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.

NOTE: Regardless of the school the student attends, the applicable [student transportation fee](#) will apply, depending on how far the student lives from the school they attend.

2026-27 SCHOOL YEAR, AND GOING FORWARD

In 2026-27, the new [Strathcona County senior high attendance boundaries](#) take effect. Meaning, senior high students living in the Lakeland Ridge junior high attendance area are redesignated to Bev Facey Community High. If these students want to attend Salisbury Composite, they can do so. Simply request to attend the school during the returning student registration process, which takes place in February 2026—acceptance

is subject to available space. Once enrolled at the school, the student can remain at the school until graduating. Additionally, 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.

NOTE: Regardless of the school the student attends, the applicable [student transportation fee](#) will apply, depending on how far the student lives from the school they attend.

PROGRAMMING: COURSES AND EXTRACURRICULAR

COURSE OFFERINGS TRANSITION PLAN

Stakeholders told EIPS they want to ensure robust course offerings and extracurricular opportunities. As such, both Bev Facey Community High and Salisbury Composite High will continue to offer a wide range of core and optional courses and various sports and extracurricular activities—tailored to meet students' diverse needs, interests, skills, and strengths.

- Program Overview: [Bev Facey Community High](#)
- Program Overview: [Salisbury Composite High](#)
- To learn more, visit bevfacey.ca and salcomp.ca

Transportation

WHAT WE HEARD

In terms of transportation, stakeholders asked EIPS to include reasonable, equitable and safe student transportation options for all impacted riders in its transition plan.

BUS ROUTES AND RIDE TIMES

Annually, EIPS completes bus route optimizations to determine the most efficient ride times for students using the following criteria:

- number of students requiring busing
- location of students
- population density
- direct busing versus transfer busing
- length of route
- bell schedules
- funding and fees
- student safety
- bus capacity

ANTICIPATED BUS ROUTES AND RIDE TIMES

The following are the anticipated bus routes for impacted students and the approximate ride times. EIPS will complete an in-depth route optimization closer to school startup in 2025-26 and 2026-27.

Lakeland Ridge area

Morning Route: pickup location to Salisbury Composite High transfer site to Bev Facey Community High

Afternoon Route: Bev Facey Community High to Salisbury Composite High transfer site to drop-off location

Average Ride Time: 30 minutes

Minimum Ride Time: 15 minutes

Maximum Ride Time: 50 minutes.

NOTE: Ride times vary depending on where the rider lives. Routes may change depending on the number of students who register for Student Transportation Services.

DIRECT BUSING VERSUS TRANSFER BUSING

EIPS considers direct busing in areas with a high-density population of students who attend the same school. However, EIPS will transport riders using a transfer site if it shortens the ride time.

SAFETY

Safety is Student Transportation's top priority when planning all bus routes. As such, the Division adheres to strict government legislation, which also guides its policies and procedures.

TRANSPORTATION FEES

EIPS offers an enhanced transportation service for [eligible and ineligible riders](#). Anyone who wants to access Student Transportation can request bus services during the new or returning student registration process, which takes place every February. Annually, fees for transportation services are reviewed and approved by EIPS' Board of Trustees—based on provincial funding allocations and busing requirements. Once fees are determined, EIPS will notify all impacted families about any changes to the fee schedule.

BUS RELIABILITY

EIPS Student Transportation operates in conjunction with the EIPS Division calendar. The only exception is if a bus cancellation has occurred—determined as per [EIPS Administrative Procedure 131: Inclement Weather and Outdoor Air Quality](#). During periods of inclement weather, it may be necessary to suspend bus operations if conditions represent a potential hazard to students. When this happens, Student Transportation shares the information with affected school families. When bus services are suspended, EIPS schools remain open.

School Community and Culture

WHAT WE HEARD

Stakeholders also asked EIPS to ensure welcoming learning and social environments for new students transitioning to Bev Facey Community High.

