

THREE-YEAR CAPITAL PLAN

2022-2025



Conseil scolaire
FrancoSud.ca

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INTRODUCTION

FrancoSud District Overview


FrancoSud, with the support of Albert Education and Alberta Infrastructure, has the mission to ensure an innovative and high-quality Francophone education to all their students.

Conseil scolaire FrancoSud (The Southern Francophone Education Region) was established on August 15th, 2013. It operates under the Catholic banners in four communities and the Public banners in 10 communities throughout the Southern part of Alberta. FrancoSud serves approximately 3560 students from early education to Grade 12 in 14 schools, from 53 municipalities across Southern Alberta. FrancoSud has over 250 full time equivalent (FTE) certificated staff and over 100 support staff.

- a) 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 Canadian Charter of Rights and Freedoms guarantees the right to French-language school facilities that allow for an education that is substantively equivalent to the education offered in neighbouring English-language school facilities. In March 2018, the Alberta Minister of Education approved proposed changes for addressing Francophone school needs. 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.
- b) Currently, FrancoSud has eight priorities, which are outlined in this document. These priorities were carefully selected to insure that FrancoSud has the appropriate facilities to house a Francophone program, knowing that subpar facilities does deter Francophone parents from sending their children to a Francophone program.

FrancoSud Objectives

1. Ensure facilities are provided within the region to meet current and future enrolment needs within the context of section 23 of the Canadian Charter of Rights and Freedoms and section 17 of the Alberta Act and provincial legislation.
2. Ensure FrancoSud is able to provide the educational facilities warranted by the number of students living in its communities.
3. Provide innovative sustainable facilities in an economic, effective and efficient manner.
4. Ensure equality of the educational experience, in substantively equivalent school buildings, within each community.
5. Ensure that the educational philosophy of the jurisdiction is congruent with grade configurations of all schools.

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6. Ensure that FrancoSud exercises its rights and becomes owner of all its facilities, an important prerequisite to accountable management.
 7. Recognize the infrastructures impact on student mobility and assimilation.

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

- a) Determining whether the educational experience at a French-language school is equivalent requires comparing the educational experience offered at English-language schools, which 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.
- b) 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 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 schools to majority language speakers somewhere in the province. This would promote equity and ensure that public funds are spent wisely.

- c) 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 particular 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.
- d) 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.

¹ *Association des parents Rose-des-Vents and Conseil scolaire francophone de la Colombie-Britannique v British Columbia (Education)*, 2015 SCC 21 at para 37 [APÉ Rose-des-Vents and CSFC-B].

² *Conseil scolaire francophone de la Colombie-Britannique vs British Columbia*, 2020 SCC 13 at para 1, [CSFC-B].

³ APÉ Rose-des-Vents and CSFC-B, 2015 SCC 21 at para 39.

⁴ APÉ Rose-des-Vents and CSFC-B, 2015 SCC 21 at para 35.


⁵ APÉ Rose-des-Vents and CSFC-B, 2015 SCC 21 at para 39.

2) **Ensure FrancoSud is able to provide the educational facilities warranted by the number of students living in its communities**

- a) The rights granted by section 23 of the Charter of Rights 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 – for example, by way of a school board like FrancoSud.
- b) 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 a given 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.
- c) 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
- d) 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.
- e) It is possible to obtain preliminary data regarding part of the potential number of students from

⁶ *Mahé v Alberta*, [1990] 1 SCR 342 at 384.

⁷ *Mahé v Alberta*, [1990] 1 SCR 342 at 384.



Statistics Canada by custom order, based on recent Census data. FrancoSud has obtained such data for some of its catchment areas.

- f) Data shared by Alberta Education has shown that there are currently a large number of right holders registered in non-francophone programs in various school jurisdictions in Alberta.
- g) FrancoSud is looking forward to the new census questions that will be included in the next census (May 2021) as it will make the data more effective regarding Francophone right-holders. However, current Census data underestimates the number of students that could enroll in French- language schools for the following, non-exhaustive, reasons:
 - i. The Census only identifies children with a parent whose first language learned and still understood is French (i.e. persons whose mother tongue is French – which is only 1 of the 3 categories of right holders under section 23 of the *Charter*);
 - ii. The Census does not directly identify children with a parent whose first language is not French but who received their primary education in French, or who have a child who has received primary or secondary education in French (the other 2 categories of right-holders under section 23 of the *Charter*);
 - iii. The Census fails to count children who have a parent with two mother tongues (one of which is French);
 - iv. The Census is carried out by household, such that it fails to count children who have a parent whose mother tongue is French where such children live with a parent whose mother tongue is not French;
 - v. French mother-tongue Albertans living in exogamous (English-French) households record English as their first language due to the dominance of English as a household language; and English mother-tongue Albertans living in exogamous (English-French) households fail to record French as their spouse's first language due to the dominance of English as a household language.
- h) Given that the Census statistics are the best available statistics, even though imperfect, this is the most accurate way to identify the number of students who could enroll in a French-language school.
- i) For the purposes of this capital plan, FrancoSud conservatively estimates the number of rights-holders, that is, 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 facilities in an economical, effective and efficient manner**

- a) FrancoSud is committed to bringing forward its capital priorities in an economical, effective, and efficient manner.

b) 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

c) 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 particular order):

- ☐ 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
- ☐ Utilization rate

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

a) The needs of each community at the local level must be identified.

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

a) 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.

b) It is particularly important that the facilities over which FrancoSud exercises management and control

⁸ *Mahé v Alberta*, [1990] 1 SCR 342 at 384.

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



allow for the provision of an equivalent educational experience. Otherwise, the management and control rights that flow from section 23 cannot effectively be exercised.

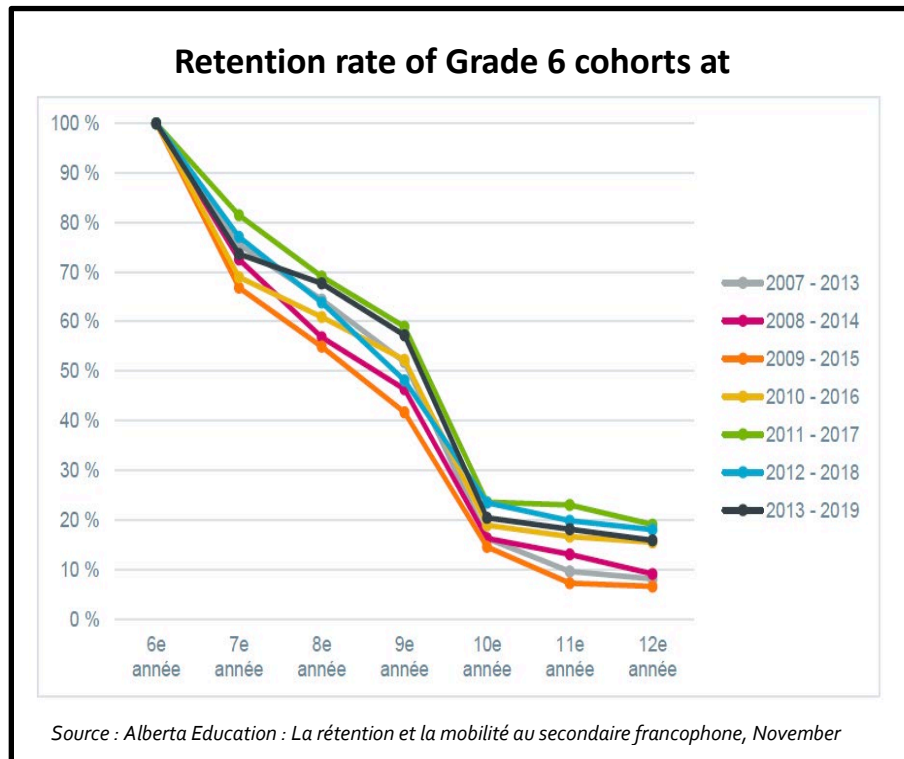
7) Recognize the Infrastructures impact on student mobility and assimilation

