

report to
Board of Trustees

**Recommendation to Commence Public Input to
Consider the Closure of Home Education Program at
Windsor Park School for the Purpose of Relocation**

Date	Dec. 17, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Governance Policies GC-3E(2): Closure of Schools Procedure Operational Expectations OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-4: Treatment of Employees OE-5: Financial Planning OE-7: Communicating With and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	Catherine Ford, Director Planning Ken Weipert, Education Director Area 5 and Complimentary Curriculum and Pathways David Dyck, Education Director Area 7 and Well-Being Kenny Yeung, Education Director Area 6 and Alternative Programs Martine Sawatzky, Education Director Area 2 and Languages Brenda Gibson, Manager, Transportation Peter Jeffrey, Manager, Maintenance Projects Tanya Scanga, Director, Corporate Financial Services Steven Klukas, Principal, CBE Home Education Karen Drummond, Manager, Community Engagement Deb Hamilton, Community Engagement Advisor

1 | Recommendation

It is recommended:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of CBE Home Education at Windsor Park School for the purpose of relocation in accordance with *GC-3E(2) Closure of Schools Procedure*
- THAT the Board of Trustees approves the public input period to consider the closure of CBE Home Education for the purpose of relocation be shortened from 60 calendar days to 57 calendar days in accordance with *GC-3E(2) Closure of Schools Procedure*.

2 | Issue

The Calgary Board of Education (CBE) has experienced unprecedented growth of three per cent or more in the last three years, adding 17,073 students between September 2021 and September 2024. The system utilization rate at the end of September 2024 stands at 95 per cent. There is a significant need to optimize existing student space as outlined in the [Ten-Year Student Accommodation and Facilities Strategy](#).

Some communities and schools are experiencing more growth than others. In evaluating specific schools and communities, the CBE looks for opportunities, wherever possible, to balance enrolment across schools. Balancing enrolment provides a more equitable learning experience for all CBE students.

In May 2024, the former Bel-Aire School was returned to the CBE from charter school use. The return of this school creates over 200 student learning spaces. After doing a thorough analysis of south-central Calgary communities and schools, the CBE has identified an opportunity to balance enrolment amongst a group of schools and support students more equitably.

While the full plan to balance enrolment will affect multiple schools and communities, this recommendation is focused specifically on relocating CBE Home Education from Windsor Park School to Bel-Aire School. Under the [Board's GC-3E\(2\) Closure of Schools Procedure](#), the relocation of CBE Home Education requires a formal closure for the purpose of relocation process approved by the Board of Trustees.

3 | Background

In June 2008, Windsor Park School was closed as a regular-program school and is currently the home of CBE Home Education. Regular-program kindergarten to Grade 9 students in this community are currently designated to Elboya School for the regular program.

Since then, three factors have recently aligned to create an opportunity to better serve students in this area of the City. These factors consist of:

- the return of a school to the CBE inventory within an area of strong student growth;
- significantly overutilized schools in one area; and
- underutilized schools in another nearby area.

The return of a school to the CBE inventory within an area of strong enrolment growth. In May 2024, the former Bel-Aire School was returned to the CBE from charter school use. The return of this school opens over 200 student spaces in the area, a welcome development given the rate of growth in the area.

Significantly overutilized schools in one area. Over the past few years, the community of Windsor Park has experienced significant growth in the school-aged population, and sustained growth is expected into the future. Growth in Windsor Park and other communities in south-central Calgary has resulted in Elboya School (K-9 regular program and Grades 5-9 Early and Late French Immersion programs) and Rideau Park School (K-9 regular program) becoming over-utilized. Enrolment at both schools is capped, with some students being designated to nearby overflow schools, namely Chinook Park School and Woodman School. Capping and overflow is a short-term accommodation measure that should be addressed.

Underutilized schools in another nearby area. Chinook Park School (K-6 regular and French Immersion programs) and Woodman School (Grades 7-9 regular program and Grades 5-9 French Immersion Program) are both underutilized. Utilization rates at these schools may not allow these schools to offer the full programming richness and variety that other better utilized schools can, and are below the provincial funding model's requirement of an 85 per cent or more utilization rate to receive maximum operational and maintenance dollars.

These three factors – the opening of more than 200 learning spaces, two over-utilized schools, and two under-utilized schools in south-central Calgary – are the key drivers for the proposed relocation of CBE Home Education and the redesignation of other CBE students in the area.

CBE Home Education

CBE Home Education is comprised of two distinct and complementary streams: parent-directed and shared responsibility.

The parent-directed program is a supervised home education program for Grade 1-12 students that provides families with the opportunity to homeschool their child(ren) in cooperation with the CBE. Each family works with a certificated teacher who acts as a facilitator for the child's learning, providing guidance and suggestions to further the learning process outlined and delivered by parents. For the 2024-25 school year, 153 students are enrolled in the parent-directed program.

The shared-responsibility programming typically combines aspects of the parent-directed program with a more typical school experience for students. Shared-responsibility students in Grades 1-9 currently attend school two days each week. The school assumes responsibility for teaching and assessing math, science, physical education, art, and music. In most cases, parents are responsible for all remaining subjects, with the key exception being that some shared responsibility families also access CBe-learn online programming concurrently. Students have access to various clubs and extracurricular activities while at school, including various sports in middle/junior high athletics. For the 2024-25 school year, enrolment in the shared responsibility program is 403 students. The program serves students from across this city, with only two students in the program in 2023-24 residing in the community of Windsor Park.

CBE Home Education programming serves an important role for families and the CBE. By providing a parent-directed program within a public school district, families who may otherwise turn to various private homeschooling authorities maintain a positive connection with the CBE. CBE Home Education is a valuable alternative to other program options. After experiencing CBE Home Education, many students re-engage in learning in other CBE settings.

CBE Home Education families frequently credit the close-knit school community with many benefits in both academics and well-being. Part of this close-knit community is the relationship between teachers and parents, who frequently refer to one another as colleagues, sharing responsibility for educational programming. The parent community is actively involved and frequently present at school during the school day.

4 | Analysis

Approval of the recommended closure for relocation of Home Education to Bel-Aire School will allow CBE administration to use Windsor Park School as a regular program community school. CBE administration would then be able to initiate boundary and grade configuration changes to balance enrolment and create over 200 new CBE learning spaces where they are needed the most. As indicated in the [Ten-Year Student Accommodation and Facilities Strategy 2024-2034](#), there is a growing need to find additional space, particularly at the middle and high school levels.

If the Board permits the relocation of the Home Education Program, CBE will shift elementary students to Windsor Park School and other nearby underutilized schools, thus creating additional capacity to serve the middle school population in this area of the city. The primary change proposed is the redesignation of the majority of K-4 students to Windsor Park School and a grade reconfiguration change at Elboya School to become a Grade 5-9. With this change, some redesignations will need to take place to balance enrolment. The benefit of this plan is that it creates spaces in the system in the specific location where the need for elementary space has grown significantly in the community of Windsor Park, instead of in Bel-Aire where the student population is small and stable. This change will allow CBE administration to further balance enrolment by

easing the system pressure at the middle school level by creating additional middle school spaces at Elboya School.

This recommendation is informed by a detailed analysis of past, present and anticipated future student enrolment. Detailed information for CBE Home Education, the Bel-Aire community, the Windsor Park community and other nearby schools can be found below.

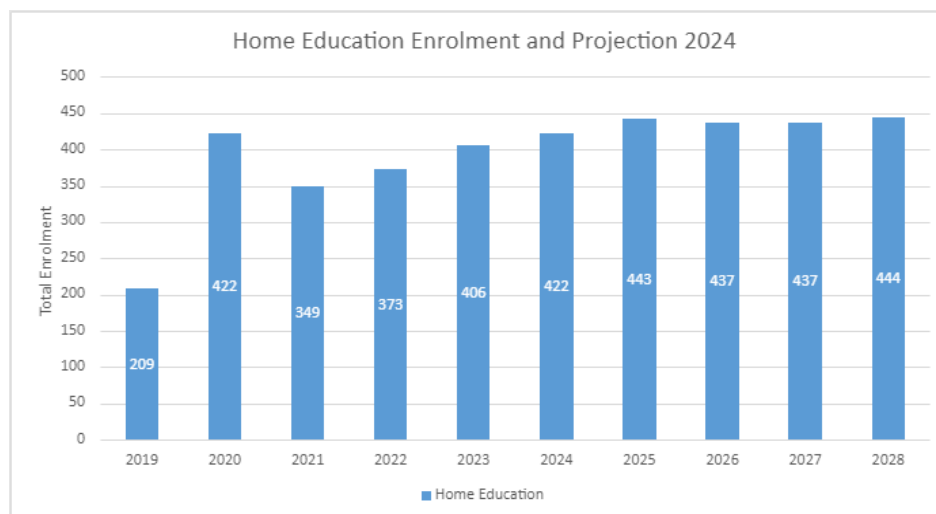
Home Education Historic Enrolment

Enrolment in CBE Home Education peaked in 2020 during the first year of the Covid-19 pandemic, when it more than doubled from 209 to 422 students. Since that time, it has declined slightly to 406 students in 2023 but stayed relatively high compared to pre-pandemic years (Table 1).

