



# Attendance Boundary Review Report Battle River School Division

Prepared by  
Dr. Cindi Vaselenak  
Consultant

November 13, 2023

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## ABOUT ASBA

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The Alberta School Boards Association (ASBA) is the one association that represents all 61 locally-elected public, separate and francophone school boards in Alberta. We bring together guidance, expertise and advocacy. We provide school boards with the tools and services they require to do their jobs well.

### Vision

Inspiring exceptional public, separate and francophone school board governance.

### Mission

To promote and serve member boards in supporting student success.

### Our consulting service philosophy

Our work and purpose are driven primarily by our dedication to building relationships. We listen to members' needs, care about where they are at, and value our long-term relationships. We prefer to work as partners rather than as vendors or consultants.

- Our process assures we are working with your best interests at heart.
- We value timely responses and professionalism above all.
- We value communication and transparency.
- We value relationships.
- We believe in our ability to organize our services and products in a coherent, cohesive and comprehensive fashion that will allow us to support clarity in communication, accountability based on listed expectations, while maintaining the capacity for addressing highly customizable needs of our members.
- We believe in offering the same quality of services to all members regardless of location or size.

### Where we are

Address: 1200, 9925 – 109 Street  
Edmonton, AB T5K 2J8

Website: [www.asba.ab.ca](http://www.asba.ab.ca)

## THE CONSULTANT

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### Dr. Cindi Vaselenak

- 36 year career in Alberta public education
- 12 years as Chief Superintendent in Alberta and NWT
- Bachelor of Education, Masters of Science, Doctorate of Education
- 3 years as ASBA Consultant
- Sessional Instructor at the University of Alberta on System Leadership
- Experience in facilitating system reviews

## PART I: THE REVIEW

### DIVISION DEMOGRAPHIC

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Battle River School Division (BRSD) is a dedicated provider of quality public education, serving 5398 students in K-12 and an additional 414 students in ECS/PreK. Schools are located in Bashaw, Bawlf, Camrose, Daysland, Forestburg, Hay Lakes, Killam, New Norway, Round Hill, Ryley, Sedgewick, Sifton, Sparling, Tofield, and Viking. The Division also provides education to 10 Hutterite colonies.

### PURPOSE

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Most of the School Attendance Boundaries that exist within Battle River School Division were set at the time the school division was formed in 1995. The Board of Trustees' mission, in collaboration with school communities, is to support every student. The purpose of public consultation is to review attendance boundaries with parents and guardians to ensure that boundaries meet the needs of the evolving student demographic. The Division contracted the Consultant to conduct a review to determine if attendance boundaries continued to meet their current demographic - are the boundaries effective, efficient, and serving the families of BRSD.

The Board established four community consultation meetings facilitated by the Consultant and the Consultant created an online survey to engage families who could not attend a meeting. The Board is not considering closing small schools but rather seeking to create efficiency and ease of access to programs within the current system.

The BRSD Attendance Bound Review has four main goals.

- Schools, particularly in rural communities, are properly supported to provide quality educational opportunities;
- Boundaries aren't influenced by artificial factors, such as municipal lines;
- Updated boundaries reflect changing demographics;
- Attendance boundaries are logical and efficient for each school.

### PARAMETERS

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All attendance boundaries within the school division were open for discussion. However, the primary focus of the review was directed toward rural schools. Within the City of Camrose, a similar review was conducted a few years ago, to address concerns that existed at that time.

## PART II: DATA COLLECTION

### QUANTITATIVE DATA COLLECTION

The Review incorporated quantitative data from reports at different levels within the education system.

1. **Government Data** (Census year 2016 and 2021) for 0-14 years olds [APPENDIX A]
2. **Division Data**
  - a. Current division population by grade [APPENDIX B]
  - b. Population density by area [APPENDIX C]
3. **School Data**
  - a. School population, capacity, and utilization reports [APPENDIX D]
  - b. Population trajectory over ten years per school [APPENDIX E]

### QUALITATIVE DATA COLLECTION

The Review incorporated qualitative data from:

#### 1. Parent consultation meetings

The Board organized four opportunities for public consultation and invited parents/guardians and interested community members to attend. Notice of the meetings was sent through schools and posted on the division website. Each meeting had the same agenda and presentation and was held from 6:30 to 8:00 pm as follows:

- Thursday, October 12: Ecole Camrose Composite High School
- Monday, October 16: New Norway School
- Tuesday, October 17: Ryley School
- Wednesday, October 18: Daysland School

At each consultation meeting a print survey was distributed where parents could provide feedback on site or choose to answer the questions later online. A question-and-answer period was included as part of the agenda.

#### ***Interview Questions were designed to assess:***

- If current boundaries meet students' educational needs.
- If current boundaries accommodate broader areas of interest for students.
- Satisfaction with current school bus pick-up/drop-off and ride times as it relates to boundaries.
- If changes in boundaries will alleviate concerns or issues.
- If boundary concerns affect each child in a family equally.
- Identify issues that will occur in the next 5 years.
- Other considerations for the Board.

See APPENDIX F for the complete survey.

## 2. Survey Data

Parents unable to attend a meeting in person were encouraged to provide feedback through an online survey. A survey link was open on the district and school websites from October 19 to October 28, 2023.

### PARTICIPATION

- 209 people completed the survey online
- 18 people completed the survey in-person at engagement meeting (print)
- 3 people completed survey and delivered via email AFTER deadline

Attendance at each meeting:

- 15 in Camrose / ECCHS
- 19 in New Norway
- 25 in Ryley
- 24 in Daysland

[Due to the private nature of some of the required information on the survey including parent name, children name, school, and address, the survey data is not included here. All completed surveys were delivered in their entirety to the division in a secure manner for the Board to retain as per FOIP obligations.]

APPENDIX G is a *summary* of survey results, satisfaction levels and issues. The number of surveys submitted by community follows the summary.

## 3. Historical board discussions or motions related to boundaries requests

The Consultant reviewed historical division records of motions at Board meetings related to attendance boundaries. The Consultant did not find evidence of chronic or repetitive issues that would inform this review. In other words, no groups of families experienced identical issues. The motions or presentations to the Board were unique to individual family circumstances and would not be representative of larger community issues. For example, there are several motions related to gate bus pick up/drop off.

## **PART III: THEMES THAT EMERGE FROM DATA**

A **theme** is a common response that recurs in survey data, a perception common among several participants. The Consultant identified five themes that prevailed throughout the interviews.

### **Theme 1: Significant satisfaction with current boundaries**

78% of parents who responded to the survey are satisfied with the current boundaries which is significant (Survey Question 4). [Later on in the survey, 36% of the respondents feel that a change in boundaries will not resolve their identified issues. Their issue or reason for providing feedback was not boundary related].

### **Theme 2: Transportation issues are the most frequent area of concern**

Frequent issues identified by respondents are connected to bus transportation such as long bus rides; dissatisfaction with pick up and drop of locations; perception of illogical routes; and, no transportation provided to cross boundary students.

It should be noted that BRSD implemented the new transportation distance formula announced by the provincial government one year earlier than required. In 2023/24, over 700 additional students qualified for free busing and therefore accessed bus transportation. Part of the 35% dissatisfied responses (Survey Question 6) could be linked to this change as more students were picked up and dropped off this year which added to ride times. BRSD should be commended for implementing these changes ahead of the provincial schedule.

65% of the respondents are satisfied with transportation (Survey Question 6) which is still acceptable considering how geographically large the division is and the changes in routing this year. It should be noted that some of the respondents who cited bus transport issues do not have children of school age but anticipate issues that others in the community are currently experiencing.

### **Theme 3: Students should be directed by proximity to the closest school**

Several families that responded to the survey, and live near boundary lines, are geographically closer to schools in an adjacent attendance area. Those families typically transport their own children because they choose a cross boundary school over the directed farther boundary school. Request to change attendance boundaries to capture their catchment area and be directed to school in closest proximity is cited as a solution. If boundaries don't change, another solution for the respondents is to provide transportation to families that are closer in distance to a school in an adjacent boundary or for choice if a family resides midway between two schools. One example frequently referenced is where students in grade 9 from one school are divided and directed to two different high schools, splitting peer groups and social networks.

### **Theme 4: Issues not related to boundaries**

Any issues that were identified by respondents not related to a review of attendance boundaries are not presented in this report.

## PART IV: OPTIONS GOING FORWARD

As mentioned earlier, the review is conducted to determine if attendance boundaries are effective, efficient, and serving the families of BRSD.

Considerations for change:

- Does the data support the change? A review such as this is designed to support research informed decision making.
- Population distribution. For every action there is an equal and opposite reaction. Changes to boundaries may create new issues for the people who did not respond to the survey because they are currently satisfied with the attendance boundaries.
- Where are the efficiencies created by the change?
- Long term operational management and sustainability is needed.

### Option 1: Maintain current boundaries

High satisfaction with current attendance boundaries would suggest the Division has made good choices and boundaries continue to serve the BRSD families. Currently the Division does consider and allow exceptions (ie cross boundary school acceptance) related to individual requests which demonstrate a responsiveness to their family community needs. One purpose of the review is to consider whether the existing attendance boundaries are still effective, efficient, and serve the families of BRSD. 78% percent of respondents indicated they are.

There was no boundary line or area that was frequently identified by respondents to be problematic that speaks to a need for immediate change.

### Option 2: Adjust Boundaries

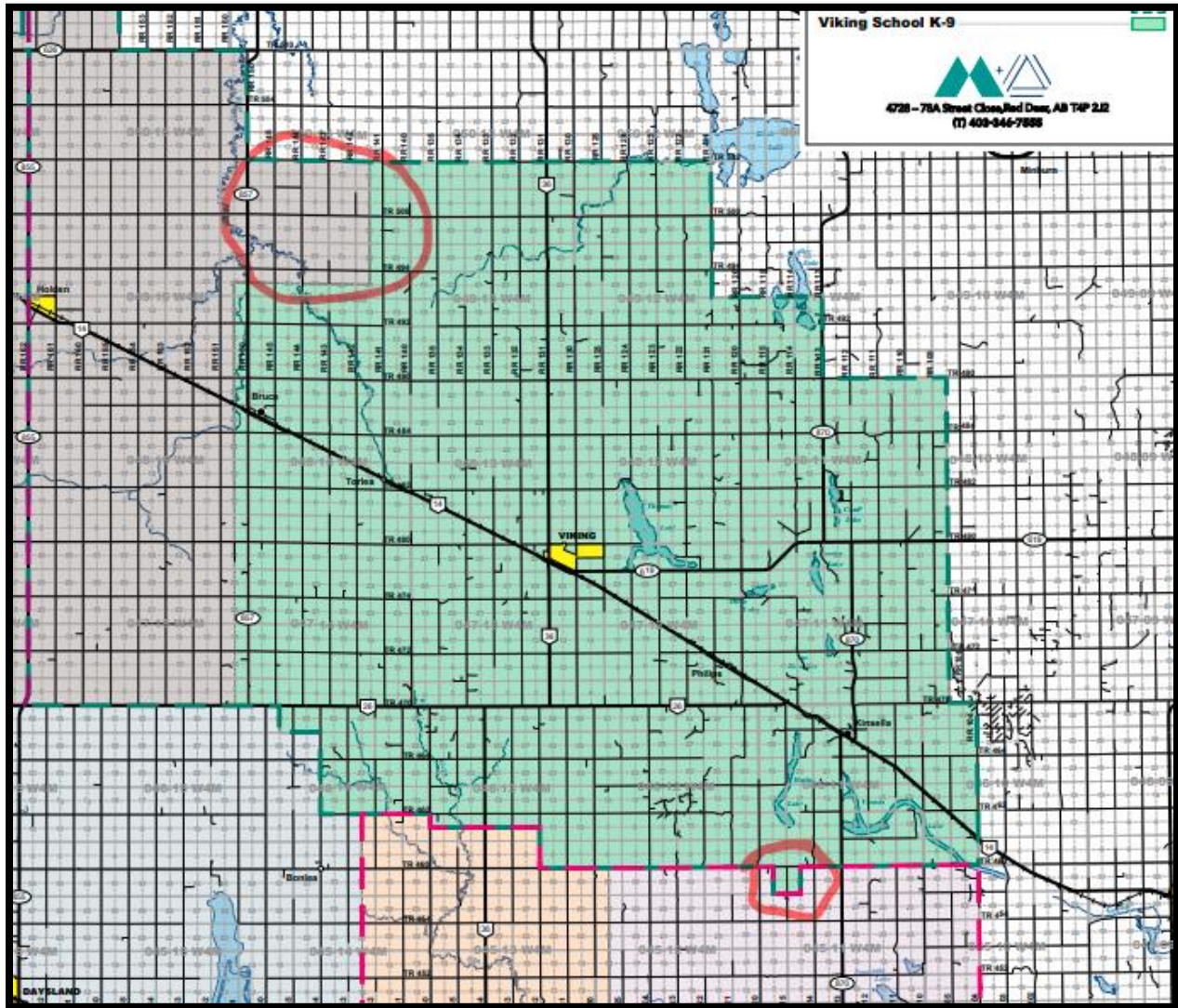
A) There are two areas that could be changed and follow the established boundary line to enhance consistency. These changes affect only a small number of families and a 'grandfathering' period for students residing in those areas should be considered.