- c) 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
- d) A notable trend with FrancoSud school district student mobility is that although overall student population continues to increase, over the past five years, FrancoSud continues to lose students to non-francophone authorities.

Between grade level 6 and 7 (grade 6 cohorts) and grade level 9 and 10 (grade 9 cohorts) FrancoSud undergoes exodus periods (student mobility). Between 2013 and 2019, FrancoSud lost over 86% of its population from grade 6 to grade 12. The population went from 220 grade 6 students in 2013 to 35 students in grade 12 in 2019.

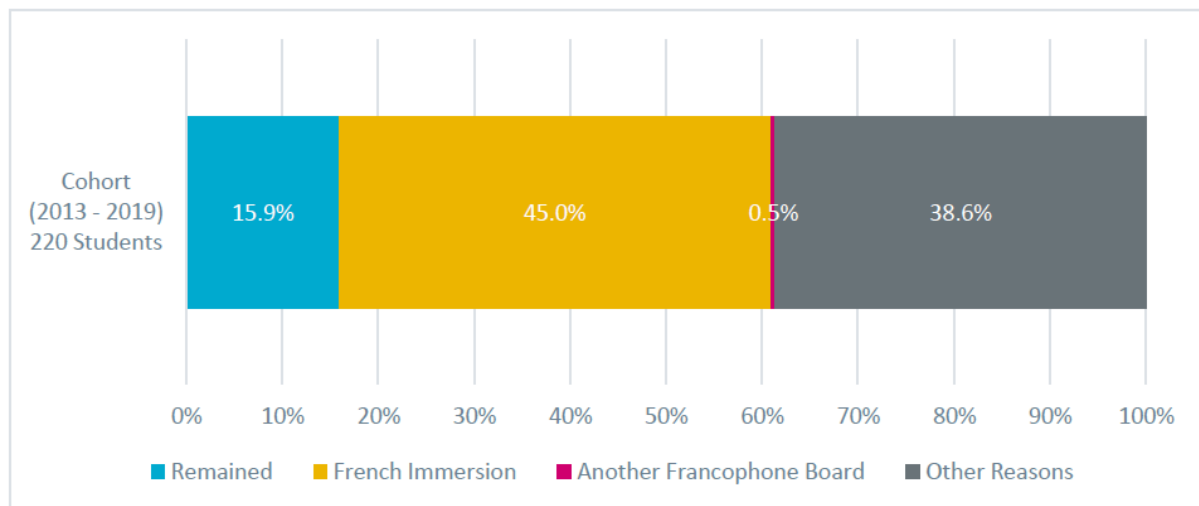
- The lack of a proper high school programming has a **strong negative effect on student retention.**
- **86,8 %** = Average number of Grade 6 students that left the Francophone system prior to Grade 12 from 2007 to 2019.
- **37,2 %** = Average number of students that left the Francophone system between grades 9 and 10, from 2010 to 2016.

¹⁰ Student Retention and Mobility in Francophone Secondary Schools p.2 at para 1.



- **45,1 %** of our 2013 Grade 6 graduates left the Francophone system for a French Immersion program.
- FrancoSud students have a desire to pursue an education in French, but **seek better-adapted infrastructure and programming.**

Graph 40: Student Retention and Mobility – The Southern Francophone Education Region



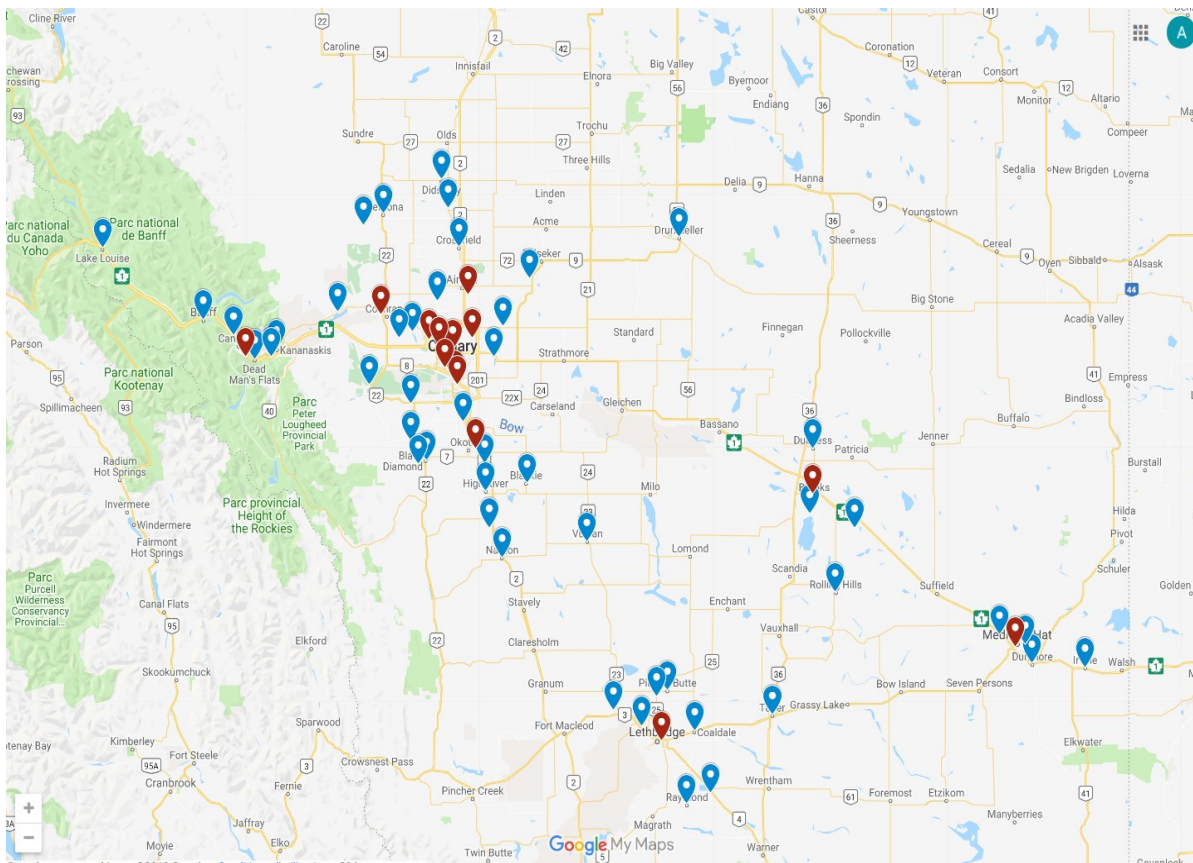
Source : Alberta Education : La rétention et la mobilité au secondaire francophone, November 2020