Table 1: CBE Home Education historic enrolment, 2016-2023

2016	2017	2018	2019	2020	2021	2022	2023
179	267	257	209	422	349	373	406

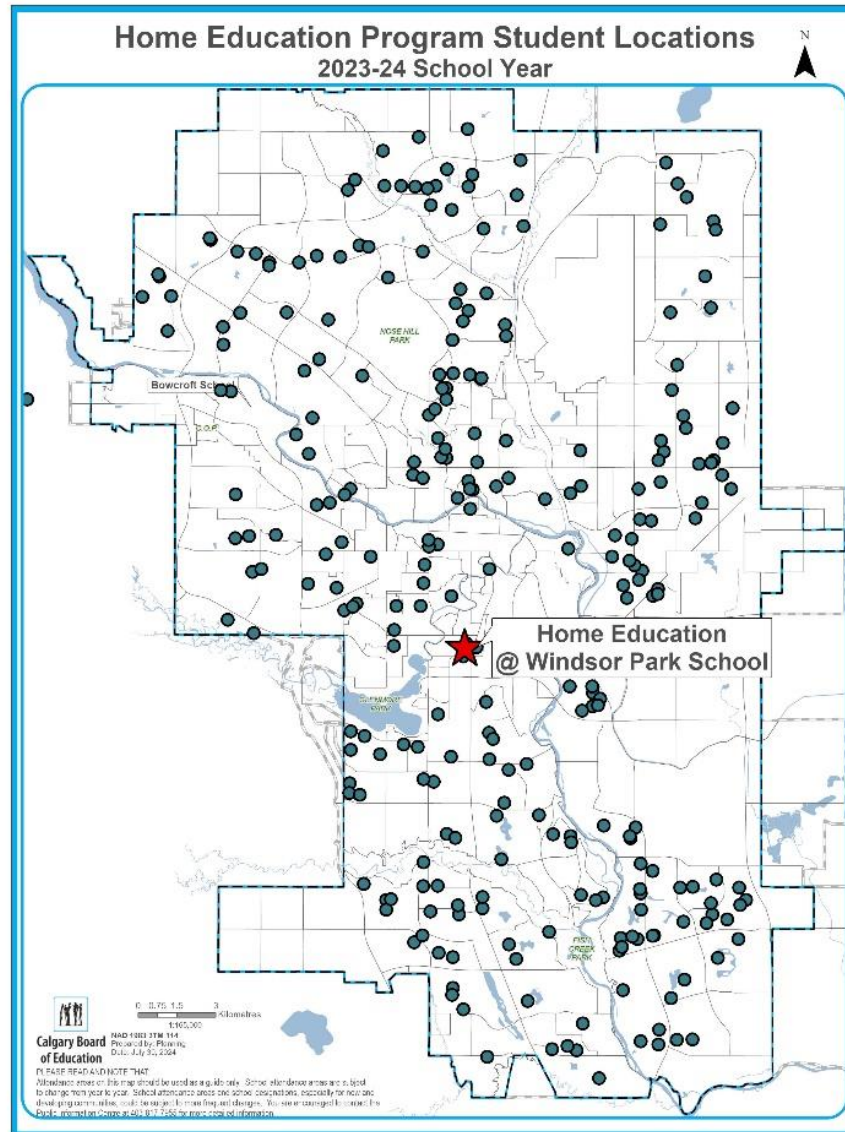
As shown in Graph 1 below, enrolment in CBE Home Education is expected to increase slightly between the end of September 2024 and 2028. It is important to note that not all students are reflected in the official enrolment number of CBE Home Education. Those who are attending CBe-learn at the same time may be captured under that program, depending on the distribution of their course load. Approximately two thirds of CBE Home Education students attend the shared responsibility program and attend classes at the school two days a week. This equates to the equivalent of approximately 175 full-time students.



Graph 1: CBE Home Education historic enrolment and projection 2019 – 2028

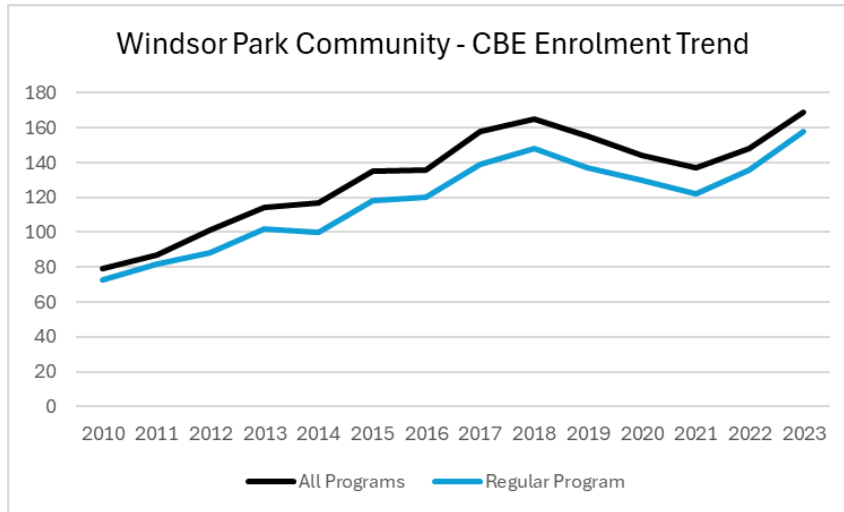
The shared responsibility program is currently offered at the Windsor Park School building. As shown in the map below, CBE Home Education serves students from all sectors of the city. In 2023-24, there were only two students from Windsor Park attending CBE Home Education, suggesting the program

could be in any central location to meet the needs of CBE Home Education families. Given that Bel-Aire School is only 1.3 km from Windsor Park School, it is ideally located. The Home Education program, if relocated, would continue to offer the same education programming options at Bel-Aire.



Windsor Park School and the Windsor Park Community

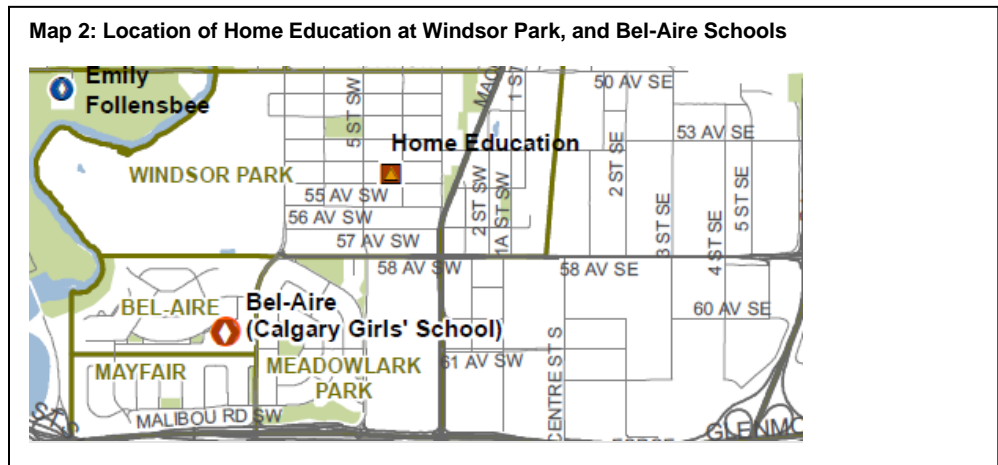
Built in 1956, Windsor Park School closed in 2008 due to low enrolment. In September 2007, there were 66 kindergarten to Grade 6 students enrolled in the regular program. The Windsor Park community has seen recent population growth and there has likewise been an increase in the number of students living in Windsor Park and attending CBE schools over the last 13 years. Since 2010, the number of students enrolled in the CBE from the Windsor Park community has increased 114 per cent, growing from 79 students in 2010 to 169 students enrolled in 2023. There was a 14 per cent increase between 2022 and 2023 alone (Graph 2).



Graph 2: Windsor Park community enrolment in CBE schools between 2010 and 2023

Bel-Aire School and the Bel-Aire Community

Bel-Aire School is located 1.3 km southwest of CBE Home Education/Windsor Park School. This school was built in 1965, closed as a regular-program school in 1984, and leased to private and charter schools since that time (Map 2). Most recently, Bel-Aire School was leased to the Calgary Girls Academy Charter School until May 2024 when it was returned for CBE use. Reopening Bel-Aire School as a CBE school would add capacity to the system and relieve some of the pressure being experienced by other nearby schools.