**Map 2A** that follows identifies the two areas (circled orange) that could be changed for those reasons.

- Section of HWY857, RR141-145, TR494-500 become part of Viking attendance boundary
- Small section RR114-115, TR458-460 become part of Sedgewick attendance boundary



Map 2A

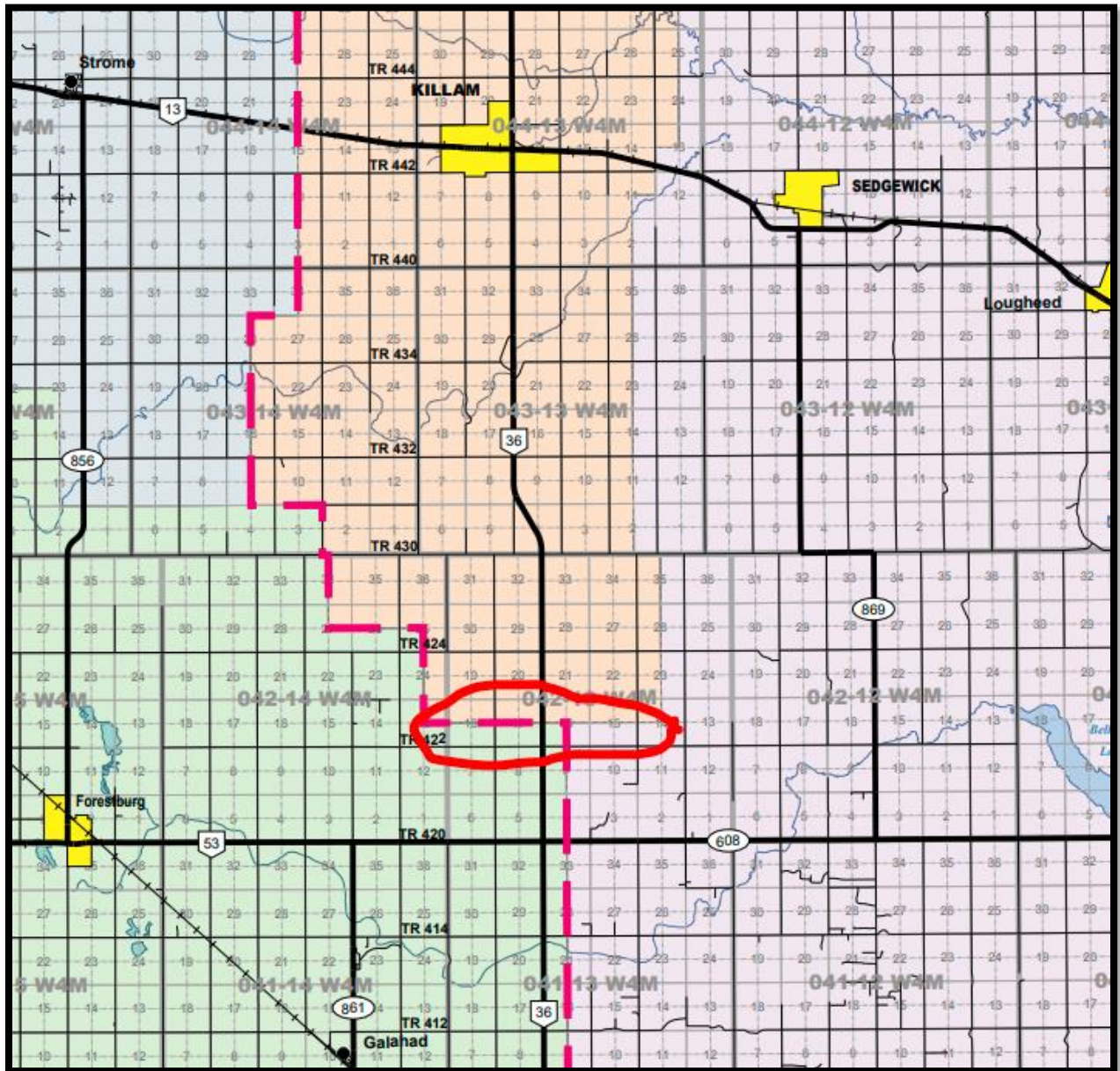


B) There are several families, who responded to the survey, that indicate they live closer to a cross boundary school and are asking boundaries change due to proximity – direct to the closest school. However, any boundary that changes for proximity may create a new ‘closest school’ scenario for a family near a new line. Please note that the maps in this section represent only those families who responded to the survey and who communicated they live closer to a cross boundary school than the division directed school so are requesting consideration for a boundary change based on proximity. Other scenarios may exist for families who did not complete the survey.

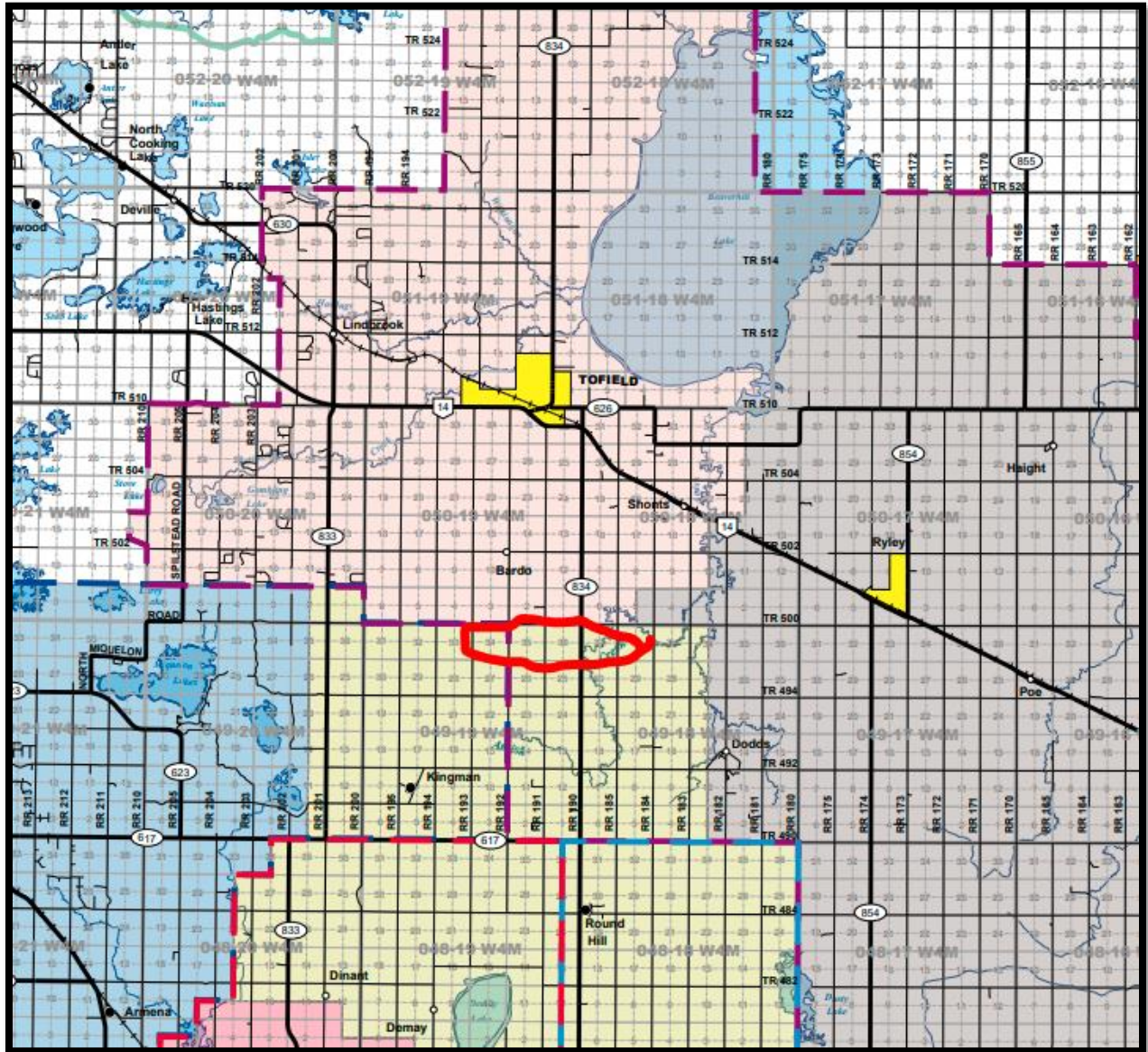
- On or near HWY 36 and TR422-424 students directed to Killam, closer to Forestburg. See [MAP 2Ba](#)
- On or near HWY 834 and TR496-500 students directed to Round Hill, closer to Tofield. See [MAP 2Bb](#)
- On or near HWY 26 and HWY 855 students directed to Ryley, closer to Daysland. See [MAP 2Bc](#)

- Respondents from Ohaton would like choice in direction – Camrose or Bawlf. See [MAP 2Bd](#)