Based on the consultation carried out by FrancoSud in 2015, it has been noted that infrastructure and programming are determining factors of the exodus at the secondary level. You will find below some of the issues that were raised:

- ☐ Need to create an atmosphere and spaces reserved for the secondary school in current schools that offer k-12 programs
- ☐ Need to have amenities adapted for the secondary
- ☐ Need to have access to larger spaces and to specialized premises (i.e.: CTS, Music room, arts lab, etc. for optional courses)
- ☐ Identified need for a public secondary school in the South Calgary quadrant
- ☐ Need for an elementary catholic school in the Calgary North quadrant
- ☐ Pay particular attention to the development of Francophone public and Catholic schools in all Calgary city quadrants

*The summary can be found at https://francosud.ca/images/eitude_secondaire_-_sommaire_-_Juin_2015.pdf

Geographical distribution of FrancoSud students and schools



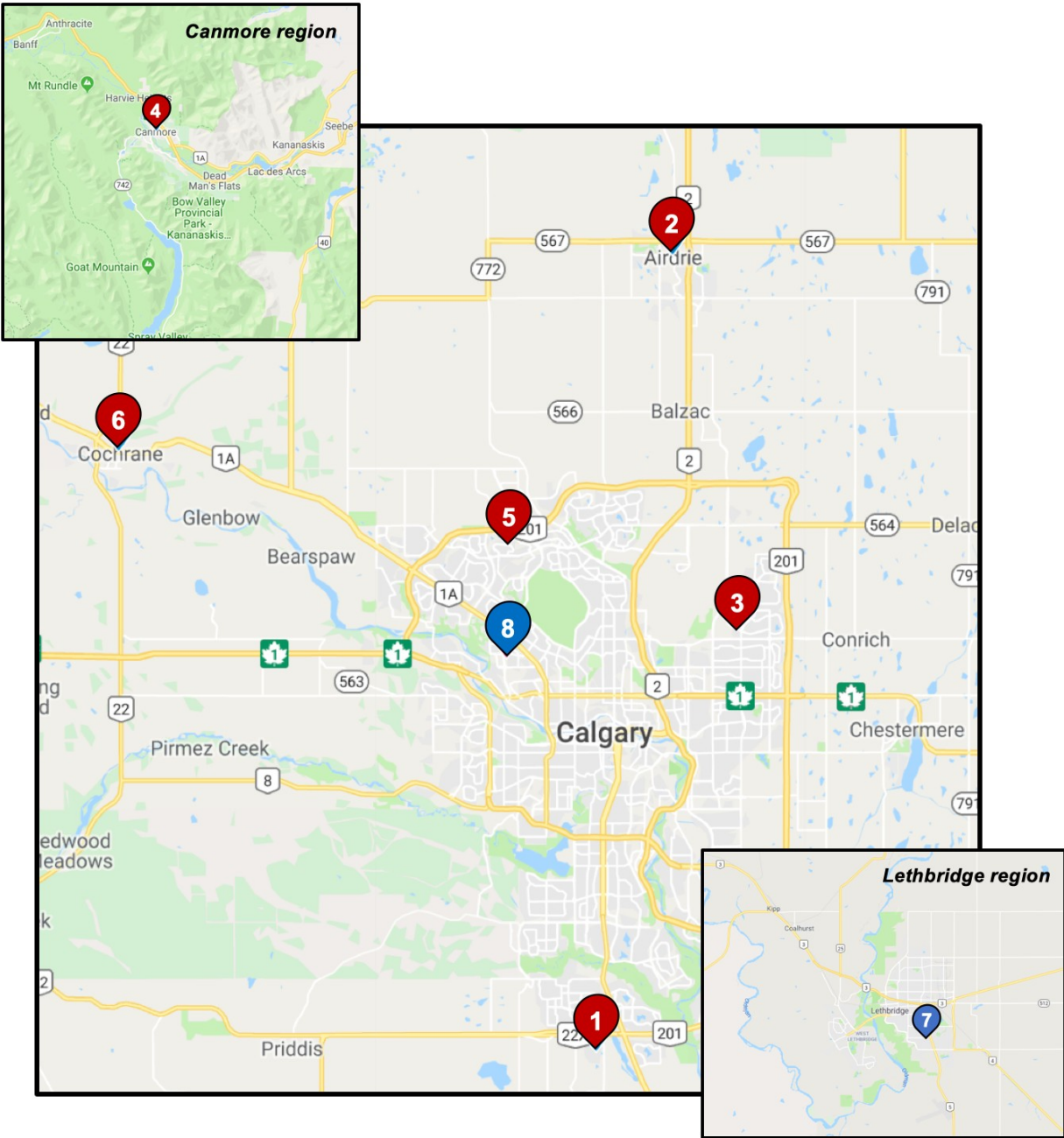
Red Marker: FrancoSud schools



Blue Marker: FrancoSud students

FRANCOSUD CAPITAL PROJECT PRIORITIES

Year	Priority	Project	Location	Project Type	Cost
2022-2023	1	Public School Complex Grade K-6 and 7-12	Calgary South (Silverado)	New Construction	21 772 880 \$
2022-2023	2	Public Secondary School Grade 7-12	Airdrie (Reunion)	New Construction	16 440 920 \$
				Subtotal	38 213 800 \$
2023-2024	3	Public School K-6	North Calgary	New Construction	11 888 949 \$
2023-2024	4	Public School Complex Grade K-6 and 7-12	Canmore	New Construction	21 772 880 \$
				Subtotal	33 661 829 \$
2024-2025	5	Catholic School K-6	North Calgary	New Construction	11 888 949 \$
2024-2025	6	Public Secondary School Grade 7-12	Cochrane	New Construction	16 440 920 \$
				Subtotal	28 329 869 \$
				Total	100 205 498 \$

