



Elk Island Public Schools

EIPS French Immersion

Phase 3: Part 2

What We Heard Report

Prepared by Y Station Communications and Research

TABLE OF CONTENTS

Overview 3

Public Engagement Summary 5

Phase 3: Part 2 – Engagement Summary 7

Who We Heard From 7

What We Heard 12

Option Strengths 12

Option Challenges 14

Additional Considerations or Suggestions for the Options 17

Level of Support for Each Option 19

Conclusion 23

Strongest Endorsement from Stakeholders 24

Appendix 26

Option 1 26

Option 2 31

Option 3 35

Overview

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

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

A Brief History of EIPS' French Immersion Program

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

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

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

Current Situation

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

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

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

Engagement Effort Scope

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

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

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

Based on the feedback collected from Phases 1 and 2, EIPS developed a [vision for the French Immersion program and guiding principles](#) that align with the key themes identified during the first two phases. The Division also developed a [potential solution](#), which it presented at the third public engagement—Phase 3: Part 1. A key theme that emerged from the Phase 3: Part 1 engagement was a general dissatisfaction with the one potential solution put forward for French Immersion secondary programming.

EIPS listened and developed additional options for the French Immersion secondary program. The added options were shared with the EIPS community through video explanations embedded in a survey—open to all EIPS French Immersion families and staff, and EIPS families with students in the regular English program who live within Strathcona County. The reason it expanded to all EIPS families living in Strathcona County is because some of the French Immersion secondary programming options have potential impacts on the Division's regular English program within the county. It's important to note, even though the Board is reviewing French Immersion programming, it has no predetermined outcome in mind.

Public Engagement Summary: To date

Phase 1

Communications: October 12 to Nov. 14, 2022

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

Public Meeting No. 1: October 26, 2022

EIPS French Immersion School Community: 46 in attendance

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

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

EIPS French Immersion School Community: 279 responses

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

Phase 2

Communications: January 25 to February 21, 2023

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

Public Meeting No. 2: February 7, 2023

EIPS French Immersion School Community: 20 in attendance

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

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

EIPS French Immersion School Community: 280 responses

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

Phase 3: Part 1

Communications: March 23 to April 24, 2023

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

Public Meeting No. 3: April 13, 2023

EIPS French Immersion School Community: 98 in attendance

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

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

EIPS French Immersion School Community: 712 responses

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

Email Submissions: April 14-27, 2023

EIPS French Immersion School Community: 8 responses

Phase 3: Part 2

Communications: June 13 to July 14, 2023

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

Online Survey No. 4: June 13 to July 14, 2023

EIPS French Immersion School Community and Sherwood Park EIPS Families: 1,066 responses with 511 respondents completing all the questions.

The Division conducted an online survey with video explainers to gather input from all EIPS stakeholders about three proposed potential options—their strengths, challenges, ways to make it better and alternative solutions. The Division will use the feedback to help inform the next steps and further develop a solution.

Video Views:

- Background – 398
- What we know for sure – 400
- Option 1 – 516
- Option 2 – 397
- Option 3 – 373
- Next steps – 70

PDF Link Clicks:

- Option 1 – 395
- Option 2 – 320
- Option 3 - 317

Survey Question Responses:

- What category best describes you? n=1,066
- What school does your child attend? n=942
- What grade is your child currently in—for the 2022-23 school year? n=942
- Do you or will you have a child in any of the following programs? n=573
- What community do you reside in? n=942
- What are Option 1’s strengths? n=394
- What challenges do you anticipate with Option 1? n=416
- What else should EIPS consider or additional suggestions do you have related to Option 1? n=307
- What are Option 2’s strengths? n=323
- What challenges do you anticipate with Option 2? n=351
- What else should EIPS consider or additional suggestions do you have related to Option 2? n=228
- What are Option 3’s strengths? n=341
- What challenges do you anticipate with Option 3? n=305
- What else should EIPS consider or additional suggestions do you have related to Option 3? n=220
- Please indicate your level of support for each option. n=511

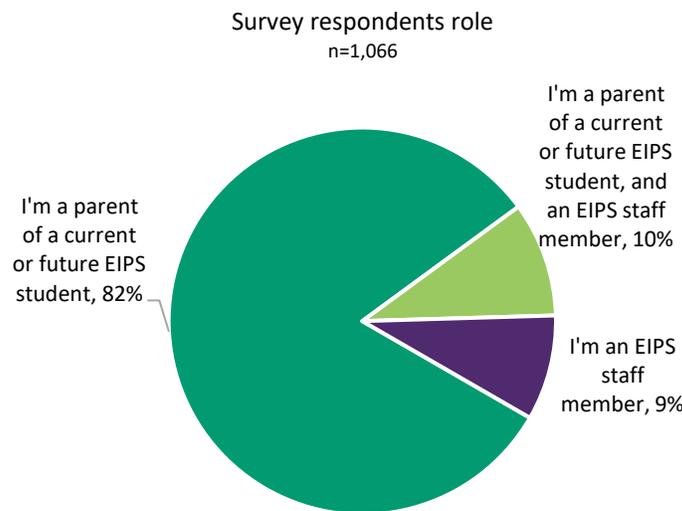
Phase 3: Part 2 – Engagement Summary

On June 13, 2023, EIPS launched Phase 3: Part 2 of the public engagement. The phase consisted of a survey with video explanations of the project background, each option up for consideration and the next steps. The survey asked some demographic questions first; then requested participants review each option and note strengths, challenges and additional considerations or suggestions; and then, lastly, to rank each option. The following are the findings from Phase 3: Part 2 of EIPS’ French Immersion public engagement effort.

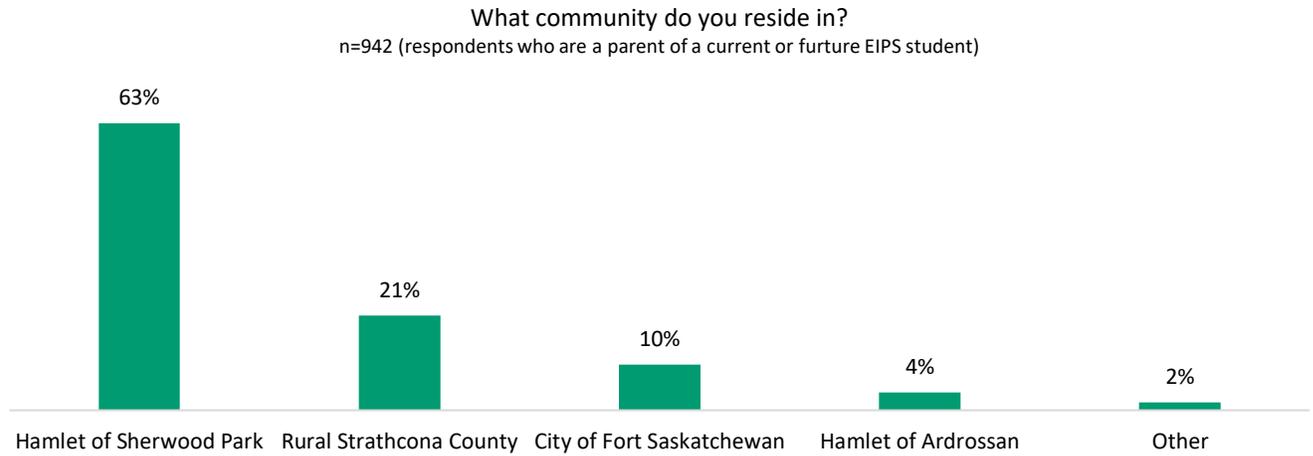
In the conclusion section, an assessment of each option based on applicable guiding principles and must-have criteria identified in phase 1 and 2 engagements is explored. The goal of this assessment framework is to determine which option or options are most endorsed by EIPS stakeholders.

Who We Heard From

Through Phase 3: Part 2 of the engagement, EIPS heard from a range of stakeholders—including parents of current or future students and EIPS staff. Below is the breakdown of survey respondents by their relation to EIPS. Survey respondents identified mainly as a parent of current or future EIPS students.



In terms of the community of residence, just under two-thirds of respondents indicated they reside in Sherwood Park ,63%, and 21% of respondents were from rural Strathcona County.

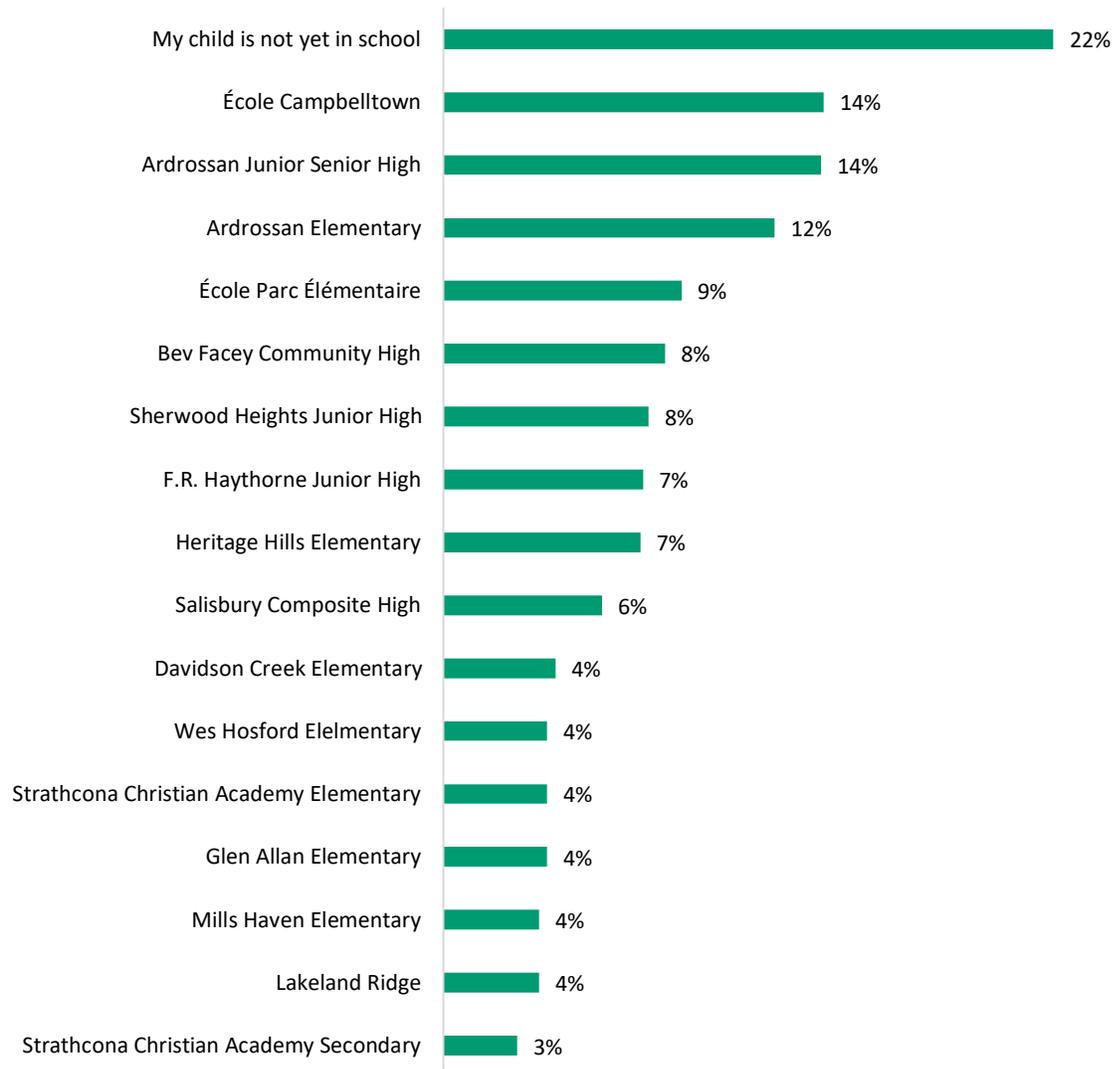


Other responses include respondents from the communities of Beaumont, Beaver County, Bruderheim, Edmonton and Sturgeon County.