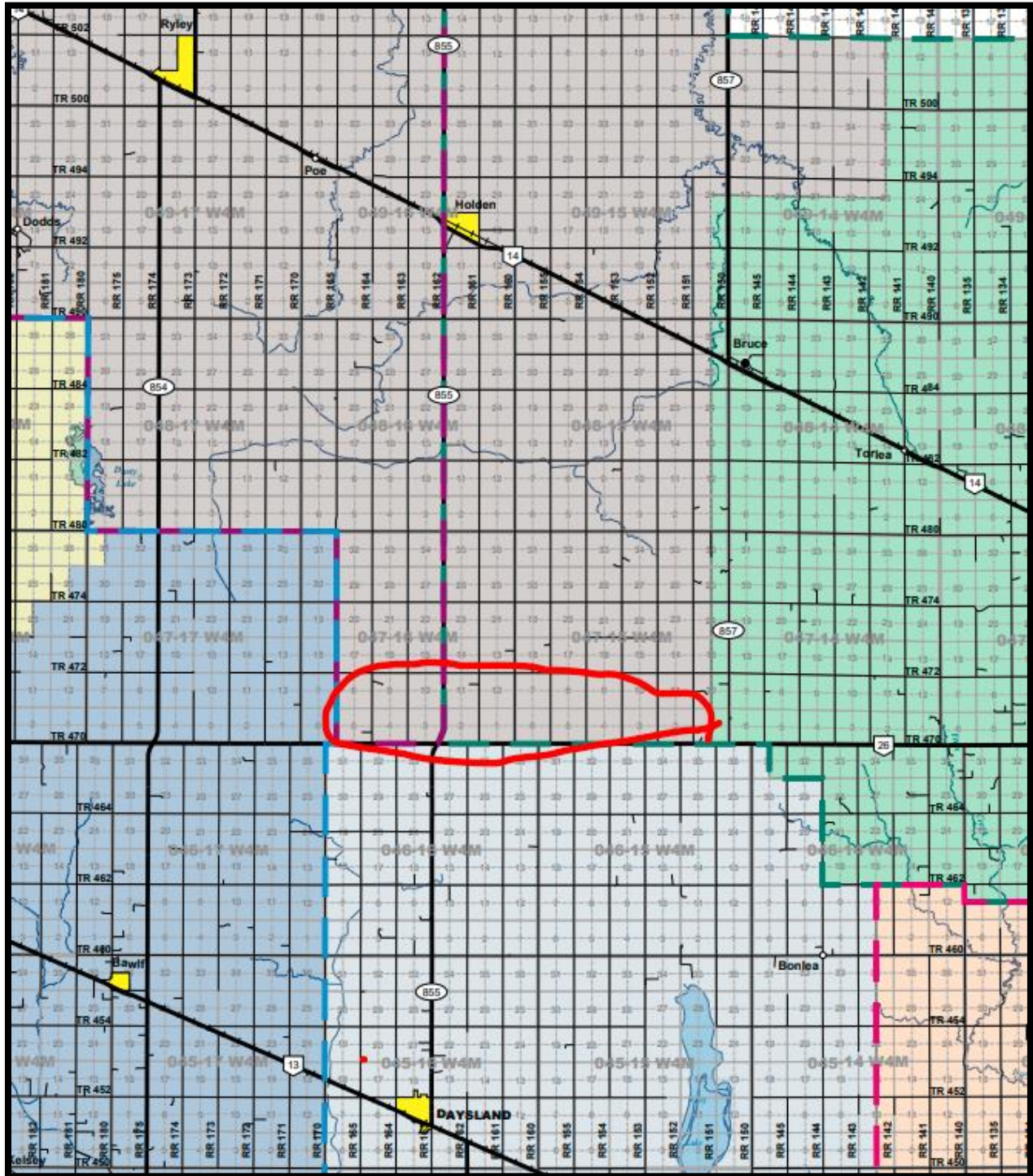
MAP 2Ba



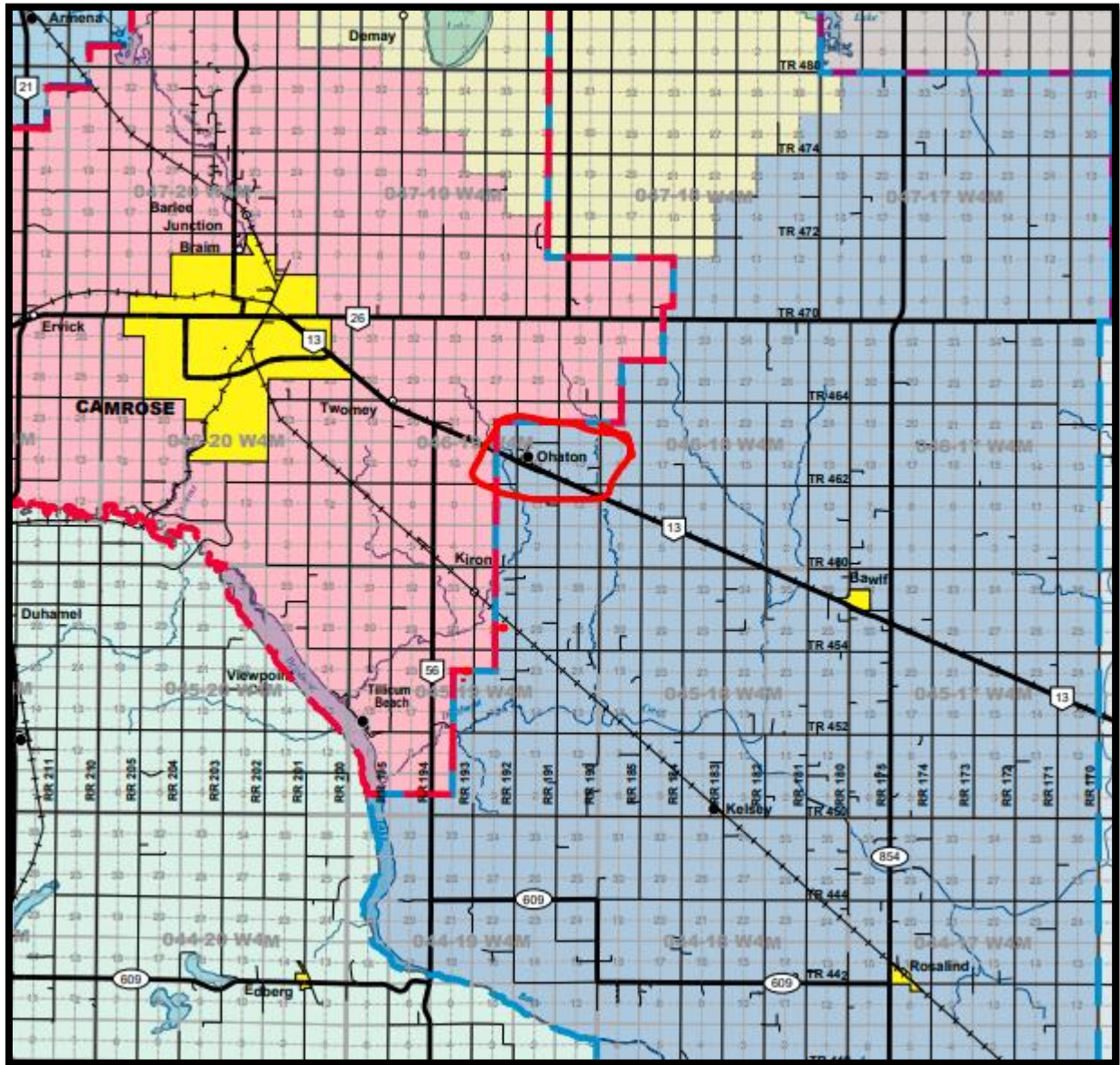
MAP 2Bb



MAP 2Bc

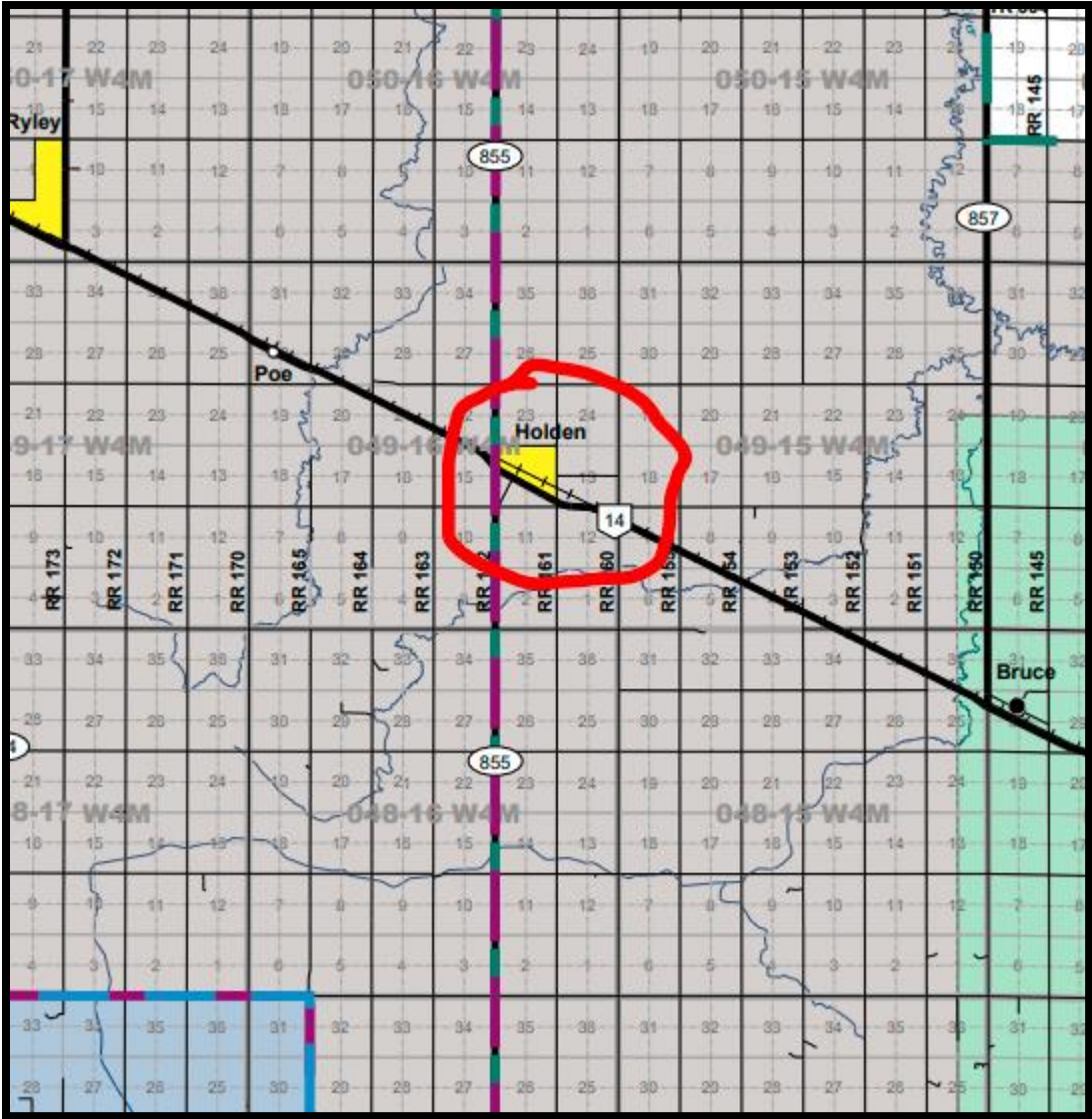


MAP 2Bd



High School students in Holden are directed to two different high schools depending on where they reside on either side of HWY 855. Holden students west of HWY 855 are directed to Tofield High School. Holden students east of HWY 855 are directed to Viking. If the HS boundary line shifted (east or west) as to not lie on HWY 855 then this would allow Holden students to be directed to the same high school in grade 10 and maintain their peer cohort. See [MAP 2C](#).

MAP 2C



## SUMMARY FROM CONSULTANT

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The review had four main goals.

- 1) *Schools, particularly in rural communities, are properly supported to provide quality educational opportunities.*

78 percent satisfaction among respondents indicate system satisfaction. 83 people attended the four consultation meetings. The data generated from the survey represents 230 families. The silent large majority, who did not participate in the engagement, may have felt no need to complete the survey because they are properly supported.

The most referenced issue related to boundaries involves aspects of transportation. BSRD continues to review and rework routes to best serve its clients. With the restructure in the 2023-24 school year, under a new government transportation formula, an additional 700 students qualified for busing that may have influenced satisfaction levels. BRSD encompasses a huge rural footprint, so ride times are likely always going to be an issue. Shifting of some boundaries may improve satisfaction by providing more or ease of access.

- 2) *Boundaries aren't influenced by artificial factors, such as municipal lines;*

Boundaries are influenced by municipal lines including tax structures and services. Historically, rural schools were built in locations that aligned with municipalities, such that “community schools” were established. Adhering to municipal lines provides logic to a complex system. There is no evidence in the data of dissatisfaction with a municipal line model. Comments related to dissatisfaction are from individual families that reside closest to a boundary line and request the line shift to accommodate their unique needs.

- 3) *Updated boundaries reflect changing demographics;*

Changing attendance boundaries will not solve two issues in rural Alberta demographic, lower birth rates (smaller families) and migration to urban centers. Line graphs that represent changes in population for each school, over a ten-year period, are tracked and a method used to monitor the population trajectories of students entering and exiting the schools over time. More program choices, offerings and supports are the reasons most respondents provide for choosing a school outside of their boundary.

- 4) *Attendance boundaries are logical and efficient for each school.*

Attendance boundaries are designed to serve ‘most’ people ‘most’ of the time. They will never accommodate ‘all’ people ‘all’ the time. 78 percent satisfaction among respondents suggests the boundaries are logical and efficient. There are exceptions especially where the closest school is not the one directed too. The division has made accommodations by allowing choice, students who attend cross boundary, or provided transportation in unique circumstances. Several areas where proximity to cross boundary schools have

been identified in the report for consideration. Those areas were referenced by respondents and may not be reflective of the larger community. Further research and consultation may be needed with the families, who reside in areas considered for possible change, and who did not participate in the consultation to assess their needs.

BRSD established a boundary committee to provide direction on process to the Consultant. The last review occurred in 1995 so it was timely to revisit the BRSD attendance boundaries; the Division has significantly changed since then. The Consultant's role in the review was to facilitate public engagement, to collect and analyze data to determine if the data indicated a need to change boundaries and to identify the areas that may be causing the greatest concern. The Board has received all survey responses and this report is to inform decision-making related to attendance boundaries going forward.

Respectfully submitted,  
Dr. Cindi Vaselenak, ASBA Consultant



## APPENDIX A: CENSUS DATA, STATS CANADA

### Population Aged 0 to 14 years for Select Communities

#### Census Subdivisions

	Name	Type	2016 Census	2021 Census
4807036	Forestburg	VL	145	95
4807039	Daysland	T	120	115
4807042	Killam	T	210	150
4807044	Sedgewick	T	145	135
4807046	Lougheed	VL	55	55
4810002	Bashaw	T	120	140
4810009	Bawlf	VL	70	90
4810011	Camrose	CY	3145	3180
4810014	Hay Lakes	VL	105	115
4810018	Tofield	T	385	395
4810019	Ryley	VL	80	85
4810021	Holden	VL	60	45
4810022	Viking	T	155	135

#### Unincorporated Places

Armena	5	X	in	Camrose County
Kelsey	X	X	in	Camrose County
Round Hill	25	20	in	Camrose County
Bruce	5	5	in	Beaver County
New Norway	60	50	in	Camrose County
Strome	30	25	in	Flagstaff County

Data Source: Censuses of Canada, Statistics Canada

Notes: X means data suppressed due to small numbers or quality

### Population Aged 0 to 14 years for Select Communities, 2021

Census Subdivisions	Name	Age														
		under 1	1	2	3	4	5	6	7	8	9	10	11	12	13	14
4807036	Forestburg	0	5	5	10	10	0	5	5	10	5	5	5	10	5	10
4807039	Daysland	15	5	15	5	10	5	10	10	5	5	5	5	10	5	10
4807042	Killam	5	10	5	10	10	10	10	10	5	10	5	10	15	15	15
4807044	Sedgewick	10	10	10	15	5	15	10	10	10	10	10	10	15	5	5
4807046	Lougheed	5	5	0	0	10	0	5	10	5	5	5	5	5	5	5
4810002	Bashaw	5	15	10	10	5	10	10	5	10	5	10	10	20	10	
4810009	Bawlf	5	5	5	5	5	5	5	10	5	5	5	0	5	5	
4810011	Camrose	165	160	205	190	220	220	210	240	210	225	210	220	225	265	220
4810014	Hay Lakes	5	5	5	10	10	5	10	5	5	5	5	10	5	20	10
4810018	Tofield	20	15	25	20	30	20	35	25	25	40	30	20	25	30	40
4810019	Ryley	0	10	0	5	5	10	5	5	5	5	10	5	5	5	5
4810021	Holden	5	5	0	0	0	0	5	0	10	5	5	0	5	0	5
4810022	Viking	5	10	15	10	5	15	10	10	15	10	10	5	10	5	5

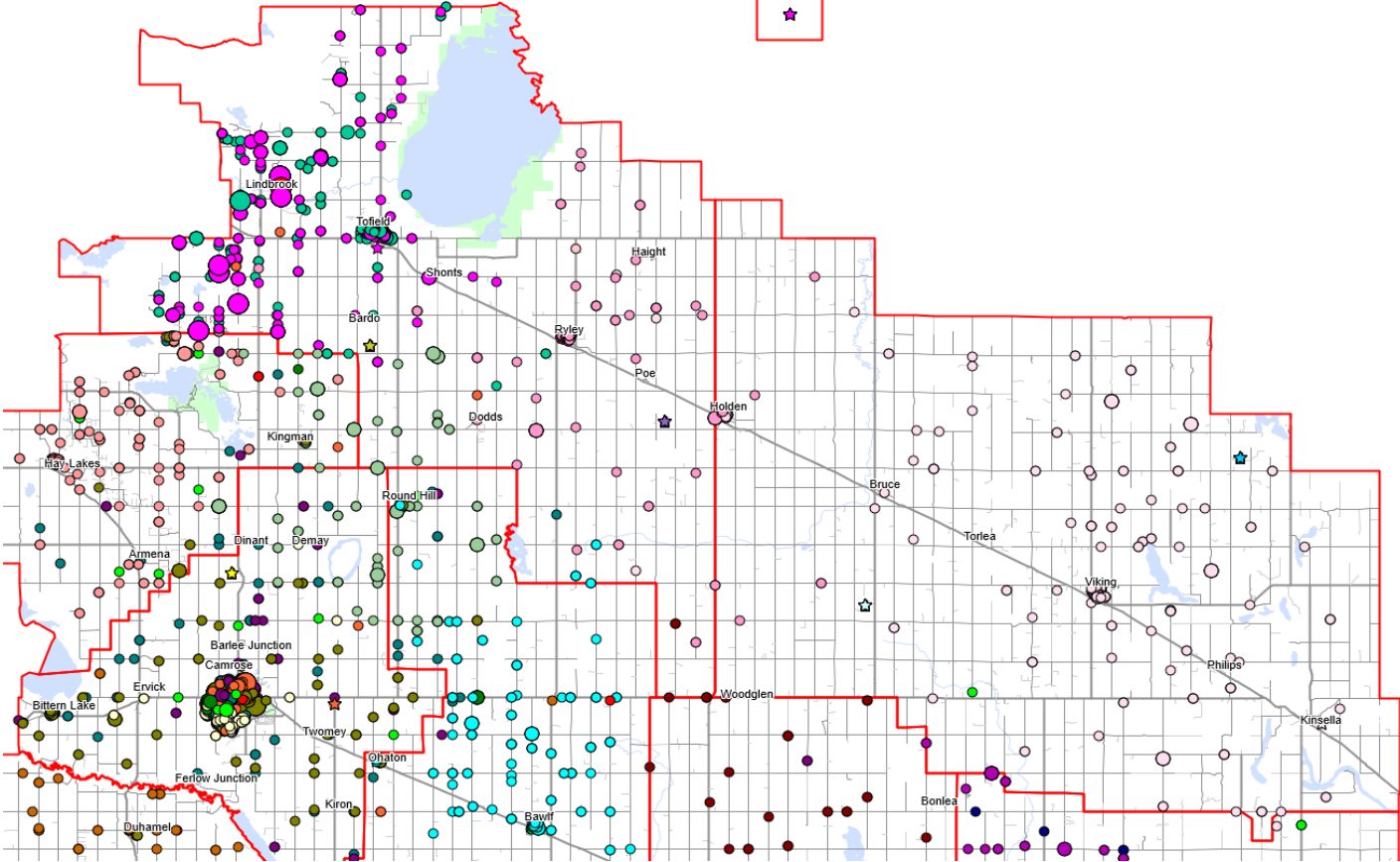
## APPENDIX B: DIVISION POPULATION DISTRIBUTION

	K/PreK	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bashaw	19	16	18	23	14	15	20	16	20	27	18	25	15	246
Battle River Home Education	3	3	2	5	3	2	2	2.85	2	1.35				26.2
Bawlf	22	22	25	12	35	24	29	21	27	22	23	21	26	309
BRACE											26	22	105	153
CW Sears	67	38	65	56	52									278
Camrose Colony						1	1		1					3
CCHS										188	192	223	173	776
Central High		15	27	24	21	25	26	21.5	26	37	53	38	43	356.5
Sedgewick							166	156	158					480
Charlie Killam														
Chester														
Ronning	55	47	53	51	61	43								310
Daysland	17	25	16	20	20	13	15	10	12	17	21	17	12	215
Forestburg	15	14	18	17	15	9	16	16	14	20	17	14	16	201
Hartland Colony		6	3	5	2	2	4	3	6					31
Hay Lakes		19	13	21	19	19	15	21	21	16	27	21	21	233
Holden Colony		4	1		4			3	1	1				14
Iron Creek Colony		5	1	1	1	1			1					10
Jack Stuart	50	51	42	39	59	50								291
Killam	15	16	15	13	21	16	17	11	14	19				157
Lougheed Colony		8	3	2	1	1		2	3					20
New Norway	14	9	8	15	21	14	16	23.65	16	14.65	11	18	17	197.3
Northstar											2	4	13	19
Rosalind Colony		4	5	2	1	1	4	3	2	1				23
Round Hill	9	15	12	13	12	16	10	7	8	1				103
Ryley	6	11	11	13	7	14	17	13	8	6				106
Sifton	66	40	58	45	60	45								314
Southend Colony		1	3		1		1	2		1				9
Sparling	39	31	34	33	30	30								197
Tofield						54	52	55	54	55	74	58	50	452
Tofield Colony		3	4		3	1	1	1		1				14
Viking	15	21	18	23	12	16	16	10	21	22	20	15	28	237
Viking Colony	2	3	3	1	2	2	3	1	2	2				21
Wavy Lake Colony		2	2	2					1					7
Women's Shelter						1				1		1		3
<b>TOTAL STUDENTS</b>														
GRADES 1 - 12														5398
TOTAL EC S/PreK														414
<b>TOTAL STUDENTS</b>														
(Including EC S/PreK)	414	429	460	436	477	415	431	399	418	453	484	477	519	5812.00

