



SSAP New Redesignation Plan for South-Central Schools & Communities

Frequently Asked Questions

How does the CBE determine the communities that are designated to a specific school and why?

The designation of communities to schools for both regular and alternative programs is a balance between the space available and the number of students anticipated from a given community.

Decisions also consider the CBE's Planning Principles:

- minimize disruptions for students
- provide program continuity from kindergarten to Grade 12
- keep cohort groups of students together
- allow students to attend school as close to home as possible
- provide long-term sustainability
- use space and resources effectively
- provide equitable access for all students to quality learning environments

These principles are not a checklist, and they are not mutually exclusive, meaning in some cases meeting one principle may mean we cannot meet another. They are principles that are used to guide our work.

Who decides on redesignation plans?

Redesignation plans, such as this one, are a part of the CBE's ongoing [System Student Accommodation Planning \(SSAP\)](#) work. In June 2023, families at Elboya and Rideau Park schools received notice of the implementation of a short-term overflow. Notices are also posted on each of the school's School Profile.

CBE administration is responsible for making decisions about how space is managed within our schools to educate students. The decisions outlined in the redesignation plan for schools in south-central Calgary were made by the education directors of the impacted schools, the education director responsible for language programs and CBE's planning director.

Does this redesignation plan affect which high school my child attends?

This plan does not include any redesignations for high school. High school designations will remain the same. You can confirm your child's high school designation by visiting the [Find a School section on the CBE website](#) and entering your address.

How can families provide input and feedback on the redesignation plan?

The status quo situation at schools in south-central Calgary is not sustainable



and, after thorough and thoughtful analysis, there is one plan that most effectively balances enrolment at the affected schools because of the high enrolment and limited space currently available in CBE schools.

In alignment with the [Dialogue Framework \(the CBE's framework for community engagement\)](#), community engagement takes place when there is a decision to be made that can be influenced by input and feedback. Since there is only one feasible plan to balance enrolment effectively at affected schools, it's not possible for input and feedback to influence the plan. Therefore, the CBE is sharing information with affected communities but is not gathering input and feedback on the redesignation plan.

What is the CBE Board of Trustees deciding?

The Board of Trustees has decision-making authority on the proposed relocation of CBE Home Education only. The Board of Trustees is making this decision in alignment with [GC-3E \(2\): Closure of Schools Procedure](#).

As an operational decision and part of the CBE's ongoing System Student Accommodation Planning work, the redesignation plan for schools in south-central Calgary is not part of the Board of Trustees' decision-making.

How is the CBE Board of Trustees deciding on the proposed relocation of CBE Home Education?

CBE Administration will submit the recommendation that CBE Home Education be relocated to Bel-Aire School to re-open Windsor Park School for students living in the community to the Board of Trustees in December 2024 and, if they approve consideration of closure for the purpose of relocation, the final decision is expected to be made by the Board of Trustees in February 2025, in alignment with [GC-3E \(2\): Closure of Schools Procedure](#).

The Board process on the relocation of CBE Home Education is separate and apart from the SSAP redesignation plan for schools in south-central Calgary.

Is there a contingency plan for what happens if the Board of Trustees does not decide to relocate CBE Home Education to Bel-Aire School?

The new plan in its entirety is contingent upon CBE Home Education being relocated to Bel-Aire School. This means, if the Board of Trustees decides not to relocate CBE Home Education from Windsor Park to Bel-Aire School, a new redesignation plan would need to be created. In this case, no redesignations would take place for the 2025-26 school year, and students at Elboya School and Rideau Park School would continue to be overflowed to Chinook Park and Woodman Schools.

When will details about bell times, kindergarten, before and after school care options, etc. for Windsor Park School be available?

The Board of Trustees process for the relocation of CBE Home Education must conclude before we know whether a K-4 regular program will open at Windsor Park School. This process will conclude no later than February



2025. At that time, we will share what we know and outline a timeline to communicate details such as bell times, kindergarten and before and after school care.

While the CBE takes into consideration bell times at designated schools attended by siblings within families, transportation routes and scheduling significantly affect bell times at schools.

If Elboya is becoming more focused on junior high, will programming be adapted to create a more robust junior high program?

As Elboya School is currently a K-9 school, it is already well equipped to offer programming to middle years students (Grades 5-9). However, opportunities may exist to enhance the facility for delivery of middle years programming. The CBE Facility Projects team is in the process of assessing this and determining what adjustments may be possible. If CBE Home Education is relocated to Bel-Aire School and this redesignation plan is implemented for the 2025-26 school year, more information about implementation will be shared with families in spring 2025.

Are there adjustments needed to Windsor Park School in becoming a K-4 regular-program school? Will the changes be made in time?

Windsor Park is an operating school and in relatively good condition. Adjustments to the Windsor Park School facility are expected to be made prior to the start of the 2025-26 school year. The CBE is committed to doing all that is possible for work to be completed prior to September 2025.

What is the plan for building a downtown/East Village junior high school?

No vacant school sites are available to the CBE in the downtown/East Village and the CBE needs to manage within the existing portfolio of schools we have either through redesignations, overflows or the addition of modular units. This is one of the reasons it is important to make the best use of the school space we do have in our system such as that which is available to us at Woodman School.

