



## SSAP Redesignation Plan for South-Central Schools & Communities

### Frequently Asked Questions

#### **Why redesignate students living in Windsor Park when they are in the walk zone and other communities are further away from Elboya School?**

All Grade 7-9 regular-program students currently attending Elboya School are in the walk zone for the school. To alleviate enrolment pressure at Elboya and Rideau Park schools, some students will be redesignated to Woodman School, which has available space. The communities of Windsor Park, Bel-Aire, Manchester, Mayfair and Meadowlark Park have been identified as the best candidates for redesignation because:

- These communities are closer to Woodman School than other communities currently designated to Elboya School.
- There is yellow bus service available to Woodman School, which will take approximately 10 minutes. There is also direct public transit route down Elbow Drive that also takes approximately 10 minutes.
- Students living in these communities are designated to Henry Wisewood High School and, by attending Woodman School for junior high, they will join their future high school cohort sooner. Additionally, Britannia students, like Elboya community students move to Western Canada High School and this will keep these students together as the move into high school.

#### **Why not redesignate Inglewood and Ramsay to Woodman School and leave Windsor Park, Bel-Aire, Manchester, Mayfair and Meadowlark Park at Elboya School?**

When considering redesignations, one aspect we look at is keeping cohorts together for as many years as possible. The communities of Inglewood and Ramsay are designated to Western Canada High School for Grades 10-12. Moving these communities to Woodman School for Grade 7-9 would not only further increase travel time, but also remove them from their high school cohort.

The same rationale applies in redesignating the communities of Windsor Park, Bel-Aire, Manchester, Mayfair and Meadowlark Park to Woodman School for Grades 7-9. In this case, this redesignation enables these communities to join the Henry Wise Wood High School cohort earlier and creates a cohort of students that will be together from K-12.



### **Why doesn't the CBE add modulars at Elboya and Rideau Park schools to add space?**

Modular classrooms are intended as a short-term solution for accommodation challenges. Since the available space at Woodman School offers a long-term solution to the enrolment pressures, neither Elboya nor Rideau Park school were considered for modulars.

Modulars are costly additions to schools that need to be approved and funded by the Ministry of Education. We need to carefully prioritize where we ask for modulars given the high demand for space across our system. The criteria for modular classrooms, modernizations and new schools can be found on our [Building and Modernizing Schools](#) webpage.

### **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 take into account 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; families at Mount Royal School received a similar notice in November 2022. 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 Board of Trustees is responsible for making decisions where the recommendation involves a



consideration of closure. There are no closures within the redesignation plan for schools in south-central Calgary; therefore, the Board of Trustees is not a decision-maker in this process.

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.

### **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 only 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?**

As outlined in the SSAP redesignation plan, the Board of Trustees have 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.

The location of CBE Home Education will impact some, but not all, parts of the redesignation plan, which is why, in the interest of transparency, we have shared the contingency plan should CBE Home Education remain at Windsor Park School. This contingency plan is not an option for consideration and feedback; it is a contingency only.

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

As outlined in the SSAP redesignation plan, 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.

**When 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-6 regular program will open at Windsor Park School or Bel-Aire 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 all the details such as bell times, kindergarten and before and after school care.

**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).

**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.

**Can junior high changes be phased in over a longer period?**

Given the enrolment pressures we are currently facing, and the immediate need to reopen additional school spaces in the area, we are unable to delay redesignations or extend the phase-in beyond students in Grades 6 and 9.



## 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.