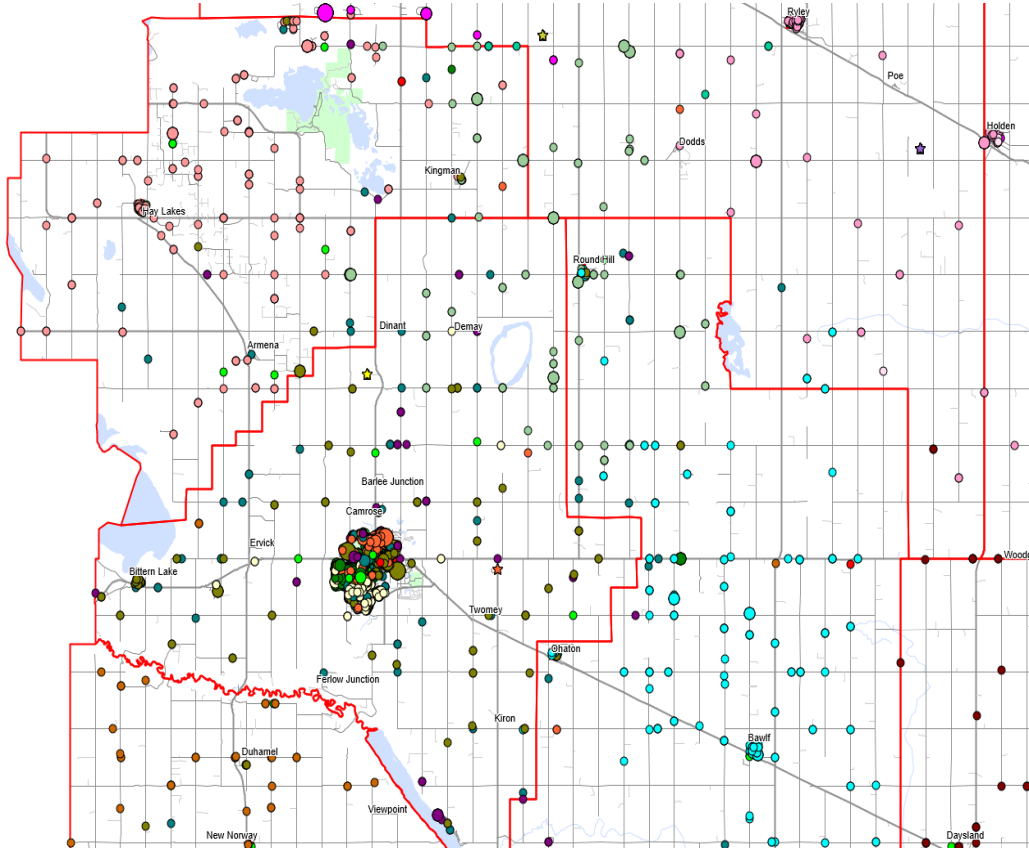
# APPENDIX C: STUDENT POPULATION DENSITY BY AREA

## Beaver County

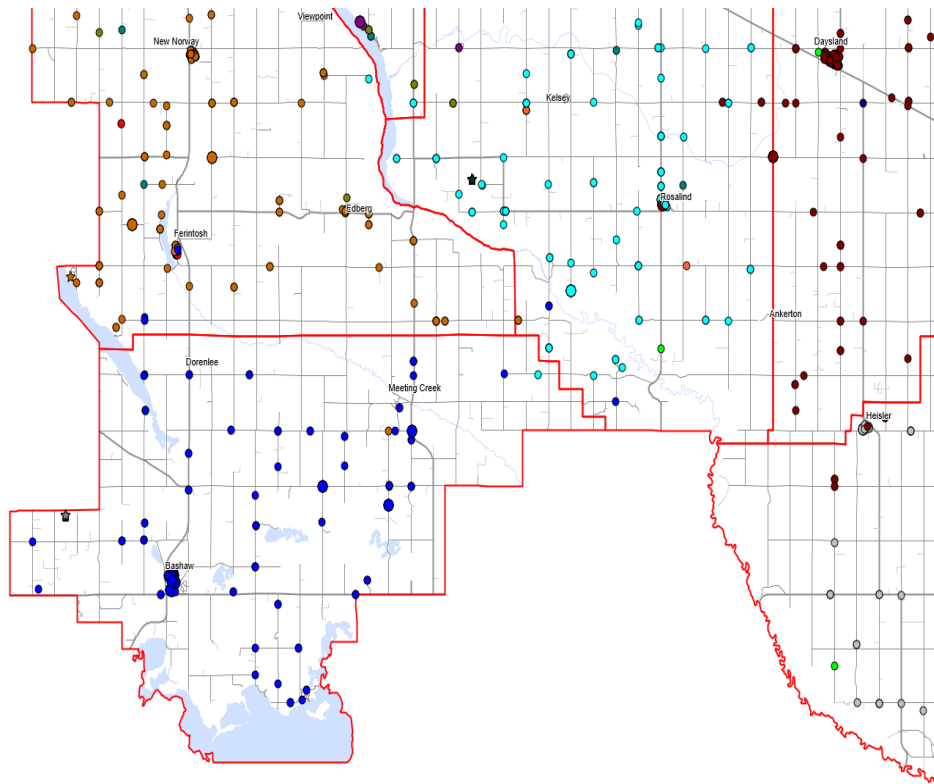
Elk Island School Division



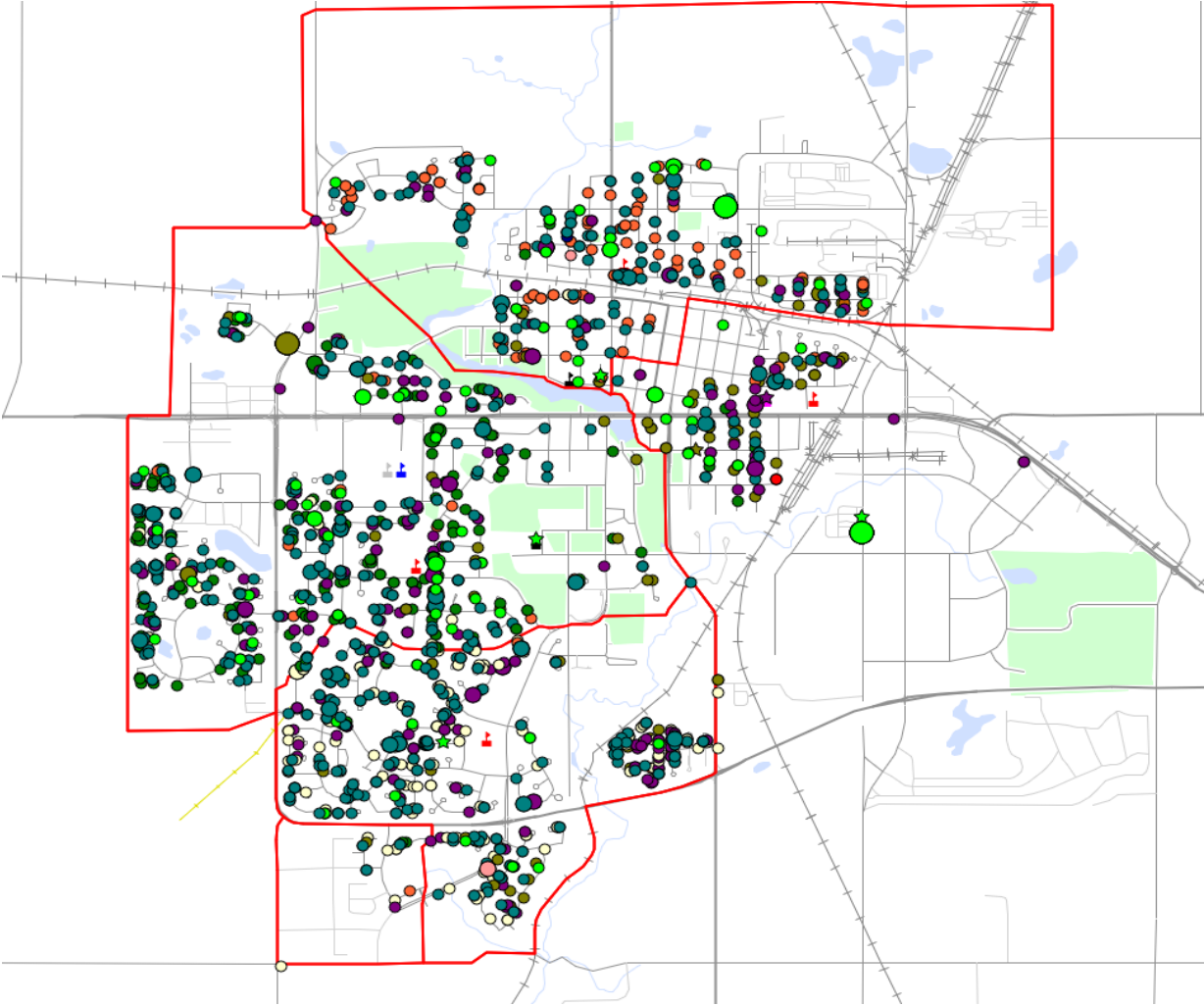
# Camrose North



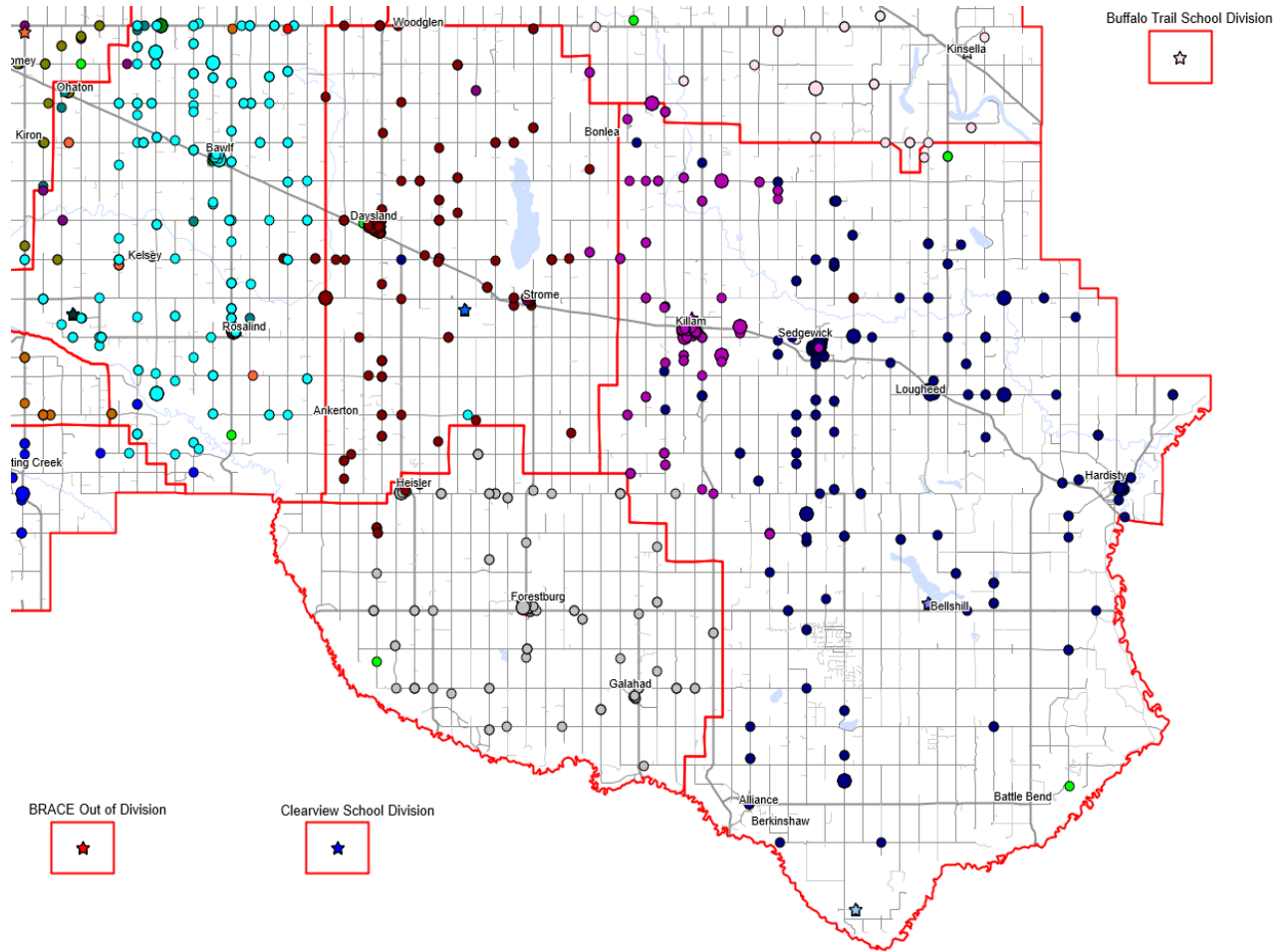
# Camrose South



Camrose



# Flagstaff



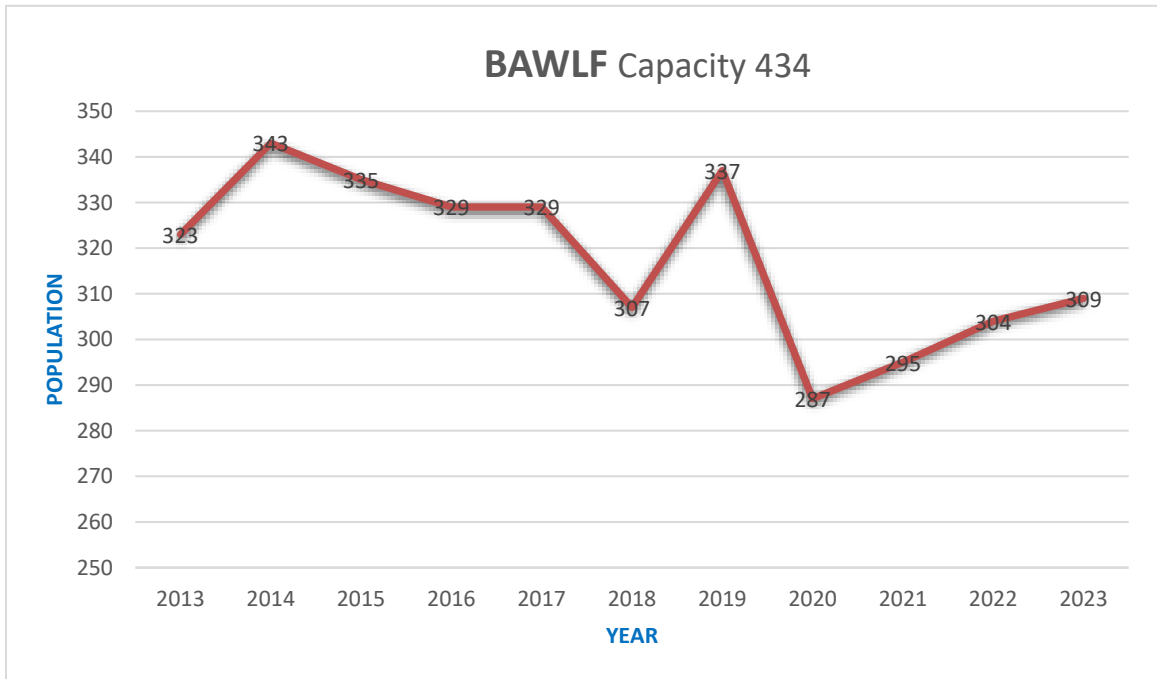
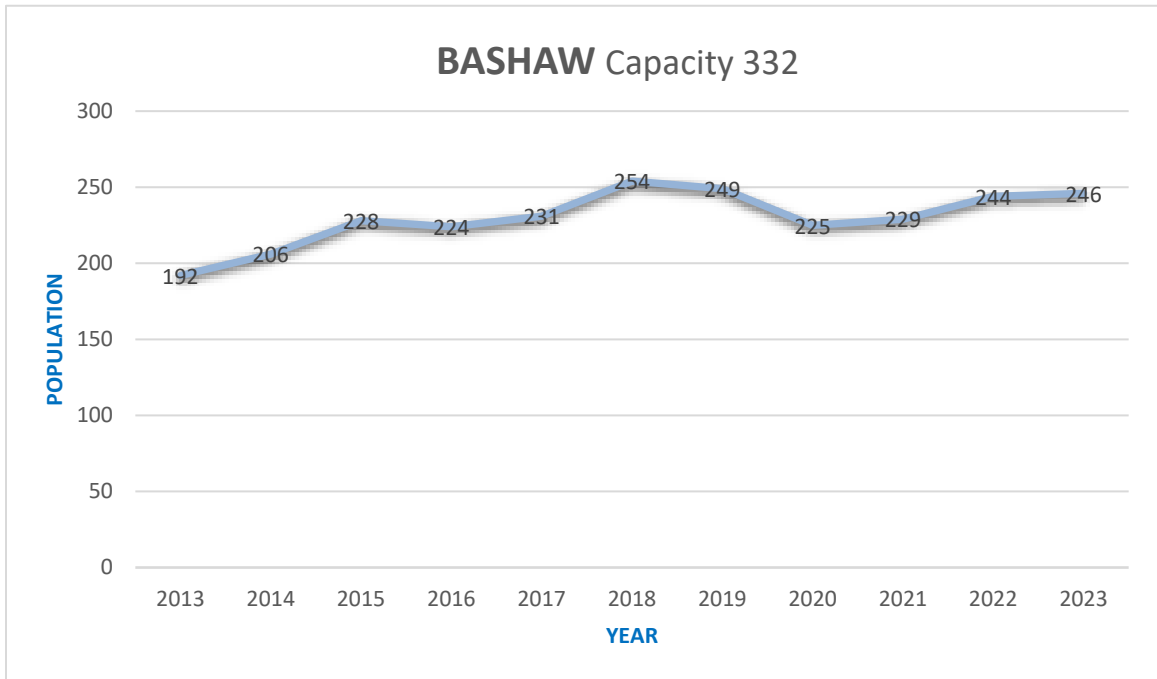
## APPENDIX D: SCHOOL POPULATION, CAPACITY, UTILIZATION

School	Location	Grades	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017- 2018	2018 - 2019	2019 - 2020	2020 - 2021 *	2021- 2022	2022- 2023	2023- 2024	Capaci ty	UTILIZ GOA
Bashaw	Bashaw	K-12	192	206	228	224	231	254	249	225	229	244	246	332	77%
Bawlf	Bawlf	K-12	323	343	335	329	329	307	337	287	295	304	309	434	70%
CW Sears	Tofield	K-4	316	323	339	330	330	323	320	297	292	277	278	405	72%
CCHS	Camrose	9-12	523	672	690	712	709	707	694	647	683	723	776	1257	60%
Central High	Sedgewick	1-12	365	396	408	421	423	435	416	384	368	373	357	625	63%
Charlie Killam	Camrose	6-8	380	428	459	472	449	510	502	510	450	461	480	609	83%
Chester Ronning	Camrose	K-5	284	259	261	282	294	303	316	261	302	301	310	506	59% <sup>1</sup>
