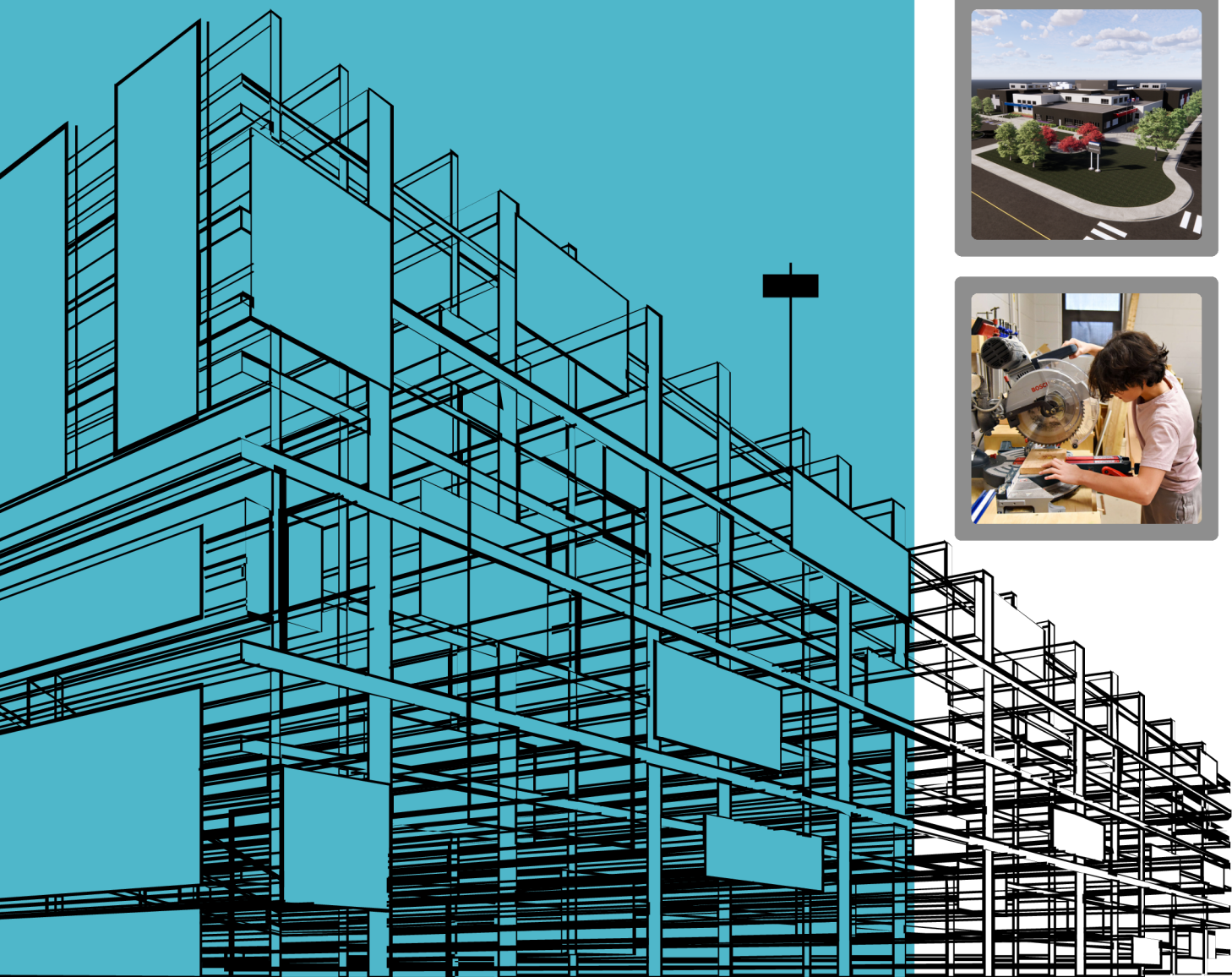


Conseil scolaire FrancoSud

THREE-YEAR CAPITAL PLAN

2026 | 2029



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1. INTRODUCTION

1.1 DISTRICT OVERVIEW

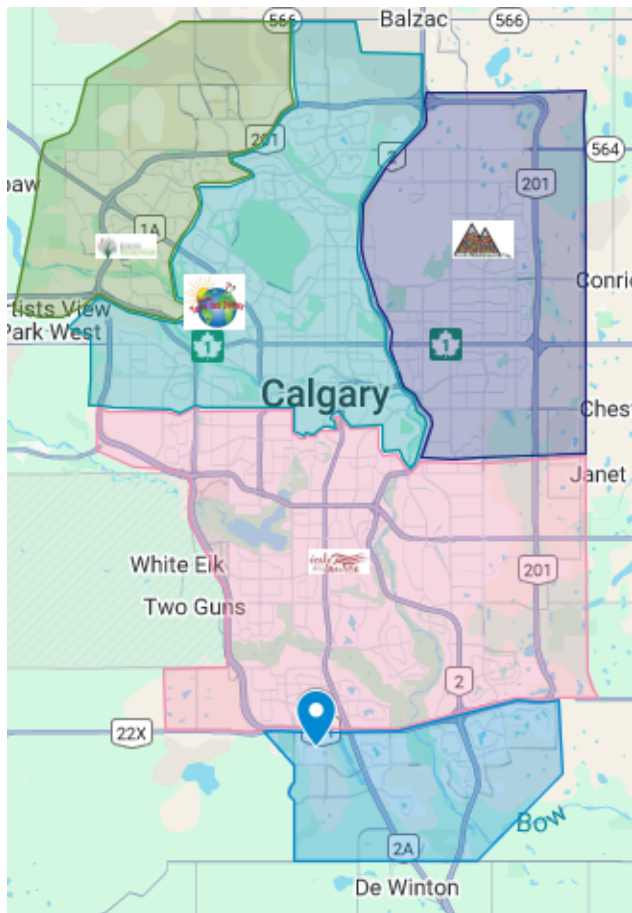
Conseil scolaire FrancoSud (The Southern Francophone Education Region) was established on August 15th, 2013. FrancoSud has a clear mandate to provide Francophone education as outlined in Section 23 of the Canadian Charter of Rights and Freedoms. This guarantees the rights of Francophones, to receive education in their language and to have access to educational facilities where numbers warrant. As such, FrancoSud operates in alignment with the principles of Section 23, ensuring that right holder Francophone students within its jurisdiction have access to quality education in French, thereby promoting linguistic and cultural diversity while fulfilling legal obligations.

As of September 2024, FrancoSud operates 12 public schools and 4 Catholic schools. FrancoSud provides a French as a first language education to 4000 students from 65 communities throughout Southern Alberta. As of March 2025, based on Alberta rapid growth we project a student body of 4300 students by 2029.

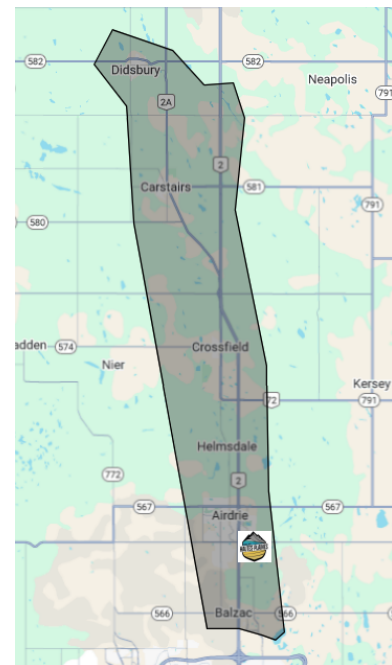
FrancoSud with the Support of Albert Education and Alberta Infrastructure has the mandate to ensure an innovative and high-quality public and Catholic Francophone education for school age Francophone residents of Southern Alberta.