Area 6 and 7 Schools

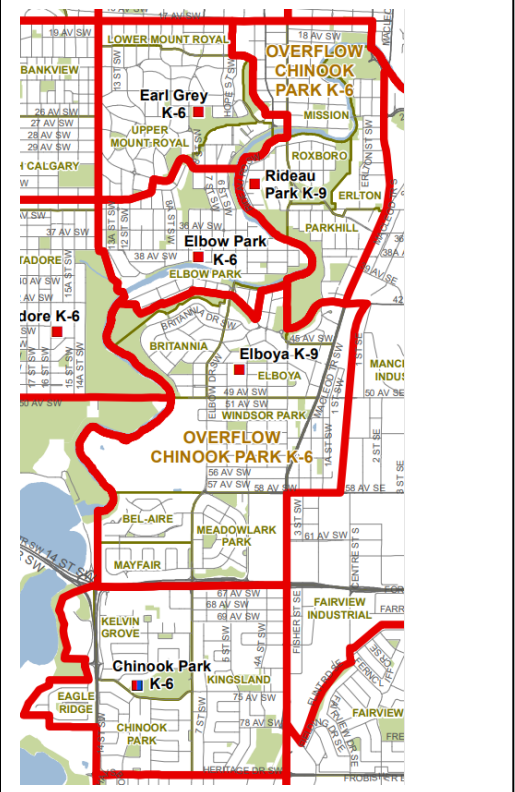
Driven by high growth in the downtown and adjacent areas, Area 7 schools are reaching full capacity with an overall utilization rate of 92 per cent at the elementary and middle/junior high level. Five schools in downtown and south of downtown Calgary (Connaught School, Elboya School, Rideau Park School, Mount Royal School and Western Canada High School) are presently in overflow to 10 receiver schools.

Area 6 schools have also seen an increase in enrolment over the last three years, however, with an overall utilization rate of 78 per cent at the elementary and middle/junior high level, this Area generally has space to accommodate additional students, particularly in the elementary and middle school grades. Chinook Park and Woodman schools in Area 6 are currently overflow receivers for Area 7 schools.

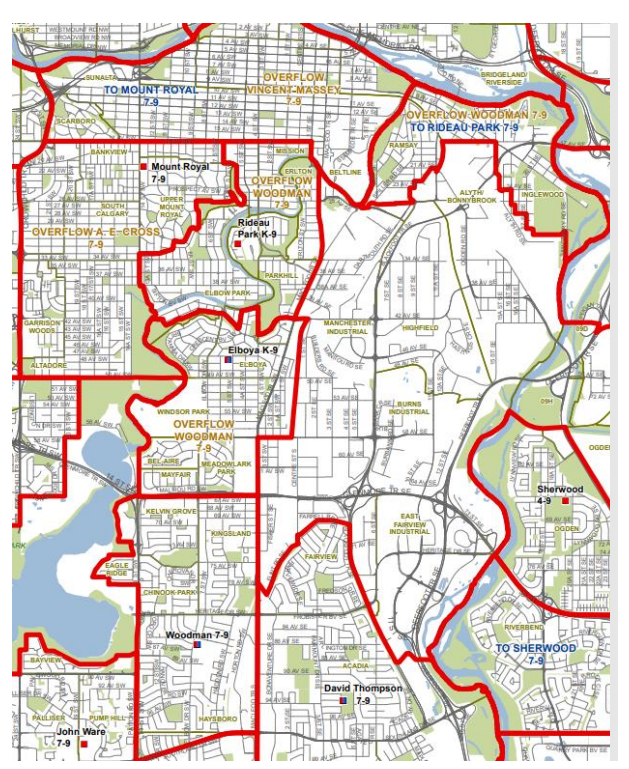
There is an opportunity to adjust the boundaries for some Area 6 schools to relieve pressure on Area 7 schools and end or reduce the need for overflows.

Student enrolment at Elboya and Rideau Park schools would be impacted favourably by boundary changes made possible by redesignating regular program students to Windsor Park. Maps 3 and 4 show the designation areas of these schools as well as overflow receivers, Chinook Park and Woodman schools.

Map 3: K-6 designation areas for Elboya and Rideau Park in relation to Chinook Park

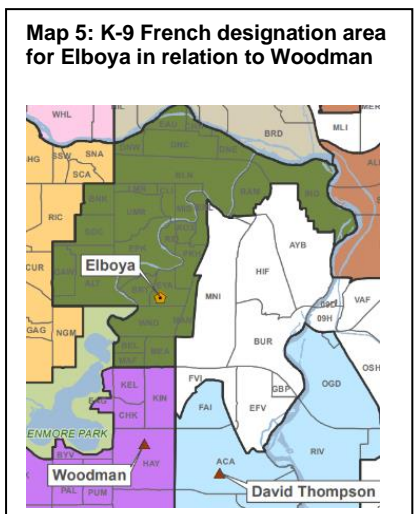


Map 4: 7-9 designation area for Rideau Park and Elboya in relation to Woodman and Mount Royal



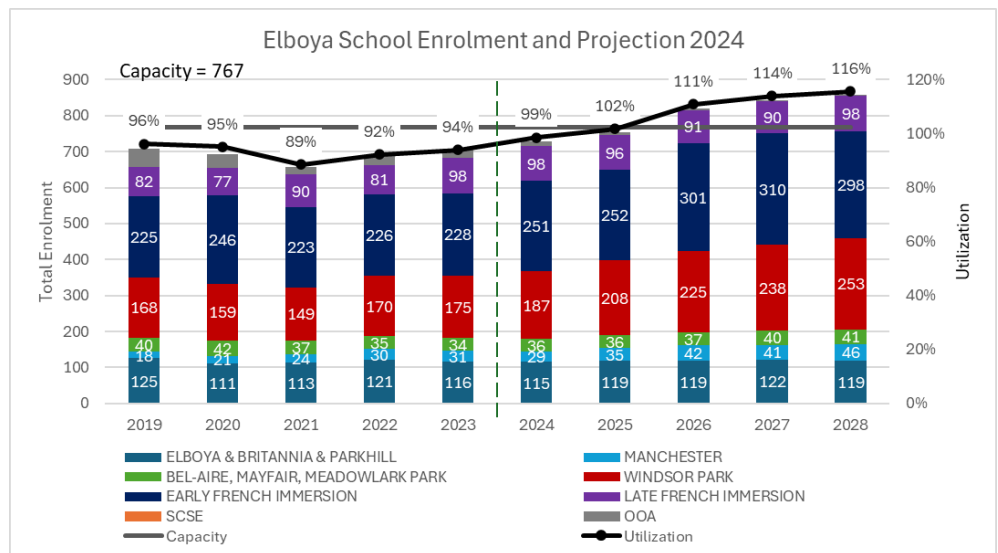
Elboya School

Elboya School is a kindergarten to Grade 9 school that includes regular, Early French Immersion (Grades 5-9), and Late French Immersion (Grades 7-9) programming. The regular program serves the neighbourhoods of Britannia, Parkhill, Elboya, Windsor Park, Manchester, Bel-Aire, Mayfair and Meadowlark Park (Maps 3 and 4). The early and late French Immersion designation area further extends to also include the Elbow Park, Altadore, Upper and Lower Mount Royal, Roxboro, Cliff Bungalow, Mission, Downtown, Chinatown and Beltline, Ramsay and Inglewood neighbourhoods (Map 5).



Beginning in June 2023, regular-program registrations that could not be accommodated at Elboya School were overflowed to Chinook Park School (K-6) and Woodman School (Grades 7-9). Regular-program registrations were overflowed as an interim solution rather than capping the French Immersion programs because it is the regular program that is seeing enrolment pressure in specific grades. Between September 2022 and June 2023, the regular program had increased by 44 students while the combined French Immersion programs remained stable, seeing a decrease of two students. With stable enrolment in the French Immersion programs, classroom space could not be reallocated within the school buildings to accommodate the growth in regular-program enrolment.

As shown in Graph 3 below, regular-program enrolment growth is being primarily driven by growth in the Windsor Park community (red bar), which is projected to grow by approximately 66 students between 2024 and 2028.



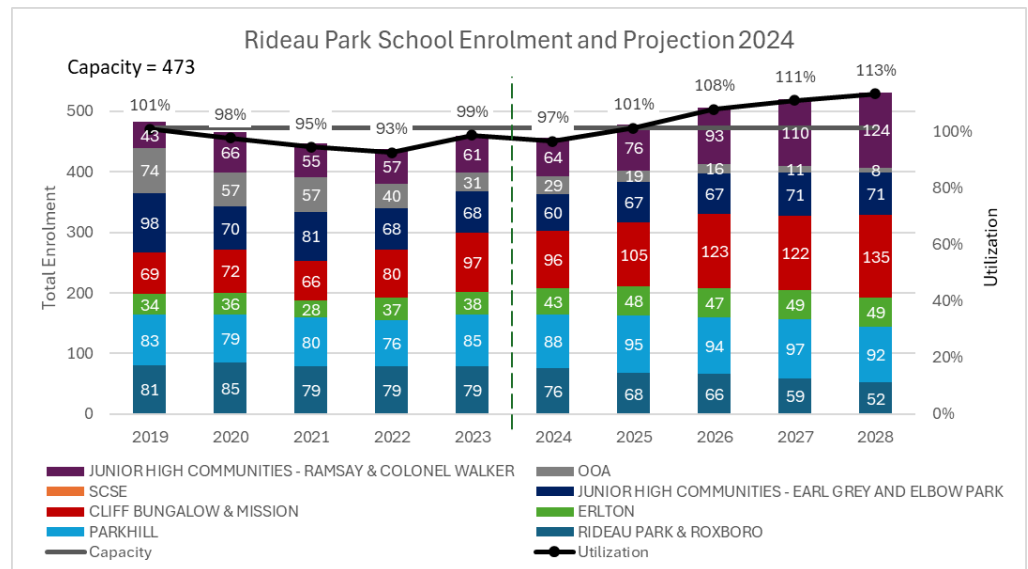
Graph 3: Elboya School historic enrolment and projection without overflow, 2019 - 2028

Rideau Park School

Rideau Park School is a kindergarten to Grade 9 regular-program school that serves the communities of Rideau Park, Roxboro, Erlton, Cliff Bungalow and a

portion of Parkhill for kindergarten to Grade 6 (Map 3) and extends further to include these communities plus the communities of Inglewood and Ramsay for Grades 7-9 (Map 4).