MAPPING OUR PRIORITIES

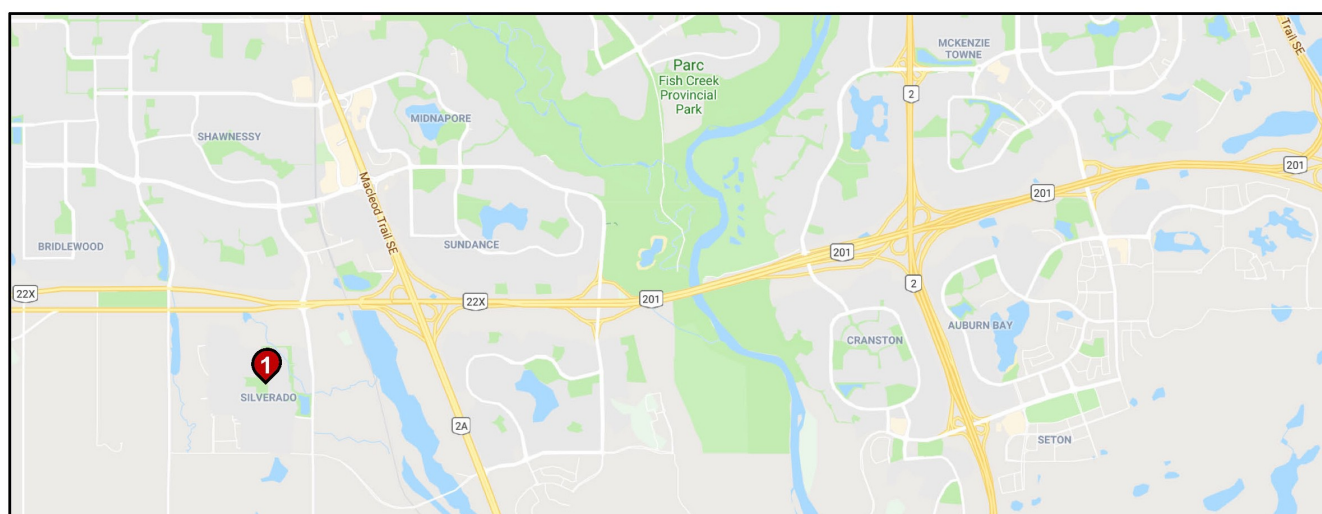


-  New Construction
-  Modernization

Priority 1 – Complexe scolaire M-6 et 7-12 Calgary Sud New School

PROJECT:	Complexe scolaire M-6 et 7-12 Calgary Sud (nouvelle école) South Calgary School Complex K-6 and 7-12 (new construction)
GRADES:	K- 6 and 7-12
PERMANENT LOCATION:	Calgary South (Silverado)

Calgary South – Attendance area




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

1. Enrolment pressures/utilization rate
2. Grades' structures/program changes/functionality
3. Health and safety
4. Geographic location/travel distance
5. Site readiness
6. Partnership
7. Equivalency

1. Enrolment pressures (see Annex 1)

FrancoSud cannot provide sufficient space to accommodate current and future enrolment of students seeking a public education in Calgary South. In the next five years, based on the current trend, FrancoSud will need to find extra room for over 300 elementary and 300 secondary students. It becomes critical to start planning for a new school now, in order to provide the necessary additional space that will be required by the FrancoSud public students in the Calgary South sector in 2022-2023.



As mentioned, according to a report by the City of Calgary on residential growth (Suburban Residential Growth 2018- 2022 - draft), the most significant population increase (31,200 people) will be observed in the south of Calgary. Using the 2016 Calgary census profile calculations, if we extrapolate, it would mean the equivalent of 499 students aged 5-19 (1.6% French speaking) would be eligible for French education pursuant to Section 23 of the Charter of Rights. In the last 5 years, over 6 CBE and 7 CSSD schools have been built to accommodate the emergent needs of the Calgary Board of Education (CBE) and the Calgary Separate School District (CSSD) south of 22X due to growth.

Without even using the previous statistics, we are expecting, thanks to stronger retention, a growth of 45 students (grade 7-8) at the secondary alone for the school year 2021-2022, bringing the number over the 425 students' threshold our current Calgary South school can carry. These numbers alone warrant the fact that we will need to accommodate another 700 students by 2022-23. Hence the need to build a school complex with a total capacity of 700 students.

2. Grades' structures/program changes/functionality

Currently, FrancoSud's only public school in South Calgary, *École de la Source*, hosts students from Kindergarten to grade 12. In the past four years, FrancoSud has maximized the use of the existing available space at *École de la Source* (a school that was designed as an elementary school).

Two portables were also added to the existing school to address the continual growth in enrolment and program requirements. The enrolment projection warrants the addition of new space, and unfortunately, the city will not allow the addition of more portable classroom units on the current site, thus affecting the program delivery capacity. As a last resort, FrancoSud is planning to use the gymnasium stage (58 sq/m, last space available) as a classroom for next year to address increased enrolment pressure. *École de la Source* is fully utilized and does not provide near optimal space for adequate programming.

Presently, *École de la Source* welcomes a secondary program and the infrastructure is in dire need of attention due to poor functionality. *École de la Source* does not have the required spaces to offer and provide appropriate access to adequate secondary programming (i.e. CTS labs, science lab, gymnasium, art/drama/music room, elevator to the second floor, etc.). Additionally, there are no adequate facilities for persons with disabilities (no elevator from the one floor to the second floor).


3. Health and safety

École de la Source is 50 years old. In the past few years, the school has gone through changes, has been adapted for program needs and has been repaired. The acoustic is a concern as the school was never designed to welcome that many students, and it is noisy for the students and the teachers.

Over the years, the school improvement project scope has increased and a lot of thought and effort is required to deliver the work safely, in order to provide a safe environment for the people (students/staffs/parents) using the facility.

There are many concerns with a school from that period, and we need to acknowledge the following environmental hazards every time a renovation or repair is needed:

- ☐ Lead paint

- 
- ☐ Asbestos fibres and fibreglass
 - ☐ Polybrominated Diphenyl Ethers (PBDE)
 - ☐ Byproduct of construction/demolition dust (wood, sheet rock, cement dust and dust contaminated lead/asbestos/mold)

Because of these hazards and the high cost of abatement, FrancoSud has been limited in the projects they can accomplish. Infrastructure Maintenance Renewal money (IMR) is also a great tool to keep our building in good condition, but the fact is that we cannot use all the allocated IMR just for one school project or pool all the money for one major renovation.

4. Geographic location/travel distance (100 Silverado Drive SW, Calgary)

The proposed site for this educational complex is located in an area that would reduce the duration of school travel to a reasonable level for all students located south of the Highway 22X 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 south of 22X that are attending *École de la Source* have school bus trips duration of nearly one hour each way (travel time), which discourages many families from registering their children at *École de la Source*.

5. Site readiness

The site for this project is located at 100 Silverado Drive SW, Calgary. The site is 4.75 acres, is ready and has all the appropriate services, access and appropriate grading.

6. Partnership

FrancoSud has been in contact with the Silverado 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. FrancoSud has a cultural mandate as one of the duties of a Francophone school district.

Given the need for infrastructure and the limited resources available (only site available for FrancoSud south of 22X), 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 public school in south Calgary and it has a big impact on FrancoSud capital planning.

Priority 2 - École publique 7-12 Airdrie New School

PROJECT:	École publique francophone secondaire d'Airdrie (nouvelle école) Airdrie Public Francophone Secondary School (new construction)
GRADES:	7-12
PERMANENT LOCATION:	Airdrie (Reunion)

Besides the K-12 school in Airdrie, there are no other schools in Airdrie for Francophone students.

For the past five years, the incoming Kindergarten classes have been the biggest classes, and the number of students keeps increasing.