Regarding what school their child attends, 22% of respondents indicated that they do not yet have a child in school. A total of 14% of respondents have children at École Campbelltown, and 14% have children at Ardrossan Junior Senior High.

What school does your child attend?*

n=942 (respondents who are a parent of a current or future EIPS student)



*Responses under 3% aren't graphed and include Clover Bar Junior High, 22 respondents; Brentwood Elementary, 21 respondents; Other, 20 respondents; Pine Street Elementary, 20 respondents; Woodbridge Farms Elementary, 14 respondents; Westboro Elementary, 14 respondents; Uncas Elementary, 11 respondents; and Next Step Sherwood Park, three respondents.

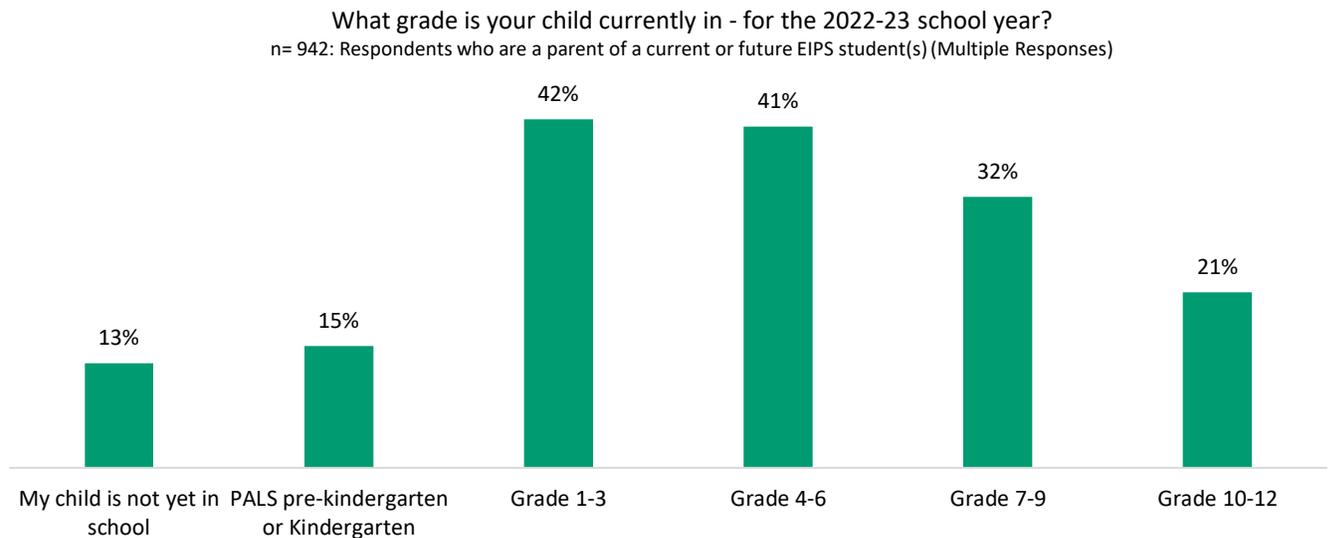
The question allowed multiple responses. For the response option "other" some respondents indicated a school not in EIPS as they may have children in EIPS and another school division. Other school attendance responses include Archbishop Jordan Catholic High, a French Immersion school in Beaumont, SouthPointe School, New Horizons, Unlimited Potential, Vimy Ridge Academy, Fort Saskatchewan Christian, Holy Redeemer Catholic High School, St. John XXIII Catholic School and Bellerose Composite High School.

Respondents were asked how many children they have attending EIPS schools. Most respondents (66%) have one child attending school or two children attending school (27%). Below is a breakdown of the number of children a respondent has by the school they attend.

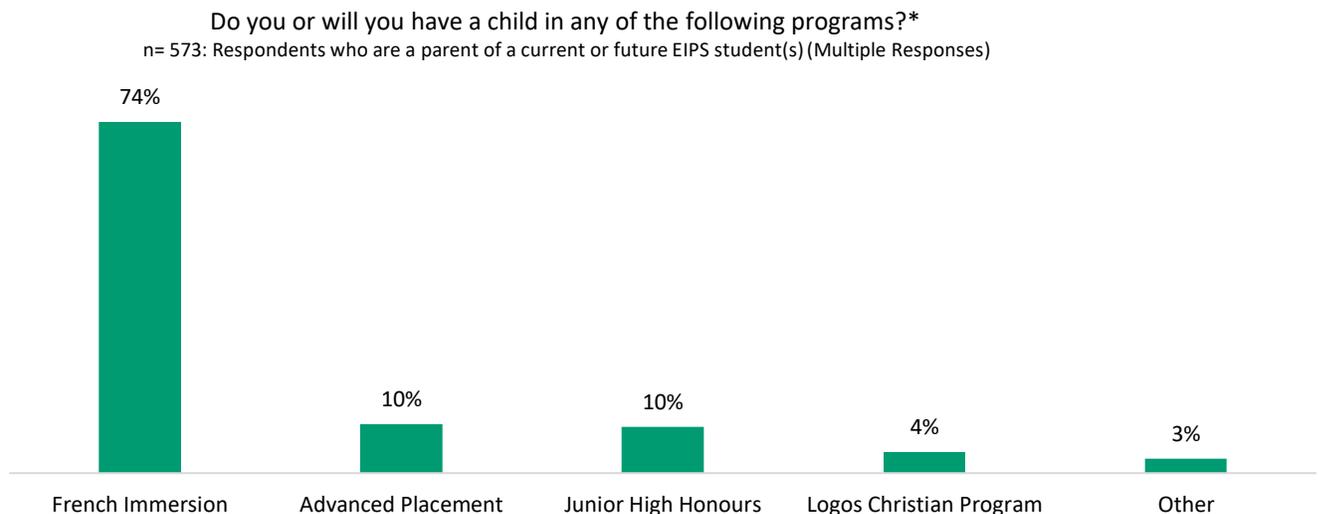
Table: How many children do you have attending?

| | 1 child | 2 children | 3+children | Total |
|---|---------|------------|------------|-------|
| Ardrossan Elementary | 56 | 44 | 14 | 114 |
| Ardrossan Junior Senior High | 79 | 47 | 4 | 130 |
| Bev Facey Community High | 63 | 10 | 3 | 76 |
| Brentwood Elementary | 10 | 8 | 3 | 21 |
| École Campbelltown | 68 | 55 | 8 | 131 |
| Clover Bar Junior High | 22 | 0 | 0 | 22 |
| Davidson Creek Elementary | 23 | 14 | 2 | 39 |
| F.R. Haythorne Junior High | 56 | 12 | 0 | 68 |
| Fultonvale Elementary Junior High | 4 | 9 | 3 | 16 |
| Glen Allan Elementary | 23 | 9 | 4 | 36 |
| Heritage Hills Elementary | 32 | 26 | 10 | 68 |
| Lakeland Ridge | 16 | 13 | 4 | 33 |
| Mills Haven Elementary | 26 | 7 | 0 | 33 |
| Next Step Sherwood Park | 3 | 0 | 0 | 3 |
| École Parc Élementaire | 38 | 36 | 8 | 82 |
| Pine Street Elementary | 17 | 3 | 0 | 20 |
| Salisbury Composite High | 43 | 12 | 0 | 55 |
| Sherwood Heights Junior High | 55 | 16 | 0 | 71 |
| Strathcona Christian Academy Elementary | 22 | 11 | 3 | 36 |
| Strathcona Christian Academy Secondary | 18 | 4 | 3 | 25 |
| Uncas | 6 | 3 | 2 | 11 |
| Wes Hosford Elementary | 25 | 10 | 1 | 36 |
| Westboro Elementary | 10 | 3 | 1 | 14 |
| Woodbridge Farms Elementary | 3 | 10 | 1 | 14 |
| Other | 7 | 5 | 1 | 13 |

Next, respondents were asked to indicate their child or children’s grade—83% of respondents have a child or children in the elementary grades.



Respondents were also asked to indicate if they will have or currently have a child in a Specialized System Program or Alternative Program, 74% indicated the French Immersion program, 10% indicated the Advanced Placement program and 10% selected the Junior High Honours program.



*Responses under 2% aren’t graphed and include Focus, nine respondents; GOALS, nine respondents; Impact, nine respondents; PLACE, nine respondents; None, six respondents; and don’t know or not stated, 12 respondents.

Other responses included the German Language and Culture program, Sport for Life, STEPS, SEAS, IB Programme, Next Steps, LINKS, Connections and Academic Excellence program—a total of 15 respondents.

What We Heard

The survey then explored each of the three options. Respondents were asked to identify strengths, challenges and what else should be considered for each option. They were then asked to indicate their level of support for each option. The options explored were:

- **Option 1:** To relocate all EIPS' secondary French Immersion programs to Bev Facey Community High, taking effect when the new Sherwood Park replacement school opens—likely in 2026-27.
- **Option 2:** To make Bev Facey Community High a dual-track junior high and senior high, taking effect when the new Sherwood Park replacement school opens—likely in 2026-27.
- **Option 3:** To relocate all EIPS junior high French Immersion programming to the new replacement school in Sherwood Park and relocate all senior high French Immersion programming to Bev Facey Community High—effective when the new replacement school opens, expected in 2026-27.