1.2 GEOGRAPHICAL DISTRIBUTION OF FRANCOSUD STUDENTS AND SCHOOLS

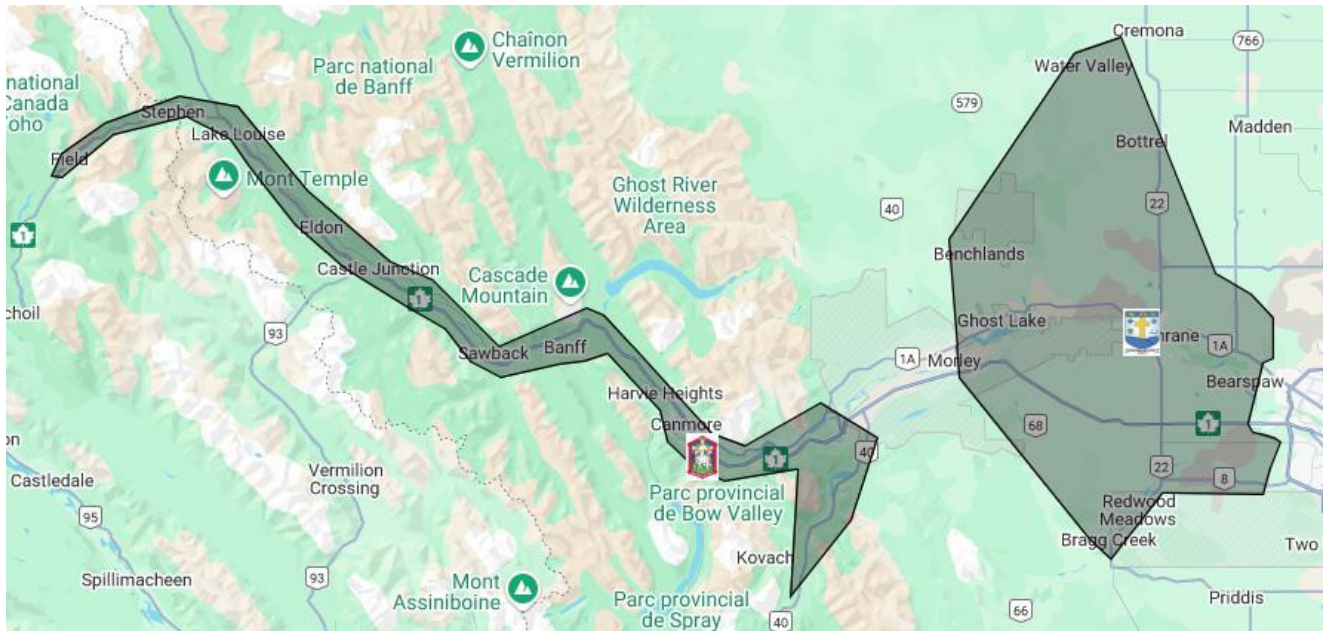
FrancoSud-Calgary



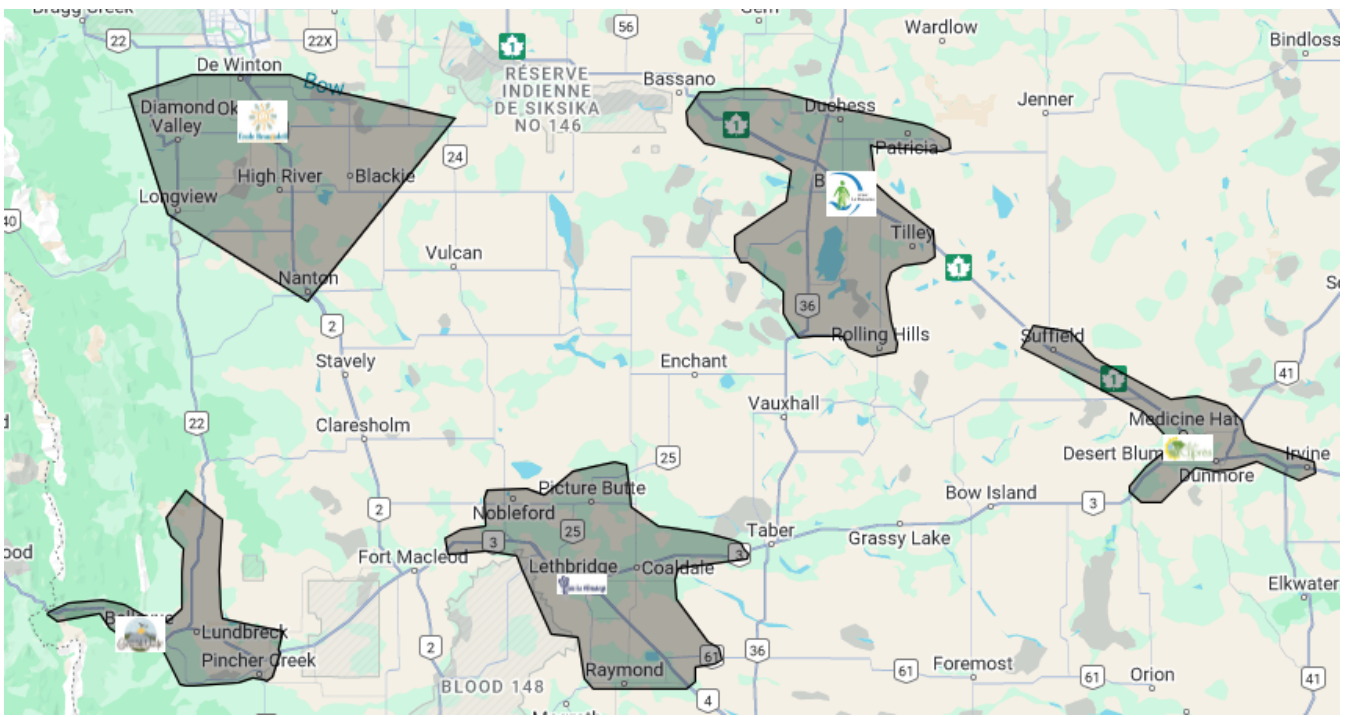
FrancoSud - North



FrancoSud – West



FrancoSud – South



2. FRANCOSUD MANDATES

2.1 FRANCOSUD CONSTITUTIONAL MANDATE (SECTION 23)

Section 23 of the Canadian Charter of Rights and Freedoms is a constitutional provision that specifically addresses the rights of linguistic minorities in Canada. Here's a simple explanation of Section 23 and its implications for the Alberta Education team, as well as the benefits it provides for minority populations:

- FrancoSud has the constitutional and legislative obligation, shared with the province, to offer, where warranted by the number of French-language students, a homogeneous French-language education that is substantively equivalent to the education experience offered at comparator English-language schools (including French-immersion programs). The Supreme Court of Canada confirmed that section 23 of the Charter guarantees the right to French-language school facilities that allow for an education that is substantively equivalent to the education offered in neighboring English-language school facilities. Section 23 of the Canadian Charter of Rights is a remedial right intended to prevent the erosion of official language minorities in Canada and counter the effects of assimilation.
- Since 2020, following the *Rose des Vents* judgements (case # 35619), there is also an expectation to have comparable Infrastructures than our majority counterparts. In addition to reiterating the principles established in the case law on section 23 of the Canadian Charter of rights, the supreme court of Canada has based its reasoning on the principle of substantive equivalence of minority language education with that of the majority to uphold the rights guaranteed under section 23. Under the criterion of substantive equivalence, the Court held that what is paramount to evaluate "is that the educational experience of the children of s. 23 rights holders [...] be of meaningfully similar quality to the educational experience of majority language students."
- The Alberta Education team in collaboration with FrancoSud must ensure that educational policies and practices align with the principles of Section 23. This includes providing support and resources for Francophone educational institutions and programs within the province. The team should also work to ensure that Francophone minority populations have access to French-language education and support services in areas where the numbers warrant it.
- Section 23 ensures that minority language groups, such as Francophones in Alberta, have the right to access education in their language. It allows Francophone families to preserve and transmit their language and culture to future generations. Access to Francophone education helps foster a sense of belonging and identity within the Francophone community. Education in the minority language also leads to better academic outcomes and opportunities for Francophone students, as they can learn and thrive in their first language.

Overall, Section 23 provides important protections and benefits for the Francophones in Alberta, by affirming their right to education in their language and supporting the maintenance and vitality of their linguistic and cultural heritage.

2.2 FRANCOSUD CAPITAL MANDATE

To provide French language education and ensure facilities are provided within Southern Alberta to meet current and future enrolment needs (for their Catholic and public students). To do so within the context of Section 23 of the Canadian Charter of Rights and Freedoms and section 17 of the Alberta Act and provincial legislation. To achieve this mandate FrancoSud has identified, in no particular order, the following drivers:

1) Ensure equitable facilities are provided within the region and within the context of Section 23 of the Charter of Rights

- a) “Section 23 is an important marker of Canada’s **commitment to bilingualism**, and to its **bicultural founding** character. It imposes a constitutional duty on the provinces and territories to **provide minority language education**, out of public funds, to children of Section 23 rights-holders, where **numbers warrant**.”¹
- b) Determining whether the educational experience at a French-language school is equivalent requires comparing the educational experience that is offered at English-language schools that represent a realistic alternative for parents who could send their children to a French-language school.¹ For FrancoSud, the realistic alternatives are the English-language schools in the same catchment areas as the French-language school.
- c) In 2020, the Supreme Court of Canada concluded that several aspects of the funding of the education system penalized the official language minority and infringed its right under the section 23 of the Canadian charter of rights. The Supreme Court of Canada has determined that the holders are entitled to have their elementary-age or secondary-age children receive a minority language education in a homogeneous facility that provide them with a global educational experience of a quality that is substantively equivalent to the educational experience offered at local majority language elementary/Secondary schools for that same level of service.²

The Court emphasized that the school helps preserve the language and culture of the official language minorities. For this reason, the educational right in the minority language is protected.

Based on this decision of the Court, the minorities should have their own school if the government gave the same number of majority language speakers somewhere in the province. This would promote equity and ensure that public funds are spent wisely.

¹ *Association des parents de l'école Rose-des-vents v. British Columbia (Education)*, 2015 SCC 2, [25].

² *Association des parents de l'école Rose-des-vents v. British Columbia (Education)*, 2015 SCC 2, [37].

² *Conseil scolaire francophone de la Colombie-Britannique v. British Columbia*, 2020 SCC 13, [1].

- d) The comparative exercise is contextual and holistic. In addition to physical facilities, it is also necessary to consider funding allocation, services offered, travel times, extracurricular activities, the quality of instruction, and educational outcomes – if these are relevant factors in the community or catchment areas.³ It is important to note that when comparing the physical facilities, aesthetic qualities, and not only structural integrity, are highly relevant.
- e) Since parents decide in which school to enroll their children, determining whether the educational experience at a French-language school is equivalent is undertaken from the point of the view of the parent.⁴ There is a lack of equivalency in the educational experience – which includes the school facilities – if some parents are discouraged from sending their children to a French- language school.⁵ Given that parents, in general, are not experts in building structure or mechanical systems, the Supreme Court of Canada recognized that interior and exterior aesthetic qualities influence their choice of school.

2) Ensure FrancoSud can provide the educational facilities warranted by the number of students living in its communities.

The rights granted by section 23 of the *Charter* vary according to the “numbers warrant” criterion.⁶ At the top end of the scale, the French-language community has the right to its own, distinct homogeneous French-language schools and the right to control and manage those schools –by way of a school board like FrancoSud.

- a) Under section 23 of the Canadian Charter of Rights and Freedoms, the following people have the right to have their children educated, at the primary and secondary levels, in a Francophone school. (*Right-holders*)
 - Canadian citizens whose first language learned and still understood is French;
 - Canadian citizens who received their elementary education in a French first language school, in Canada;
 - Canadian citizens whose child has received or is receiving instruction, at the elementary or secondary level, in a French first language school, in Canada.
- b) The “**number warrant**” criteria create a range of entitlement on a “**sliding scale**” depending on the number of children in community (in other words, it sets an **internal limit**). The number is somewhere between the **known demand** and the number of students who could **potentially take advantage** of the service.

³ *Association des parents de l'école Rose-des-vents v. British Columbia (Education)*, 2015 SCC 2, [39].

⁴ *Association des parents de l'école Rose-des-vents v. British Columbia (Education)*, 2015 SCC 2, [35].

⁵ *Association des parents de l'école Rose-des-vents v. British Columbia (Education)*, 2015 SCC 2, [39].

⁶ *Mahé v. Alberta*, 1990 1 SCR 342, section 384.

- c) Providing the educational facilities that the numbers warrant is particularly important in three scenarios:
 - i. Where enrolment at a French-language school has increased beyond the capacity of the school, given the impacts of overcrowding on the educational experience at a school.
 - ii. A demand for a new Francophone Programming where number warrants
 - iii. Where the numbers warrant educational facilities in each community, but the students living in that community must travel to another community to receive French-language education, given the impact of long travel times as a disincentive to enrolling children at French-language schools.
- d) The relevant figure to determine the projected enrolment for a French-language school is the number of persons who will eventually take advantage of the contemplated program or facility. This figure “can be roughly estimated by considering the parameters within which it must fall – the known demand for the service and the total number of persons who potentially could take advantage of the service.”⁷
- e) It would be particularly inaccurate in southern Alberta to rely on projections based on current enrolment, for at least three reasons:
 - i. FrancoSud is a relatively new school board and many of its schools have been established only for a relatively short period. FrancoSud’s enrolment has increased more quickly than in its English-language school board counterparts and will likely continue to do so.
 - ii. The demographic trends in Alberta, mostly due to national and international immigration, have entailed substantial population growth in recent years; and
 - iii. In some communities, the state of current school facilities or the distance required to travel to an existing French-language school discourage enrolment. Experience has demonstrated that new French-language school facilities built by FrancoSud have led to increased enrolment. The same trend holds true across Alberta and Canada.
- f) It is possible to obtain preliminary data regarding part of the potential number of students from Statistics Canada by custom order, based on recent Census data. FrancoSud has obtained such data for some of its catchment areas.
- g) Data shared by Alberta Education has shown that there are currently many right holders registered in non-francophone programs in various school jurisdictions in Alberta.

⁷ *Mahe v Alberta*, 1990 1 SCR 342, section 384.

Given that the Census statistics are the best available statistics, even though imperfect. It is still the most accurate way to identify the number of students who could enroll in a French-language school. For the purposes of this capital plan, FrancoSud conservatively estimates the number of rights holders as the total of children with a parent whose first language learned and still understood is French, as well as children who speak French at least regularly at home.