FrancoSud needs a French-language Secondary School in Airdrie. Indeed, the custom-ordered Census data showed that in 2016, in Airdrie and the surrounding areas, there were 622 school-age children with a parent whose first language learned and still understood was French, and an additional 305 school-age children who spoke French regularly at home despite not having a parent whose first language learned and still understood was French. That number grossly underestimates the realistic potential. Airdrie is one of the fastest growing communities in Alberta and Canada, and has grown at an average rate of over 8% over the past 5 years.¹¹ Given the enrolment pressure already experienced at the French-language school and the fact that there is no more space to add portables, there is a pressing need for a new school.

It is to be noted that the site for a new FrancoSud 7-12 secondary school would have to be large enough to eventually add additional grade levels should it be required.

Due to pre-existing condition with the allocated site*, FrancoSud is presenting this priority in three options:

Option 1: The site gets approved by Alberta Education and Alberta Infrastructure and we can proceed with the regular process for construction, after the necessary decontamination process.

Option 2: The city of Airdrie will allocate another site for the construction of the new secondary school.

Option 3: Modernization of the school with a secondary wing add-on to the existing building.

*The current site located at 1940 Reunion Boul NW, Airdrie, that has not been approved by Alberta Infrastructure and Alberta Education due to a higher than average natural occurrence of Arsenic (As).

¹¹ City of Airdrie, Population growth, <http://www.airdrie.ca/index.cfm?serviceID=485>

École Francophone d'Airdrie enrollment (current total capacity 561 students, ACU: 89%)*

* Alberta Education Report

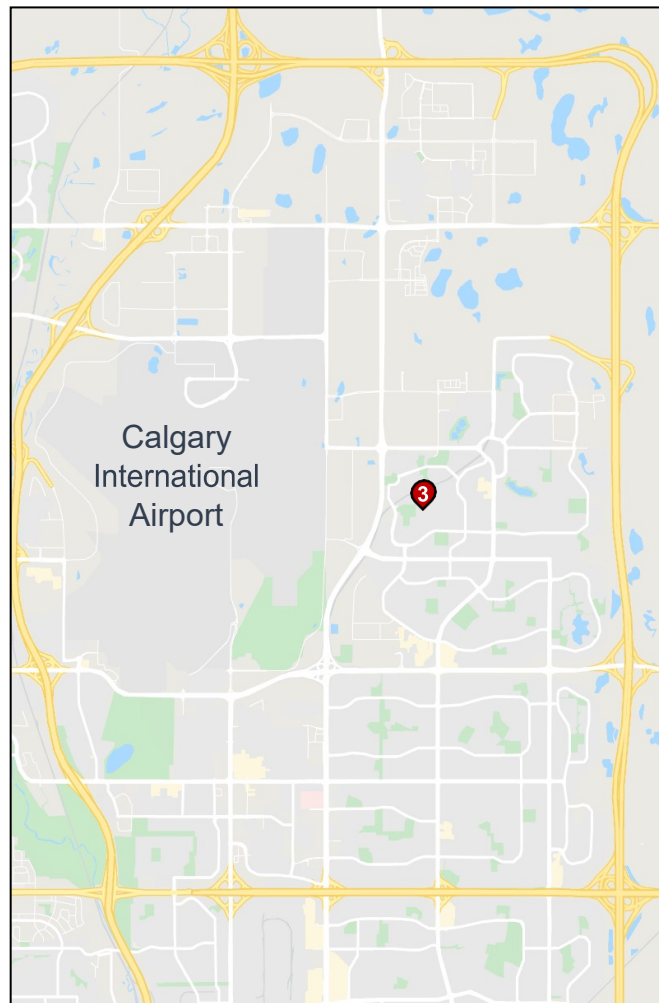
Year	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
16-17	48	43	58	45	41	55	29	30	33	21	24	14	12	11	416
17-18	44	54	43	56	41	43	48	29	33	32	20	21	15	15	450
18-19	42	45	59	46	57	41	49	49	28	30	26	16	19	16	481
19-20	42	57	48	58	46	57	39	50	46	26	18	22	13	23	483
20-21*	10	37	49	38	46	42	53	32	43	40	24	12	17	10	453
25-26	42	50	50	65	51	63	46	54	54	31	33	29	18	21	561

*Covid year

Priority 3 – École publique M-6 Calgary Nord New School

PROJECT:	École élémentaire K-6 publique (nouvelle école) Elementary School K-6 (new construction)
GRADES:	K- 6
PERMANENT LOCATION:	North Calgary

École La Mosaïque – Attendance Area



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

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

École la Mosaïque elementary being currently at 92% capacity, there is a need for another elementary school in North Calgary. The average growth since the new school has been open has been 6% per year. If the trend stays the same, the school will have a population of 370 students by 2025. 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.

École La Mosaïque (current total capacity: 300 students, ACU: 92%)*

* Alberta Education Report

Year	Pre-K	K	1	2	3	4	5	6	Total
16-17		67	43	38	34	30	20	25	257
17-18		30	55	42	35	34	27	20	243
18-19		46	31	52	43	36	32	27	267
19-20		44	45	33	48	46	35	32	283
20-21*		37	41	45	32	48	40	35	278
24-25		52	53	52	56	52	53	52	370

*Covid year

Priority 4 – Complexe scolaire M-6 et 7-12 Canmore New School

PROJECT:	Complexe scolaire Notre-Dame des Monts M-6 et 7-12 (nouvelle école) Notre-Dame des Monts School Complex K-6 and 7-12 (New school)
GRADES:	K- 6 and 7-12
PERMANENT LOCATION:	Canmore

Canmore – Attendance Area



The population of the town of Canmore has grown 22% between 2013 and 2018. This growth is having a direct impact on the school population.

Currently *École Notre-Dame des Monts (NDM)* is co-located with Our Lady of the Snow (OLS) from Christ the Redeemer School Division; both school offer a K-12 program. In 2018, *École Notre-Dame des Monts* inaugurated a new secondary wing and Our Lady of the Snow added a portable classroom.

FrancoSud believes NDM and OLS are close to reaching full capacity soon, reaching the point where additional space will be needed to build a school complex to address the lack of instructional space and the high utilization rates of the co-located schools.