Since June 2023, students have been overflowed to Chinook Park School (K-6) and Woodman (Grades 7-9). Enrolment pressure on Rideau Park School is primarily caused by growth in the communities of Cliff Bungalow and Mission as well as at the junior high level from the Ramsay and Inglewood communities. The graph below shows historical and projected enrolment if Rideau Park School had not been capped and overflowed. Without overflow, the utilization rate of Rideau Park School is projected to reach 113 per cent by Sept 2028 (Graph 4). With the overflow in place, Rideau Park would stay at just under 100 per cent utilization.



Graph 4: Rideau Park School historic enrolment and projection without overflow, 2019 - 2028

This analysis of enrolment in the areas surrounding Bel-Aire School was undertaken to determine a solution that could accomplish the following:

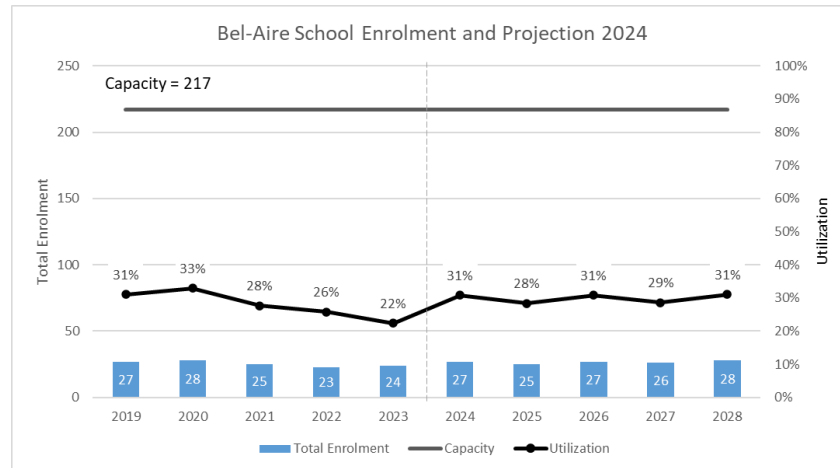
1. Reopen Bel-Aire School for CBE use; and
2. Relieve pressure on Area 7 schools in overflow.

Two opportunities were examined. The first is Bel-Aire School re-opening for regular program use and the second, which would require Board approval, is to move Home Education to Bel-Aire School and redesignate regular program students to Windsor Park School. For the sake of comparison, the opening grade configuration of kindergarten to Grade 6 was chosen.

Impacts of Reopening Bel-Aire School for Regular Program Use - If Relocation of CBE Home Education to Bel-Aire School is Not Approved

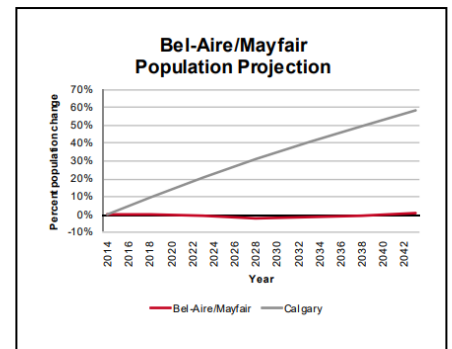
Bel-Aire School has an estimated school capacity of 217. Presently, there are 39 kindergarten to Grade 6 students living in Bel-Aire, Mayfair, and Meadowlark Park attending CBE schools, and 27 of these attend regular programs. If the CBE were to open a regular program in Bel-Aire School to serve the communities of Bel-Aire, Mayfair, and Meadowlark Park, the overall utilization rate would be 28 per cent in 2025-26, assuming all regular-program CBE

students from these neighbourhoods attended. Graph 6 below shows what the historical and projected utilization rates would be if Bel-Aire School were reopened as a regular-program school.



Graph 6: Bel-Aire School historic enrolment and projection if it accommodated CBE students from Bel-Aire, Mayfair and Meadowlark Park as a K-6 School, 2019 - 2028

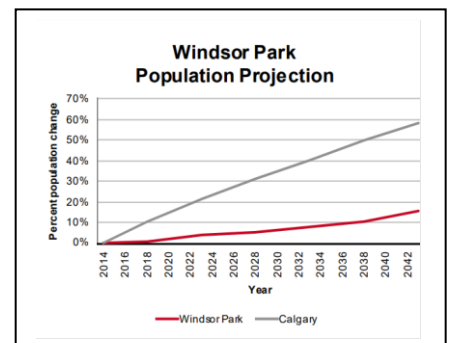
City of Calgary projections show little to no population growth is expected in the communities of Bel-Aire and Mayfair over the next 18 years.



Given the small number of students in Bel-Aire, Mayfair, and Meadowlark Park, reopening Bel-Aire School for local students would not relieve pressure on Area 7 schools in a meaningful way. To fill Bel-Aire School as a regular-program school, students from Windsor Park would also need to be designated to Bel-Aire School. Due to the large number of students in Windsor Park, not all students would be able to attend. The result would be a splitting of the Windsor Park community between Bel-Aire School (K-6) and Elboya School (K-9). Keeping some Windsor Park students at Elboya would also reduce the amount of space that could be used to relieve pressure on other Area 7 schools such as Rideau Park School.

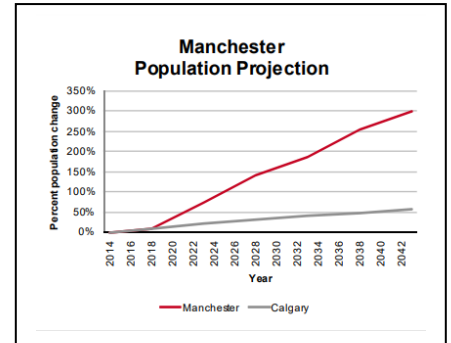
Impact of Redesignating Windsor Park School for Regular Program Use - If Relocation of CBE Home Education to Bel-Aire School is Approved

In 2023-24, there were 169 CBE kindergarten to Grade 6 students living in Windsor Park with 158 in the regular program and 11 students attending language and alternative programs. The estimated capacity of Windsor Park School is 203.

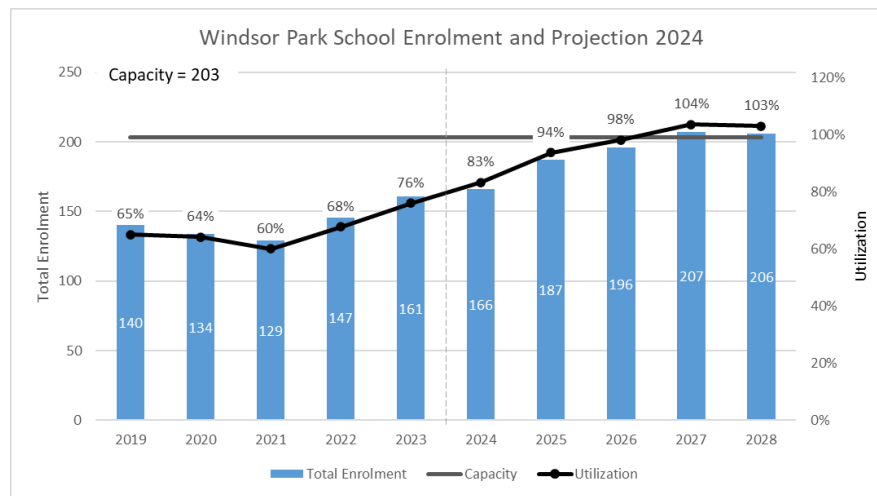


According to City of Calgary [population projections](#), Windsor Park is expected to continue to see increases in population over the next 18 years. Likewise, the neighbouring community of Manchester is also expected to increase over this period.