Below is a summary of top themes by strengths, challenges and additional considerations—presented by the overall response themes and then themes by location. Lastly, this section explores respondents' level of support for each option. The ranking question provides insights into the strength of respondents' support for each option. The results of the ranking questions are presented by each option's overall response ranking, residence location ranking and the ranking by location for all options.

NOTE: A detailed exploration of the open-ended feedback received for each option is provided in the Appendix. The Appendix also contains analysis based on other key respondent attributes, such as grade level of children, program and role in relation to EIPS—an analysis is only included where significant differences between the sub-groups or differences compared to overall results.

Option Strengths

Overall, survey responses for each option included a variety of strengths. For Option 1, 81% of respondents identified strengths (see pg. 26, "Appendix"). For Option 2, 80% of respondents identified strengths. And, for Option 3, 92% of respondents identified strengths. Through these, several key strengths emerged as themes.

Reported Strengths

Enables better programming and extracurriculars.

In all three options, a strength was the option enables better programming and extracurriculars.

- 10% of respondents identified better programming for Option 1 and Option 3.
- 16% felt Option 2 would enable better programming.
- Option 1 – only two communities, the Hamlet of Ardrossan and the City of Fort Saskatchewan, listed better programming and extracurriculars as a top three strength.
- Option 2 – the theme was a key strength across all communities.
- Option 3 – only two communities, The City of Fort Saskatchewan and rural Strathcona County, listed better programming and extracurriculars as a top three strength.

Single-track and dual-track programming

- 18% of Option 2 respondents identified dual-track programming as a strength—which was further identified as a key strength by the Hamlet of Ardrossan, 25%, City of Fort Saskatchewan, 27%, and rural Strathcona County, 18%, Hamlet of Sherwood Park, 14%.
- 6% of Option 1 respondents identified single-track programming as a strength.

Secondary students together and secondary students separate

- 15% of Option 1 respondents identified a strength as keeping secondary students together, which was identified as a key strength in all four communities.
- 33% of Option 3 respondents identified keeping junior high and senior high students separate as a key strength, which was identified as a key strength in all four communities.
- Overall, and among all four communities, more respondents felt keeping junior high and senior high students separate was a strength than keeping junior high and senior high students together.

Other Findings

- For Option 3, 28% of respondents identified relocating all French Immersion junior high students to the new replacement school as a key strength.
- For Option 3 all four communities identified relocating the French Immersion junior high program to the new replacement school as a key strength—the Hamlet of Ardrossan, 21%; City of Fort Saskatchewan, 26%; rural Strathcona County, 26%, and the Hamlet of Sherwood Park, 30%.
- In all three options, fewer transitions for students was also a strength—Option 1, 14%; Option 2, 7%; and Option 3, 6%. At the community level, fewer transitions was only a key theme with Option 1 for the Hamlet of Sherwood Park, 16%.
- For Option 3, 7% of respondents felt it would increase retention. Additionally, overall, 10% identified relocating senior high French Immersion to Bev Facey Community High as a strength.

| Strengths | | | |
|-------------------------|--|--|--|
| Community | Option 1 | Option 2 | Option 3 |
| Overall | <ul style="list-style-type: none"> • 15% – all secondary students are together in one building • 14% – fewer transitions • 12% – convenient central location • 10% – enables better programming and extracurriculars • 7% – continuity in teaching and learning for grades 7 to 12 • 6% – Bev Facey Community High has sufficient room • 6% – single-track junior high French Immersion | <ul style="list-style-type: none"> • 20% – result in larger French Immersion junior high program • 18% – dual-track junior and senior high program • 16% – enables better programming and extracurriculars • 7% – fewer transitions • 6% – of all secondary students are together in one building | <ul style="list-style-type: none"> • 33% – keep junior high and senior high students separate • 28% – junior high at the new school • 10% – enables better programming and extracurriculars • 10% – relocation of senior high French Immersion programming to Bev Facey Community High • 7% – result in increased retention • 6% – fewer transitions |
| Ardrossan Hamlet | <ul style="list-style-type: none"> • 14% – enables better programming and extracurriculars • 14% – of all secondary students are together in one building • 10% – convenience of a central location | <ul style="list-style-type: none"> • 30% – result in larger French Immersion junior high program • 25% – dual-track junior and senior high program • 15% – enables better programming and extracurriculars | <ul style="list-style-type: none"> • 21% – junior high at the new school • 16% – keep junior high and senior high students separate |

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

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

Option Challenges

Overall, survey responses for each option included a variety of potential challenges. For Option 1, 97% of respondents identified possible challenges (see pg. 26, “Appendix”). For Option 2, 99% of respondents identified possible challenges. And, for Option 3, 89% of respondents identified challenges. Through these, several key challenges emerged as themes.

Reported Challenges

Transportation

Transportation is a key challenge for all three options—Option 1, 22%; Option 2, 12%; and Option 3, 17%.

- At the community level, the Hamlet of Ardrossan, the City of Fort Saskatchewan and rural Strathcona County identified transportation as a challenge for all options.
- For respondents from the Hamlet of Ardrossan, 39% viewed Option 3 as having transportation or commuting concerns. Meanwhile, for Option 2, 25% had concerns, and for Option 1, 23% had concerns.
- 40% of respondents from rural Strathcona County viewed Option 1 as having transportation and commuting concerns. Meanwhile, for Option 2, 24% had concerns and for Option 3, 29% had concerns.
- A similar percentage of Fort Saskatchewan respondents identified transportation concerns for all three options—Option 1, 38%; Option 2, 33%; and Option 3, 32%.

Relocation of Alternative Programs

- 22% of respondents for Option 2 identified relocating alternative and specialized system programs out of Bev Facey Community High as a challenge.
- For Option 2, the communities of the City of Fort Saskatchewan, 20%; rural Strathcona County, 22%; and the Hamlet of Sherwood Park, 25%, identified relocating Alternative Programs and Specialized System Programs out of Bev Facey Community High as a challenge.
- 17% of all Option 3 respondents identified relocating Alternative Programs and Specialized System Programs out of Sherwood Heights Junior High as a challenge.
- For Option 3, 20% of the Hamlet of Sherwood Park and 11% of Fort Saskatchewan respondents identified relocating Alternative Programs and Specialized System Programs out of Sherwood Heights Junior High as a challenge.

Integration of junior high and senior high students

- 35% of respondents for Option 1 and 18% of respondents for Option 2 identified a key challenge may be junior high students not integrating well with senior high students.
- For Option 1, 44% of respondents from the Hamlet of Sherwood Park identified integrating junior high and senior high students as a challenge. For Option 2, this concern was reduced to 26%.

Student retention

Student retention was a key challenge in all three options—Option 1, 10%; Option 2, 11%; Option 3, 17%.

- At the community level, this was a key theme in Option 3 responses for the Hamlet of Ardrossan, rural Strathcona County and the Hamlet of Strathcona County.
- Respondents from the City of Fort Saskatchewan identified student retention as a key challenge in Option 2, 13%.

Other findings

- Overall, for Option 1 respondents identified the ratio of junior high students to senior high students as a key challenge, 15%. At the community level, the Hamlet of Ardrossan, 23%, and the Hamlet of Sherwood Park, 15%, identified this as a key theme.
- For Option 3, 19% of respondents identified increased transitions as a challenge. All four communities also identified this as a key challenge.
- Another key challenge was students needing to move or change schools—12% of respondents for Option 1, and 14% for Option 2.

| Community | Challenges | | |
|-----------|---|---|---|
| | Option 1 | Option 2 | Option 3 |
| Overall | <ul style="list-style-type: none"> • 35% – junior high students may not integrate well with senior high students • 22% – transportation and commuting concerns • 20% – limited programming and extracurriculars • 15% – small junior high population compared to a large senior high population • 12% – students will have to move or change schools • 10% – student retention challenges | <ul style="list-style-type: none"> • 22% – relocation of Bev Facey Community High’s alternative and specialized system programs • 18% – junior high students may not integrate well with senior high students • 14% – space availability and overcrowding at Bev Facey Community High • 14% – students will have to move or change schools • 12% – transportation and commuting concerns | <ul style="list-style-type: none"> • 19% – more transitions • 17% – transportation and commuting concerns • 17% – student retention challenges • 17% – relocation of Sherwood Heights Junior High’s alternative and specialized system programs • 8% – space at Bev Facey Community High |

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

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

Additional Considerations or Suggestions for the Options

Similar to strengths and challenges, common themes for additional considerations or suggestions emerged across all three options. The following explores the top themes for additional considerations or suggestions, followed by a detailed table of the themes by option and respondent location (see pg. 26, “Appendix”).

Reported Considerations

Student Retention

All three options had student retention as one of the top themes for additional consideration—Option 1, 9%; Option 2, 10%; and Option 3, 13%.

- The Hamlet of Ardrossan identified student retention as a top theme for Option 1, 33% and Option 3, 12%.
- The City of Fort Saskatchewan identified student retention as a top theme for Option 2, 10%, and Option 3, 26%.
- Rural Strathcona County only identified student retention as a key theme for Option 3, 13%.
- The Hamlet of Sherwood Park identified student retention as a top theme for Option 2, 12%, and Option 3, 11%.

Do Not Relocate Programming

A top theme across all three options for additional consideration or a suggestion was not to move the Secondary French Immersion program.

- For Option 1, 24% stated French Immersion programming should not be relocated to Bev Facey Community High. For Option 2, 12% stated French Immersion programming should not be relocated to Bev Facey Community High. And, for Option 3, 11% stated French Immersion programming should not be relocated.
- By respondent location, the “do not relocate programming” was indicated as a key theme for all options by respondents living in the Hamlet of Ardrossan and rural Strathcona County.
- Meanwhile, Hamlet of Sherwood Park respondents only mentioned the theme for Option 1. Fort Saskatchewan respondents mentioned the theme for Option 1 and Option 2.

Junior High Students Integration with Senior High Students

An additional consideration raised was concerns about how junior high students will integrate with senior high students for both Option 1, 12%, and Option 2, 5%.

- The student integration concern was also noted as a top three theme for Option 1 by respondents from the City of Fort Saskatchewan, 17%, and the Hamlet of Sherwood Park, 14%.

Other Finding

Another key consideration or suggestion raised for all three options was French Immersion programming should be offered at more schools—Option 1, 8%; Option 2, 7%; and Option 3, 12%.

- Respondents from the City of Fort Saskatchewan indicated this theme twice, once in Option 1, 17% and once for Option 3, 22%.
- Meanwhile, respondents of the Hamlet of Ardrossan indicated this theme for Option 3, 13%, rural Strathcona County for Option 1, 16%, and the Hamlet of Sherwood Park for Option 3, 10%.