École Notre-Dame des Monts (current total capacity: 231 students, ACU: 89 %)*

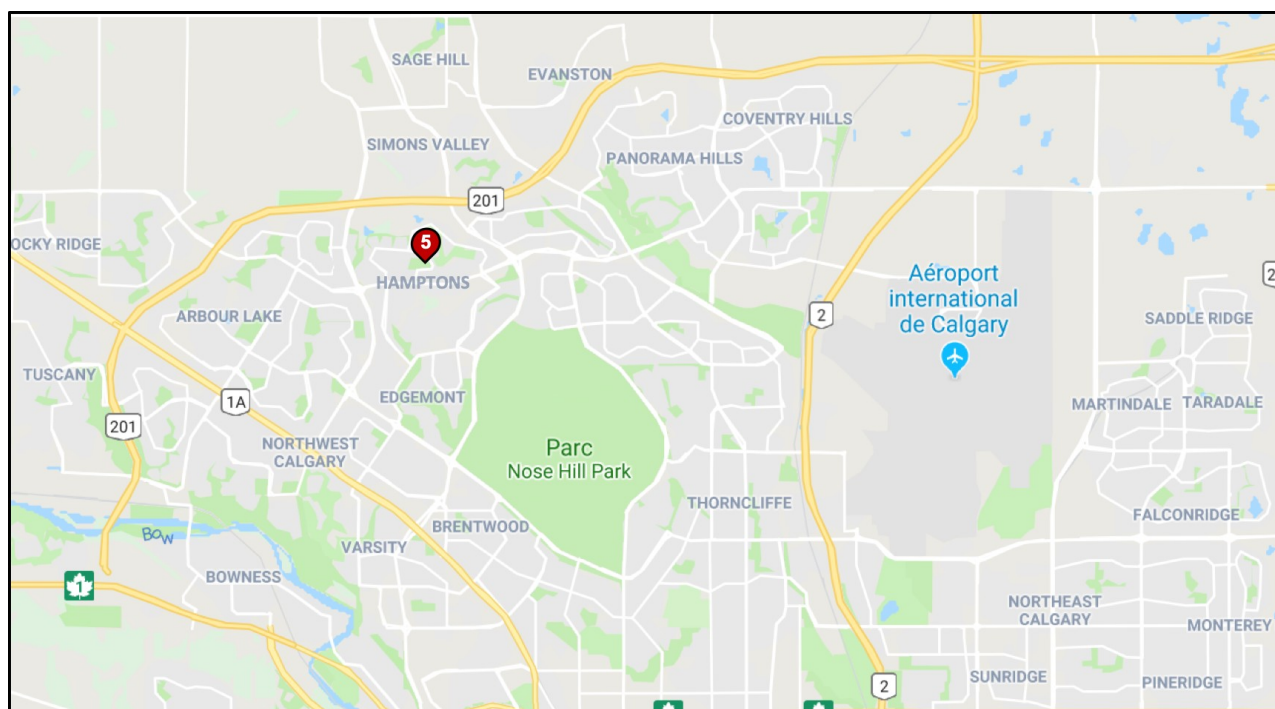
* Alberta Education Report

Year	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
16-17	20	18	21	13	21	15	23	16	16	8	5	5	5		166
17-18	14	23	21	20	16	21	16	25	16	17	8	1	7	6	197
18-19	16	16	21	20	19	15	18	15	23	14	12	9	0	7	190
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
24-25	16	18	18	23	22	21	17	20	18	16	21	20	19	15	248

*Covid year

Priority 5 - École catholique M-6 Calgary Nord New School

PROJECT:	École francophone catholique M-6 (nouvelle école) K-6 Catholic School North Calgary (new construction)
GRADES:	K-6
PERMANENT LOCATION:	North Calgary (Hamptons)



A Catholic Elementary K-6 school facility is needed on the North side of Calgary. Currently, French-language catholic education is only offered in the Southeast side of Calgary (*École Notre-Dame-de-la-Paix*, K-6) and in the Central Southwest (*École Sainte-Marguerite-Bourgeoys*, K-12) of Calgary. As a result, Francophone separate school electors living in the North of the city are dissuaded from attending a Catholic school because of the length of the travel time (some routes are up to 65 minutes).

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 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.

North Calgary Catholic School (total capacity 300)

Year	Pre- K*	K	1	2	3	4	5	6	Total
20-21*		7	13	19	14	8	16	19	96
21-22		15	14	13	19	14	8	16	99
22-23		20	15	14	13	19	14	8	103
23-24		25	20	15	14	13	19	14	120
24-25		30	25	20	15	14	13	19	136

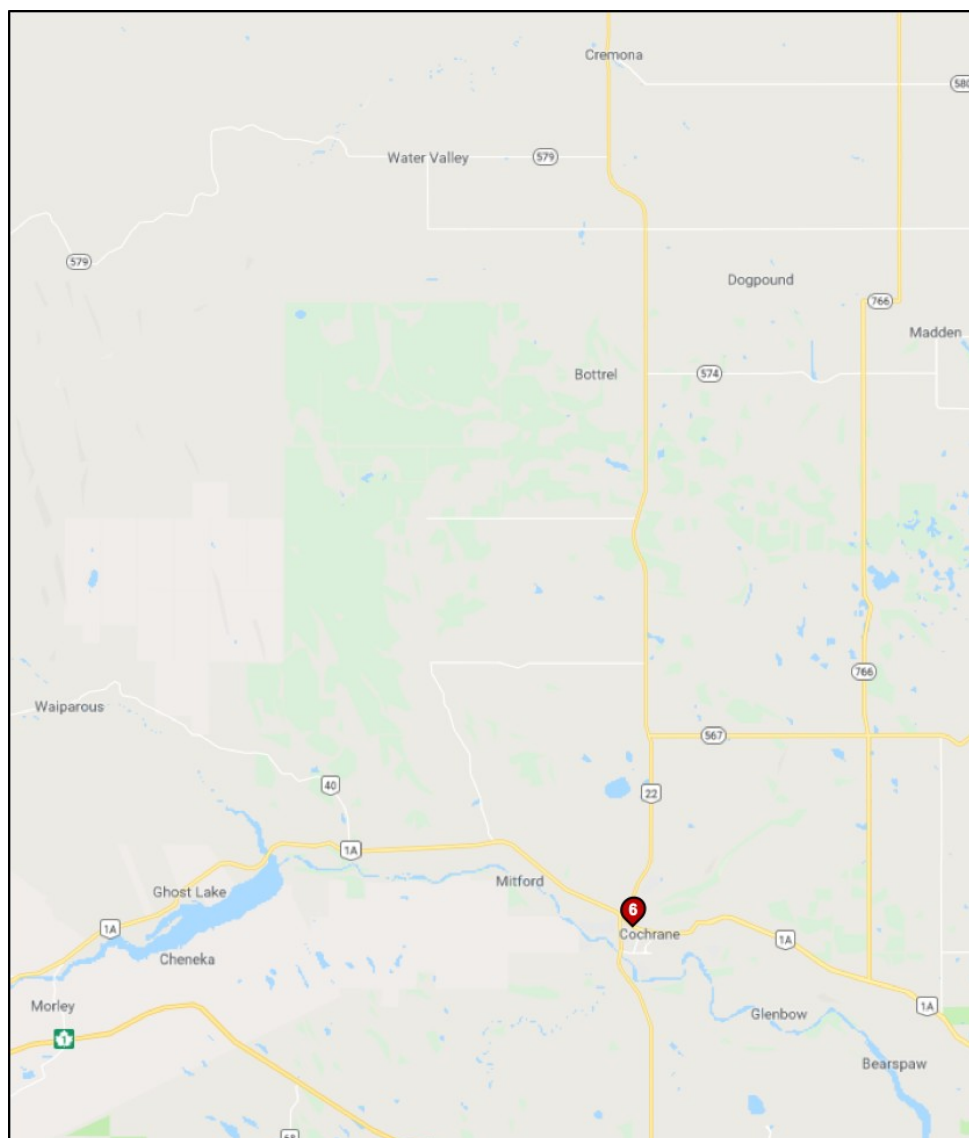
*Covid year

*Pre-K: At this time, we have 75 students that are in Pre-K in the North

*20-21: These numbers are the number of students being bussed from the North areas to the catholic School located in the South of Calgary

Priority 6 - École secondaire catholique 7-12 Cochrane New School

PROJECT:	École secondaire catholique 7-12 Cochrane (nouvelle école) Catholic Secondary School Complex 7-12 (New school)
GRADES:	7-12
PERMANENT LOCATION:	Cochrane



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 community in Alberta and Canada, and has grown at an average rate of over 6% over the past 5 years.