If kindergarten to Grade 6 regular program students in Windsor Park were redesignated to Windsor Park School, the utilization rate would be 80 per cent in 2025-26, assuming all Windsor Park regular program students attended. If both Windsor Park students and Manchester students (projected to be 29 students in 2025) were designated to Windsor Park School, the utilization rate would be 94 per cent by September 2025 and 103 per cent by September 2028, as shown in Graph 7 below.



Windsor Park School is better equipped to support a regular program, as it has a library and a large gym with a stage. Bel-Aire School has a smaller gym and does not have a library/learning commons.



Graph 7: Windsor Park School historic and projected enrolment and utilization with Windsor Park and Manchester students designated as a K-6 school. 2019 to 2028

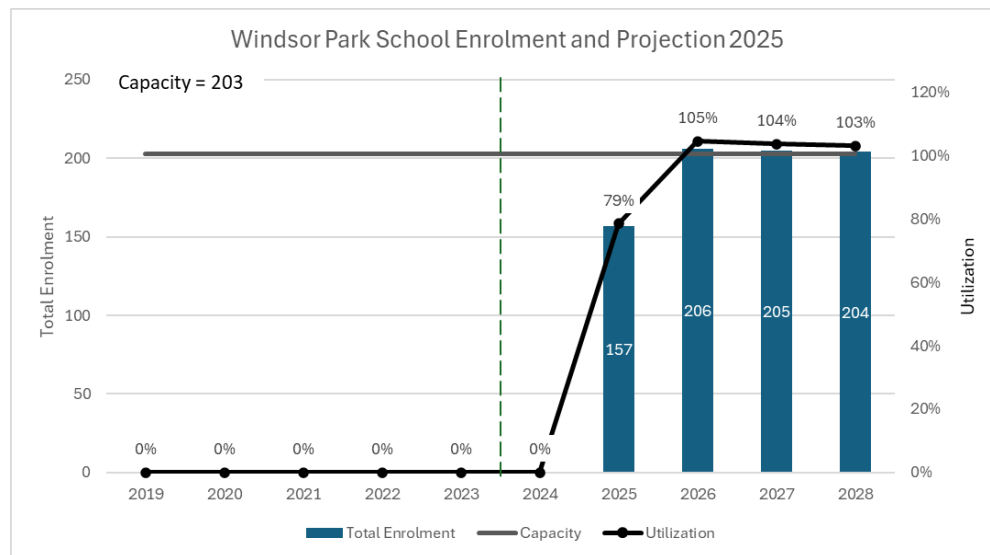
Windsor Park School has the added benefit of being on a large, flat site where modularity could be accommodated when the number of students exceed the capacity of the school. By contrast, Bel-Aire School is not conducive for placement of additional modularity due to the small site and impact on adjacent features.

Impacts on Neighbouring Schools

The pressure on both Rideau Park School and Elboya School is primarily being felt at the middle/junior high levels. The plan to create space at the junior high level would be accomplished through a grade configuration change and boundary adjustments. Windsor Park School has the capacity to accommodate multiple communities from Elboya School for K-4 regular programming. Removing K-4 regular program students from Elboya would allow Elboya to move to a Grade 5-9 configuration and focus attention on the middle years

serving regular, French Immersion and late French Immersion programs. The close proximity (1.1km apart) between Windsor Park and Elboya Schools make this a viable option.

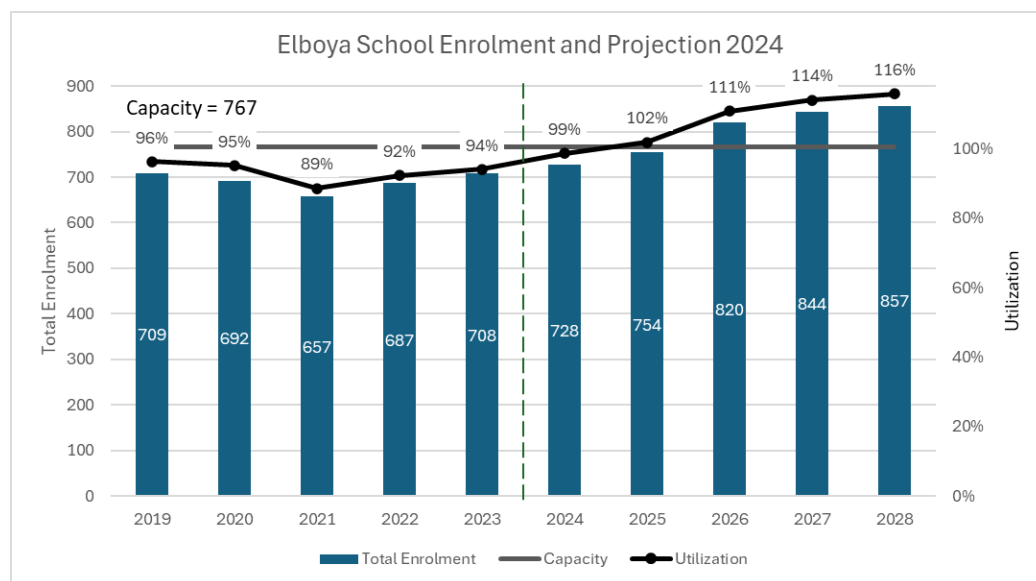
The graph below shows the utilization rate of Windsor Park School as a regular program K-4, with students in K-3 joining the school in 2025-26 and expanding to Grade 4 in 2026-27 for most of the communities currently designated to Elboya School. Enrolment would reach 105 per cent in 2026 but is anticipated to be stable, despite the growth in Windsor Park community. This is because the bulk of new student enrolment from Windsor Park and Manchester communities is in Grade 5 and above.



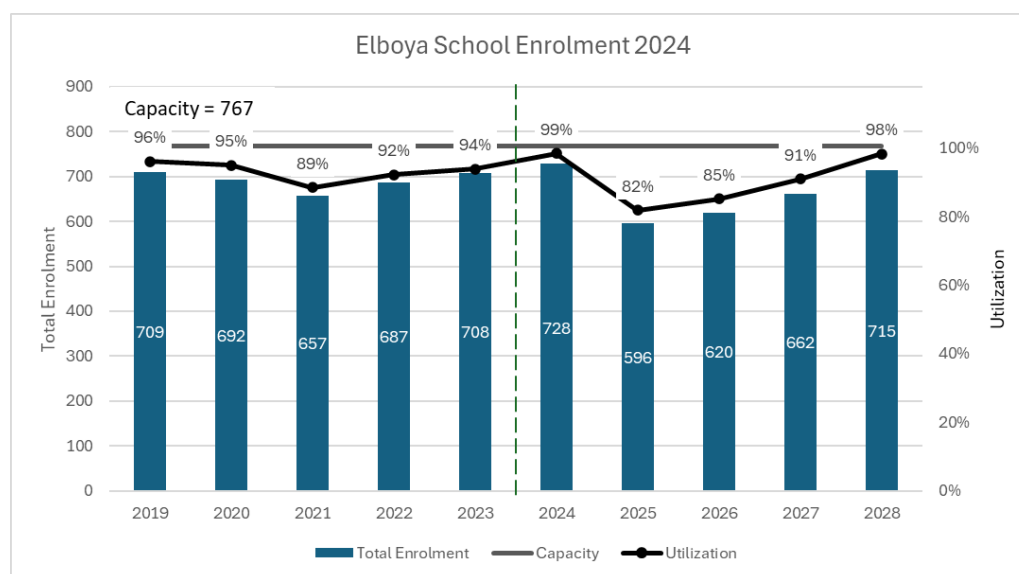
Graph 8: Windsor Park School projected enrolment and utilization with Windsor Park, Manchester, Britannia, Elboya, Parkhill students designated as a K-4 school, 2025 to 2028

Elboya School: the regular program is currently capped and overflowed to Chinook Park School for kindergarten to Grade 6 and Woodman School for Grades 7-9. Without intervention, Elboya School is projected to reach 113 per cent by Sept 2028. While this utilization rate is not desirable, the flexibility to configure class sizes and grade splits is further complicated by the number of programs (regular, Early and Late French Immersion) and the number of grades at this school (K-9). At the time of overflow, class sizes in the regular program were between 25 and 29, with certain grades receiving too many students, and with new registrations being received on a weekly basis.

The graphs below show the impact of implementing a Grade 5-9 reconfiguration at Elboya School. In this situation, Elboya would have space to accept students currently designated to Rideau Park School. Graph 9 shows the projection for Elboya School in its current K-9 grade configuration, without a cap and overflow to Chinook Park and Woodman schools, showing utilization at 99 per cent in 2024 and 116 per cent in 2028. When K-4 students are removed from Elboya School and some Grade 7-9 Rideau Park School students are redesignated, the utilization rate drops to 82 per cent utilization in 2025 and remains below 100 per cent through to 2028 (Graph 10). As detailed in the section below, this space provides the opportunity to also relieve pressure on Rideau Park School.