Daysland	Daysland	K-12	297	276	262	228	231	229	221	203	198	215	215	518	43%
Forestburg	Forestburg	K-12	234	253	247	255	241	220	200	182	169	182	210	440	41%
Hay Lakes	Hay Lakes	1-12	238	248	261	247	250	239	220	202	229	216	233	381	62%
Jack Stuart	Camrose	K-5	315	264	265	260	266	266	296	264	263	283	291	391	79%
Killam Public	Killam	K-9	186	191	185	171	169	172	173	170	165	162	157	307	62%
New Norway	New Norway	K-12	254	249	250	256	247	256	242	214	211	199	197	387	54%
Round Hill	Round Hill	K-9	80	73	69	63	68	66	86	93	95	108	103	230	47%
Ryley	Ryley	K-9	150	139	132	113	98	98	92	141	141	123	106	291	45%
Sifton	Camrose	K-5	401	341	334	313	323	332	347	287	287	283	314	417	65%
Sparling	Camrose	K-5	160	132	133	130	166	171	176	166	186	209	197	239	100%
Tofield	Tofield	5-12	387	359	360	359	359	378	368	401	446	479	452	643	85%
Viking	Viking	K-12	326	328	323	294	273	245	252	255	265	254	237	585	45%

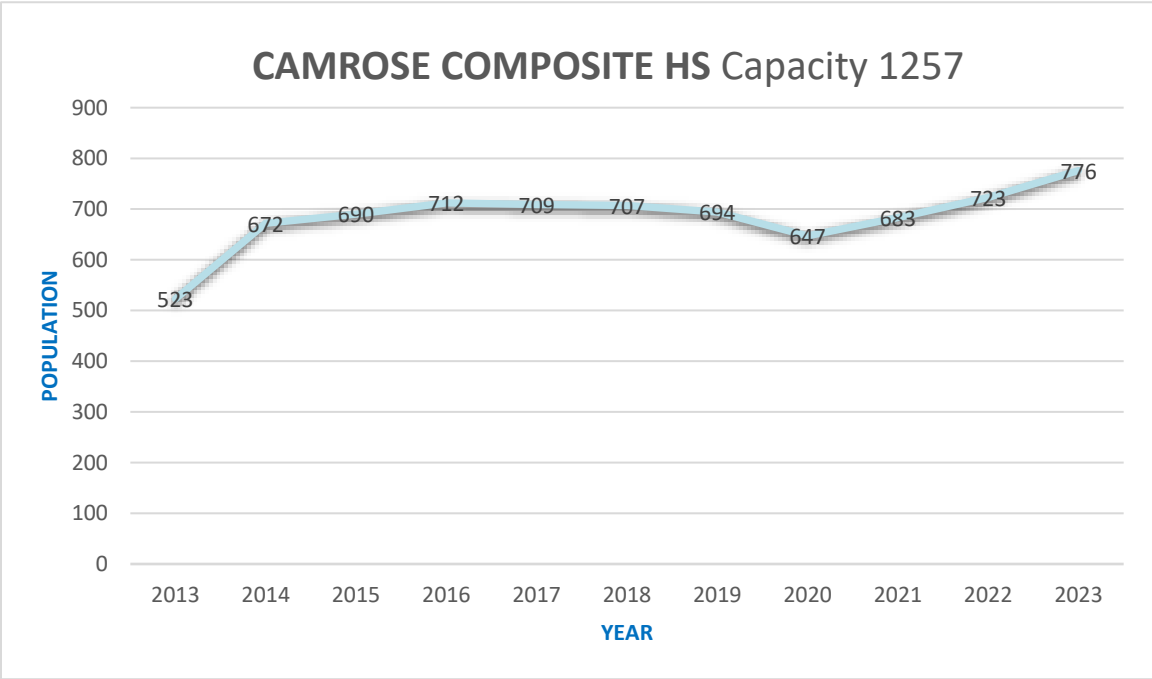
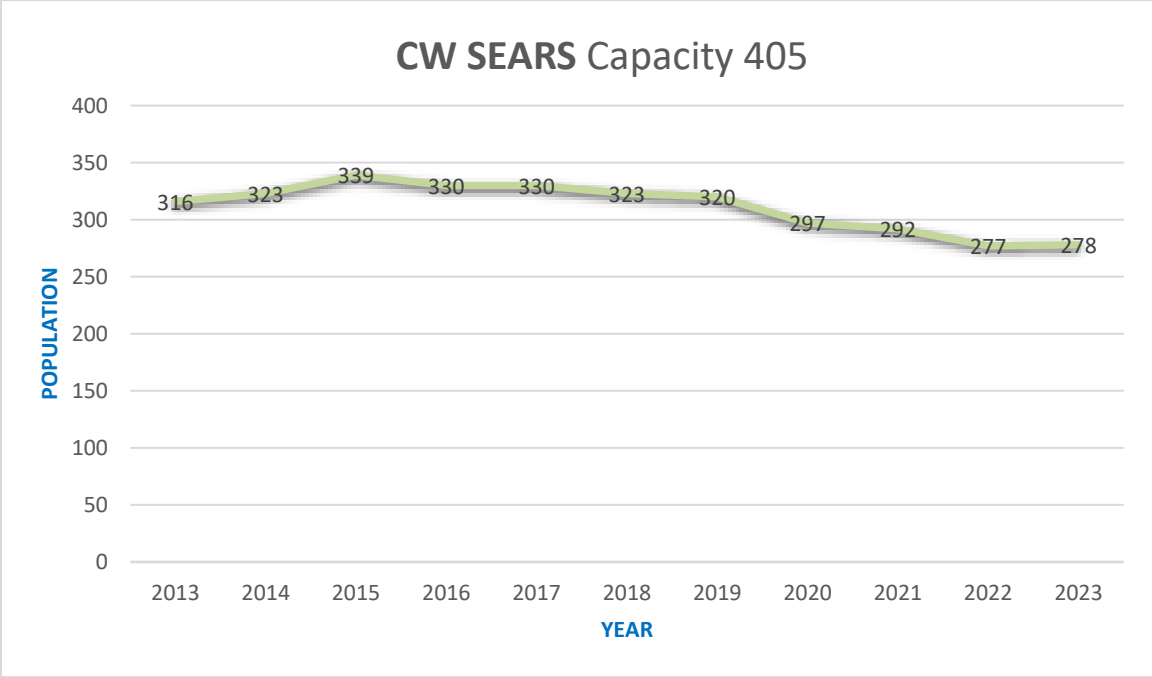
\*2020-2021 Pandemic/COVID represents numbers in school and at home learning

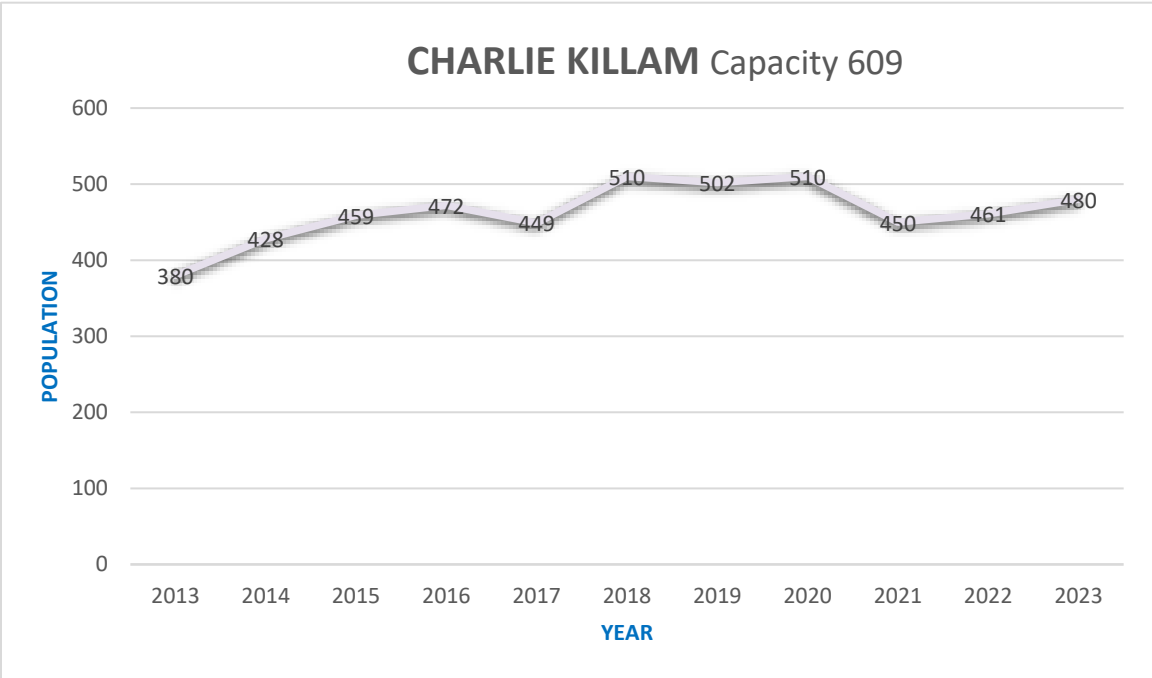
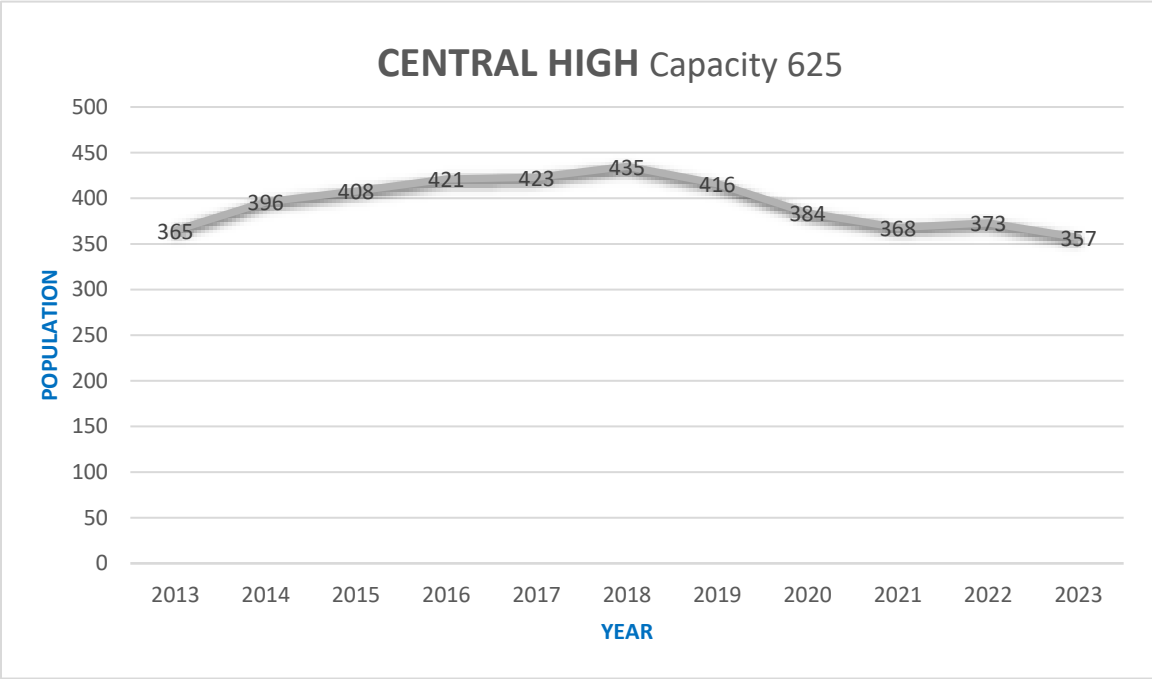
<sup>1</sup> Utilization based on previous school facility