3) **Provide innovative and sustainable facilities in an economical, effective, and efficient manner**

- FrancoSud is committed to bringing forward its capital priorities in an economical, effective, and efficient manner.
- Even in the current economic climate, Alberta cannot delay meeting its constitutional obligation. Indeed, the Supreme Court of Canada has confirmed that section 23 of the *Charter* imposes positive obligations on the province of Alberta to ensure that the school facilities available to the minority are equivalent to those available to the majority.⁸ Alberta is obliged to build new required French-language schools without delay, namely because the minority language education rights are particularly vulnerable to government delay and inaction as for every school year that governments do not meet their obligations under section 23, there is an increased likelihood of assimilation which carries the risk that numbers might cease to ‘warrant’.⁹
- In seeking to do inform decisions in relation of preparing for the capital planning, FrancoSud utilizes the following drivers to evaluate capital planning needs (please note that they are not in any orders)
 - ☐ Utilization rate/enrollment
 - ☐ Demand for Francophone Programming
 - ☐ Travel times
 - ☐ Accessibility
 - ☐ Functionality:
 - school infrastructure for Francophone programming
 - school infrastructure for extra-curricular programming
 - school infrastructure for community and cultural needs
 - ☐ Facility condition
 - ☐ Aesthetic qualities
 - ☐ Ownership of school sites and facilities and securing school sites

⁸ *Mahe v. Alberta*, 19901 SCR342, section 384.

⁹ *Doucet-Boudreau v. Nova Scotia (Minister of Education)*, 2003 SCC 62, [29].

4) Ensure equality of the educational experience, in substantively equivalent school buildings to their anglophone counterparts (including French-immersions programs), within each community/catchment areas

FrancoSud is committed to providing high-quality education that meets the needs of Francophone students and prepares them for success in a multilingual and multicultural society. It employs qualified teachers and staff who are dedicated to supporting student learning and development in a substantive equivalent school building to their Anglophone counterparts in a Francophone environment.

5) Ensure that the educational philosophy of the jurisdiction is congruent with grade configurations of all schools.

The grade configurations of the schools should reflect the most effective means for FrancoSud to fulfill its mandate.

6) Ensure that FrancoSud exercises its rights and becomes owner of all its facilities, an important prerequisite to accountable management.

- a) Where the numbers warrant, the rights guaranteed under section 23 of the *Charter* include management and control of French-language education by the French-language communities. The minority language representatives should have exclusive authority to make decisions relating to the minority language instruction and facilities.
- b) It is particularly important that the facilities in which FrancoSud exercises management and control allow for the provision of an equivalent educational experience. Otherwise, the management and control rights that flow from section 23 cannot effectively be exercised.

7) Recognize the Infrastructures impact on student mobility and assimilation.

- a) Student mobility refers to the retention of students within a francophone regional authority from their typical grade 6 year to their typical grade 12 year. Specifically, a student is considered retained by their francophone regional authority if they remain with the same authority in the next school year. Students who enroll in a non- francophone authority, or a different francophone authority, in the next year are not considered retained.¹⁰
- b) The test: whether **a reasonable parent** (who is aware of the inherent characteristic of a

10) *Mahé v Alberta*, 1990 1 SCR 342, section 377.

11) *APÉ RdV & CSFC-B v B-C*, 2015 SCC 21 at para 35, *CSFC-B and Fédération v B-C*, 2020 SCC 13 at para 109 and 116

- small school) is discouraged from sending his or her children to a French-language school because it is **meaningfully inferior** to English-language school¹¹ or has higher than average travel times.
- c) A notable trend with FrancoSud school district student mobility is that although overall student population continues to increase, over the past five years, FrancoSud continue to lose students to non-francophone authorities (see table 3).
 - d) FrancoSud students have a desire to pursue an education in French but **seek better adapted infrastructure and programming**.
 - e) It has been noted that infrastructure and programming are determining factors in school programs offering. You will find below some of the issues that were raised:
 - ☐ Improve the educational infrastructure by creating and developing gathering spaces for the community. (*Orientation Stratégique 3.1*)
 - ☐ Partnership opportunities with the community (*Orientation Stratégique 3.4*)
 - ☐ Explore opportunities to open schools in new communities, while ensuring that existing schools meet their needs too (*Orientation Stratégique 4.1*).
 - f) Between grade level 6 and 7 (grade 6 cohorts) and grade level 9-10 (grade 9 cohorts) FrancoSud undergoes exodus periods (student mobility). Between 2019 and 2024 FrancoSud lost over 67 % of its population from grade 6 to grade 12. The population went from 318 grade 6 students in 2019-2020 to 105 students in grade 12 in 2023-2024 (see table below).

STUDENT MOBILITY ANALYSIS

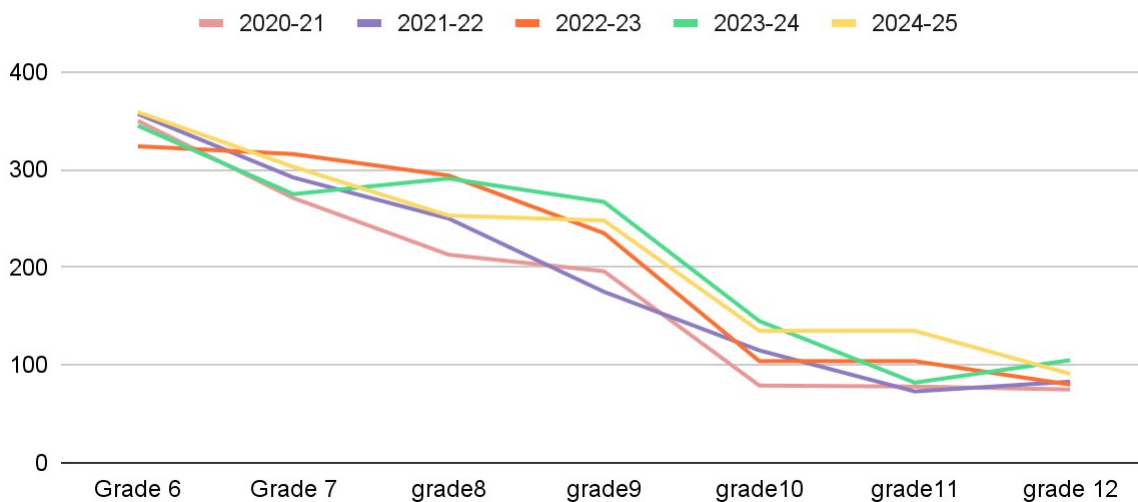
Student loss data this year

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2020-21	350	271	213	196	79	78	75
2021-22	357	292	250	175	115	73	83
2022-23	324	316	294	235	104	104	80
2023-24	345	275	291	267	145	82	105
2024-25*	352	291	250	247	140	127	92

*Important to note that we are starting to retain more students after grade 9 due to newer infrastructures with adapted space for High School programs

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2020-21	350	271	213	196	79	78	75
2021-22	357	292	250	175	115	73	83
2022-23	324	316	294	235	104	104	80
2023-24	345	275	291	267	145	82	105
2024-25	352	291	250	247	140	127	92

Retention of grade 6 students at FrancoSud (2020- 2025)



(Source : FrancoSud Data)

8) Prioritize the needs of the students and ensure that the changes being made will benefit them in the future.

FrancoSud considered the well-being and development of the students a priority. FrancoSud is conscient that we need to provide an environment that will foster a positive and supportive environment for students to thrive in. FrancoSud understands when students feel supported and valued, they are more likely to succeed academically and become well—rounded individuals.

9) Ensure that travel time is not a deterrent for choosing a FrancoSud school

- a) The impact of travel time on losing Francophone students to neighborhood schools is evident in the choices families make when selecting educational options. Longer travel distances to Francophone schools compared to nearby neighborhood schools often influence families' decisions. Many Francophone families prioritize convenience and proximity when choosing schools for their children. Consequently, the accessibility and convenience of neighborhood schools may lead families to opt for them instead of Francophone schools, resulting in assimilation. Thus, travel time plays a significant role in shaping enrollment patterns and impacting the retention of Francophone students within our schools.
- b) In Calgary, FrancoSud priorities is to offer elementary and secondary public and Catholic programs across all quadrants of the city to reduce travel time (average 132 minutes a day), aligning with key priorities outlined in the current capital plan.

10) Cultural preservation and community empowerment

- FrancoSud plays a vital role in preserving and promoting Francophone culture and identity within its jurisdiction. By offering education in French, it helps maintain the linguistic and cultural heritage of Francophone communities, fostering a sense of pride and belonging among students and families.
- FrancoSud empowers Francophone communities by providing them with educational opportunities that reflect their language and culture. Our schools serve as a hub for community engagement and cultural activities, strengthening ties within the Francophone community and promoting social cohesion with the community at large.

2.3 FRANCOSUD COMMUNITY MANDATE

Francophone schools play an added role in the community, Francophone schools are more than just schools it serves as a vital community hub for several reasons:

- 1) Our Francophone school stands as a vibrant hub, uniting the Francophone community and beyond. Serving as both a gathering space and a bastion of cultural identity, it hosts a myriad of events, from cultural celebrations to meetings, nurturing a deep sense of belonging and solidarity. Within its walls, Francophone students, families, and educators find not just an educational institution, but a nurturing environment where community bonds are forged through shared experiences and a common language. It is a place where social interaction thrives, fostering a cohesive community identity that extends far beyond the classroom.
- 2) Preservation of Language and Culture: Francophone school acts as a stronghold for preserving the French language and Francophone culture. It provides a space where students can learn, communicate, and express themselves in French, ensuring the continuation of linguistic and cultural heritage.
- 3) Cultural Preservation: FrancoSud schools play a crucial role in preserving and promoting Francophone language and culture within their communities. Through cultural activities, language programs, and events, they ensure the continuation and vibrancy of Francophone identity in regions where French is a minority language.
- 4) Social Integration: Francophone schools act as catalysts for social integration, bringing together individuals from diverse backgrounds who share a common language and cultural heritage. They provide opportunities for cross-cultural exchange and understanding, fostering a sense of inclusivity and mutual respect among community members.
- 5) Resource Center: Beyond education, Francophone schools often serve as resource centers for the community, offering access to services, information, and support. They may provide resources related to healthcare, social services, employment, and other community needs, helping to enhance the overall well-being of community members. Here are a few examples:
 - Summer camps
 - Parent workshops
 - Family activities, events and festivals
 - After hours and weekend activities for students
- 6) Integration and Inclusion: While Francophone schools prioritize instruction in French, they also promote integration and inclusion by fostering an appreciation for diversity and providing opportunities for cross-cultural exchange. Students learn to navigate and respect differences

while celebrating what unites them as members of the Francophone community.

- 7) **Benefit to the Wider Community:** With state-of-the-art infrastructure and facilities, a Francophone school not only benefits its immediate students and staff but also extends its advantages to the broader community. Community members may access facilities for various activities such as sports events, cultural performances, or adult education programs. Additionally, FrancoSud promote partnerships with local non-profits organizations to utilize school resources for community initiatives, contributing to the overall development and well-being of the community at large.

2.4 FRANCOSUD COMMUNITY PARTNERSHIPS & INITIATIVES MANDATE

FrancoSud is proactive in seeking out partnerships and collaborative initiatives, using our capital priorities strategically to maximize our impact both academically and within the communities we serve.