Transportation concerns were also noted as a key consideration overall—for Option 1, 11%.

- The concern was noted for Option 2 by respondents from the City of Fort Saskatchewan, 26%.
- The concern was noted for Option 1 by respondents from rural Strathcona County, 21%.
- For respondents from rural Strathcona County transportation concerns were noted in their top three additional considerations for each option.

Consideration for boundary changes at Bev Facey Community High did not emerge as a top theme for overall feedback to Option 2. However, respondents from the Hamlet of Ardrossan, rural Strathcona County and the Hamlet of Sherwood Park noted it as a top three concern for this option.

| Additional Considerations or Suggestions | | | |
|--|---|--|--|
| Community | Option 1 | Option 2 | Option 3 |
| Overall | <ul style="list-style-type: none"> • 24% – French Immersion programming should not relocate to Bev Facey Community High • 12% – junior high students may not integrate well with senior high students • 11% – transportation and commuting concerns • 9% – student retention challenges • 8% – French Immersion should be offered at more schools • 8% – limited programming and extracurriculars • 6% – space availability and overcrowding at Bev Facey Community High | <ul style="list-style-type: none"> • 12% – French Immersion programming should not relocate to Bev Facey Community High • 10% – student retention challenges • 9% – concern about relocating Bev Facey Community High’s alternative and specialized system programs • 7% – French Immersion should be offered at more schools • 5% – limited programming and extracurriculars • 5% – junior high students may not integrate well with senior high students | <ul style="list-style-type: none"> • 13% – student retention challenges • 12% – French Immersion should be offered at more schools • 11% – French Immersion programming should not be relocated • 6% – students will have to move or change schools • 6% – transportation and commuting concerns • 5% – more transitions |
| Ardrossan Hamlet | <ul style="list-style-type: none"> • 39% – French Immersion programming should not be relocated to Bev Facey Community High • 33% – student retention challenges | <ul style="list-style-type: none"> • 29% – French Immersion programming should not relocate to Bev Facey Community High • 14% – concern about boundary changes at Bev Facey Community High for junior high and senior high • 14% – listen to feedback and continue to engage | <ul style="list-style-type: none"> • 13% – student retention challenges • 13% – French Immersion should be offered at more schools • 13% – French Immersion programming should not be relocated |
| City of Fort Saskatchewan | <ul style="list-style-type: none"> • 28% – French Immersion programming should not relocate to Bev Facey Community High • 17% – French Immersion should be offered at more schools • 17% – junior high students may not integrate well with senior high students | <ul style="list-style-type: none"> • 26% – transportation and commuting concerns • 23% – French Immersion programming should not be relocated to Bev Facey Community High • 10% – student retention challenges | <ul style="list-style-type: none"> • 26% – student retention challenges • 22% – French Immersion should be offered at more schools • 17% – students will have to move or change schools |

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

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

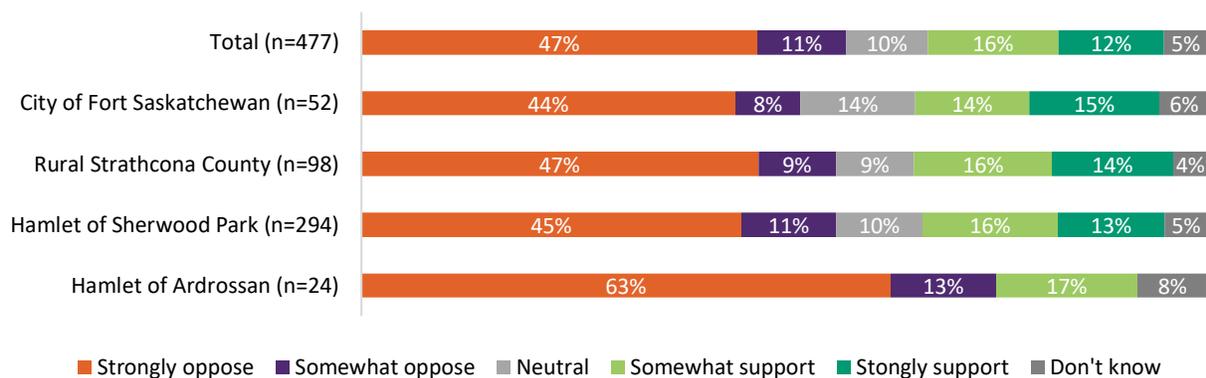
Level of Support for Each Option

Respondents were asked to indicate their level of support for each option on a five-point scale, where a ranking of one indicated strongly opposed and a ranking of five indicated strongly supported.

Level of Support for Each Option by Place of Residence

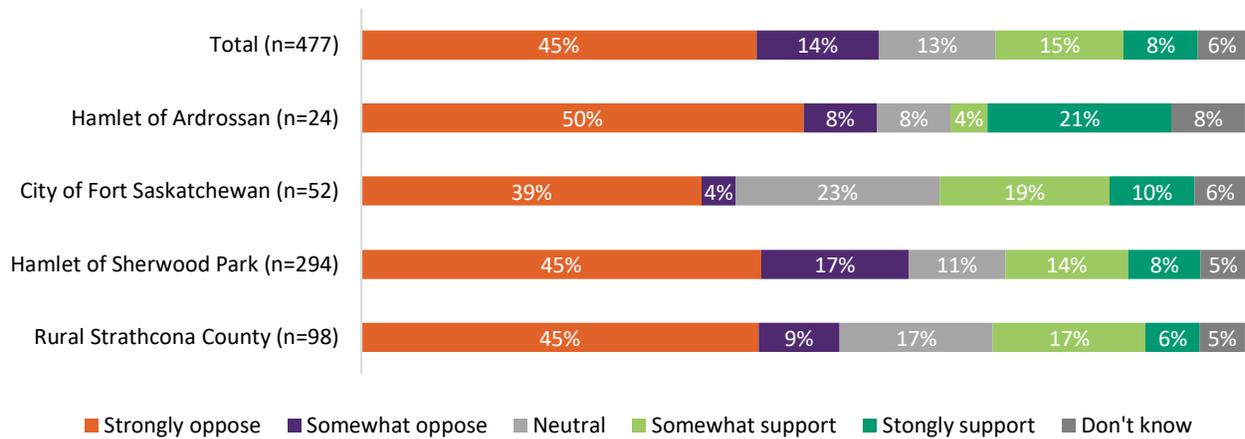
In total, 28% of respondents indicated some level of support for Option 1. In terms of place of residence, Option 1 received the least amount of support from Hamlet of Ardrossan respondents, 17%, and the most amount of support from respondents in rural Strathcona County, 30%.

Level of Support for Option 1 by Place of Residence



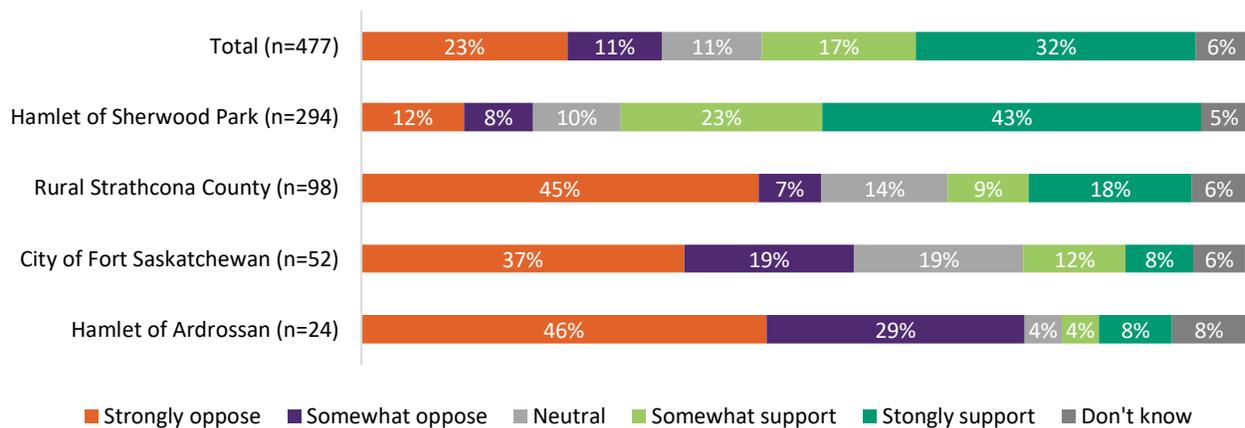
In total, 23% of respondents indicated some level of support for Option 2. In terms of place of residence, Option 2 received the least amount of support from the Hamlet of Sherwood Park, 22%, and the most amount of support from respondents in the City of Fort Saskatchewan, 29%.

Level of Support for Option 2 by Place of Residence



In total, 49% of respondents indicated some level of support for Option 3. In terms of place of residence, Option 3 received the least support from the Hamlet of Ardrossan, 12%, and the most support from respondents in the Hamlet of Sherwood Park, 66%.

Level of Support for Option 3 by Place of Residence

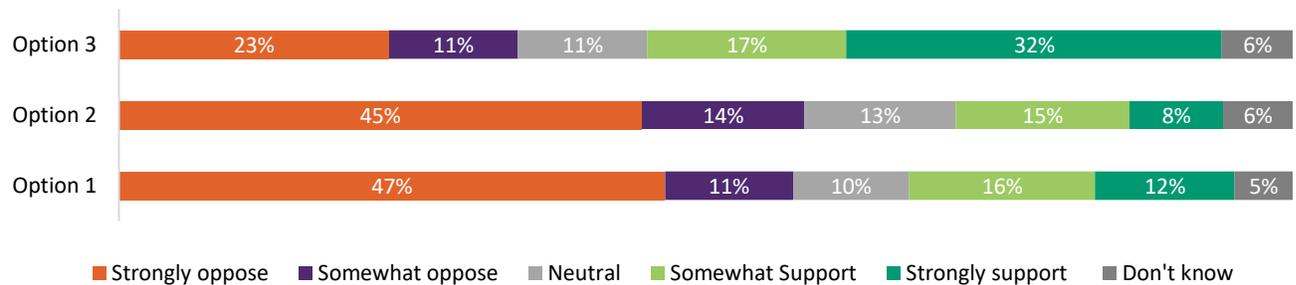


Level of Support by Option for Each Region

When comparing the overall level of support for each option, the option with the most support is Option 3, 49%, and Option 2 has the least support, 23%. Option 1 received 28% support.