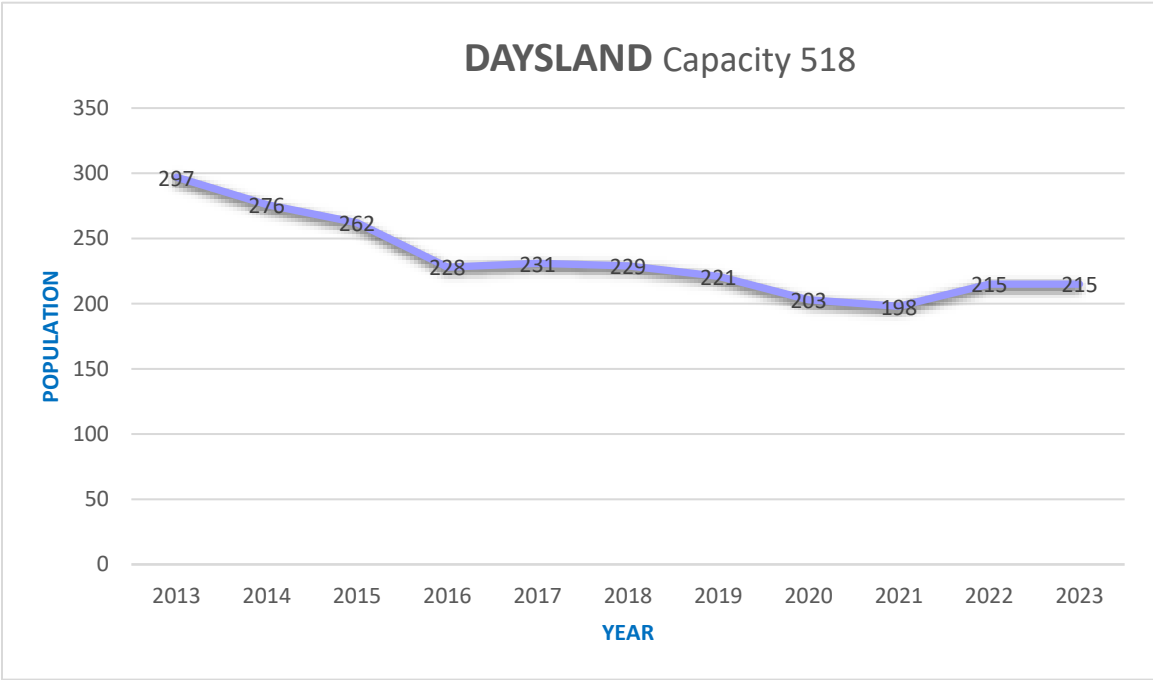
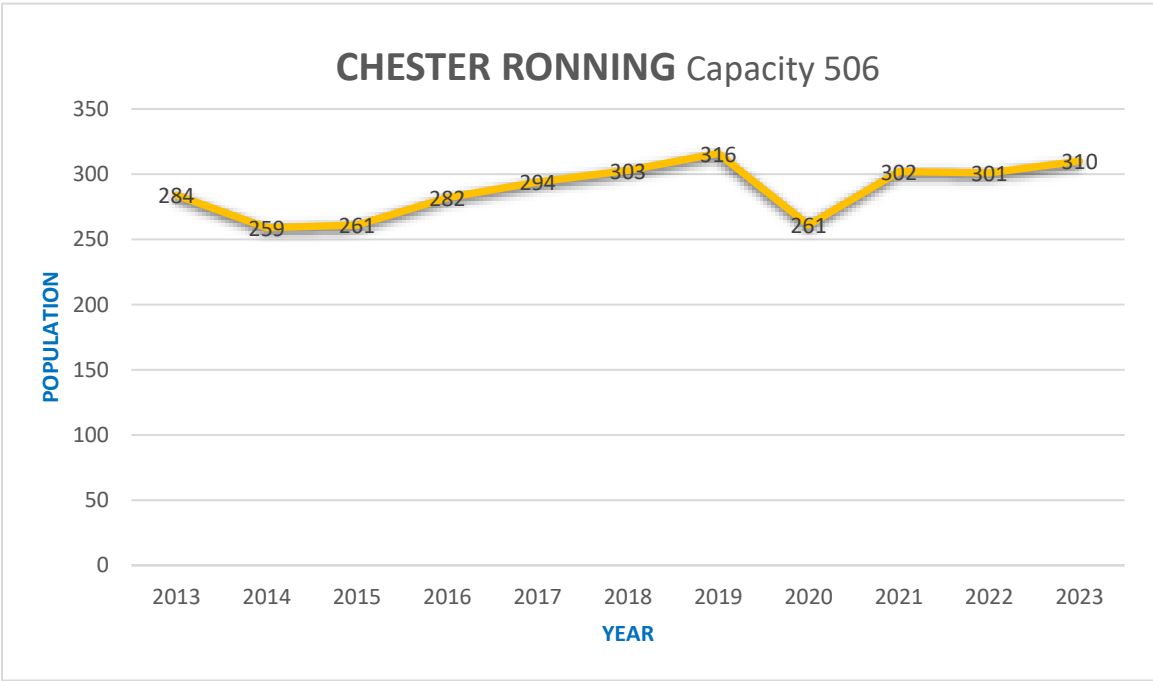
**APPENDIX E: 10 YEAR POPULATION TRAJECTORY BY SCHOOL**

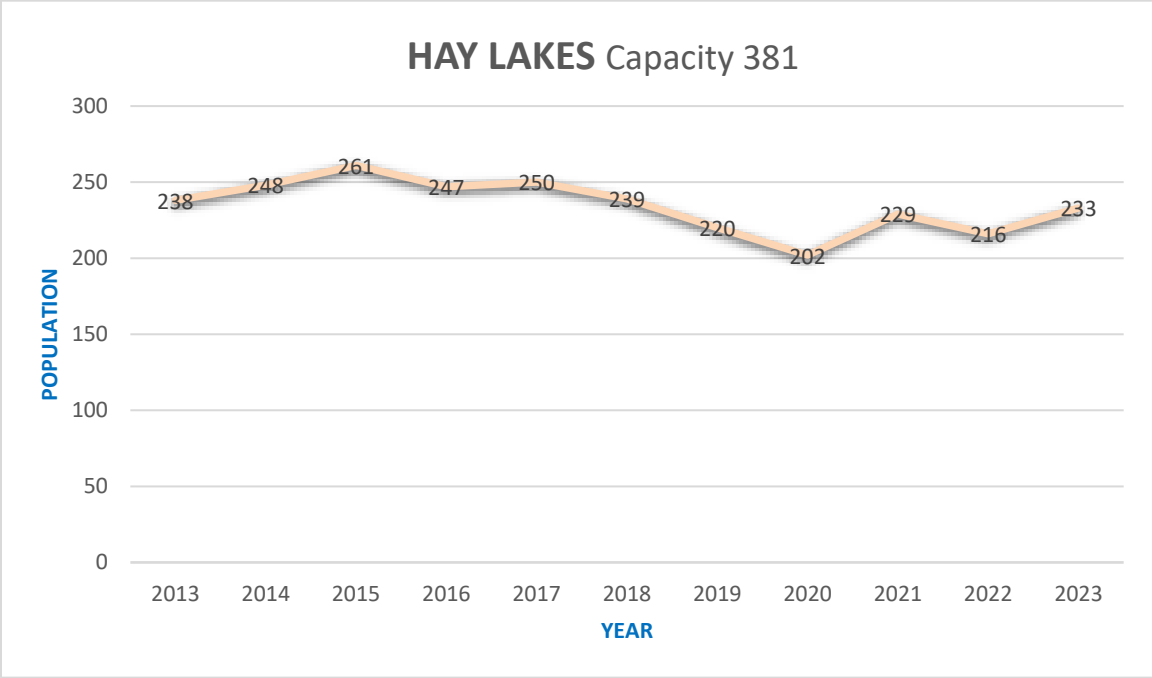
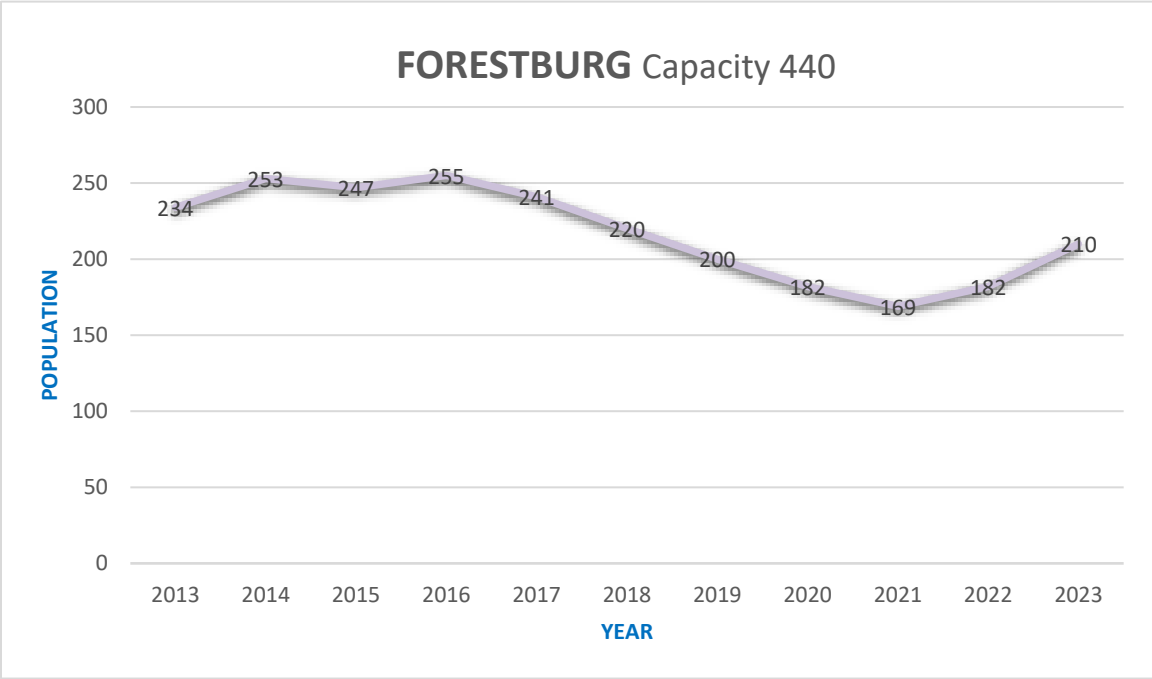


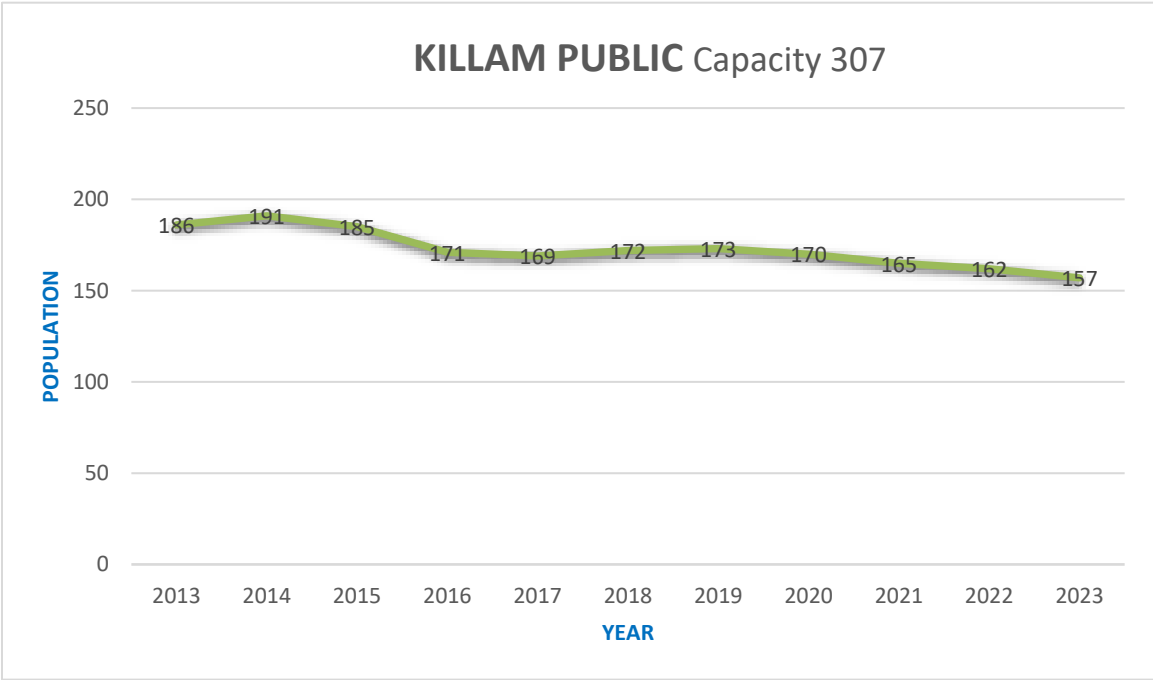
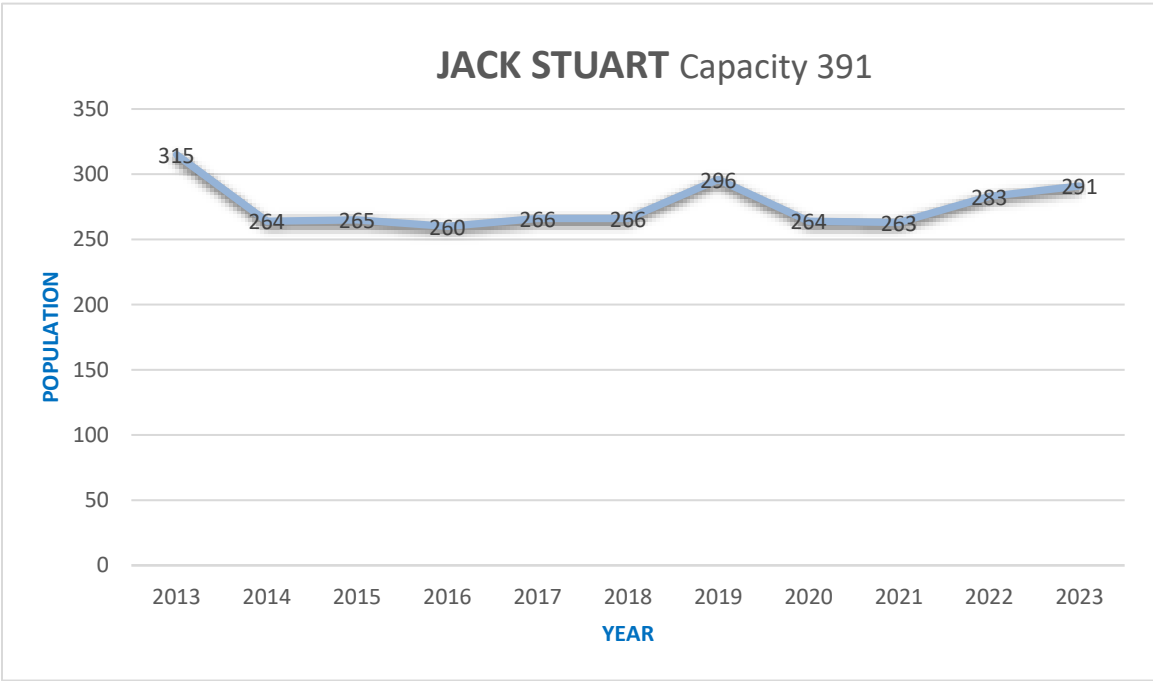