BUILDING SCHOOL COMMUNITY

EIPS understand how important it's for senior high schools to foster community and cultural integrity—one that maintains social connections and ensures a positive school culture that welcomes all students. As such, whether students choose Bev Facey Community High or Salisbury Composite High School, students will have an opportunity to tour the schools, meet the staff and have time to become comfortable in their new settings. Orientation efforts include:

- On Jan. 29, 2025, EIPS will host a public information session about the draft transition plan—attendees will also have a chance to tour Salisbury Composite High or book a tour of Bev Facey Community High later.
- On Feb. 11, 2025, 6 p.m. to 8 p.m., Bev Facey will host an open house. Salisbury will host its open house on Feb. 12, 2025, 6 p.m. to 8 p.m. Students can drop in and explore the schools, their programs and the extracurricular opportunities available. They can also meet staff, talk to prospective students and ask questions. For more information, visit eips.ca/registration/open-house.
- In spring 2025, Bev Facey's and Salisbury's registration teams will visit their feeder schools to support students with their timetables and course selections.
- In August 2025, Bev Facey and Salisbury will host a Grade 10 registration day. Students will get a locker, pick up their timetable, tour the school and meet the staff. Other activities will include games and events to help students and staff get to know one another.

- On the first day of school in the 2025-26 school year, Bev Facey and Salisbury will each host another orientation for Grade 10 students—to further ease their way into their new school, build relationships and create a welcoming and caring space.
- In February 2026, Bev Facey and Salisbury will host their annual open houses. Students can drop in and explore the schools, their programs and the extracurricular opportunities available. They can also meet staff, talk to other prospective students and ask questions.
- In spring 2026, Bev Facey’s and Salisbury’s registration teams will visit their feeder schools to support students with the timetable and course selection process.
- In August 2026, Bev Facey and Salisbury will each host orientation days for students—to receive a locker, pick up their timetable, tour the school and meet the staff. Other activities include games and events to help students and staff get to know one another.
- On the first day of school in the 2026-27 school year, Bev Facey and Salisbury will each host another orientation for new students—to further ease their way into their new school, build relationships and create a welcoming and caring space.

Sustainable into the Future

WHAT WE HEARD

Stakeholders want assurance both Bev Facey Community High and Salisbury Composite High can accommodate students long-term, in terms of space and resources.

STUDENT CAPACITY

Annually, EIPS reviews projected growth trends in all areas it serves. When developing Solution 2, the Division used this growth data to project enrolments for impacted schools. Both Bev Facey Community High and Salisbury Composite High have sufficient space for Solution 2’s long-term sustainability. For example, the most current enrolment projections for Solution 2 predict that Bev Facey will have a 74 per cent utilization rate in 2025-26 and an 88 per cent utilization rate at Salisbury. By 2034-35, these figures should grow to 76 per cent and 91 per cent, respectively. For context, Bev Facey’s current utilization rate is 70 per cent, and Salisbury’s is 86 per cent. Alberta Education considers a school fully utilized when 100 per cent of the instructional area is used. As such, with utilization rates of 76 per cent and 91 per cent, Solution 2 is sustainable—that includes future designated students and a similar level of the school-of-choice students going forward.

In 2025-26 and 2026-27, EIPS anticipates only a moderate transition of students—grades 10-12, who reside within the Lakeland Ridge attendance boundary—to Bev Facey Community High. However, over time, the Division expects most students to attend their designated school, which is consistent with historical trends. If historical trends are not maintained, and most students enact school-of-choice by attending Salisbury, the Division would have to consider closing Salisbury’s boundary or redesignating students.

NOTE: EIPS reviews enrolment patterns annually. The review helps identify challenges and strategies for mitigating impacts as early as possible. Strategies include changing a school’s boundary status or attendance boundary; reviewing alternative programs; and requesting capital investment for facility modernizations, replacements or new infrastructure.

GROWTH AREAS: CAMBRIAN CROSSING

Current enrolment projections do include growth from Cambrian Crossing, Cambrian and Hearthstone neighbourhoods. Students who reside in the Cambrian area—the portion of Cambrian Crossing west of Old Man Creek—are designated to Salisbury Composite High. Students living in the Hearthstone area—the portion of Cambrian Crossing east of Old Man Creek—are designated to Bev Facey Community High. That said, EIPS is looking at long-term accommodation strategies for Cambrian Crossing as part of the Division’s Three-Year Capital Plan.

Supports For Students

WHAT WE HEARD

Also heard from stakeholders: The need for adequate supports for students during the transition, particularly for those with special needs or who may struggle with changes.