All Respondents

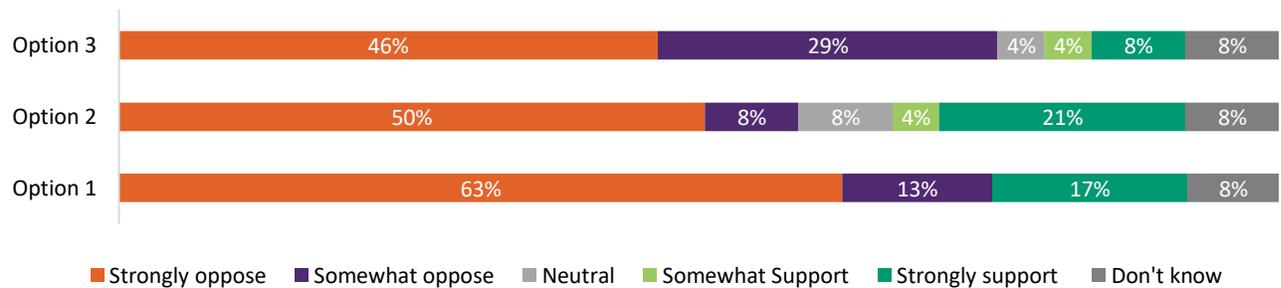
n=477



For those who reside in the Hamlet of Ardrossan, Option 2 received the most support, 25%, and Option 3 received the least support, 12%. Option 1 received 17% support.

Hamlet of Ardrossan

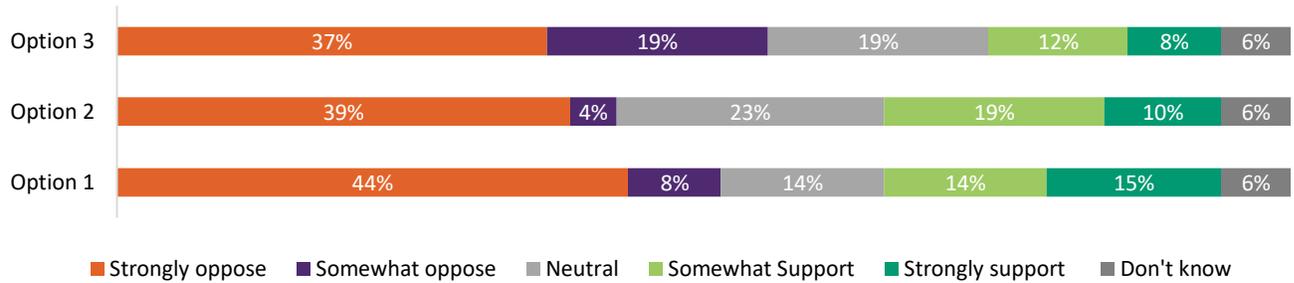
n=24



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

City of Fort Saskatchewan

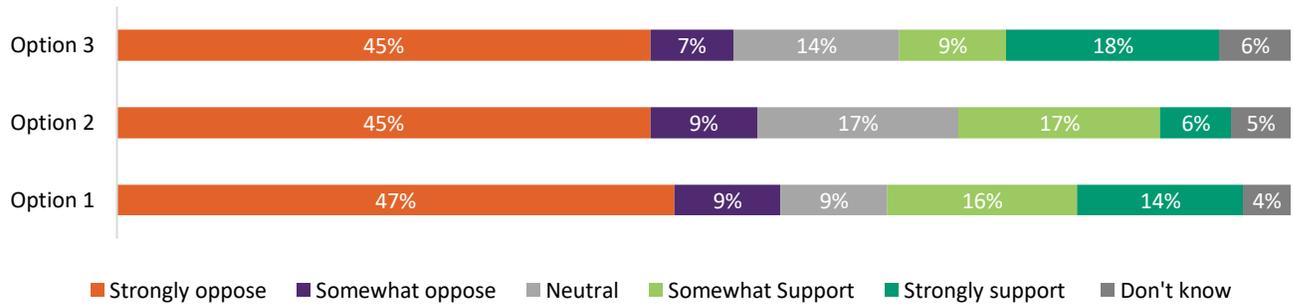
n=52



Respondents living in rural Strathcona County showed the most support for Option 1, 30%, and the least for Option 2, 23%. Options 3 received 27% support.

Rural Strathcona County

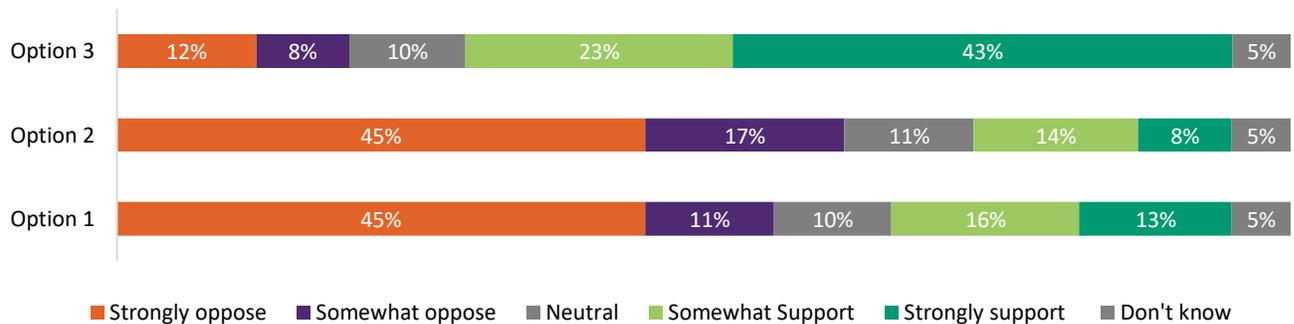
n=98



Respondents living in the Hamlet of Sherwood Park indicated the most support for Option 3, 66%, and the least support for Option 2, 22%. Option 1 received 29% support.

Hamlet of Sherwood Park

n=294



Throughout the What We Heard section of this report, respondents carefully considered each option and provided useful insights to deepen EIPS’s understanding of what is important to respondents. They provided valuable reflections on areas of strengths and concerns for all options. Combining these nuanced and rich insights with their level of support for each option it is possible to determine the option, or options, that stakeholders endorse.

Conclusion

The public engagement participation level used for Phase 3: Part 2 mostly falls under the consult and involve category of the IAP2 engagement spectrum. The advantage of these combined levels of public engagement is they allow the Division to communicate, create dialogue and collect feedback from the community—authentically and meaningfully. Meanwhile, the engagement technique for this phase was virtual—online videos and a survey. The technique functioned well as the time frame for this engagement meant many stakeholders were busy with end-of-school-year activities and possible summer vacations, which would have resulted in low in-person session attendance. In total, 1,066 stakeholders responded to the online survey with 511 respondents completing the last mandatory question of the survey.

The survey collected several responses from a variety of stakeholders.

- 82% indicated they were a parent of a current or future EIPS student, 10% a parent of a current or future EIPS student and an EIPS staff member, and 9% an EIPS staff member.
- 63% of respondents reside in the Hamlet of Sherwood Park, 21% in rural Strathcona County, 10% in the City of Fort Saskatchewan, 4% in the Hamlet of Ardrossan, 0% in Lamont and 2% in other.
- 22% of respondents indicated they don’t have a child in school, 14% said they have children at École Campbelltown, and another 14% said they have children at Ardrossan Junior Senior High.
- The majority of respondents, 83%, have children in grades 1 to 6, and 53% have children in grades 7 to 12—a multiple select question.
- In terms of programming, 74% of respondents stated they have a child enrolled in the French Immersion program, 10% in the Advanced Placement program and 10% in the Junior High Honours program.

Strengths

The key strength for all options was enabling better programming and extracurriculars. A key strength of Option 2 was the dual-track programming. Some respondents felt a key strength of Option 1 and Option 2 was keeping all secondary students together. For Option 3, a key strength was keeping junior high and senior high students separate and relocating the junior high French Immersion program to the replacement school in Sherwood Park. Another key strength, noted across all options, was fewer student transitions.

Challenges

Two key challenge themes for all options emerged—transportation and student retention. As well, a key challenge raised for Option 2 was relocating the alternative or specialized system programs from Bev Facey Community High. For Option 3, relocation the alternative or specialized system program from Sherwood Heights Junior High was identified as a key challenge. Lastly, for Option 1 respondents identified the ratio of junior high students to senior high students as a key challenge.

Additional Considerations or Suggestions

Two key themes emerged across all options for additional considerations or suggestions: concerns about student retention and EIPS should consider offering French Immersion programming at more schools. For Option 1 and Option 2, many respondents felt an additional consideration is how junior high and senior high students will integrate. Transportation was also raised as a consideration—for Option 1 overall, 11%, and Option 3, 6%.

Strongest Endorsement from Stakeholders

To determine what option received the strongest endorsement from EIPS stakeholders, each option was scored based on its alignment to the guiding principles and must-have criteria identified in engagement phases 1 and 2 as determined through stakeholder feedback throughout the survey. It’s important to note not all [guiding principles and must-have criteria](#) can be assessed through the survey data as they are out of the scope of the survey design and data. The guiding principles out-of-scope:

- Maximizing the amount of French language spoken in the learning environment is essential.
- Embedded cultural activities and opportunities are essential to the program’s effectiveness.
- Families play a key role in promoting the program and supporting their child in achieving its goals.
- The Division advocates for the program, its accessibility and sustainability
- The Division develops ongoing strategies to recruit and hire the best possible staff.

The out-of-scope must-have criteria: support the vision and guiding principles and be financially sustainable.

Additionally, one of the guiding principles and must-have criteria was split into two items for the assessment as they contained related but distinct items. As well, all three options put forward support the [vision](#) created in phases 1 and 2 of the engagement. Overall response themes for the strengths of each option and the option-ranking question were scored based on their alignment with applicable guiding principles and must-have criteria:

- A score of 1 equals low alignment with the guiding principles and must-have criteria.
- A score of 2 equals medium alignment with the guiding principles and must-have criteria.
- A score of 3 equals high alignment with the guiding principles and must-have criteria.

For example, scoring “depth and breadth of programming,” Option 1 scored a one for this principle element since respondents indicated this was a strength of this option less often than they did for Option 2 or Option 3. Meanwhile, Option 2 scored a three since respondents indicated this was a strength of this option more often.

NOTE: The below table scores each option based solely on the survey feedback, and doesn’t consider other Division factors.

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

Based on the scoreable criteria, Option 2 and Option 3 received identical scores and, therefore, can both be considered options that received high endorsement based on stakeholder feedback. Whichever option is chosen, the associated challenges and additional considerations should be reviewed and considered as part of an implementation plan.