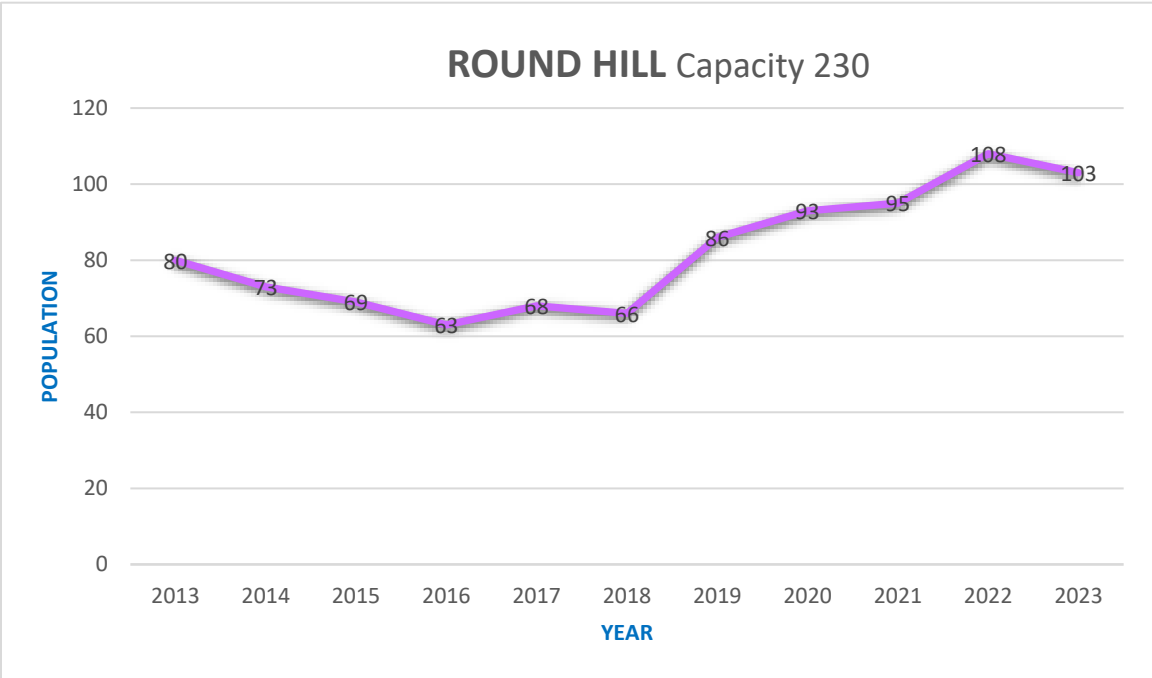
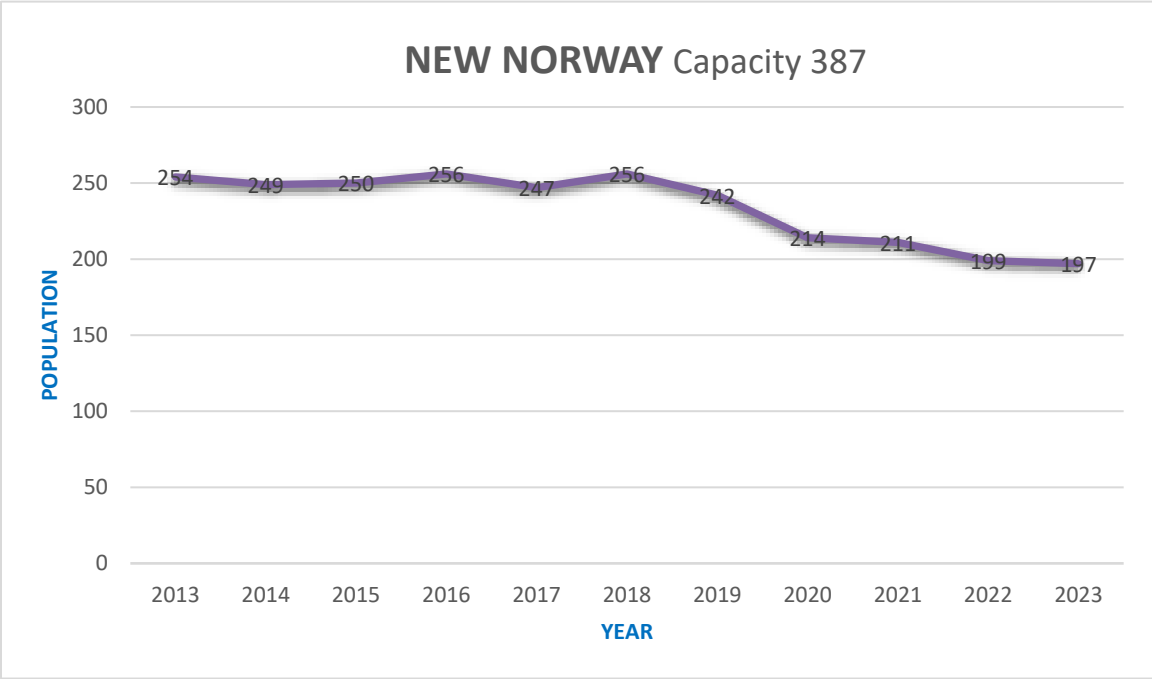


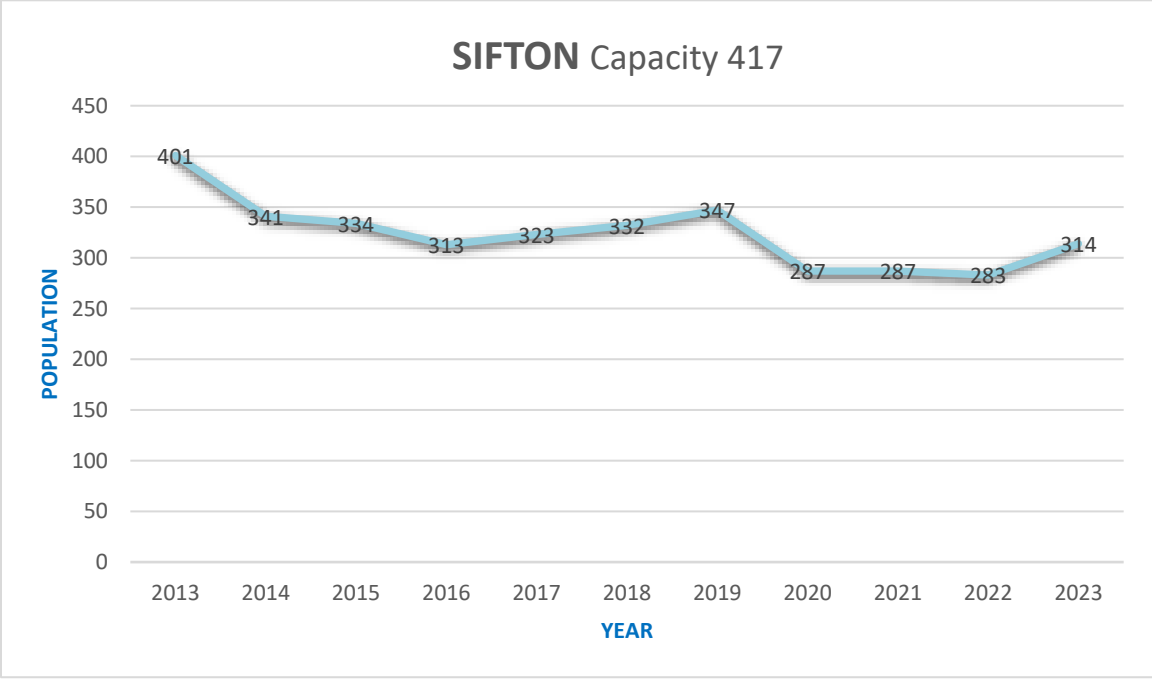
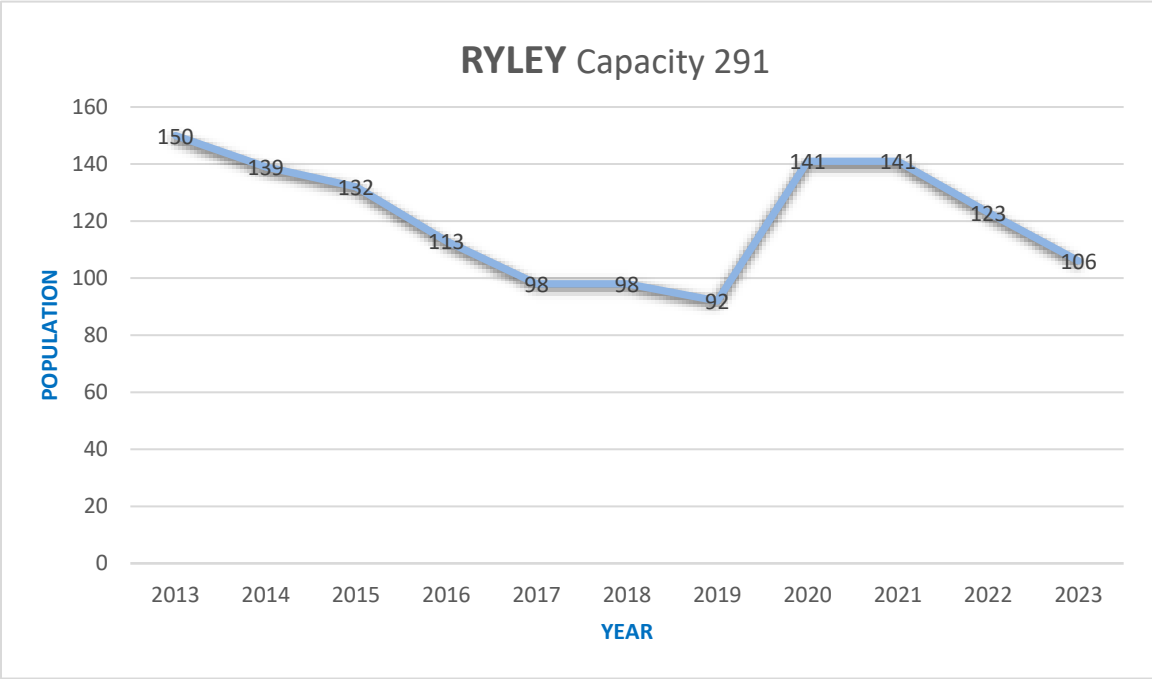