TRANSITION SUPPORTS

EIPS will endeavour to provide consistent, structured transition programming for students moving to senior high school to help support readiness for academic and social expectations, including:

- All EIPS high schools host a joint information night in January. The session helps families understand senior high programming and the learning environment. Can't make the session, that's OK. EIPS will post a recording of the presentation online, available at eips.ca.
- All senior high schools host open houses in January and February—before the returning student registration process closes—to help students and families make informed choices about where to attend senior high and course selection.
- Senior high administrators, counsellors and teachers will continue to visit junior high schools in the spring to help them with course offerings and selections.
- Every August, senior high schools offer orientation events for students entering Grade 10.
- On the first day of instruction, Grade 10 students participate in orientation activities throughout the school to ensure they feel safe, welcome and cared for and are able to navigate the school.
- Staff from the junior high school will share relevant student information with the senior high—related to a student's learning, medical, behavioural or social-emotional needs—to support student success.
- EIPS' multidisciplinary support team will work with students and the schools to further support students—done through transition meetings between the schools and supported by EIPS consultants.
- Students with instructional, behavioural or medical support plans are asked to contact their incoming school directly—the school will work with them to support a positive transition.
- Bev Facey Community High will ensure counsellors are available to support students' mental health as they transition between schools. With the student's consent, counsellors can collaborate to address individual needs on a case-by-case basis.
- Families of students feeling anxious about the change are encouraged to contact the school so staff, including counsellors, can provide appropriate support. Students are also encouraged to reach out to their school counsellor, as needed, if they're feeling anxious or uncertain about the transition.

Recruitment and Retention of Quality Staff

WHAT WE HEARD

Stakeholders asked EIPS to ensure both senior high schools continue to attract and retain administrators, teachers and support staff who can provide a high-quality educational environment for students.

ATTRACTING QUALITY STAFF

EIPS is committed to hiring and retaining high-quality teachers to ensure all students continue to receive high-quality instruction—achieved through regular meetings, collaboration and open communication. EIPS also maintains a strong professional relationship with faculty at universities throughout the region, fostering collaboration and shared expertise to attract qualified educators. The relationship has resulted in myriad teachers who have gone on to become teachers with the Division. EIPS also actively recruits at career fairs across the province and shares its job postings nationally, along with various student-teaching opportunities. These efforts will continue throughout the transition and beyond.

Additionally, EIPS will ensure students continue to receive excellent programming at Bev Facey Community High and Salisbury Composite High. The Division has a well-established set of core values that provide equity of opportunity—characterized by integrity, honesty, transparency and respect. Its mission: To recruit and retain qualified professionals who enable the Division to teach students how to learn, to prepare each student to achieve their best and assist students in becoming contributing members of society.

As such, EIPS will continue to review its human resources strategies, guided by evidence-based best practices. These strategies include creating positive and supportive learning and working environments, building capacity and providing ongoing collaborative learning opportunities. EIPS will also collaborate with staff to ensure appropriate internal supports are available throughout their career cycle—at the start, in the middle and near retirement. Additionally, EIPS will further support staff through the Division’s Supports for Students department, ongoing professional learning, and regular collaboration opportunities with other schools and staff.

Communication

Stakeholders also asked EIPS to continue updating them throughout the transition process. As such, EIPS will continue to inform impacted students, families and staff in the following ways:

- emails, as new information becomes available;
- website updates, available on the [EIPS Transition Plan Engagement](#) web page;
- ongoing feedback form for stakeholders to ask questions;
- regular updates to the [Frequently Asked Questions](#) EIPS Transition Plan Engagement web page.
- newsletter articles, as new information becomes available; and
- for more immediate information, stakeholders can reach out to their school directly or contact [Communication Services](#).

CONCLUSION

Careful thought and intentionality went into creatively considering how EIPS can support the French Immersion program in EIPS—students, staff and families—and the students and families affected by the rezoning of the Lakeland Ridge attendance area for senior high. Suggestions were gathered from the EIPS Transition Planning Engagement Survey—conducted in fall 2024. Overall, EIPS believes the transition plan encapsulates the voices of impacted stakeholders. For example, phasing in French Immersion at Salisbury Composite High over the next three years and maintaining open boundaries and schools-of-choice for both Bev Facey Composite High and Salisbury. The goal: To ensure the best possible support for students during the transition process.

Next Steps

EIPS will present the draft transition plan at a public information session on Jan. 29, 2025. All those impacted by Solutions 1 and 2 are invited to attend. Attendees will also have the opportunity to learn more about the senior high schools, engage with EIPS representatives, ask questions and share their thoughts. The Division will use the feedback collected to fine-tune the final version of the transition plan. One key insight from the input is the urgency to implement certain strategies before the returning student registration process begins in February 2025—particularly regarding French Immersion students to enable informed decisions for the 2025-26 school year. As a result, EIPS will finalize and disseminate the components of the transition plan that affect the 2025-26 school year before the returning student registration process opens in February 2025.