École Notre-Dame des Vallées, the school serving Francophones in Cochrane, was constructed as a K-8 school. FrancoSud anticipates having to add grades 9 and 10 at *École Notre-Dame des Vallées* in the coming years if no distinct high school facility is constructed. At this time, retention is really low after grade 8 because we cannot provide the same school facilities that are currently in Cochrane. Using current enrolment at *École Notre-Dame des Vallées*, with a projection based on a 2.5% growth, we could easily warrant the establishment of a French-language Catholic grade 7- 12 school in Cochrane that is both accessible and that has equivalent high school facilities as its English-language comparators.

Francophone parents in Cochrane who wish to send their children to a French-language Catholic High School beyond grade 8 as well as parents who wish to send their children to a school that has dedicated high school facilities must send them to *École Sainte-Marguerite-Bourgeoys* located in Calgary. FrancoSud estimates that most students living in Cochrane would have to sit in a bus in excess of 45 minutes to travel to *École Sainte-Marguerite-Bourgeoys*, excluding the time to get to the bus stop and to wait for the bus. *École Sainte-Marguerite-Bourgeoys* is 40 km away from *École Notre-Dame des Vallées*. As a result, many students who attend *École Notre-Dame des Vallées* end up choosing an English language high school that is easily accessible and that offers the full spectrum of high school facilities.

École Notre-Dame des Vallées (current total capacity: 239 students, ACU: 79%)*

* Alberta Education Report

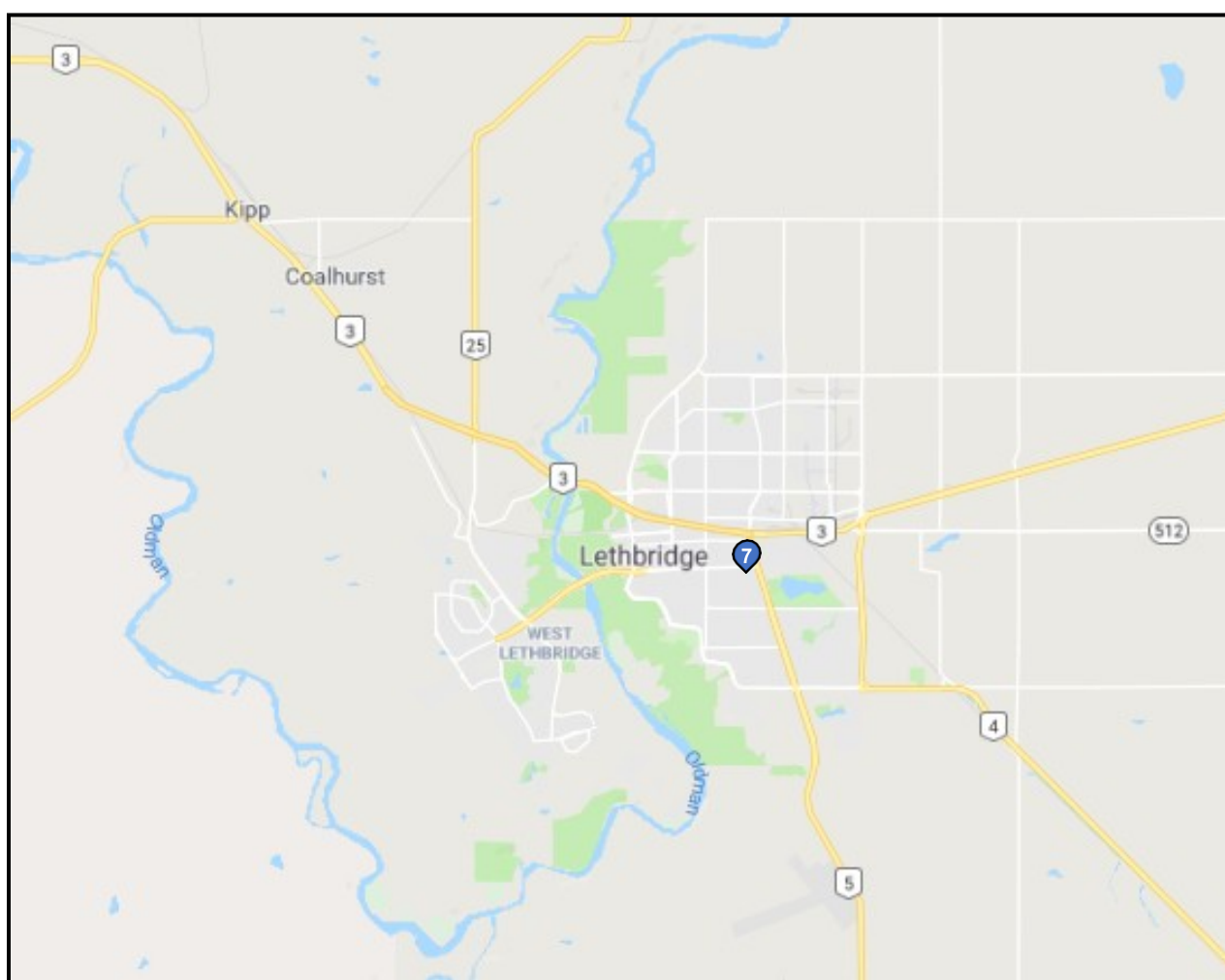
Year	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
16-17	27	31	19	21	21	9	18	12	9	9					149
17-18	22	29	32	20	22	23	8	12	7	2					155
18-19	30	24	28	29	18	24	19	8	11						161
19-20	32	28	22	29	29	19	25	18	7	10					189
20-21*	15	19	24	19	28	24	18	17	15	1	5				170
21-22	36	29	28	28	31	31	27	31	32	20	26	21	20	12	325

*Covid year

Priority 7 - École La Vérendrye – Lethbridge Addition

PROJECT:	École la Vérendrye (modernisation du gymnase)
GRADES:	K- 12
PERMANENT LOCATION:	Lethbridge (625-21 Street South)

Lethbridge – Attendance Area



The school needs to expand the size of the gymnasium from an undersized elementary floor plan of 264 m² to the Capital Manual size of 590 m² for a K-12 School of 390 students.