The CBE does not build schools. Each year we submit a [Three-Year School Capital Plan](#) to Alberta Education. This plan includes our requests for new school construction and modernizations (see [Criteria for School Capital Planning Priorities](#) for details on how we rank projects). Any new school request requires an available school site.

If one sibling is in a grade that has been redesignated and another is in a grade that is not moving, can the sibling in the redesignated grade stay to be with their sibling?

Space and resources are not available to accommodate redesignated siblings remaining at the school. Families may request an out-of-attendance-area transfer; however, fulfillment of these requests is dependent on space and resources and is not guaranteed.



What supports will be provided to students who are transitioning from one school to another?

We understand that transitions can be challenging for students. Concern about potential disruption is valid, and the well-being of students remains our top priority.

However, we want to assure you that the decision to adjust boundaries was made carefully, with the long-term benefits for all students in mind. While changes may seem disruptive at first, there are several measures in place to support students throughout this transition:

1. **Fostering Continuity and Support:** When students transition to a new school, we prioritize creating a welcoming, caring, respectful and safe learning environment (see [AR 6031](#)). Dedicated staff, including resource teachers and classroom teachers, are trained to help students adjust socially and emotionally, ensuring that they feel comfortable in their new surroundings. We also emphasize consistency in academic programming across our schools, so students will continue to receive a high-quality education.
2. **Building New Relationships and Skills:** While it is natural to be concerned about students leaving their current social circles, change also presents an opportunity for growth. Forming new relationships with peers and educators can broaden students' social networks and help them develop adaptability and resilience—key social/emotional learning skills that will benefit them throughout their lives. Our schools encourage activities and programs designed to help students form these connections early on, minimizing any potential feelings of isolation.
3. **Academic Continuity:** We recognize that academic progress is closely tied to emotional well-being. Our schools all follow the Alberta Education Program of Studies, which ensures that academic continuity is maintained. Additionally, teachers are prepared to assess the needs of students as they transition, providing additional support where necessary to bridge any gaps and help them succeed academically.

While transitions are not always easy, our schools are dedicated to ensuring that students are supported academically and emotionally throughout this process. Our goal is to create an environment where all students, including those affected by these boundary changes, can thrive.

Can we expect any future changes to this redesignation plan?

The CBE has no intention of making changes to this plan.

If the Board of Trustees decides not to relocate CBE Home Education to Bel-Aire School, a new plan will need to be developed for schools in the area. In that situation, no redesignations would be made for students at the affected schools for the 2025-26 school year.



Will there be before-and-after-school care at Winsor Park and Elboya schools?

The CBE is committed to working collaboratively with care providers and school communities to offer this service whenever it's possible. However, no guarantees can be provided at this time.

What is the reasoning behind the K-4 and Grades 5-9 split?

Middle years learning refers to education offered to students between the ages of 10 and 15. These learners have complex and unique learning needs, and a middle-school setting can be very effective in ensuring those needs are met.

Middle years learning is developed with a strong awareness of the following five domains:

Emotional – students are provided with an environment that is emotionally safe at a time when emotions can run high.

Physical – students experience many physical changes during this time (i.e., growth spurts) and mature at different rates, leaving students vulnerable to negative peer influences if not supported by caring adults.

Cognitive – students begin to transition from concrete thinking to abstract concepts.

Social – students begin to develop their unique personalities and build an identity outside their immediate family.

Behavioural – students switch between a demand for independence and a need for direction and regulation. Flexible, yet supportive environments help students make good choices.

To learn more about middle years education, [please visit the CBE website](#).

What guidelines or considerations influence the number of transitions students make?

The CBE relies on its Planning Principles to guide accommodation planning decisions. While the number of transitions is not a specific planning principle, two of the seven principles, “minimize disruptions for students” and “keep cohort groups of students together” relate to transitions. A typical number of transitions between Grades 1-12 would be two, one when a student moves to middle school and another when they move to high school. Depending on space availability and the specific configuration of area schools, there may be more. Where possible, the CBE tries to avoid having students transition twice in two years, which is why transportation service would be offered to redesignated students outside the walk zone for one year following redesignation if they remain at their current school.



How does the CBE determine what is appropriate for keeping student cohorts together?

The CBE is committed to providing all students with a welcoming, caring, respectful and safe learning environment. Student transitions and classroom composition processes take into consideration many factors, such as student learning needs, and relationships with peers to name a few. Classroom composition and transitions from one grade to another and/or one school to another is important work that every school undertakes with the highest level of care in an effort to ensure that students are known, supported and connected.

When considering student cohorts in developing redesignation plans, it's also important to consider the other CBE Planning Principles identified in the first question in this FAQ document, such as using spaces and resources effectively and providing equitable access to quality learning environments. For all schools affected by a redesignation plan, keeping student cohorts together is an important consideration along with the other six principles. It's often not possible to address all principles at the same time. Addressing one principle may mean that another is not achievable. The CBE balances these considerations to make the decisions that are best for student learning overall.