Through our concerted efforts, we've successfully secured grants such as the Lethbridge \$500,000 Community Improvement Project (CIP) grant and the Francophone Heritage Federal Community Grant. These funds have enabled us to extend our reach and establish new programs, including a gymnasium expansion extra funding in Lethbridge and preschool initiative in Brooks and Medicine Hat.

Moreover, our partnerships extend beyond financial support; they're about fostering a shared vision for community enrichment. Working closely with local, provincial and federal governments and organizations like the *Société Franco-Albertaine* and the Canadian Welding Bureau Foundation, we've embarked on innovative projects that benefit our students and the broader community.

For example, our collaboration with the City of Airdrie has led to plans for a second gym, promoting physical activity and wellness not just within FrancoSud but within the entire community. These partnerships aren't just about infrastructure; they're about creating vibrant spaces where learning and community engagement intersect. By engaging in meaningful collaborations, we're not only enhancing our educational offerings but also enriching the fabric of the whole communities.

3. FRANCOSUD CAPITAL PLANNING

FrancoSud currently has 12 capital priorities broken into five (5) categories. These priorities were carefully selected to ensure that FrancoSud has the appropriate facilities to house current and future students, registered in Francophone program. Knowing that subpar facilities do deter Francophone parents from sending their children to a Francophone program. Section 23 is the directing force behind FrancoSud mandate to provide Francophone education.

3.1 PROJECT PLANNING

Every year, each school board creates a list of building projects that are important to their communities for the next 3 years. This list is known as the board's 3-year capital plan.

Government uses the information provided by school boards to create a provincial capital plan. The provincial capital plan helps government decide which projects will be approved when funding is available for school projects.

If a project is approved, the local school board, Alberta Education and Alberta Infrastructure work together on the details of the project to help ensure it meets students' needs. School boards may also identify partners that could help enhance projects for students and the greater community.

The following table outlines the process to complete a school construction

PRE-PLANNING
Help school authorities identify the best value option for meeting their long-term needs.
PLANNING
Clarify the anticipated project scope, schedule and cost to support site readiness.
DESIGN
Improve project design to ensure projects can be delivered on time, on budget and within scope.
CONSTRUCTION
Funding received to support the construction or purchase of new infrastructure.

Note: Depending on readiness and ability to complete the required steps prior to construction, projects may accelerate at different rates. For example, if a school authority completes both the pre-planning and planning stages at the same time, they could move from pre-planning straight through to design or full construction. If school authorities are able to process early design elements while in planning, they could move from planning to full funding approval.

3.2 CENSUS ANALYSIS (2021)

The 2021 census has revealed a significant potential for Francophone students in southern Alberta, highlighting the untapped opportunity for educational growth.

Within FrancoSud Calgary region, the census identified a substantial pool of eligible students, totaling 20 390 individuals between the ages of 1 and 18 years old. Within rural areas of southern Alberta, the census identified a substantial pool of eligible students, totaling 7866 individuals between the ages of 1 and 18 years old for a total 28 256 eligible students.

However, despite this ample potential, our current Calgary student population stands at just 2662 students, representing a 13 % of the eligible population and 1388 students outside Calgary, representing 17,5% of the eligible population. By thoughtfully developing its infrastructure and resources, FrancoSud can create an enriching environment and attract even more Francophone right-holder students.

3.3 PROJECTED GROWTH

- **Population:** The estimated population of Metro Calgary is 1 688 000 up 4.6 per cent from 1 611 000 in 2021.
- **Projected population:** Between 2016 and 2023 Calgary growth has averaged 18 747 people per year. Using this data Calgary population would reach 1 482 935 by 2028 (last year of this capital plan) an increase of 93 735 persons.
- **Areas of growth:** Areas in and near the Greater Downtown as well as some new communities on the edges of Calgary Southeast and Northeast experienced the highest rates of population growth between 2016 and 2023.

(Source: Calgary & Region Economic Outlook 2023-2028, April 2023)

Calgary - right-holders per age group (Census 2021)

0-4 years old	5-12 years old	13-18 years old	Total right-holders	% Enrolled at FrancoSud
4 865	9 840	5 685	20 390	12,3 %

Calgary - Percentage of right-holders by quadrant (Census 2021)

Quadrant	Total 0-18 years old	Right-holders 0-18 years old	% of right-holders
Calgary Northeast (NE)	64 285	3 740	5,8%
Calgary Northwest (NW)	71 280	4 890	6,9%
Calgary Southeast (SE)	78 720	5 660	7,2%
Calgary Southwest (SW)	70 895	6 100	8,6%

Southern Alberta - right-holders per age group (Census 2021)

0-4 years old	5-12 years old	13-18 years old	Total right-holders	% Enrolled at FrancoSud
1 779	3 634	2 453	7 866	17,2 %

This is a big contrast between the identified potential and our current enrollment figures. It underscores the urgency of our mandate to reach and engage as many eligible students as possible. Our primary objective is to bridge this gap and capture a larger share of the eligible student population. However, it's evident that our existing infrastructure would be ill-equipped/unprepared to accommodate such a significant influx of students.

Should we succeed in increasing our Calgary and the rest of southern Alberta student population totaling 28 256 by 5% or more, we would face a critical shortage of space. We would need to accommodate an extra 1219 students. Therefore, strategic planning and proactive measures are imperative as we strive to meet the educational needs of Francophone students in Calgary and the rest of Southern Alberta while also preparing for future growth.

4. INFRASTRUCTURE PRIORITIES

4.1 SCHOOLS UNDER CONSTRUCTION AND APPROVALS, SCHOOLS WITH DESIGN FUNDING & PLANNING FUNDING

PROJECT	PROJECT STATUS	GRADE CONFIGURATION	LOCATION	COMPLETION
Public School complex	Construction	K-6 7-12	Silverado, SW (Calgary)	2025-2026
Public secondary school	Construction	7-12	Reunion (Airdrie)	2028-2029
Gymnasium expansion	Construction	K-12	Lethbridge	2026-2027

4.2 SCHOOLS WITH PLANNING AND DESIGN APPROVALS

PROJECT	PROJECT STATUS	GRADE CONFIGURATION	LOCATION	APPROVAL
Public Elementary School	Design (New school)	K-6	Harvest Hills, NE (Calgary)	14/03/2023
Public Secondary School	Planning (New school)	10-12	Panorama, NW (Calgary)	12/02/2025
Catholic school	Planning (New school)	K-9	Hamptons, NW (Calgary)	12/02/2025
Modernization école de la rose sauvage	Planning (Modernization)	7-12	Tuxedo, NW (Calgary)	14/03/2025

4.3 CURRENT PRIORITIES – NEW SCHOOL CONSTRUCTION CALGARY

	LOCATION	PROJECT TYPE	GRADE CONFIGURATION	DENOMINATION	SIZES
Year 1 2024-25	351 HARVEST HILLS Dr NE	NEW CONSTRUCTION	K-6	PUBLIC	600 students
	10400 HAMPTONS BOUL. NW	NEW CONSTRUCTION	K-9	CATHOLIC	450 students
	955 PANAMOUNT BOUL. NW	NEW CONSTRUCTION	10-12	PUBLIC	600 students
Year 2 2025-26	383 CORAL SPRING NE	NEW CONSTRUCTION	7-9	PUBLIC	450 students
	2512 4 St NW	MODERNIZATION	7-12	PUBLIC	600 students
Year 3 2026-27	PROVIDENCE/ALPINE SW	NEW CONSTRUCTION	K-6	CATHOLIC	450 students
	360 94 Ave SE	MODERNIZATION	K-6	PUBLIC	450 students

4.4 CURRENT PRIORITIES – RURAL

	LOCATION	PROJECT TYPE	GRADE CONFIGURATION	DENOMINATION	SIZES
Year 1 2024-25	Cochrane	NEW CONSTRUCTION	7-12	CATHOLIC	275 students
	Cardston	MODULARS	K-8	PUBLIC	100 students
	Canmore	NEW CONSTRUCTION	School complex K-6 7-12	CATHOLIC	350 students
Year 2 2025-26	Lethbridge	MODERNIZATION	K-12	PUBLIC	300 students
Year 3 2026-27	Chestermere	NEW CONSTRUCTION	K-6	PUBLIC	300 students

5. PRIORITIES RATIONALE – CURRENT & FUTURE

5.1 CALGARY NEW CONSTRUCTIONS

- Priority 1 – Harvest Hills K-6 school Calgary Northeast
- Priority 2 – Hamptons K-9 catholic school Calgary Northwest
- Priority 3 – Panorama Senior High-School 10-12 Calgary Northwest
- Priority 4 – Coral Spring Junior High School 7-9 Calgary Northeast
- Priority 5 – Alpine K-6 catholic school Calgary Southwest

5.2 RURAL NEW CONSTRUCTIONS

- Priority 1 – Cochrane 7-12 secondary school
- Priority 2 – Canmore k-6, 7-12 school complex
- Priority 3 – Chestermere k-6, 7-12 school complex

5.3 MODERNIZATION PROJECTS URBAN

- Priority 1 – École de la Rose sauvage Calgary Northwest
- Priority 2 – École la Source Calgary Southeast

5.3.1 MODERNIZATION PROJECTS RURAL

- Priority 1 – École La Vérendrye Lethbridge

5.4 MODULAR NEEDS

- École des Grands-Vents

5.5 FUTURE INFRASTRUCTURE CONSIDERATIONS

- Calgary Northeast K-6 catholic school
- West Rocky View County K-6
- Olds K-6 school
- Strathmore K-6 school
- High River K-6 school
- Drumheller K-6 school

5.1 CALGARY NEW CONSTRUCTIONS

5.1.1 CALGARY - NEW CONSTRUCTIONS (PUBLIC)

K-6 school Calgary Northeast (Public)

PROJECT (Design funding)	<i>École publique M-6 Calgary NE (nouvelle école)</i> Public K-6 school Calgary NE (new school)
GRADES	K-6
CAPACITY	600 students
YEAR LISTED	2023
ELIGIBLE STUDENTS (2021 CENSUS - CALGARY NE)	2781 eligible francophone students 5-12 years old
PERMANENT LOCATION	351 Harvest Hills Drive NE

École La Mosaïque Enrollment *Current total capacity: 300 students* *ACU: 103 %*

Year	Pre-K	K	1	2	3	4	5	6	Total
19-20		44	45	33	48	46	35	32	283
20-21**		37	41	45	32	48	40	35	278
21-22**		53	37	38	40	29	47	40	284
22-23		53	51	41	43	42	32	46	308
23-24		55	50	52	40	40	40	32	309
24-25***		41	50	50	51	36	37	39	309
28-29****		62	56	58	46	46	46	36	350

**Covid year

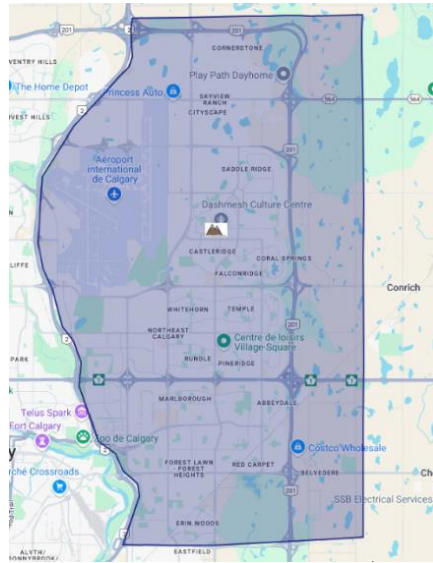
***Important to note since September 2025 an augmentation of 25 students

****Average 3% growth/year

It is crucial for FrancoSud to create a comprehensive education program that provides an equivalent education to Francophone students, in all four quadrants of Calgary.