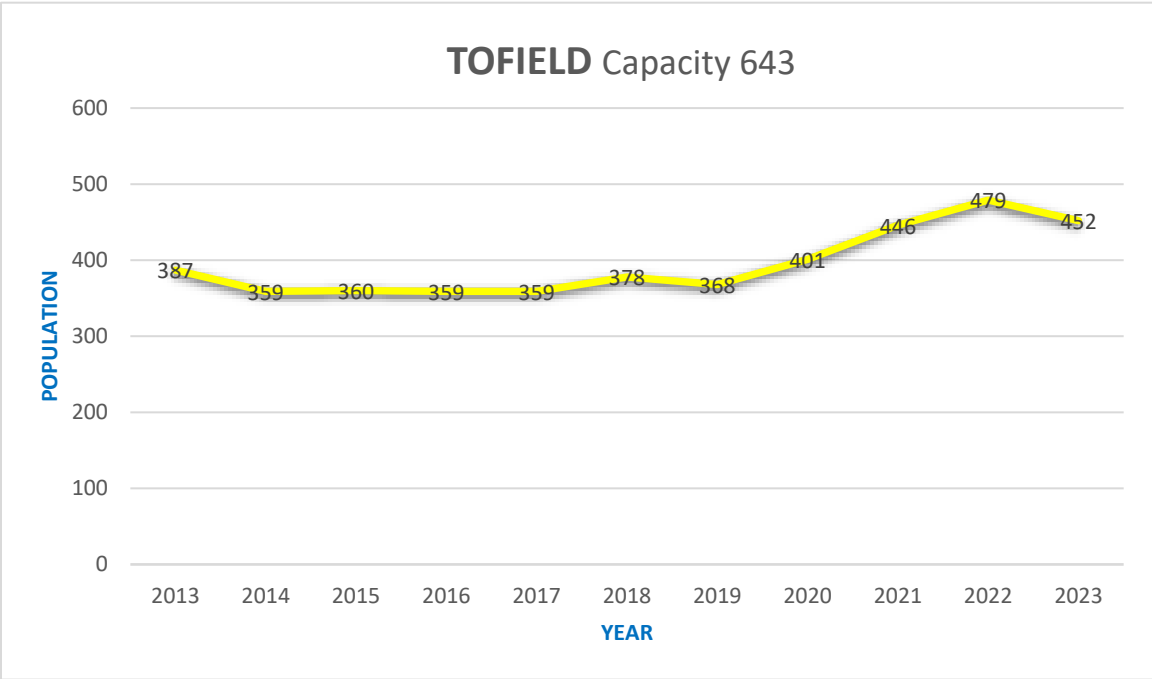
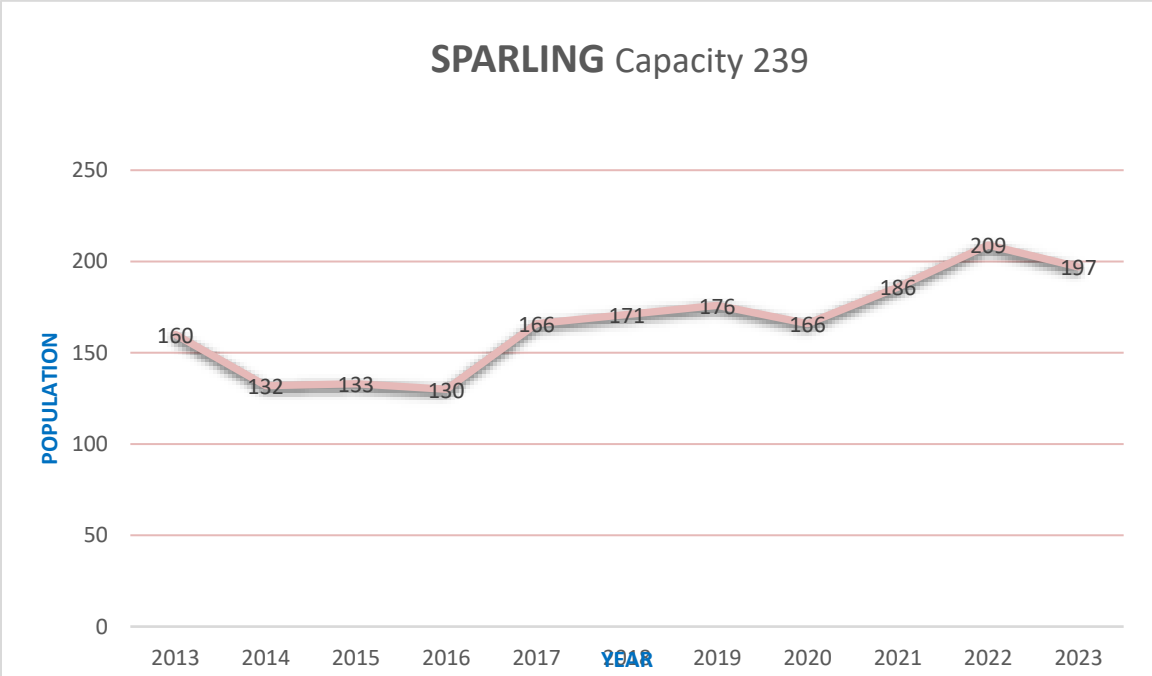




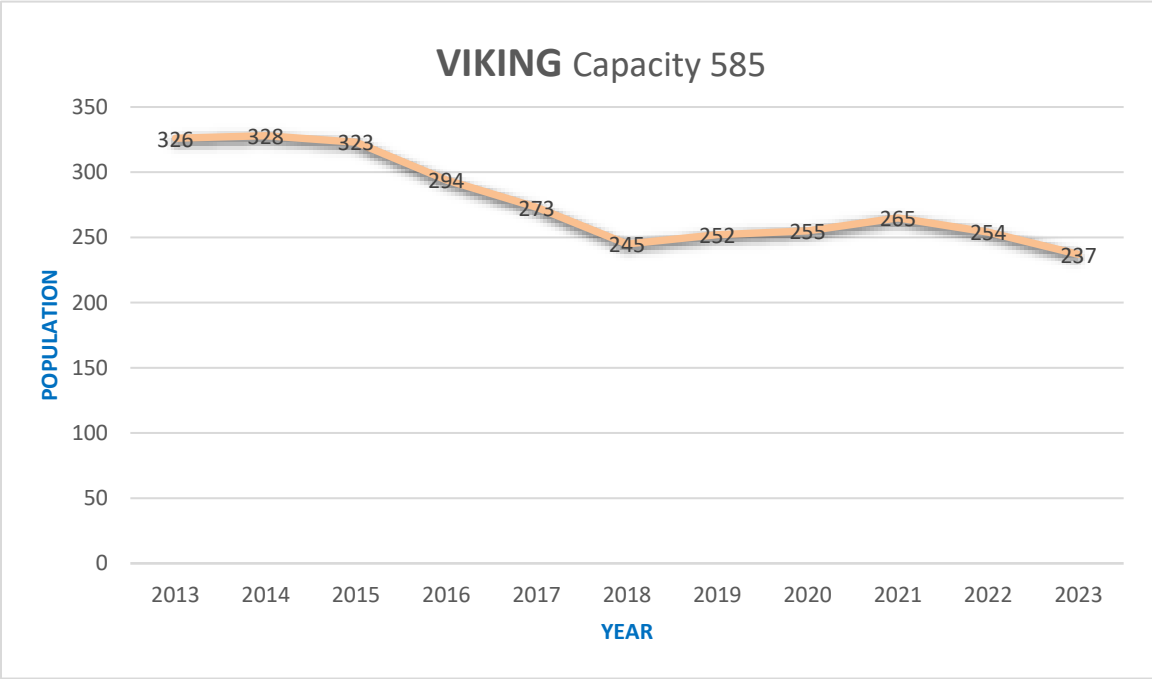












## APPENDIX F: ATTENDANCE BOUNDARY SURVEY



### Battle River Boundary Review

The Battle River School Division Board of Trustees' mission, in collaboration with school communities, is to support every student. The purpose of consultation, community engagement meetings and online survey is to review attendance boundaries with parents and guardians to ensure that boundaries meet the needs of the evolving student demographic. Your feedback is being sought related to where attendance boundaries are working well and where they are not meeting needs. The Board is not considering closing schools but rather seeking to create efficiency and ease of access to programs within the current system.

Anonymous data will not be incorporated into the final survey report to the Board. Please ensure you have identified your family and that the survey is completed only once. If you provided the information in writing at the community engagement meetings, you are not asked to complete this online survey as your information has already been received. Thank you for your participation.

1. Parent or Guardian Name
2. Address
3. Child Name(s), Age(s), School(s)
4. Do you believe the current BRSD attendance boundaries result in your child or children attending the school that best meets their educational needs?
5. Do you find the current attendance boundaries accommodate your child or children's participation in broader areas of interest including school and non-school based extracurricular activities, social or volunteer group participations, and/or other community-based activities?
6. Are you satisfied with the current school bus pick-up/drop-off and ride times with current attendance boundaries? If unsatisfied, please elaborate on which elements of transportation are an issue and what changes are needed.
7. Do you feel a change in attendance boundaries will alleviate concerns or issues with transportation your child or children experience?
8. Do current attendance boundary concerns or issues affect each child in your family equally? Please elaborate.
9. Can you identify any issue your family is likely to experience with school transportation and attendance boundaries in the next 5 years, for example relating to children under the age of 5 who are not yet attending school?
10. Are there any other considerations or factors that you believe are important to school transportation and attendance boundaries that should be considered in BRSD's review of current attendance boundaries?

## APPENDIX G: SURVEY RESULTS

- 209 people completed the survey online
- 18 people completed the survey in-person at engagement meeting (print)
- 3 people completed survey and delivered via email after deadline

TOTAL possible responses = 230

Question	BLEND ED TOTAL (online and in print)	Issue
Boundaries meet educational needs	<b>78%</b> Respond yes  224 responses	Need bus Camrose-New Norway (2); drive to meet bus to attend school of choice (8); reevaluate boundary EIPS and BRSD; need for busing in-town families; want child to stay at current school (2); not enough program options in small schools (12); busing or access to FI (5); teacher request for exception to bring child to school of employment; rather be directed to Bashaw than NN; don't like Sparling; want to be directed to Forestburg not Killam; prefer bigger schools in Camrose – more course and program offerings than small rural; closer proximity to Round Hill but not directed there; want K-12 schools to continue; long bus rides (3); closer to Camrose than Bawlf but kids directed to Bawlf; willing to pay for busing but denied; boundary changes should be done to help small schools grow (3); want HS in Ryley (4); families choosing outside of BRSD (charter) to keep them in community; provide busing for child with health needs to attend school of choice; Holden families prefer Daysland over Ryley so would like boundary change (3 late surveys requested this, however only one of the respondents currently has children in the schools).
Boundaries accommodate areas of interest outside of school	<b>75%</b> Respond yes  227 responses	Need Camrose-NN bus; amalgamate small school sports teams and extracurricular; attend school of choice in order to have more extracurricular (2); bus transportation to sports; need more choices in small schools – not enough activities and extra offerings (13); more after school programs; HS students in small schools missing out on offerings (8); late drop off times limit access to community groups/events; Camrose kids have way more access and variety (2); Daysland has more opportunities for outside interest than Ryley but means CB (3 late surveys requested this, however only one of the respondents currently has children in the schools)
Pick up/Drop off/ Ride times are adequate	<b>63%</b> Respond yes  217 responses	Provide bus Camrose to NN (3); Central Camrose bus stop needed; move Tofield boundary more south; no CB bus access(6); FI get free busing but not other CB; ride too long (29); bus from Wetaskiwin county to NN needed; unsafe route this year compared to last; bus dropping off one CB child seems unfair; want closer or gate pick up (8); pick up and drop off or route illogical (17); pressure on bus drivers to make certain times; unsafe crossing for young kids for pick up (2); pick up location too far (9); option to have kids ride bus in winter at

		reduced cost; like four day school week at Ryley but ride is too long.
Changes in boundaries will alleviate concerns	<b>36%</b> Respond Yes  213 responses	Only if I am zoned for NN and not Camrose; alleviate stress with gate bus pick up (4); extra bus for Daysland; access to busing for CB(12); cold day transportation needed; better more logical bus routes (7); appears to be an intent to close Daysland and overpopulate Bawlf; boundary change may result in longer bus times (4); safety should be more important than equality when it comes to busing; do not want change in boundaries (8); add more routes and drivers to reduce bus time(7); changes focus on reducing bus times (7); boundary changes could worsen bus times(3); closer pick up location (5), Bawlf school overpopulated; free busing to school of choice; bus to Camrose too full; backtracking of routes inefficient; to attend a 5 day school (current is Ryley with 4) means shorter bus ride but school with more offerings.
Each child equally affected by issue	<b>63%</b> Respond Yes  212 responses	PUF requires transportation to access supports but supports should be at closest school; NN needs private ECS beyond K; move Tofield boundary further south; difference in French and English access to paid busing; too many half days – kids on bus as long as they are in school; kids all have different bus lengths – the youngest has the longest; add more buses; when no HS in community school friend groups are all dispersed – hard on kids; not enough offerings in smaller schools (2);when child reaches HS age is directed to Tofield or Viking but Daysland is closer – move Holden to Daysland boundary for better program choice (3 late surveys requested this, however only one of the respondents currently has children in the schools).
Anticipate additional issues in next five years	<b>32%</b> Respond Yes  222 responses	Need Camrose to NN bus now and in future; need better bus pick up and drop off locations(6); distance to bus stop is too far and not safe if not changed (3); preK access needed in all schools included rural and bus transportation for preK; more program offerings to make school attractive (7); CB transportation is needed(7); no school closures please (2); future cuts may result in longer bus times; more access to FI programming; ride times unacceptable for young kids especially (3); fear of taking bus away with small enrolment; long bus ride times (8); seems as enrolment decreases bus ride lengthens (2)
Identify other considerations for Board	<b>43%</b> Respond Yes  221 responses	Need bus Camrose to NN; supports (ie speech, OT) needed for PUF in rural small schools; more choices, options and programs available in rural schools (4); students should not be forced to attend another school with boundary changes (3); keep boundaries the same; bus more students to Daysland school (2);boundaries should be more flexible even boundaries that overlap; provide transportation to CB students who are attending the closest school (3); reduce ride times; boundary shifts to send more students to NN; add more bus routes (6); safety is affected with long bus times; worried changes in boundaries will negatively affect children (3); need parent engagement on busing not boundaries-busing the issue(5); more

		<p>choice on where to attend school; create floating borders; more logical pick up and drop off locations (3); Alliance should be directed to Forestburg; extend Daysland boundary north; adjust Daysland and Bawlf lines, more to Daysland to even out numbers (3);Tofield bus to Camrose; houses near boundary line should get CB busing: EICS students get higher priority for busing than BRSD students access to FI – not fair; grandfather students affected by boundary changes for the remainder of their enrolment at that school; if boundaries change we want the choice for our students to remain at their current school; busing to schools of choice; accommodate (bus) families in the middle of two schools or when family chooses closest proximity even if means cross boundary(3); keep boundaries in place (4) so it isn't worse; access to programs of choice with increased variety and options; create a grey zone for the Ohaton area where parents can choose Bawlf school or Camrose; send kids from overpopulated Camrose to rural – change direction of transport to even out schools; why are we busing EICS students which adds length to the ride; Tofield school is over used/Ryley school is under used-move the boundary toward Tofield; Holden to be part of Daysland (3 late surveys requested this, however only one of the respondents currently has children in the schools)</p>
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**Number of Survey Responses by Community**

<b><u>Community</u></b>	<b><u>Ward 1</u></b>	<b><u>Ward 2</u></b>	<b><u>Ward 3</u></b>	<b><u>Ward 4</u></b>	<b><u>Unknown</u></b>
<b>Bashaw</b>			2		
<b>Bawlf</b>			11		
<b>Beaver County</b>		7			
<b>Bittern Lake</b>			5		
<b>Braim</b>			1		
<b>Bruce</b>		1			
<b>Camrose</b>	49				
<b>Camrose County</b>			23		
<b>Daysland</b>				15	
<b>Edberg</b>			2		
<b>Ferintosh</b>			6		
<b>Forestburg</b>				6	
<b>Galahad</b>				1	
<b>Hardisty</b>				3	
<b>Hay Lakes</b>			5		
<b>Heisler</b>				3	
<b>Holden</b>		4			
<b>Kelsey</b>			2		
<b>Killam</b>				5	
<b>Kingman</b>			1		

<b>New Norway</b>			13		
<b>Ohaton</b>			7		
<b>Rosalind</b>			4		
<b>Round Hill</b>			1		
<b>Ryley</b>		8			
<b>Sedgewick</b>				3	
<b>Strome</b>				1	
<b>Tofield</b>		2			
<b>Viking</b>		1			
<b>Others</b> (identified only by partial address; insufficient info to plot on a map)					34
<b>Out of district</b>					4