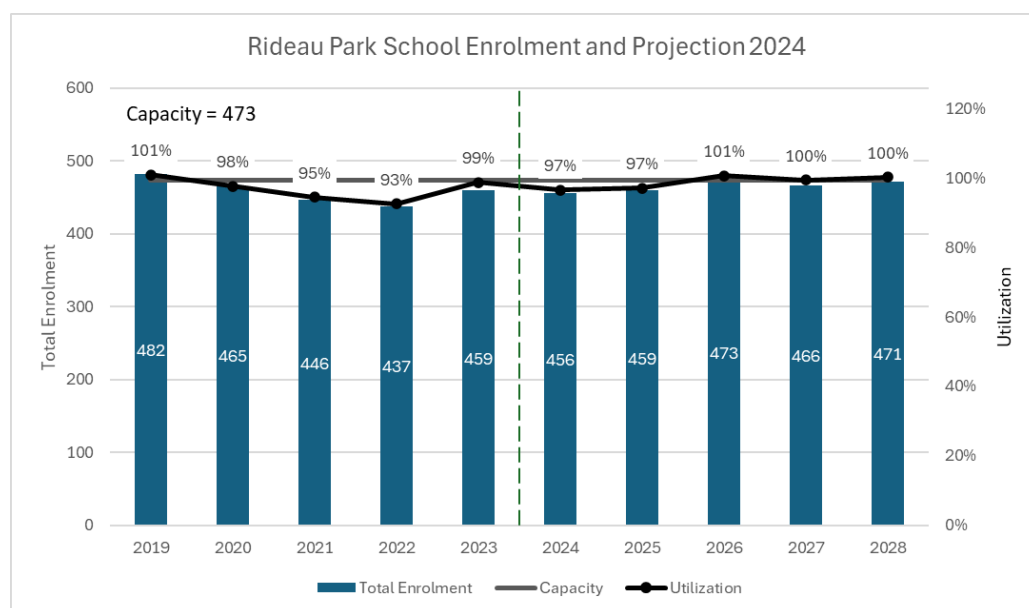
Graph 9: Elboya School historic and projected enrolment and utilization without overflow in place, as a grade K-9 2019 to 2028



Graph 10: Elboya School historic and projected enrolment and utilization as a grade 5-9

Rideau Park School: Redesignating kindergarten to Grade 4 regular program students in Windsor Park School will allow more flexibility to balance enrolment between both elementary and middle/junior high schools that are being impacted by growth. Subsequent changes to school boundaries in the area will help alleviate pressures at Rideau Park School. Without Windsor Park School as a regular-program K-4 school, these changes will not be possible and will lead to continued overflow situations in Area 7.

The space created at Elboya School would allow the redesignation of some students from Rideau Park School to Elboya School at the junior high level. Removal of approximately 10 students in 2025 and 72 students by 2028 would reduce the need to the overflow students at Rideau Park School and result in a utilization rate of 97-101 per cent between 2025 and 2028 (Graph 11).



Graph 11: Rideau Park School historic and projected enrolment and utilization with some students redesignated to Elboya School in 2025, 2019 to 2028

Connecting with the Community

The CBE Home Education community was provided with the opportunity to have their questions answered and share their perspectives on implementation of the proposed program relocation in October 2024. The proposed relocation was announced to the CBE Home Education community on Oct. 3 and sessions were held for staff (Oct. 3), families and community members (Oct. 16). These sessions were followed by online surveys. Surveys were open Oct. 17 – 31, 2024 and asked people to share their perspectives on factors related to the transition to a new location, in the event that closure for the purpose of relocation is approved by the CBE Board of Trustees. The staff survey had nine responses and the survey for students, parents and community members had 118 responses. Some consistent themes identified in the perspectives shared on the surveys include the following:

- Maintaining the strong connections between students and staff and quality of programming at a new location is important.
- Providing transition support to students and families is a top priority.
- Open and timely communications with families is essential.
- An opportunity for staff, students and families to see the space prior to a move would be greatly appreciated. A greater understanding of the space might help the CBE Home Education community to better understand how the space might be effectively utilized, as there are currently questions about this.
- Having time and opportunity prior to September 2025 to adapt the Bel-Aire School space to suit the needs of CBE Home Education would be welcome to ensure a smooth transition.

- Maintaining as much consistency as possible with how the program currently operates at a new location would be helpful.

All comments provided on the public and staff surveys are in Attachments I and II to this report.

The CBE is committed to working closely with students, staff and families to share more information about the proposed location of Bel-Aire School and the transition/implementation plan, should the Board of Trustees approve closure for the purpose of relocation. As outlined in the engagement and communication plan shared with CBE Home Education community on Oct. 3, 2024 ([available on the CBE website](#)), a detailed implementation plan will be shared by April 2025. This plan will consider the input provided and questions raised on these surveys.

There will also be additional ongoing communications with students, staff and families throughout the process. As new information becomes available, it will be shared with the CBE Home Education community.

While adjustments may be needed in relocating to a new space, the CBE is confident that the quality of programming and the key aspects that currently make the program successful can be maintained in relocating to Bel-Aire School.

Abbreviation of the 60-Day Public Input Period

This report also recommends the abbreviation of the 60-day public input period laid out within GC-3E(2) Closure of Schools Procedure to a 57-day public input period for two reasons. First, shortening the period by three calendar days still provides ample time for public input to be received and the full impacts of the proposed closure for relocation to be understood by the Board of Trustees. Secondly, bringing this matter for decision to the regularly scheduled public Board meeting of Feb. 11, 2025 maximizes the opportunity for public input while also providing time for impacted families to prepare for the proposed changes, should they be approved by the Board.

5 | Financial Impact

The financial impacts associated with these changes are related to the costs of operating a school and renovation costs. There will not be any incremental CBE transportation costs associated with moving CBE Home Education students to Bel-Aire School as no transportation is provided to this program.

The Bel-Aire School building has been in continuous use and is in good condition. There is a small number of infrastructure and maintenance projects required to be ready to accommodate CBE Home Education students at Bel-Aire School, including a total upgrade of the IT system to CBE standards, minor renovations to improve accessibility and miscellaneous repairs throughout. The total budget would be \$450,000 funded from Infrastructure Maintenance & Renewal (IMR) with an additional cost of \$95,000 for the purchase of IT equipment. Bel-Aire School would need to be furnished. The cost to furnish 9 classrooms and 2 administrative spaces is estimated at \$296,000 and would be

funded through the Furniture, Fixtures and Equipment Repository. The recurring and one-time costs are summarized below.

Summary of Costs to open Bel-Aire for Home Education – One-Time Costs

Item	Cost estimate
Bel-Aire School building renovations	\$450,000
Bel-Aire School furniture and smartboards	\$296,000
Bel-Aire School IT equipment	\$95,000
Total	\$841,000

Summary of reopening Bel-Aire School for Home Education – Recurring Costs

Item	Cost estimate
Bel-Aire School operating costs	\$100,000 to \$110,000
Total	\$100,000 to \$110,000

The costs of other intended administrative changes include the redesignation of students to Windsor Park School. Windsor Park School has also been in continuous operation and is in relatively good condition requiring replacement of the original ventilation system and modifications to improve accessibility. The total budget would be \$500,000, funded from IMR funds.

The additional costs of operating a regular program at Windsor Park School as a result of redesignations would be for an administrative team at a cost of \$349,300 at 2024-25 rates. Student-based RAM costs will follow the students at the school they attend. Some students in the proposed designation area for Windsor Park School would be outside the walk zone and transportation services would be provided to these students. This cost is expected to be \$27,000. It is minimized because the bell time will be assigned to allow efficient busing partnerships.

6 | Implementation Consequences

The move of the Home Education program from Windsor Park School to Bel-Aire School will mean that Home Education students would move to a comparable school in terms of size and condition that is close to where they currently attend. Importantly, the range and variety of programming offered by CBE Home Education will remain the same.

As CBE Home Education students do not receive yellow bus transportation, traffic may increase in the Bel-Aire neighbourhood as parents drop off and pick up their children. However, the overall impact on this community is expected to be minimal as Bel-Aire was the location of a charter school prior to it being

returned to the CBE, and traffic in the area is expected to be similar to what it was in the past.

Opening Bel-Aire School for use by CBE Home Education will also allow CBE administration to designate Windsor Park School as a regular-program school and will create approximately 200 additional student spaces in Area 7. This will ease overall enrolment pressure on Area 7 schools and allow students to be more equitably supported.

Additional information on the redesignations and grade configuration change is available on the CBE website entitled [SSAP Redesignations for Schools in South-Central Calgary](#). Communities impacted by these proposed changes received information regarding the redesignation plan via SchoolMessenger on November 14, 2024 and an in-person session was held for the Elboya School community on November 20, 2024.

The proposed changes would have no impact on the Three-Year School Capital Plan.