The Calgary planning and development department has projected a 23% growth in the Northeast area. *École la Mosaïque* elementary has reached maximum capacity upon opening in September 2017, there is a need for another elementary school in North Calgary. The average growth rate of the school has been 6.7% per year, If the trend continues the school will have a population of 374 students by 2026

(74 students over capacity). The school has 6 portables (maximum allocation). The numbers warrant the establishment of a new school in North Calgary which is necessary to ensure that the education available to the Francophone community in Calgary North is equivalent to that received by English-speaking students in Calgary North, most notably by ensuring that travel times do not discourage enrolment.



5.1.2 CALGARY - NEW CONSTRUCTIONS

K-9 school Calgary Northwest (Catholic)

PROJECT (Planning funding)	École catholique K-9 Hamptons (nouvelle école) Hamptons K-9 catholic school Calgary Northwest
GRADES	K- 9
CAPACITY	450 students
YEAR LISTED	2019
2021 CENSUS (2021 CENSUS - CALGARY NW)	2433 eligible francophone students 5-18 years old
PERMANENT LOCATION	10400 Hamptons Boulevard NW, Calgary

Year	K	1	2	3	4	5	6	7	8	9	total
2023-2024*	28	20	20	16	24	22	30	12	9	11	192
2024-2025*	9	10	17	13	12	12	15	19	14	17	138

*These number are the number of students being bussed from the North areas to the catholic School located in Calgary South.

**It is important to note the drastic drop by grade 7 due to transportation times.

There is a pressing need for a new Catholic school in North Calgary to serve Francophone Catholic students in Calgary Northwest. Currently, French-language Catholic education in Calgary is limited to two locations: École Notre-Dame-de-la-Paix (K-6) in the Southeast and École Sainte-Marguerite-Bourgeoys (K-12) in the Central Southwest. For families living in the North of the city, this creates a significant barrier, with travel times reaching up to 90 minutes. These long commutes are discouraging Francophone catholic parents from enrolling their children in these schools, undermining access to Catholic education and threatening cultural preservation. This year alone FrancoSud has lost over 29% of their students to other schools due to long travel times (see table).

It is imperative for FrancoSud to establish a full equivalent education program for Francophone Catholic students, accessible in each of the four quadrants of Calgary.

In addition to its constitutional obligation to section 23 rights holders, FrancoSud has the constitutional obligation to implement the rights of separate school electors pursuant to section 17 of the Alberta Act.

The numbers warrant the establishment of a new Catholic school complex in North Calgary which is necessary to ensure that the education available to the Francophone Catholic community in Calgary North is equivalent to that received by English-speaking students in Calgary North, most notably by ensuring that travel times do not discourage enrolment.

In seeking to inform and engage, we have evaluated the following project drivers related to this project:

1. Grades' structures/program changes/functionality
2. Geographic location/travel distance
3. Site readiness
4. Partnership
5. Equivalency

1. Grades' structures/program changes/functionality

Currently, FrancoSud's only secondary catholic school in South Calgary, *École Ste-Marguerite Bourgeoys*, hosts students from kindergarten to grade 12. It is the only school providing secondary programs for the whole city of Calgary.

2. Geographic location/travel distance

The proposed site for this educational complex is in an area that would reduce the duration of school travel to a reasonable level for all students located north of Memorial Drive catchment area. It is essential to consider several aspects in the evaluation of the journey time to school, including the average length of time to go to school and the time needed to walk to/from school or from/to bus stops.

The current situation is the following: students living North of Memorial Drive that are attending *Ste-Marguerite Bourgeoys* have school bus trips duration of over one hour each way (travel time), which discourages many families from registering their children at *École Ste-Marguerite Bourgeoys*.

There is a reality that a lot of students will choose Catholic French-Immersion programs located in Calgary North instead of a true Francophone program.

3. Site readiness

The site for this project is located at 10400 Hamptons Boulevard NW, Calgary, Calgary. The site is over 10 acres, is ready and has all the appropriate services, access and appropriate grading.

4. Partnership

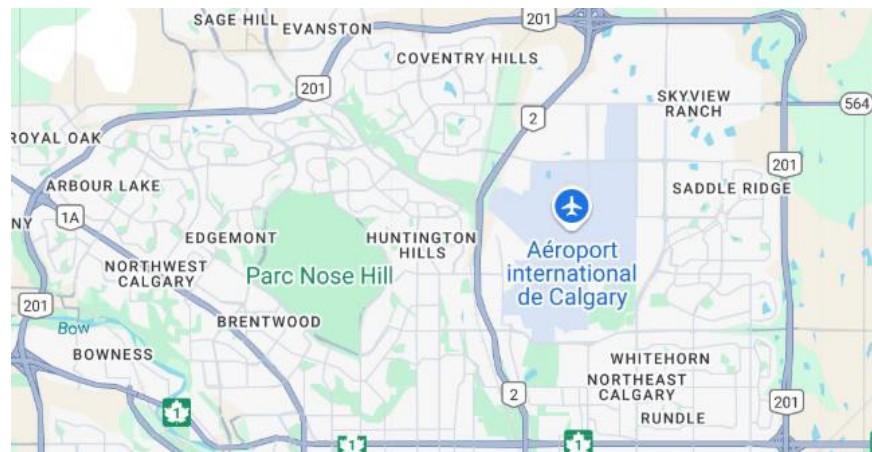
FrancoSud will be contacting the Hamptons community association. A Francophone school complex located in such a central area of South Calgary would serve as a community hub for the surrounding Francophone families and community.

This proposal is based on the fact that school infrastructures have an essential role in solving access problems to Francophone students who want comparable school infrastructure. FrancoSud also recognizes with this project that schools play an important role as a Francophone community hub and the community at large. FrancoSud has a cultural mandate as one of the duties of a Francophone school district.

Given the need for infrastructure and the limited Catholic resources available North of 50 Avenue SW there is a responsibility for FrancoSud and Alberta Education to work together to develop an approach that will benefit the FrancoSud population (students, parents and teachers).

A complex relationship exists between programming demand/services/curriculum, travel time/transportation, accessibility to Francophone education, enrolment, regulations/design, utilization rate.

The long-term projection for this area favors such a project. FrancoSud realizes that such a project represents a strong sustainable solution for the short and long-term needs for an elementary and secondary Catholic school located in the Calgary North quadrants.



École catholique K-9 Hamptons

5.1.3 Senior High-School Calgary Northwest (Public)

PROJECT (Planning funding)	<i>École secondaire publique 10-12 Calgary NW (nouvelle école)</i> Public Senior High-School Calgary NW (new school)
GRADES	10-12
CAPACITY	600 students
YEAR LISTED	2023
ELIGIBLE STUDENTS (2021 CENSUS - CALGARY NW)	2734 eligible francophone students 13-18 years old
PERMANENT LOCATION:	955 PANAMOUNT BOUL. NW

École de la Rose sauvage Enrollment

Current total capacity 486 students

ACU: 91%

Year	7	8	9	10	11	12	Total
19-20	55	52	55	22	22	37	253
20-21*	82	55	57	30	21	29	274
21-22*	80	77	56	36	30	23	302
22-23	95	99	83	42	44	36	399
23-24	85	87	93	67	36	56	424
24-25	105	86	80	55	54	43	443
28-29**	108	111	118	86	46	71	540

*Covid year

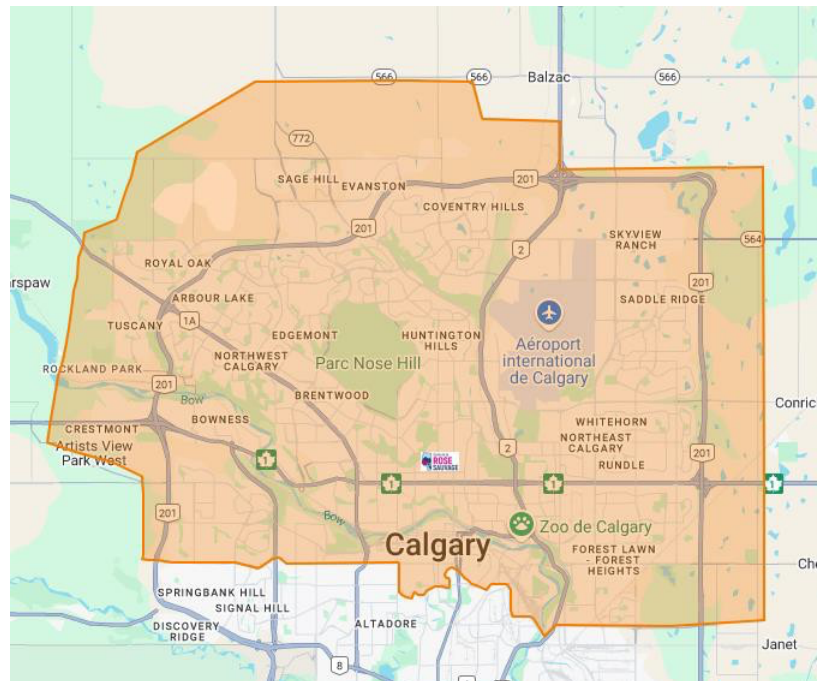
**average 8% growth over 6 years

There is a pressing need for a French-language secondary school in the North Calgary area, as there is a growing number of students who speak French as their first language. The enrollment pressure at *École de la Rose sauvage* is only adding to the urgency of this project, as there is currently a lack of available space. The proposed project, which is in conjunction with the modernization of *École de la Rose sauvage*, represents a crucial step in addressing this need. By building a high school and modernizing the existing facility, all Francophone students in the area would have access to quality infrastructure providing education in French. The 2021 federal census highlights the fact that there is a significant population in Calgary that speaks French as their first language. This underscores the importance of providing a French language high school option for these students. By doing so, we can ensure that they can receive an education that meets their needs and allow them to thrive.

It is clear that there is a growing need for a French language High School in Calgary North, particularly in the North-East and North-West quadrants, due to the increasing number of students with French as their first language. In a few years the capacity of *École de la Rose sauvage* will not be sufficient to

accommodate the growing numbers of students in the area, and there are no other public secondary schools available for Francophone students in the region.

The proposed solution of transitioning *École de la Rose sauvage* from grade 7-12 to grade 7 to 9 and building a new high school is a viable option to alleviate the overcrowding issue. By doing so, all the secondary Francophone students in the area would have access to quality education in their language in a comparable infrastructure to their counterparts, and the increasing enrollment pressure at *École de la rose sauvage* would be addressed.