Next Steps

Using the information and assessment presented in this report, Phase 3: Part 2 What We Heard, EIPS administration will make a recommendation to the Board of Trustees—in a manner that balances stakeholder input; technical requirements; and EIPS policies, procedures, and fiduciary responsibilities. EIPS will provide the report to the Board at a public Board meeting in fall 2023. The Board will ensure any decision made is in the best educational interests of all students. As soon as a decision is made, EIPS will communicate to the school community. Whatever decision is made, the earliest it will take effect in the 2026-27 school year.

Appendix

The following section presents in detail the open-ended survey feedback received for each option--detailing all the main themes, sub-themes and single-response themes collected by the survey.

Option 1

Option 1 is to relocate all EIPS' secondary French Immersion programs to Bev Facey Community High, taking effect when the new Sherwood Park replacement school opens—projected to be in 2026-27.

Strengths

The survey collected 394 comments regarding the strengths of Option 1. The overall survey response themes ranged from all secondary students enrolled in the program are together, in the same building or school to single-track French Immersion for junior high programming:

- 81% stated it has strengths.
 - 15% stated a strength is all secondary students enrolled in the program are together, in the same building.
 - 14% stated it will result in fewer transitions for students.
 - 12% stated it has the convenience of a central location.
 - 10% stated that it enables better programming, course options and extracurricular activities.
 - 7% stated it allows for continuity in teaching and learning for grades 7 to 12.
 - 6% stated that Bev Facey Community High has sufficient room for additional students.
 - 6% stated they felt a strength is single-track French Immersion for junior high programming.
- 19% of respondents stated it has no strengths.

Several sub-themes emerged as well, from programming remains unchanged at Bev Facey Community High to it fulfilling the requirements of EIPS:

- 5% stated that all programming remains unchanged at Bev Facey Community High, and those students don't have to relocate to other schools.
- 5% liked the dual-track French Immersion for senior high programming.
- 4% stated it allows for reasonable bus times.
- 3% stated it allows for a dedicated French Immersion section of the building to maximize French-speaking opportunities.
- 3% stated that it will help ease enrolment pressures.
- 2% stated it is a solution that is closer to where the majority of French Immersion students live.
- 2% stated it fulfills or fits the requirements of EIPS.

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

- a more focused program and programming;
- cost savings;
- will accommodate future program growth and expansion; and
- help with the sustainability of the program into the future.

Key Attributes Analysis

All four places of residence have in their top four themes as a strength that all secondary students enrolled in the program are together, in the same building.

Hamlet of Ardrossan themes (n=22):

- 73% stated it has strengths, the top three were:

- 14% of respondents indicated that it enables better programming, course options and extracurricular activities.
 - 14% stated a strength is all secondary students enrolled in the program are together, in the same building.
 - 10% stated a strength is the convenience of a central location.
 - 27% stated it has no strengths.
- City of Fort Saskatchewan themes (n=43):
- 79% stated it has strengths, the top three were:
 - 17% stated a strength is all secondary students enrolled in the program are together, in the same building.
 - 14% of respondents indicated that it enables better programming, course options and extracurricular activities.
 - 12% stated a strength is the convenience of a central location.
 - 21% stated it has no strengths.
- Rural Strathcona County themes (n=72):
- 81% stated it has strengths, the top three were:
 - 15% stated a strength is all secondary students enrolled in the program are together, in the same building.
 - 13% stated that all programming remains unchanged at Bev Facey Community High.
 - 11% stated it will result in fewer transitions for students.
 - 19% stated it has no strengths.
- Hamlet of Sherwood Park themes (n=220):
- 81% stated it has strengths, the top three were:
 - 16% stated it will result in fewer transitions for students.
 - 14% stated it will have the convenience of a central location.
 - 14% stated it will have all secondary students enrolled in the program together, in the same building.
 - 19% stated it has no strengths.

In terms of the respondents' role, those who are parents of a future or current EIPS student and an EIPS staff members felt this option resulted in fewer transitions for students—26% compared to 14% overall. Additionally, EIPS staff members were more likely to state that a strength of this option is that all secondary students enrolled in the program are together—23% compared to 15% overall. Additionally, 17% of EIPS staff members stated a strength is single-track French immersion junior high program compared to 6% overall.

Regarding the respondent's current child(ren) grade, respondents with grades 7 to 9 students indicated this option resulted in fewer transitions less often—8% compared to 14% overall.

Respondents with students in a French Immersion program indicated this resulted in fewer transitions for students—14% compared to 7% of other program respondents. French Immersion program respondents stated less often that this option has no strengths—20% compared to 31% of other program respondents.

Challenges

The survey collected 416 comments regarding Option 1's anticipated challenges. The overall survey response themes ranged from concerns about junior high students not transitioning well among senior high students to concerns about student retention:

- 97% stated challenges.

- 35% stated they are concerned junior high students will not transition or integrate well among the senior high population.
- 22% stated there will be transportation and commuting-related challenges—distance too far and busing concerns.
- 20% stated there will be a lack of or limited programs, option courses and extracurriculars for students.
- 15% stated concerns about a small junior high student population compared to large numbers of senior high students.
- 12% stated concerns students will have to relocate or change schools.
- 10% stated there might be challenges with student retention.
- 10% stated concerns related to space and capacity at Bev Facey Community High.
- 3% stated no challenges.

Several sub-themes emerged as well:

- 5% stated concerns and dislike for the single-track junior high model.
- 3% stated bullying-related concerns.
- 3% stated concerns about students being split up from their friends and peers.

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

- increased vehicle traffic volumes in the area;
- increased class-size challenges and concerns;
- staffing-related challenges and lack of qualified teaching staff;
- concerns and dislikes about the dual-track senior high program model; and
- concerned about budget.

Key Attributes Analysis

In terms of challenges of Option 1 by location, respondents from the Hamlet of Ardrossan, the City of Fort Saskatchewan and rural Strathcona County all noted transportation and commuting-related challenges—too far a commute distance and busing concerns.

Hamlet of Ardrossan themes (n=22):

- 73% stated it had challenges, the top three were:
 - 23% stated concerns about a small junior high student population compared to large numbers of senior high students.
 - 23% stated they are concerned junior high students will not transition or integrate well among the senior high population, there will be transportation and commuting-related challenges—distance too far and busing concerns.
 - 23% stated concerns students will have to relocate or change schools.
- 27% stated it has no challenges.

City of Fort Saskatchewan themes (n=44):

- 95% stated it had challenges, the top three were:
 - 38% stated transportation and commuting-related challenges—distance too far and busing concerns.
 - 23% stated they are concerned that junior high students will not transition or integrate well among the senior high population.
 - 23% stated concerns that students will have to relocate or change schools.
- 5% stated it had no challenges.

Rural Strathcona County themes (n=78):

- 99% stated it had challenges, the top three were:

- 40% stated there will be transportation and commuting-related challenges—distance too far and busing concerns.
- 22% stated there will be a lack of or concerns there will be limited programs, option courses and extracurriculars for students.
- 18% stated they are concerned junior high students will not transition or integrate well among the senior high population.
- 1% stated it had no challenges.

Hamlet of Sherwood Park themes (n=233):

- 97% stated it had challenges, the top three were:
 - 44% stated they are concerned junior high students will not transition or integrate well among the senior high population.
 - 20% stated there will be a lack of or limited programs, option courses and extracurriculars for students.
 - 15% stated concerns about a small junior high student population compared to large numbers of senior high students.
- 3% stated it had no challenges.

Respondents who are both a parent of current or future students and an EIPS staff member were more likely to suggest the challenge of a small junior high student population compared to a large number of senior high students—34% compared to 15% overall.

In terms of difference based on the current grade of respondent’s student, those with students in grades 7 to 9 stated there will be limited programs, option courses and extracurriculars for students—28% compared to 20% overall. Respondents with children not yet in school were concerned junior high students will not transition or integrate well among the senior high population—43% compared to 34% overall.

Those in French Immersion programming are slightly more concerned about a small junior high student population in comparison to large numbers of senior high students, 19%, versus respondents in other programs, 11%. French Immersion program respondents stated more often, there will be transportation and commuting-related challenges, such as distance too far and busing concerns—23% compared to 12% of other programs respondents. French Immersion program respondents stated less often concerns related to space and capacity at Bev Facey Community High—8% compared to 21% from respondents with a child in another EIPS program.

Additional Considerations and Suggestions

The survey collected 307 comments regarding additional suggestions or considerations related to Option 1. The overall survey response themes ranged from French Immersion programming should not be relocated to Bev Facey Community High to concerns about space and capacity at Bev Facey Community High:

- 24% stated the French Immersion program should not relocate to Bev Facey Community High, especially not the junior high program.
- 12% stated concerns junior high students won’t transition or integrate well among the senior high population.
- 11% stated there will be transportation and commuting-related challenges—distance too far and busing concerns.
- 9% stated there will still be student retention challenges.
- 8% suggested offering French Immersion programming at more local schools across the Division.
- 8% stated there will be a lack of or limited programs, option courses and extracurriculars for students.
- 7% stated they do not like or support this option.

- 6% stated concerns related to space and capacity at Bev Facey Community High.

Several sub-themes emerged as well:

- 3% stated a new school should be built and designated for French Immersion programming.
- 3% asked for more information and details about the option.
- 3% stated concerns about the small junior high student population compared to large numbers of senior high students.

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

- add more portable or modular classrooms to schools;
- cost and budget concerns related to all the changes;
- concerns about students being split up from their friends and peers;
- concerns about student security and safety;
- concerns about the dual-track senior high program;
- increased vehicle traffic volumes in the area;
- concerned class sizes will be large;
- support for this option;
- need to build more schools; and
- staffing challenges with a lack of qualified teaching staff.

Key Attributes Analysis

In all four communities, a top three theme was the not to relocate the secondary French Immersion program to Bev Facey Community High, especially not the junior high program.

Hamlet of Ardrossan (n= 18):

- 39% stated the secondary French Immersion program shouldn't relocate to Bev Facey Community High, especially not the junior high program.
- 33% stated there will still be student retention challenges.
- The remaining codes were single counts.

City of Fort Saskatchewan (n= 36):

- 28% stated the secondary French Immersion program shouldn't relocate to Bev Facey Community High, especially not the junior high program.
- 17% suggested offering French Immersion programming at more local schools across the Division.
- 17% stated concerns junior high students won't transition or integrate well among the senior high population.

Rural Strathcona County (n=64):

- 28% stated the secondary French Immersion program shouldn't relocate to Bev Facey Community High, especially not the junior high program.
- 21% stated there will be transportation and commuting-related challenges—distance too far and busing concerns.
- 16% suggested offering French Immersion programming at more local schools across the Division.