7 | Conclusion

Moving CBE Home Education to Bel-Aire School will recapture approximately 200 spaces closer to those communities that need it the most. It also facilitates re-purposing Windsor Park as a regular program school to meet the needs of its communities. Finally, it will help reduce Area 7 enrolment pressures and overflows, allow further steps to be taken to balance enrolment between Areas 6 and 7, and align cohorts across the K-12 continuum. When enrolment is balanced across schools, CBE students will have access to a more equitable learning experience.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Home Education Public Survey Results
Attachment II: Home Education Staff Survey Results

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

Board/Chief Superintendent Relationship: The Board defined in policy the degree of authority delegated to the Chief Superintendent, and set out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

Results: These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.

Operational Expectations: These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.



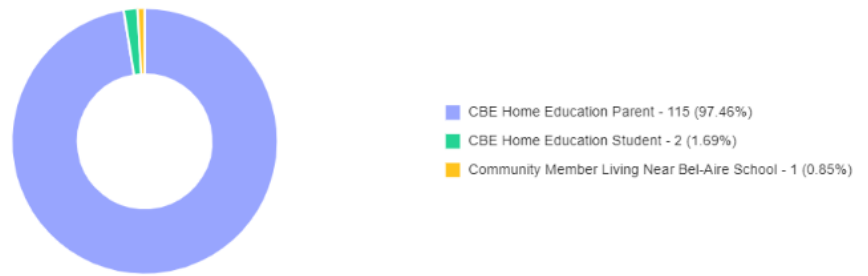
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Parent, Student & Community Survey Results: Transition Planning for Proposed Relocation of CBE Home Education

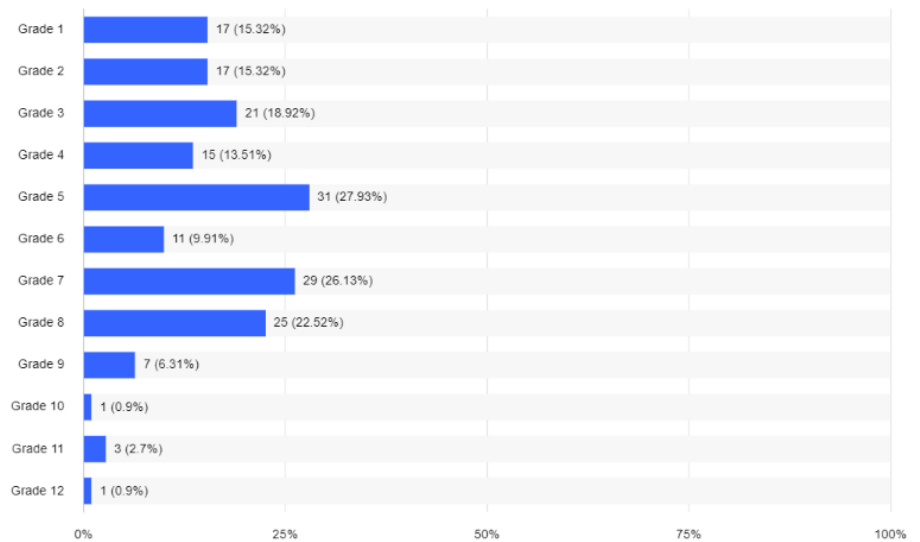
An online survey was available to CBE Home Education parents, students and community members Oct. 17 – 31, 2024. 118 people answered one or more questions on the survey. The results are provided below.

Below you will find all comments provided in the survey as they were written. Comments have not been edited for accuracy, spelling, grammar, sentence structure, truncation or otherwise. Comments may have been edited to ensure anonymity. We may also edit or omit abusive, discriminatory and otherwise inappropriate comments.

1. Please choose the category that best describes you.



2. What is the current grade of the CBE Home Education student?





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3. Please indicate what aspects are important to you in ensuring a smooth transition for staff, students and families to a new location (should the relocation of CBE Home Education be approved by the Board of Trustees).

ANSWER OPTION	COUNT	PERCENTAGE
CBE Home Education staff work with students to support them in transition to a new location	66	60%
Provide students and families with an orientation to the new site/location	79	71.82%
Maintain strong connections between CBE Home Education staff and students	80	72.73%
Other (please specify)	17	15.45%
Total	242	

Other:

- access to the new building by school council members or other parent volunteers to help ensure parent led initiatives such as our library can be set up prior to the start of the school year to help create a sense of normalcy for students
- better playground at the new site
- bringing many of the things our community has built
- have the building in optimal working order prior to classes beginning, with necessary furniture in place for the first day of school.
- having kids help decorate to make it their new "home".
- help students make the space their own together.
- i have no concerns about the transition
- i just don't want to leave my current school
- i think if you want parents and kids to feel comfortable and valued, it would be nice to see some funding for furniture. all of our current furniture has been cobbled together from highfield and it would be a huge boost to morale to get some new furniture that fits the new spaces. as well, money for library books. parents have worked hard to cull outdated books that have been donated over the years and having \$ to purchase new books, shelving, tables, etc. would be nice. all of our current books have been donated by home-ed families and it would lift school spirit and morale around moving to have some new furniture and books. in the same vein - sports equipment, science equipment would be lovely. in the webinar, it was clearly stated that parents weren't being asked for opinions on if the move should happen, but how to make it an easier transition. bottom line: spend some money on the furniture and make families feel valued instead of always getting hand-offs from other schools
- i've been quite happy with windsor park, so personally i would need to see measurable improvements due to moving locations to be persuaded that it's a great idea.



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- i would like to ensure that if the homeschool program is moved to a different facility that they have adequate room for the growing program. i walked around the outside of the belaire school and it seems like a nice enough facility and the location is convenient but the building and green space are quite a bit smaller than windsor park school. according to the city of calgary property listing, windsor park school is 23,973 square feet on a 2.98 acre lot and belaire school is 15,514 square feet on a 3.11 acre lot though there is more space used for parking, tennis courts, and the front yard at belaire. based on the mapping, it looks like the modular unit attachment isn't included in that size but it's approximately 2971 square feet for a total area of 18,485. windsor park school is fully utilized as is and it is hard to understand how the same program can be run in a smaller building.
- maintain the home ed community
- my only and main concern is accessibility since i don't drive, so location is the most important for me at this time
- please make sure all the actual staff members are going to move to the new school (bel-aire) to provide a smooth transition for all children.
- talk about the differences and similarities and see if it makes sense to move
- the kids are informed as to why they are moving and what great new things they can look forward to in the new location.
- we do not want to relocate

4. If you have other thoughts you'd like to share on ways we can provide a smooth transition for staff, students and families, please provide them below.

Sentiment Analysis



■ Positive (26.83%) ■ Mixed (14.63%) ■ Neutral (43.9%) ■ Negative (14.63%)

- Bringing WindsorPark memorabilia/photos to new space; extensive welcome celebration; pre-opening access for parent volunteers to make the new location "ours"
- Parking looks like it will be an issue. The Windsor park children are not bussed. The families are very social and after school parking can be an issue.
- the facility is equal in terms of the size and offers gym, dining area, drinkable water etc.



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- Give the kids a chance to see the new location before school begins in the new building
- Maybe staff and students together can do brain storming pros and cons of moving to a new location versus staying in the current one.
- CBE Homeschool Students at Windsor Park are chronically underfunded. The program is not a priority for the CBE and it is evident in the treatment of requests for materials at the Windsor Park School. It took many years to get a spout to fill water bottles and even so, the water is disgusting and the kids won't drink the water. The library is almost 100% parent-run with donated books. Parent volunteers cleared out hundreds of books dating back to the 50's from that library with no funds to replace those books, leaving us at the mercy of whatever parents felt like donating. The band teacher funds any band support she needs. The entire school is a mish-mash of desks and chairs discarded from other schools. It would be incredible and would send a strong message about the value of our program by the CBE to have the building in the same working order any other public program would be for the start of a new school year in a new school location. As a former CBE teacher myself, homeschooling is not going away, and the blended program is the way forward. It should be supported and valued as such. Thank you.
- I suggest an opportunity to gather in the space before school starts in the 2025/2026 school year.
- I think the kids will do just fine, as long as they are kept with their existing classmates so they can keep the relationships they have built so far and continue to be able to lean on their peers for support in the classroom.
- Please consider the fact that Windsor park is a second home, and has been for a long time, for many of these students. Having this space taken away from them will be hurtful to many. Involve the students as much as possible in the transition. Perhaps the students and parents can help move materials, supplies, equipment over to the new space together. Also, maybe there is some kind of ceremony that can take place to honour their time at windsor park, and to say goodbye to that space. Creating experiences where they can all feel like they are in this together can help, where they can talk about their sadness around leaving, and where they can celebrate and reminisce about their time there would be really beautiful and support them moving forward.
- An Open House / tour of new school before the end of this school year. The program must have a different name than Bel Aire. That does not reflect the home school community. There are many programs in CBE schools that have names fitting to their values and community using them (eg. Discovering Choices, Alternative High School, etc.). Parking may be an issue for the community because there is less parking available than at Windsor Park. It will feel very different for our students to be in a school and playground / outdoor area that is situated among multi-million dollar mansions. We hope the current teachers have an active role in supporting the students and keeping the program inline with the students and families using it.