École secondaire publique 10-12 Calgary NW

5.1.4 Junior High-School Calgary Northeast (Public)

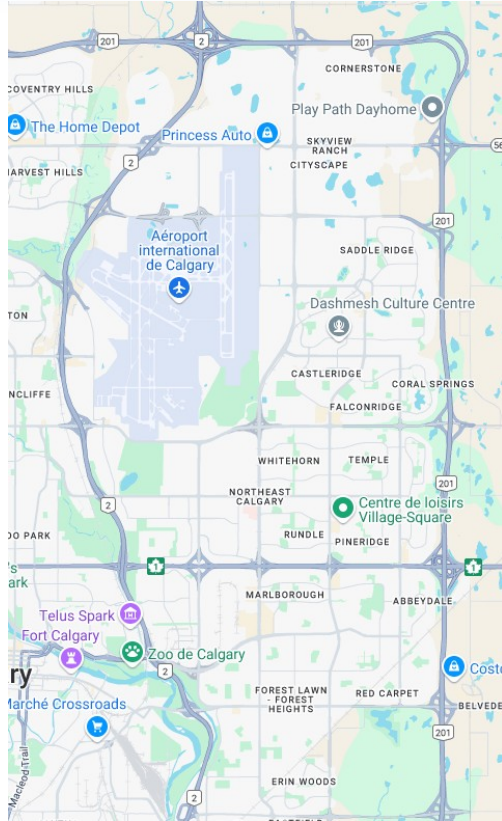
PROJECT	<i>École secondaire publique 7-9 Calgary NE (nouvelle école)</i> Public Junior High-School Calgary NE (new school)
GRADES	7-9
CAPACITY	450 students
YEAR LISTED	2024
ELIGIBLE STUDENTS (2021 CENSUS - CALGARY NE)	1367 eligible francophone students 12-16 years old
PERMANENT LOCATION	383 CORAL SPRING NE, Calgary

FrancoSud faces a critical challenge in Northeast Calgary: the absence of a public junior high school program (Grades 7-9). This void forces families seeking continued Francophone education to send their children to École de la Rose Sauvage in Northwest Calgary, the only public junior secondary option on the north side of the city. However, École de la Rose Sauvage is operating almost at capacity, creating an unsustainable situation for current students and limiting access for future ones.

The impact on Northeast Calgary families is particularly severe. Students face daily commutes exceeding 90 minutes each way, a significant burden that negatively affects their well-being, academic performance, and participation in extracurricular activities. This excessive travel time not only strains families but also creates a compelling reason for them to switch school program as an alternative.

Compounding this issue is the alarming trend of Francophone students transitioning to community schools after Grade 6. This shift directly contributes to assimilation, jeopardizing the preservation and growth of the Francophone community in Northeast Calgary. By failing to provide a local junior high school, FrancoSud risks losing a significant portion of its student population, weakening the foundation of Francophone education in the region.

Therefore, the establishment of a new public junior high school (Grades 7-9) in Northeast Calgary is a necessity for the survival of the Francophone community. This investment will alleviate the burden on École de la Rose Sauvage, reduce travel times, and most importantly, provide a fair pathway for students to continue their Francophone education, ensuring the preservation of their language and cultural identity.

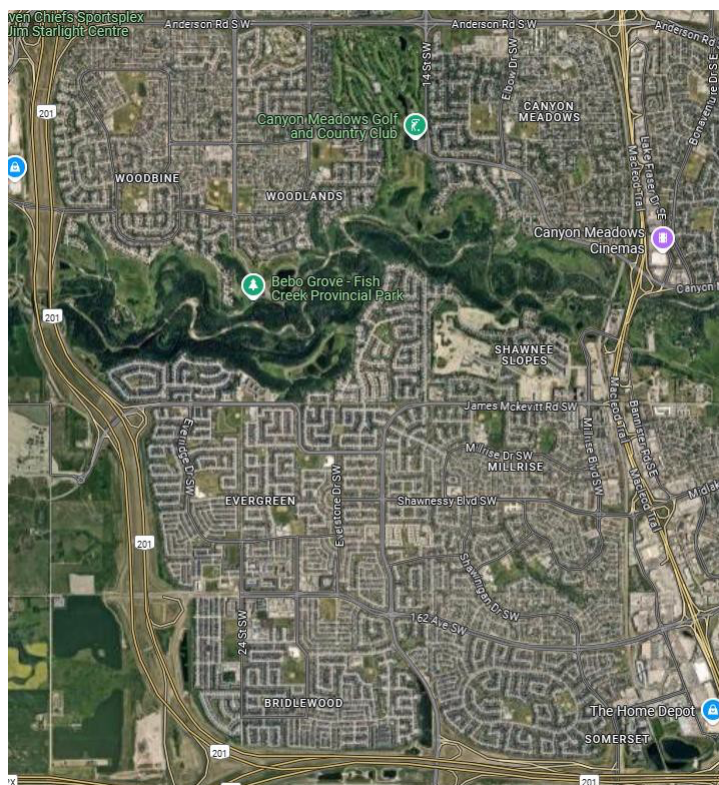


École secondaire publique 7-9 Calgary NE (nouvelle école)

5.1.5 K-6 school Calgary Southwest (Catholic)

PROJECT	<i>École catholique M-6 Calgary SO (nouvelle école)</i> Catholic K-6 School Calgary SW (new school)
GRADES	K-6
CAPACITY	450 students
YEAR LISTED	2024
ELIGIBLE STUDENTS (2021 CENSUS - CALGARY SW)	718 eligible francophone students 5-12 years old
PERMANENT LOCATION	Alpine Development (45 St / Alpine Avenue SW), Southwest Calgary

École *Sainte-Marguerite-Bourgeoys* is the only Catholic school offering elementary programming in the Southwest quadrant of Calgary. Many students experience unreasonably long travel times to attend that school, as it is not centrally located in the community. In addition, programming is a challenge considering there is only one gym and no cafeteria to accommodate students from ECS to 12.



5.2 RURAL NEW CONSTRUCTIONS

5.2.1 Cochrane secondary school (catholic)

PROJECT	<i>École secondaire catholique 7-12 Cochrane (nouvelle école)</i> Cochrane catholic 7-12 secondary school (new school)
GRADES	7-12
CAPACITY	275 students
YEAR LISTED	2019
ELIGIBLE STUDENTS (2021 CENSUS - COCHRANE)	370 eligible francophone students 13-18 years old
PERMANENT LOCATION	Cochrane

École Notre-Dame des Vallées Enrollment

Current total capacity: 239 students

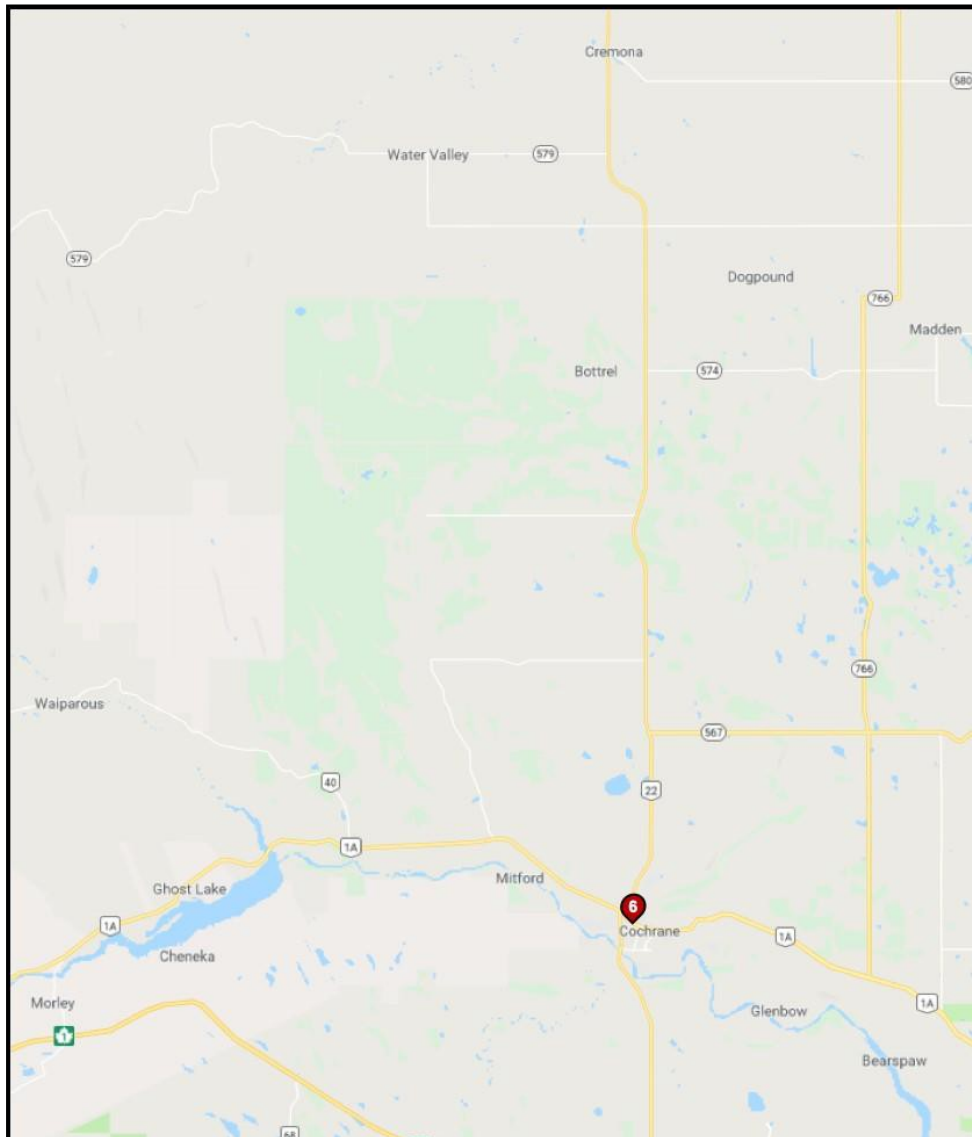
ACU : 90 %

Year	Pre- K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
19-20	32	28	22	29	29	19	25	18	7	10					189
20-21*	15	19	24	19	28	24	18	17	15	1	5				170
21-22*	14	24	15	25	18	22	22	20	17	14	2	1			180
22-23	13	24	26	17	27	19	29	21	19	13	6	1	1		203
23-24	1	15	24	22	22	20	29	18	27	17	15	7	5	1	210
24-25	14	30	24	22	23	21	24	13	22	11	13	4	7	2	216
28-29**		19	28	26	16	25	23	23	21	31	19	14	8	7	260

*Covid year

**5.2 average growth over 6 years

École Notre-Dame des Vallées – Attendance Area



There are no Catholic Senior High schools in Cochrane to serve the Catholic Francophones in Cochrane. Currently, Francophones living in Cochrane do not have access to an equivalent French-language High School experience as their English-language counterparts. Indeed, there is no dedicated High School facility in Cochrane. Cochrane is the second fastest growing communities in Alberta and Canada and has grown at an average rate of over 7 % over the past 5 years.

Given the projected growth and the number of eligible francophone students (2021 census) population in Cochrane, it seems logical to establish a French language Catholic secondary school that is both accessible and has equivalent secondary school facilities as its English language comparators. This would allow Francophone students to continue their education in their native language and provide them with the same opportunities and resources as their English-speaking peers.

Students at *École Notre-Dame des Vallées* experience unreasonably long travel times. In the 2023-2024 school year, students spend on average 152 minutes on the bus. These travel times do not include the time it takes for students to walk to their stop or group pick-up point and to wait for the bus.