Hamlet of Sherwood Park (n= 159):

- 20% stated the secondary French Immersion program shouldn't be relocated to Bev Facey Community High, especially not the junior high program.
- 14% stated junior high students won't transition or integrate well among the senior high population.
- 10% stated there will be a lack of or limited programs, option courses and extracurriculars for students.

In terms of respondent role, parents of current or future EIPS students and an EIPS staff member were more likely to specify a preference for not relocating all secondary French Immersion programming to Bev Facey Community High—40% compared to 24% overall.

Option 2

Option 2 is almost identical to Option 1. Except, instead of Bev Facey Community High becoming a single-track junior high, it would become a dual-track junior high and senior high.

Strengths

The survey collected 323 comments regarding the strengths of Option 2. The main survey response themes ranged from Option 2 will result in a larger junior high population to all secondary students enrolled in the program will be in the same building:

- 80% stated there were strengths.
 - 20% stated this option will result in a larger junior high population in the French Immersion program.
 - 18% stated a strength is the dual-track French Immersion junior and senior high program.
 - 16% stated it enables better programming, course options and extracurricular activities.
 - 7% stated it will result in fewer transitions for students.
 - 6% stated all secondary students enrolled in the program will be in the same building.
- 20% stated there are no strengths to Option 2.

Several sub-themes emerged as well:

- 4% stated this site is closer to where the majority of French Immersion students live.
- 3% stated the continuity in teaching and learning for grades 7 to 12.
- 3% stated the convenience of the central location.
- 3% stated Bev Facey Community High has sufficient room for additional students.

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

- will help increase student retention;
- readjustment of the attendance boundaries for regular English program students;
- cost savings benefits
- allows for a dedicated French Immersion section of the building to maximize French-speaking opportunities;
- high-quality teaching staff;
- sustainability of the program into the future; and
- allows for reasonable bus-ride times.

Key Attributes Analysis

Interestingly, all four communities felt Option 2 would result in a larger junior high population in the French Immersion program. There were also two communities—the Hamlet of Ardrossan and Hamlet of Sherwood Park—noted as a top three theme Option 2 has no strengths.

Hamlet of Ardrossan (n= 20):

- 85% stated there were strengths, the top three were:
 - 30% stated Option 2 will result in a larger junior high population in the French Immersion program.
 - 25% stated a strength is the dual-track French Immersion junior high and senior high program.
 - 15% stated it enables better programming, course options and extracurricular activities.
- 15% stated there are no strengths.

City of Fort Saskatchewan (n= 37):

- 81% stated there are strengths, the top three were:

- 27% stated this option will result in a larger junior high population in the French Immersion program.
- 27% stated a strength is the dual-track French Immersion junior high and senior high program.
- 22% stated it enables better programming, course options and extracurricular activities.
- 19% stated there are no strengths.

Rural Strathcona County (n= 56):

- 27% stated there are strengths, the top three were:
 - 18% stated Option 2 will result in a larger junior high population in the French Immersion program.
 - 18% stated a strength is the dual-track French Immersion junior high and senior high program.
 - 14% stated it enables better programming, course options and extracurricular activities.
- 13% stated there are no strengths.

Hamlet of Sherwood Park (n= 183):

- 78% stated there are strengths, the top three were:
 - 17% stated this option will result in a larger junior high population in the French Immersion program.
 - 17% stated it enables better programming, course options and extracurricular activities.
 - 14% stated a strength is the dual-track French Immersion junior high and senior high program.
- 22% stated there are no strengths.

Regarding respondent roles, parents of current or future EIPS students and an EIPS staff members were more likely to state Option 2 will result in a larger junior high population in the French Immersion program—35% compared to 20% of the total. They were also more likely to state a strength of this option is the continuity in teaching and learning for grades 7 to 12—9% compared to 3% of the total.

In terms of children’s current grades, respondents with children in grades 10 to 12 stated more often Option 2 enables better programming, course options and extracurricular activities—25% compared to 18% of the total. Additionally, French Immersion program respondents stated Option 2 will result in a larger junior high population—24%, compared to 12% for those in other programs. As well, French Immersion program respondents stated. Option 2 enables better programming, course options and extracurricular activities—22% compared to 7% for those in other programs.

Challenges

The survey collected 351 comments regarding Option 2’s challenges. The main survey response themes ranged from concerns about relocating Bev Facey Community High’s alternative and specialized system programs to note liking the dual-track program:

- 99% stated challenges:
 - 22% stated concerns about relocating Bev Facey Community High’s alternative and specialized system programs to a different school.
 - 18% stated concerns junior high students will not transition and integrate well among the senior high population.
 - 14% stated concerns about limited available space and overcrowding at Bev Facey Community High.
 - 14% stated concerns students will have to relocate and change schools.
 - 12% stated concerns about transportation and commuting challenges—distance too far and busing concerns.
 - 11% stated student retention-related concerns.

- 11% stated concerns about redefining or adjusting Bev Facey Community High’s attendance boundaries for regular English junior high and senior high programs.
- 5% stated concerns and a dislike for the dual-track program.
- 1% stated no challenges.

Several sub-themes emerged as well:

- 3% stated concerns about students being split up from their friends and peers.
- 3% stated concerns about limited or poor-quality programs, options and extracurriculars for students.
- 2% stated staffing-related challenges, including finding qualified staff.

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

- low student enrolment numbers at other local schools;
- student relationship concerns and challenges;
- increased class-size concerns;
- increased traffic volumes in the neighbourhood; and
- cost and budgetary concerns.

Key Attributes Analysis

The only community not to have in their top three themes transportation and commuting challenges was the Hamlet of Sherwood Park. Meanwhile, the only community not to have in their top three themes concerns relocating Bev Facey Community High alternative and specialized system programs was the Hamlet of Ardrossan.

Hamlet of Ardrossan (n= 20):

- 95% stated challenges, the top three were:
 - 25% stated concerns about transportation and commuting challenges—distance too far and busing concerns.
 - 25% stated concerns that students will have to relocate and change schools.
 - 15% stated concerns about the limited available space and overcrowding concerns at Bev Facey Community High.
- 5% stated no challenges.

City of Fort Saskatchewan (n= 40):

- 95% stated challenges, the top three were:
 - 33% stated concerns about transportation and commuting challenges—distance too far and busing concerns.
 - 20% stated concerns about the relocation of Bev Facey Community High’s alternative and specialized system programs to a different school.
 - 13% stated student retention concerns.
- 5% stated no challenges.

Rural Strathcona County (n= 63):

- 100% stated challenges, the top three were:
 - 24% stated concerns about transportation and commuting challenges—distance too far and busing concerns.
 - 22% stated concerns students will have to relocate and change schools.
 - 22% stated concerns about the relocation of Bev Facey Community High’s alternative and specialized system programs to a different school.

Hamlet of Sherwood Park (n= 195):

- 99% stated challenges, the top three were:
 - 26% stated concerns about junior high students not transitioning and integrating well among the senior high population.

- 25% stated concerns about the relocation of Bev Facey Community High’s alternative and specialized system programs to a different school.
- 16% stated concerns about the limited available space and overcrowding concerns at Bev Facey Community High.
- 5% stated no challenges.

EIPS staff members indicated more often concern students would have to relocate or change schools—23% compared to 14% overall. Parents of current or future EIPS students and an EIPS staff member mentioned concern about student retention challenges more often—20% compared to 11% of the total. They also stated concerns about junior high students not transitioning and integrating well among the high school population more often—29% compared to 18% overall.

French Immersion program respondents less often noted concern students will have to relocate or change schools—12% compared to 21% of other program respondents. French Immersion program respondents less often noted concern about the relocation of Bev Facey Community High’s alternative and specialized system programs to a different school—17% compared to 25% of other program respondents.

Additional Considerations Suggestions

The survey collected 228 comments regarding Option 2’s additional consideration suggestions. The main survey response themes ranged from all secondary French Immersion programming shouldn’t relocate to Bev Facey Community High to concerns junior high students won’t transition and integrate well among the senior high population:

- 12% stated that all secondary French Immersion programming should not be relocated to Bev Facey Community High.
- 10% stated student retention-related challenges.
- 10% stated concerns about transportation and commuting challenges—distance too far and busing concerns.
- 10% stated concerns about redefining or adjusting attendance boundaries.
- 9% stated they do not like the idea of relocating alternative or specialized system programs to a different school.
- 7% stated that French Immersion programming should be offered at more local and regional schools.
- 7% stated they do not like or support Option 2.
- 5% stated concerns about limited or poor-quality programs, options and extracurriculars for students.
- 5% stated concerns that junior high students will not transition and integrate well among the high school population.

Several sub-themes emerged as well, from concerns about limited space and capacity at Bev Facey Community High to a new school should be built and designated for French Immersion programming:

- 4% stated concerns about limited space and capacity at Bev Facey Community High.
- 4% stated concerns that students will have to relocate and change schools.
- 3% stated concerns about students being split up from their friends and peers.
- 2% stated concerns about the dual-track programming.
- 2% stated they need more information or details about the option.
- 2% stated they support this option.
- 2% stated that a new school should be built and designated for French immersion programming.

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

- offer junior high French Immersion programming at the new replacement school;
- offer K-12 single-track French Immersion program at Bev Facey Community High;

- staffing-related challenges, including finding qualified staff;
- need to listen to feedback and input from parents and continue to engage with them;
- increased class-size concerns;
- increased traffic volumes in the neighbourhood;
- concerns about student security and safety;
- adding more modular and portable classrooms to schools; and
- cost and budgetary concerns.

Key Attributes Analysis

Interestingly, the Hamlet of Sherwood Park was the only community not to have in their top three themes all secondary French Immersion programming shouldn't relocate to Bev Facey Community High. Meanwhile, the City of Fort Saskatchewan was the only community not to have in their top three themes concerns about redefining or adjusting boundaries.

Hamlet of Ardrossan (n= 13):

- 29% stated all secondary French Immersion programming shouldn't relocate to Bev Facey Community High.
- 14% stated concerns about redefining or adjusting attendance boundaries.
- 14% stated a need to listen to feedback and input from parents and continue to engage with them.

City of Fort Saskatchewan (n= 31):

- 26% stated concerns about transportation and commuting challenges—distance too far and busing concerns.
- 23% stated all secondary French Immersion programming shouldn't relocate to Bev Facey Community High.
- 10% stated student retention challenges.

Rural Strathcona County (n= 47):

- 21% stated concerns about transportation and commuting challenges—distance too far and busing concerns.
- 17% stated all secondary French Immersion programming shouldn't relocate to Bev Facey Community High.
- 13% stated concerns about redefining or adjusting attendance boundaries.