The lack of equivalent facilities in Lethbridge is contributing to the decision of many parents with children eligible to enroll in a French-language school to instead opt for a high school educational experience at a majority

language school. The expansion of the elementary-sized gymnasium would allow for an education experience at *École La Vérendrye* that would be much more equivalent to the available education in neighbouring English-language schools.

Extra-curricular activities, especially sports, play a big role in the high school educational experience. Where the facilities limit both the ability to practice a sport as well as to host games and tournaments, there exists a lack of equivalence.

The custom-ordered Census data shows that in 2011, in Lethbridge and area, there were 484 school-age children with a parent whose first language learned and still understood was French, and an additional 280 children who spoke French at least regularly at home despite not having a parent whose first language learned and still understood was French. The realistic potential of students for a French-language school in Lethbridge far surpasses the current enrolment numbers. Therefore, there were at least 764 school-age children eligible to enroll in a French-language school in Lethbridge in 2011. With an annual population growth of approximately 1,4%, the numbers warrant a facility that is at least equivalent in that students can enjoy participating in the same sports and athletic endeavors.

École La Vérendrye (current total capacity: 563 students, ACU: 51%)*

* Alberta Education Report

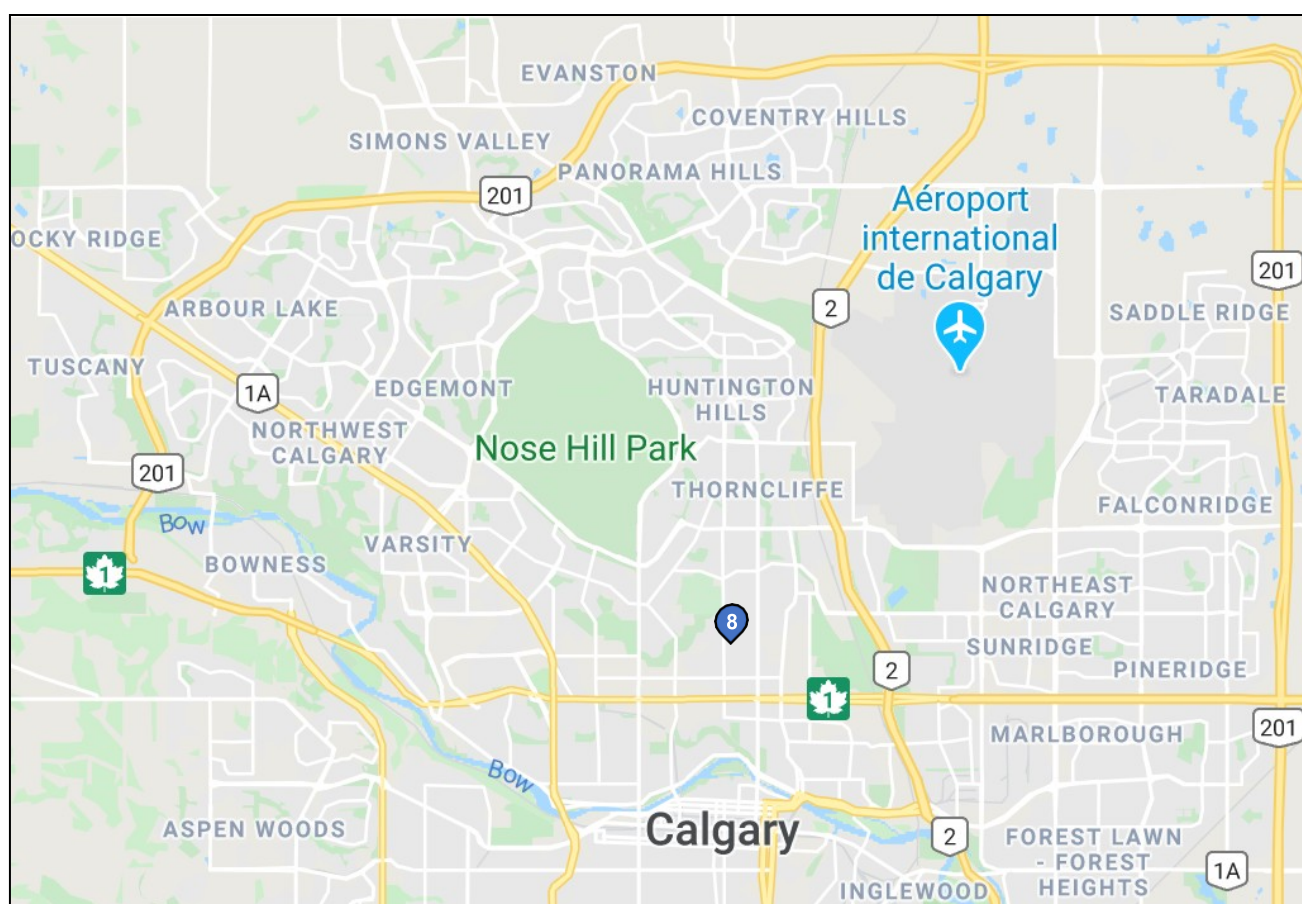
Year	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
16-17	19	17	22	24	20	13	28	13	22	20	8	6	7	11	211
17-18	20	21	15	23	23	21	13	25	11	21	16	6	6	9	210
18-19	17	18	19	17	20	25	19	12	21	9	17	14	6	5	202
19-20	18	18	18	19	17	20	25	19	12	21	9	17	14	6	203
20-21*	8	21	25	16	15	18	21	23	13	16	16	6	12	10	212
24-25	20	18	18	19	17	20	25	19	12	21	9	17	14	6	215

*Covid year

Priority 8 – École de la Rose Sauvage Modernization

PROJECT:	École la Rose Sauvage (modernization) École la Rose Sauvage (modernization)
GRADES:	7- 12
PERMANENT LOCATION:	Calgary (2512 4 Street NW)

École de la Rose Sauvage – Attendance Area



While the facility condition index rates the building in good condition, it needs some Scope of Project facility upgrades and a demolition that financially require support from Alberta Education. The current utilization is 54% and a partial demolition of 4 classrooms would assist in right-sizing the facility.

École de la Rose Sauvage is 51% utilized with a current enrolment of 250 students. The school can accommodate a total of 500 students. With the growth of *École du Nouveau-Monde* and *École La Mosaïque*, there will be a need for secondary school space in Northwest Calgary. Current projections indicate enrolment will peak at

approximately 400 students by 2023 and then will stay stable. A modernization of the space would improve and optimize student learning spaces. Furthermore, a major modernization would help the school with proper STEM space (science, technology, engineering and math) by upgrading their CTF/CTS maker space, science lab and technology room.

École de la Rose Sauvage (current total capacity: 486 students, ACU: 51 %)*

* Alberta Education Report

Year	7	8	9	10	11	12	Total
16-17	52	49	44	37	30	45	257
17-18	57	46	46	32	33	43	257
18-19	57	56	47	24	33	40	257
19-20	60	57	56	47	24	33	277
20-21*	82	55	57	30	21	29	274
24-25	66	63	62	52	27	36	306

*Covid year

Annex 1: Population Growth Projections South Calgary