École Notre-Dame des Vallées (ECS-12) is located in a residential neighborhood in Cochrane. Given that it has a very large catchment area, the school has limited accessibility and visibility for eligible parents who live far from the school. In addition, the school lacks visibility for parents of eligible secondary students since it lacks facilities for secondary school. For instance, the school has no sports fields.

While the school currently offers education up to grade 12, it was built as an ECS-8. Consequently, the facility has no facilities for secondary programming. For instance, the school lacks specialized classrooms for CTS education. There is one science lab that is used as a regular classroom because of a lack of space in the school. The gymnasium is too small for a secondary school and there is not enough space on the site for adequate outdoor facilities. The school has a very low retention rate between grades 6 and 7 and between grades 8 and 9.

The school does not look like a facility that can provide a secondary education, either from the outside or the inside of the facility.

5.2.2 RURAL - NEW CONSTRUCTIONS (CATHOLIC)

Canmore school complex (Catholic)

PROJECT	<i>Complexe scolaire catholique M-6 & 7-12 Canmore (nouvelle école)</i> Canmore Catholic School Complex K-6 & 7-12 (new school)
GRADES	K- 6 and 7-12
CAPACITY	300 students
YEAR LISTED	2019
ELIGIBLE STUDENTS (2021 CENSUS – CANMORE + BANFF)	460 eligible francophone students 5-18 years old
PERMANENT LOCATION	Canmore

École Notre-Dame des Monts Enrollment

Current total capacity: 225 students

ACU: 87 %

Year	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
19-20	16	11	17	19	21	22	14	19	13	20	12	13	7	1	189
20-21*	18	32	9	20	14	19	21	13	17	11	18	13	12	7	206
21-22*	8	14	31	11	20	14	18	19	13	19	6	18	12	12	207
22-23**	12	13	14	32	11	21	16	18	17	10	15	3	6	11	187
23-24	13	17	12	15	33	10	22	17	13	16	9	10	2	6	182
24-25	10	18	19	14	19	34	10	20	17	11	14	9	9	2	196
28-29***	16	20	16	18	13	18	12	15	34	10	22	18	13	16	225

*Covid year

** mass exodus from grade 10-11 students due to programming not comparable to English counterparts

***2.1% average growth over 5 years

École Notre-Dame des Monts – Attendance Area



Since 2021, Canmore's population has grown from 15,990 to an estimated 17,137 in 2024 (7.1% increase). The town's growth rate has stabilized between 2-3% annually.

École Notre-Dame-des-Monts (NDM) in Canmore faces an exceptional and unsustainable situation. co-located with Our Lady of the Snows (OLS) from the Christ the Redeemer School Division, NDM operates within a shared facility that has reached, and in some areas exceeded, its capacity. Despite recent additions, including a new secondary wing for NDM and portable classrooms for OLS, the space limitations are now critical.

This co-location model, while initially practical, is no longer viable. The inherent challenges of shared space, compounded by the significant population growth in Canmore (7% between 2021 and 2024), have led to a situation where both schools are operating at near-full capacity. This has resulted in reduced shared space availability due to high student populations, directly impacting the quality of education and the overall student experience.

The consequences of this overcrowding are evident. In the 2022-23 school year, NDM experienced a notable decrease in student enrollment. This decline is a direct result of families choosing alternative educational options due to the increasingly strained shared facility. Students and parents are expressing frustration with the lack of dedicated space and the compromises inherent in a co-location model at maximum capacity.

FrancoSud recognizes that the current situation poses a significant risk to the long-term viability of Francophone education in Canmore. The continued growth of the community, coupled with the limitations of the existing facility, necessitates a proactive and forward-thinking solution.

Therefore, FrancoSud is committed to the development of a dedicated Francophone school complex in Canmore. This complex would provide NDM students with the necessary instructional space, specialized facilities, and a secure environment conducive to a thriving Francophone education. While the site acquisition process is underway, the urgent need for a dedicated complex cannot be overstated. We are actively working to secure a suitable location to ensure that the future of Francophone education in Canmore is not only preserved but strengthened.

A dedicated Francophone school complex is essential to address the current capacity crisis, prevent further student loss, and create a sustainable educational environment that reflects the unique cultural and linguistic needs of the Francophone community in Canmore. It is a strategic investment that will ensure the continued growth and success of Francophone students in the region.

5.2.3 Chestermere school complex (Public)

PROJECT	<i>Complexe scolaire public Chestermere M-6 & 7-12</i> (nouvelle école) Public Chestermere School Complex K-6 & 7-12 (new school)
GRADES	K- 6 and 7-12
CAPACITY	300 students
YEAR LISTED	2025
ELIGIBLE STUDENTS (2021 CENSUS – CHESTERMERE & SURROUNDINGS)	740 eligible francophone students 0-18 years old
PERMANENT LOCATION	Chestermere

	0-4 years old	5-11 years old	12-18 years old
Chestermere	60	130	105
Strathmore	40	70	60
Wheatland county	15	25	30
Rocky View County East	35	85	85
TOTAL	150	310	280

Chestermere School Complex – Attendance Area



As of March 13, 2025, FrancoSud has received exciting news: we will initiate a Francophone education program within the Chestermere Regional Community Association, utilizing five dedicated teaching spaces. This development marks a pivotal step toward addressing the educational needs of Francophone students east of Calgary, particularly in the rapidly growing community of Chestermere. With Chestermere's population increasing from 22,163 in 2021 (Statistics Canada) to an estimated 28,886 in 2024 (Alberta Regional Dashboard) a 40% surge, averaging 11.4 % annually the demand for local Francophone education has never been more pressing.

Currently, FrancoSud operates no schools east of Calgary and Strathmore, whether public or Catholic. Eligible families in Chestermere and surrounding areas face significant barriers, with their only public elementary option being École la Mosaïque in Northeast Calgary, now operating at over 103% capacity. Similarly, the sole public junior secondary option is École de la Rose Sauvage in Northwest Calgary, also exceeding capacity at 92%. For students from Chestermere, this translates to travel times averaging 60-90 minutes each way—a burden that compromises access to quality education and cultural preservation under Article 23 of the Canadian Charter.

The new Chestermere program, with its five teaching spaces, offers immediate relief. It will serve students currently commuting to École la Mosaïque, reducing their travel time by approximately 60 minutes from over an hour and a half to as little as 20-30 minutes within their own community. This initiative not only enhances student well-being and family convenience but also lays the groundwork for FrancoSud's long-term vision. While these spaces provide a critical starting point, Chestermere's continued growth—projected to exceed 32,000 residents by 2029—underscores the need for a fully dedicated Francophone school complex in the region.

Beyond Chestermere, the broader East of Calgary area, including Strathmore, faces similar challenges. In Strathmore, with a 2021 population of 14,339 growing at a steady 2-3% annually (Statistics Canada), eligible Francophone parents have limited options. The nearest public elementary school, École la Mosaïque, is 50 km away in Calgary and over capacity, while the closest Catholic elementary option, École Sainte-Marguerite-Bourgeoys, is 60 km away in Calgary. Travel times for Strathmore students often exceed 60-75 minutes each way, an unreasonable distance that discourages enrollment and strains families. With no centrally located Francophone schools east of Calgary, the region's eligible student population—estimated at over 700 across Chestermere, Langdon, Strathmore, and surrounding areas (2021 Census projections)—is underserved.

FrancoSud views the Chestermere program as a strategic knowing that multinational industries are currently moving in that sector of Rockyview county bringing new Francophone families. The five teaching spaces will initially accommodate elementary/junior high students, offering a localized solution to reduce pressure on École la Mosaïque and shorten travel times. However, this is a temporary measure within a broader plan. The sustained growth east of Calgary necessitates a permanent, comprehensive school complex to serve both public and Catholic Francophone students from Kindergarten to Grade 12. Such a facility would include specialized spaces (e.g., science labs,

gymnasiums) and capacity for future enrollment increases, ensuring substantive equivalence with English-language education as mandated by Article 23.

This dual approach—launching the Chestermere program while advocating for a full complex—addresses immediate needs and future demands. The Community Association spaces will prevent further student loss to English-language alternatives, a trend observed in overcapacity schools, while site acquisition efforts for a larger facility progress. FrancoSud is actively engaging with provincial and municipal partners to secure land and funding, recognizing that a dedicated school east of Calgary is essential to meet the linguistic, cultural, and educational needs of this growing Francophone community.

In summary, the Chestermere Regional Community Association program is a vital first step, cutting travel times by 75% and bringing education closer to home for Chestermere students. With no Francophone schools currently east of Calgary and Strathmore, and existing options like École la Mosaïque and École de la Rose Sauvage over capacity, a new school complex remains a critical priority. This investment will ensure FrancoSud can sustainably serve the region's Francophone families, fostering educational equity and cultural vitality for years to come.

5.3 MODERNIZATION PROJECTS

5.3.1 École de la Rose Sauvage modernization

PROJECT	<i>École de la Rose Sauvage – modernisation</i> École de la Rose Sauvage - modernization
GRADES	7-12
CAPACITY	450 students
YEAR LISTED	2023
ELIGIBLE STUDENTS (2021 CENSUS – CALGARY NW)	1367 eligible francophone students 12-18 years old
PERMANENT LOCATION	2512 4 St NW, Calgary

École de la Rose sauvage Enrollment

Current total capacity: 486 students

ACU : 80 %

Year	7	8	9	10	11	12	Total
19-20	55	52	55	22	22	37	253
20-21*	82	55	57	30	21	29	274
21-22*	80	77	56	36	30	23	302
22-23	95	99	83	42	44	36	399
23-24	85	87	93	67	36	56	424
24-25	73	86	80	55	54	43	391
28-29**	113	117	124	90	49	75	568

*Covid year

**average 8% growth over 6 years

Students at *École de la Rose Sauvage* experience unreasonably long travel times. In the 2023-2024 school year, the average travel time for student is 130 minutes a day, which does not include the time it takes for students to walk to their bus stop or group pick-up point and to wait for the bus. Some students, particularly those in the Southwest of Calgary spend up to 3 hours on the bus per day. These unreasonably long travel times are exacerbated by the fact that in September 2023, grade 10 to 12 students from *École la Source* in Southwest Calgary were transferred to *École de la Rose Sauvage* due to enrolment pressures at *École la Source*. *École de la Rose Sauvage* is currently FrancoSud's only public school offering senior secondary programming in Calgary.

The school was originally built as an elementary (ECS-6) school and does not look like a secondary school, either from the outside or the inside. Its main entrance is small and difficult to identify from the street. It is also located far from its feeder elementary schools and is not centrally located in the

Northwest Calgary community. These factors considerably undermine the school's visibility in the community.

The school is housed on the former Queen's Park Elementary School site, which became *École francophone à Queen's Park* in 1996 (ECS-6). The site and facility are too small to offer substantively equivalent secondary programming. The school lacks purpose-built specialized classrooms for CTS education as well as other secondary education programs such as theatre, mechanics, music, woodworking, and others. The gym is too small and does not meet the standard for a secondary school gym.

There are not enough bathrooms given the number of students. When portables were installed due to enrolment pressures, a special exemption had to be obtained from the City of Calgary to operate the school with fewer bathrooms than is required for a school of this size. There are also no storage spaces, and equipment must be stored in classrooms when not in use. The administrative spaces and staff rooms are also too small.