Hamlet of Sherwood Park (n= 115):

- 12% stated student retention challenges.
- 12% stated they do not like the idea of relocating alternative or specialized system programs to a different school.
- 11% stated concerns about redefining or adjusting attendance boundaries.

In terms of respondent role, parents of a current or future EIPS student and an EIPS staff member more often stated French Immersion programming should be offered at more local and regional schools—24% compared to 7% overall.

Option 3

Option 3 is to relocate all EIPS junior high French Immersion programming to the new replacement school in Sherwood Park and to relocate all senior high French Immersion programming to Bev Facey Community High—effective when the new replacement school opens, expected in 2026-27.

Strengths

The survey collected 341 comments about Option 3's strengths. The main survey response themes ranged from it will keep secondary students separated and with their age group to it resulting in fewer transitions:

- 92% stated this option has strengths.
 - 33% stated it will keep junior high and senior high students separated and with their own age and grade levels.
 - 28% stated a strength was the relocation of all junior high French Immersion programming to the new replacement school.
 - 10% stated it enables better programming, course options and extracurricular activities.
 - 10% stated a strength was relocating all senior high French Immersion programming to Bev Facey Community High.
 - 7% stated it will help increase student retention.
 - 6% stated it will result in fewer transitions for students.
- 8% stated this option has no strengths.

Several sub-themes emerged as well:

- 4% stated a strength is the convenience of a central location.
- 3% stated liking the dual-track French Immersion model.
- 2% stated it supports the sustainability of the program into the future.
- 2% stated it will ensure good quality teaching staff.
- 2% stated it will increase a sense of community among the French Immersion student population.

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

- allows for reasonable bus-ride times;
- a more focused program;
- strengthens the continuity in teaching and learning;
- increases student enrolment in French Immersion programming; and
- it is closer to where the majority of French Immersion students live.

Key Attributes Analysis

All four communities noted in their top three themes that a strength was that it will keep junior high and senior high students separated and with their own age and grade levels. Only the Hamlet of Sherwood Park did not have in its top three themes, the option has no strengths.

Hamlet of Ardrossan (n= 19):

- 74% stated this option has strengths, the top three were:
 - 21% stated a strength was the relocation of all junior high French Immersion programming to the new replacement school.
 - 16% stated that it will keep junior high and senior high students separated and with their own age and grade levels.
 - No top-third strength noted.
- 26% stated this option has no strengths.

City of Fort Saskatchewan (n= 31):

- 84% stated this option has strengths, the top three were:
 - 36% stated that it will keep junior high and senior high students separated and with their own age and grade levels.
 - 26% stated a strength was the relocation of all junior high French Immersion programming to the new replacement school.
 - 10% stated it enables better programming, course options and extracurricular activities.
- 16% stated this option has no strengths.

Rural Strathcona County (n= 57):

- 84% stated this option has strengths, the top three were:
 - 26% stated a strength was the relocation of all junior high French Immersion programming to the new replacement school.
 - 21% stated that it will keep junior and senior high students separated and with their own age and grade levels.
 - 7% stated it enables better programming, course options and extracurricular activities.
- 16% stated this option has no strengths.

Hamlet of Sherwood Park (n= 208):

- 97% stated this option has strengths, the top three were:
 - 35% stated that it will keep junior high and senior high students separated and with their own age and grade levels.
 - 30% stated a strength was the relocation of all junior high French Immersion programming to the new replacement school.
 - 13% stated a strength was the relocation of all senior high French Immersion programming to Bev Facey Community High.
- 3% stated this option has no strengths.

In terms of respondent role, parents of current or future EIPS students and an EIPS staff member mentioned more often a strength was the relocation of all junior high French Immersion programming to the new replacement school—38% compared to 28% of the total. Parents of current or future EIPS students and an EIPS staff member indicated more often a strength was the relocation of all senior high French Immersion programming to Bev Facey Community High—25% compared to 10% overall.

In terms of children’s current grades, 51% of respondents with children in prekindergarten and kindergarten indicated a strength was that it will keep junior high and senior high students separated and with their own age and grade levels, while only 23% of grade 7-9 stated the same strength, compared to overall at 32%.

French Immersion program respondents stated a strength was the relocation of all junior high French Immersion programming to the new replacement school—31% compared to 19% of other programs respondents. French Immersion respondents stated less often that a strength was the relocation of all senior high French Immersion programming to Bev Facey Community High—7% compared to 21% of other program respondents.

Challenges

The survey collected 305 comments regarding Option 3’s challenges. The main survey response themes ranged from it will result in more transition for students to concerns about overcrowding at the replacement school:

- 89% stated challenges.
 - 19% stated it will result in more transitions for students.
 - 17% stated there will be transportation and commuting-related challenges—distance too far and busing concerns.
 - 17% stated student retention-related concerns.
 - 17% stated concerns about the relocation of alternative and specialized system programs offered at Sherwood Heights Junior High.
 - 8% stated concern about overcrowding at the new replacement school.
- 11% stated no challenges with this option.

Several sub-themes emerged as well:

- 5% stated they are concerned about students being split up from their friends and peers.
- 4% stated a challenge will be a lack of more programming, options and extracurriculars for students.

- 4% stated staffing-related challenges, including finding qualified staff.
- 3% stated they were concerned about development progress and construction delays of the new replacement school in Sherwood Park.
- 3% stated concerns about the dual-track programming.

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

- increased traffic volumes in the neighbourhood;
- cost and budgetary concerns;
- concerns that students will have to relocate or change schools;
- concerned about having junior high students mixing with elementary students; and
- increased class-size concerns.

Key Attributes Analysis

All four communities noted that this option will have the challenge of resulting in more transitions for students. The Hamlet of Sherwood Park was the only community to not have in its top three themes there will be transportation and commuting-related challenges.

Hamlet of Ardrossan (n= 18):

- 100% stated challenges, the top three were:
 - 39% stated there will be transportation and commuting-related challenges—distance too far and busing concerns).
 - 33% stated student retention-related concerns.
 - 28% stated it will result in more transitions for students.

City of Fort Saskatchewan (n= 37):

- 97% stated challenges, the top three were:
 - 41% stated it will result in more transitions for students.
 - 32% stated there will be transportation and commuting-related challenges—distance too far and busing concerns).
 - 11% stated concerns about the relocation of alternative and specialized system programs offered at Sherwood Heights Junior High.
- 3% stated no challenges.

Rural Strathcona County (n= 59):

- 98% stated challenges, the top three were:
 - 32% stated it will result in more transitions for students.
 - 29% stated there will be transportation and commuting-related challenges—distance too far and busing concerns).
 - 24% stated student retention-related concerns.
- 2% stated no challenges,

Hamlet of Sherwood Park (n=164):

- 82% stated challenges, the top three were:
 - 20% stated concerns about the relocation of alternative and specialized system programs offered at Sherwood Heights Junior High.
 - 15% stated student retention-related concerns.
 - 10% stated it will result in more transitions for students.
- 18% stated no challenges.

In terms of respondent role, EIPS staff members stated more often student retention-related concerns, 25% compared to 17% overall.

Regarding children in current grades, concerns about the relocation of alternative and specialized system programs offered at Sherwood Heights Junior High were mentioned more frequently by respondents of students in grades 7 to 9, 24%, and grades 10 to 12—27%, compared to 17% overall. Of respondents with a child not yet in school—34% are concerned about increased transitions for children compared to 20% overall. Of respondents with a child not yet in school—38% were concerned there will be transportation and commuting-related challenges, distance too far and busing concerns, compared to 19% overall.

Other program respondents stated concerns about the relocation of alternative and specialized system programs offered at Sherwood Heights Junior High more frequently—39% compared to 12% of French Immersion program respondents.

Additional Considerations Suggestions

The survey collected 220 comments regarding Option 3's additional consideration suggestions. The main survey response themes ranged from general support of Option 3 to concerns about increased transition for students:

- 21% stated they support this option.
- 13% stated concerns about student retention.
- 12% stated that French Immersion programming should be offered at more local or regional schools.
- 11% stated not to relocate French Immersion programming.
- 6% stated concerns that students will have to relocate or change schools.
- 6% stated there will be transportation and commuting-related challenges—distance too far and busing concerns.
- 5% stated concerns about increased transitions for students.

Several sub-themes emerged as well:

- 4% stated they do not support this option.
- 3% stated that EIPS needs to listen to feedback from parents and continue to engage with them.
- 2% stated it enables better programming, course options and extracurricular activities.
- 2% stated staffing-related challenges, including finding qualified staff.
- 2% stated that there needs to be more schools built.

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

- overcrowding-related challenges at the new replacement school;
- offer junior high French Immersion programming in a dedicated section at the new replacement school;
- concerns about the relocation of alternative and specialized system programs offered at Sherwood Heights Junior High;
- ensure students have adequate one-on-one time with teachers;
- concerns junior high students will not transition and integrate well among the senior high population;
- concerned about development progress and construction delays of the new replacement school in Sherwood Park;
- dislike the dual-track program;
- will help increase retention;
- add more modular or portable classrooms to schools;
- cost and budgetary concerns; and
- concerned about students being split up from their friends and peers.

Key Attributes Analysis

All four communities noted in their top three themes concerns about student retention. While the Hamlet of Sherwood Park indicated they support this option, the three other locations had in their top three themes that considerations should be given to not relocating the French Immersion program.

Hamlet of Ardrossan (n= 15):

- 13% stated concerns about student retention.
- 13% stated French Immersion programming should be offered at more local or regional schools.
- 13% stated not to relocate French Immersion programming.

City of Fort Saskatchewan (n= 23):

- 26% stated concerns about student retention.
- 22% stated French Immersion programming should be offered at more local or regional schools.
- 17% stated concerns students will have to relocate or change schools.

Rural Strathcona County (n= 47):

- 28% stated not to relocate French Immersion programming.
- 13% stated there will be transportation and commuting-related challenges—distance too far and busing concerns.
- 13% stated concerns about student retention.

Hamlet of Sherwood Park (n= 114):

- 33% stated they support this option.
- 11% stated concerns about student retention.
- 10% stated French Immersion programming should be offered at more local or regional schools.

Regarding EIPS staff members, they more often stated French Immersion programming should be offered at more local or regional schools—19% compared to 12% overall.

Parents of pre-kindergarten or kindergarten children more often noted concerns there will be transportation and commuting-related challenges, such as the distance is too far and busing concerns—14% compared to 6% overall. Additionally, parents of pre-kindergarten or kindergarten more often stated not to relocate French Immersion programming—21% compared to 12% overall. Of those whose child is not yet in school—35% support Option 3 compared to overall at 21%.

Respondents from other programs more often indicated support for Option 3—29% compared to 17% of French immersion program respondents.