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- I don't support the proposed move.
- Give the teachers and support workers sufficient time to setup. Allow families an orientation.
- "Windsor Park" has become synonymous with CBE Home Education. Some way to retain and celebrate that identity would go a long way in easing the transition. There are a lot of unanswered questions and instability surrounding the move that is creating a rise in anxiety for students, parents, and staff. Feels a lot like we're being shunted off to another location as the program isn't seen as valuable as the regular program that CBE wants to run through Windsor Park. We found a place of belonging at Windsor Park after being traumatized by the CBE at another school, feels like that safety net is being taken away.
- Please share what facilities and spaces will be available at the new location.
- A video tour they can watch more than once with narration where someone points out where they will eat, where they will hang their bags, where the office is, what the playground looks like, if there are desks or tables etc.
- Maintain the class size and school schedule.
- My kids concerns are with the playground... it is significantly smaller at the new location. Please add on to it!
- A preview tour for homeschooling families, to allow involvement in the organization of the new environment. Homeschooling families make broad use of the school and its facilities and it is important to have time to plan how best to utilize spaces.
- Please provide the families with information about what will be different about the new location and any changes we will have to face. Please find strategies for dealing with the changes and share them with the community.
- Why are we moving rather than opening the public school there? What are we losing and what are we gaining? We have put a lot of heart into the current building. What about the Mount Royal students working on the learning commons design? Do they follow us to the new campus or does the new student body take it from us?
- Making sure to say "goodbye" to WP and not just focusing on the new location. It will be sad even if the new location will be exciting.
- Location I don't see resonable for the CBE homeschooling community. Windsor park allows a closer approach to families and the community is better equipped for the community size. I find Belair can benefit from near by attendance as they community is closer and in a closed in and out street.
- Please keep the learning class structures (example: Monday - Tuesday and Wednesday - Thursday)
- visiting the school during the current school year - focusing on all things that will remain the same (teachers, programs, etc) - setting up a parking/drop off plan so that there's enough space for parents to do so in the am and pm without disrupting the community - planning for



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community "feedback" (based on previous CGCS issues with neighbours) and how to minimize discord - having a plan for if/when the community decides they aren't happy with this new school moving in and ensuring the longevity of the Home Education program - safety in the backyard of the school in terms of multiple access points and ensuring children aren't exiting the area - portable use and temperature

- Maybe an event hosted at the new location to end this school year, as well as to begin the next? An arts/craft fair, a dance, something like that.
- Sharing relevant information with all stakeholders in a timely manner would be appreciated. The opportunity to visit the school before the first day of fall class 2025 would be helpful for students
- I love the space here, but there is not much space at the new school and I love the nature here, but there is not much nature in the new school, and I just don't want to leave
- -the library and Family Flex room are vital parts of the school and a big reason why this program is different from others. Please ensure that the new space has a library and flex room and that they're set up and ready to go in Fall. Please don't drag old furniture from Windsor Park over to BelAire the first week of September and make teachers scramble to set up classrooms and leave parents without a space to work and support their children. The more set-up and established the school is, the better children will be able to transition. Give tours in June to help prepare kids over the summer so they're not anticipating a scary change "sight unseen" all summer long and also stagger the entrance in Fall with orientation tours. Kids and parents will take pride in a new space if they feel seen, heard, and valued. Part of this is spending some decent money on the facilities to make it look good and functional. Very little money has been spent on this program in the past and it's time to do-so if you're going to uproot an established program.
- Consistent communication with families to ensure everyone is aware of what to expect. An efficient plan for the move so the first year in the new location is not chaotic. Care to ensure symbols of our school community are preserved and transferred (osprey mascot painted on the gym wall) The opportunity for families to visit the school prior to the first day or school (e.g. our annual Welcome Back Celebration) to get familiar with the building. Access to the building by the School Council or other parent volunteers to ensure parent led initiatives such as the library are set up prior to the school year to create a welcoming, settled feel to the new school.
- Provide staff and parent volunteers access to the new location with ample time to set up the space (e.g., classrooms, library, family resource room) to create a warm and welcoming feeling for the students and staff with school begins. If this change is approved, I would like to see an official school name change process commence immediately so that the new name is approved by September 2025.
- Give all information possible needed. Make sure the parents are well informed! I called 4 places over the course of 3 weeks before my son



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could get started schooling and I ended up missing out on the funding thanks to being misinformed by many.

- Would appreciate all maps being shared. All surrounding communities be properly informed so that no neighbours are surprised or opposed to the change, or create problems related to parking, children playing etc.
- Perhaps including the students in the packing up and moving of items to allow them to feel apart of the relocation process and to have a sense of community, connection and contribution. Excited for the staff and students to explore a new school together.
- Ensuring the same dedicated art space at the new location
- How will parking be like? The field and playground are too small, so that would have to be extended somehow. Hopefully there will not be too much tech at the new school as well. Will it be as cozy as the old area?
- As stated above, help kids (via teachers and parents) understand the reasons why the school is moving, and what's in it for them. This will reduce resistance to the change for them, and build understanding.
- Provide staff and parent volunteers access to the new location with ample time to set up the space (e.g., classrooms, library, family resource room) to create a warm and welcoming feeling for the students and staff with school begins. If this change is approved, I would like to see an official school name change process commence immediately so that the new name is approved by September 2025.
- This survey is not asking whether or not we approve of the move. The meeting and this survey seem to be formalities, and it seems that we don't and won't have a say in this change. Many families (including ours) are upset about it - the school holds so many memories for the students. Many parts of the school were fundraised and personalized (e.g., murals on the walls). If the change is happening no matter what, it would be helpful if that was communicated directly instead of giving the impression that our feedback will make a difference.
- We do not wish to relocate to downtown. The reason being is crime increase in those communities.
- I'm not too worried about kids adapting to a new location as long as it still allows them similar facilities and access. My concern would be adequate gym equipment, playground equipment and space for an art program. My other concern is parking and convenient access to yhe building
- Time to see the new building. Assurance that staff will stay the same. Explanation of new class planning (ie. will all grades be split or not?) Help with drop off in the am and pm pickup as the location isn't ideal for all the cars coming/going (previous school had bussing which was better as less traffic for the community).



Staff Survey Results: Transition Planning for Proposed Relocation of CBE Home Education

An online survey was available to CBE Home Education staff Oct. 17 – 31, 2024. Nine staff members answered one or more questions on the survey. The results are provided below.

- Please indicate what aspects are important to you in ensuring a smooth transition for staff, students and families to a new location (should the relocation of CBE Home Education be approved by the Board of Trustees).**

ANSWER OPTION	COUNT	PERCENTAGE
CBE Home Education staff work with students to support them in transition to a new location	7	77.78%
Offer staff orientation to a new site/location	8	88.89%
Provide students and families with an orientation to a new site/location	6	66.67%
Maintain strong connections between CBE Home Education staff and students	6	66.67%
Other (please specify)	1	11.11%
Total	28	

Other: support in setting up the new building so when we walk in it reflects our program and the past 12 years of community building.

- If you have other thoughts you'd like to share on ways we can provide a smooth transition for staff, students and families, please provide them below.**

Sentiment Analysis



■ Positive (28.57%) ■ Mixed (28.57%) ■ Neutral (42.86%) ■ Negative (0%)

Below you will find all comments provided in the survey as they were written. Comments have not been edited for spelling, grammar, sentence structure, truncation or otherwise.

- Ensuring that our extra work is minimized and compensated. It doesn't seem like we can avoid multiple extra days of work during this transition while also working with our facilitation families and preparing for the academic year. - Ensure that the school is Jr High



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ready. Jr high students need access to extra breakout spaces, lockers and good quality technology.

- I feel that full transparency about the new location is crucial. I think staff, students and many of our families can handle change more positively when provided with accurate information. I truly believe that sustaining the program is the priority for all involved, so being reassured that this move is a step towards committing to the program may be helpful.
- A transition should not be a step back in any manner. A transition should highlight what has been achieved and what more can be accomplished with the new location. Not simply putting more bodies in a new building but a level of service as well.
- It would be great if the school could be prepped and ready for move-in by the end of June so we can start the next year ready to go. Our start-up is unique due to our Facilitation roles, and having a school set up so our students and families feel comfortable would be an asset. A big concern about the move is the storage in the building, we run a full PE program for 1 to 9 along with other clubs, and having outdoor storage ready for move-in would greatly reduce the complexities of stashing equipment until storage could be arranged. I think spending some time with an Elder with the staff and students about the move and setting the program up for success from day one would be a remarkable opportunity. Support with furniture as needed for new spaces. Lastly, we would be moving away from our naturalized area, if there was some support to gentrify the courtyard and the field so we have some elements from our community-built and managed area, it would go a long way towards bringing part of our community with us.
- It would be helpful to have access to the new location in June and over the summer so that when we are back in August, the focus is on the school year and not organizing a new space.
- I think providing staff and families with an accurate summary/write up of spaces, rooms, parking, special features. etc. so that people have a good understanding of what the facility is like would be helpful.