There is no room for outdoor facilities due to the site's small size, which was originally designated for elementary programming only. There is only enough space in the school yard for a small soccer field and basketball court. A portable was installed on what used to be a volleyball court. There is not enough space for parking on the site.

A modernization will only allow FrancoSud to offer substantively equivalent education for junior high secondary students, hence the need for the secondary projects in Calgary that was identified in the 3-year priorities.

The facility is old and does not look like a secondary school. It is evident from the outside of the school that additions were built and grafted to the main school building over decades. The instructional building also appears to be much too big for the small site on which it is located. The hallways inside of the school are narrow and not suitable for secondary school students.

5.3.2 École la Source modernization

PROJECT	<i>École la Source – modernisation</i> École la Source - modernization
GRADES	K-12 that will become a K-6 when Silverado opens
CAPACITY	450 students
YEAR LISTED	2024
ELIGIBLE STUDENTS (2021 CENSUS – CALGARY SE)	1324 eligible francophone students 12-18 years old
PERMANENT LOCATION	360 94 Ave SE, Calgary

École la Source Enrollment

Current total capacity: 449 students
ACU : 83%

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2019-20	45	45	46	42	44	44	32	23	31	20	4	6	6	388
2020-21*	35	44	42	42	39	38	33	23	21	24	7	2	5	351
2021-22*	54	35	44	42	40	35	42	36	19	24	13	8	7	374
2022-23	48	58	37	47	48	37	35	45	38	22	8	11	9	429
2023-24**	48	48	63	40	38	53	31	31	32	29				393
2024-25	40	38	42	61	39	30	48	23	27	24				372
2028-29***	50	50	65	42	40	55	33	33	34	31				433

*Covid year


**grade 10-11-12 moved to La rose sauvage due to lack of space

***average 3,5% growth over 6 years

The modernization of École La Source is not merely an upgrade to its physical infrastructure; it is a transformative investment in the future of education. This initiative ensures that our students have access to a learning environment that reflects the highest standards of academic excellence, safety, sustainability, and community engagement. Renovating and updating our school is not just necessary—it is essential for the holistic development and well-being of students, staff, and the broader community. With the opening of the Silverado Francophone School, which will serve students from Grade 7 and up, École La Source has a unique opportunity to reimagine its purpose and design. Originally built in 1971, this modernization can transform the school into an innovative, purpose-built space tailored to the needs of younger learners and the evolving demands of education in the 21st century.

Here are several key reasons why modernizing École La Source is imperative:

1. **Enhanced Learning Environment:** Modernizing École La Source will allow us to create dynamic, interactive learning spaces equipped with cutting-edge technology and resources. With the departure of Grade 7 and up students to Silverado, we can redesign classrooms, common areas, and specialized facilities to better serve elementary students. This shift provides an opportunity to introduce flexible, innovative teaching spaces—think collaborative zones, STEM labs, and creative studios—that foster engagement, exploration, and academic excellence tailored to younger learners.
2. **Safety and Accessibility:** Advancements in building design and technology enable us to bring École La Source up to modern safety and accessibility standards. Upgrading elevators, ramps, and emergency systems will ensure the school is inclusive for all students, including those with disabilities. Additionally, the gymnasium—currently too small to support a proper elementary program—can be expanded or reconfigured to meet the physical education needs of younger students, enhancing both safety and functionality.
3. **Energy Efficiency and Sustainability:** École La Source currently lacks energy-efficient features, leading to higher utility costs and a larger environmental footprint. Modernization offers a chance to implement sustainable practices, such as energy-efficient heating and cooling systems, and water-saving fixtures. These upgrades will reduce operating costs over time and serve as a teaching tool for students about environmental stewardship—an invaluable lesson for the next generation.
4. **Improved Infrastructure:** Decades of wear and tear have strained École La Source's aging infrastructure, resulting in persistent maintenance challenges. Modernization addresses these issues by upgrading critical components like roofing, plumbing and ventilation systems. With students from Grade 7 and up moving to Silverado, we can optimize the building's layout for a smaller, elementary-focused population, extending the lifespan of the facility and reducing disruptions from ongoing repairs.
5. **Community Engagement and Pride:** École La Source is more than a school—it's a hub for the Francophone community and beyond, hosting events, workshops, and extracurricular activities. A modernized facility will strengthen its role as a community cornerstone, reflecting our commitment to parents, students, and the Acadia community. The transition of older students to Silverado allows us



to tailor the space to younger learners while enhancing its appeal as a vibrant, welcoming venue for community gatherings.

6. A New Chapter with Silverado: The opening of the Silverado Francophone School marks a pivotal moment for FrancoSud. By relocating Grade 7 and up students, École La Source can shift its focus entirely to elementary education. This is a rare opportunity to modernize a school built in 1971, adapting it to contemporary educational needs. We can create an innovative teaching environment—think state-of-the-art classrooms, outdoor learning spaces, and areas designed for hands-on, experiential learning—that inspires both students and educators.

Modernizing École La Source is a forward-thinking investment in our children, our community, and the future of Francophone education. By seizing this moment, FrancoSud can transform an aging facility into a beacon of innovation and excellence, ensuring that École La Source remains a place where young minds thrive for generations to come.

5.3.3 École La Vérendrye modernization

PROJECT	<i>École La Vérendrye – modernisation</i> École La Vérendrye - modernization
GRADES	K-12
YEAR LISTED	2024
ELIGIBLE STUDENTS (2021 CENSUS – LETHBRIDGE & SURROUNDINGS)	870 eligible francophone students 5-18 years old
PERMANENT LOCATION	625 21 Street South, Lethbridge

École La Vérendrye Enrollment

Current total capacity: 563 students
ACU : 48%

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2019-20	18	18	19	17	20	25	19	12	21	9	17	14	6	203
2020-21*	21	25	16	15	18	21	23	13	16	16	6	12	10	212
2021-22*	20	18	19	13	13	15	19	22	11	11	13	4	12	190
2022-23	22	20	21	22	17	14	18	22	26	11	10	13	4	220
2023-24	18	19	19	18	23	16	20	18	20	24	10	10	13	228
2024-25	20	16	17	20	20	19	17	19	15	15	13	9	11	211
2027-28**	19	20	20	19	24	17	21	19	21	25	11	11	14	241

*Covid year

**average 2,6 % growth over 6 years

École La Vérendrye faces significant challenges due to its outdated infrastructure, which was not originally designed to accommodate secondary students. The building itself is very old, having been constructed in 1951 as the "Allan Watson School" and used until 1985. It then sat vacant until 2003, with a renovation in 2010. This makes it a truly aged facility, now over 70 years old. Unlike some nearby Anglophone schools with better resources, La Vérendrye lacks the workshops and tools necessary for hands-on programs like mechanics, construction, and welding, limiting students' career preparation. Similarly, the arts—music, visual art, and drama—are underserved due to inadequate spaces and supplies, diminishing the school's cultural offerings.

The gym's recent modernization is a step forward, enhancing student retention by providing a better space for physical activity and engagement. However, this alone falls short of addressing the broader needs. The building's age and original design also impact its utilization rate. In 1951, schools were built with large classrooms intended for 30+ students, but today's smaller class sizes mean much of this space goes underutilized. This outdated layout likely contributes to the school's ACU (Annual Capacity Utilization) of 48%, a metric that reflects how efficiently the space is used. It underscores how the 1951 construction standards hinder modern educational demands.

To truly meet students' needs, more is required: expanded facilities and equipment for technical and artistic programs are essential to match the opportunities offered by other schools. While the ideal vision might be described as "the perfect plan" to renovate and modernize the current school into a top-tier elementary facility and add a new secondary school wing with state-of-the-art workshops and creative spaces, the reality is that this is the minimum needed to begin achieving parity with other institutions. A practical and effective solution would be to create a dedicated facility designed specifically for older students, complete with modern workshops, tools, and spaces for technical and artistic programs, while modernizing the existing structure for elementary use. This approach would create distinct, purpose-built environments for both levels, addressing the infrastructure challenges and ensuring all students—elementary and secondary—have access to high-quality, tailored facilities that support their academic and personal growth.

5.4 MODULAR NEEDS

5.4.1 Cardston Francophone elementary modular school

PROJECT	<i>École francophone primaire de Cardston (classes modulaires)</i> Cardston Francophone elementary school (modular school)
GRADES	K- 6
CAPACITY	75 students
YEAR LISTED	2024
ELIGIBLE STUDENTS (2021 CENSUS – CARDSTON & SURROUNDINGS)	50 students 5-18 years old
PERMANENT LOCATION	Cardston

Year	K	1	2	3	4	5		Total
2023-24	4	2	2	1	2	1		12
2024-25	4	1	6	5	5	1	0	22
2025-26*	5	4	2	6	6	5	2	30

*Based on the current projection

The need for portable classrooms in Cardston is critical to ensure the continuity and success of FrancoSud's elementary program, launched in September 2023. Currently, the program is hosted in the Cardston Provincial Building, where space is severely limited to a single classroom—far from comparable to any school in the area. To cope, staff spaces and even the photocopier room are being repurposed for teaching and breakout groups, creating an inadequate and disrupted learning environment.

Rising Demand and Overcapacity

Despite these challenges, the demand for francophone education in Cardston has grown beyond expectations. Enrollment has surged from 4 students to 15 in the first year alone. Looking ahead, projections for the 2024-25 school year estimate up to 20 students in the elementary program and 5 in the secondary program. However, the program is already over capacity, stretching limited resources thin and threatening its stability.

Portable classrooms offer a practical and immediate solution. These modular units would accommodate the growing student body while plans for a permanent facility are developed. The proposed location for the portables is beside Cardston Junior High School. A site that is strategically advantageous, with access to playfields and a gymnasium nearby. This enhances the learning environment by providing recreational spaces that the current setup lacks.

Benefits of the Solution

- **Flexibility and Scalability:** Portable classrooms can adapt to fluctuating enrollment numbers, meeting the community's immediate needs.
- **Quality Education:** They ensure every student receives a high-quality francophone education despite spatial constraints.
- **Cultural Preservation:** This setup reinforces FrancoSud's commitment to maintaining linguistic diversity and cultural heritage in the region.

In summary, the transition to portable classrooms is a vital step to sustain the program's success and support its growing student population, while preserving the rich francophone identity in Cardston.

5.5 FUTURE INFRASTRUCTURE CONSIDERATIONS

The Francophone population in Southern Alberta is growing, leading to increased demand for Francophone school programs. To address these needs, FrancoSud is strategically identifying priority areas for expansion, integrating parental demand with demographic data from the Canada/Alberta Census 2021.

Eligible Students by Region

Region	Eligible Students
Calgary Northeast	2781 students (5-12 years)
High River K-6	60 students (5-11 years)
Olds K-6	250 students (5-18 years)
Drumheller K-6	60 students (5-11 years)
Rockyview County West K-6	100 students (5-11 years)

Through consultations, surveys, and census analysis, FrancoSud has identified key areas where Francophone education is most needed. The 2026-2029 Capital Plan focuses on preserving Francophone linguistic and cultural identity by ensuring accessibility and preventing assimilation. In collaboration with Alberta Education, FrancoSud is committed to expanding Francophone programs, fostering an inclusive and diverse educational landscape in Southern Alberta.