



THREE-YEAR CAPITAL PLAN

2023-2026



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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. This capital plan is the response to the challenges that we are facing to maintain and enhance our mandate towards all our students. This capital plan is unprecedented but essential to keep the infrastructure portfolio in good condition and support FrancoSud's emerging growth.

Functional infrastructures suitable for today's needs, developed with a view to preserving the environment, will help FrancoSud to be more productive, competitive and prosperous. High-quality educational infrastructure provides the means to offer the expected educational services to our students and their surrounding community. These infrastructures are essential to the development of the Francophone community and provide favorable conditions to minimize the assimilation of the Francophone population in Alberta.

Conseil scolaire FrancoSud (The Southern Francophone Education Region) was established on August 15th, 2013. As of 2022, FrancoSud operates 11 public schools and 4 catholic schools and provides a French as a first language education to 3 659 students from 59 communities throughout Southern Alberta. FrancoSud employs 275 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 Charter 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 (1). 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) 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."
- c) FrancoSud currently has seven capital priorities broken in two categories (new constructions and modernizations) These priorities were carefully selected to insure that FrancoSud has the appropriate facilities to house 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, 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.
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 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.
- 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 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 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].

- 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.

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* 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:

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.

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

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

- 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 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) is looking forward to the release of the 2021 census data related to Instruction in the official minority language. The new questions introduced in the last census will allow us to better evaluate the amount of Francophone right holders on our territory. The current census data (2016) 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 rights 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, the most accurate way to identify the number of students who could enroll in a French-language school is the total of line 1, line 2, and a number that is between the number reported in line 5 of Table 2 and the number reported in line 5 of Table 1. Where children speak French at least regularly at home (line 5 of Table 2), meaning regularly or more often than that, at least one of their parents very likely has a significant connection to the French-language and culture, and is likely to be a rights-holder.
- i) For the purposes of this capital plan, FrancoSud conservatively estimates the number of rights- holders as the total of line 1, line 2 and line 5 of Table 2, 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 orders):
 - ☐ 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

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.

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

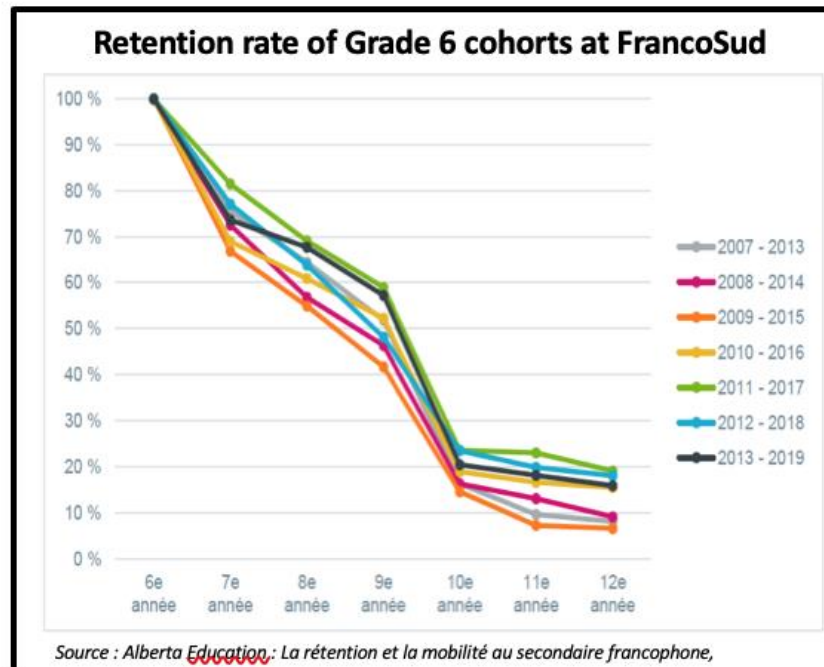
7) **Recognize the Infrastructures impact on student mobility and assimilation**

- d) 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
- e) 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.

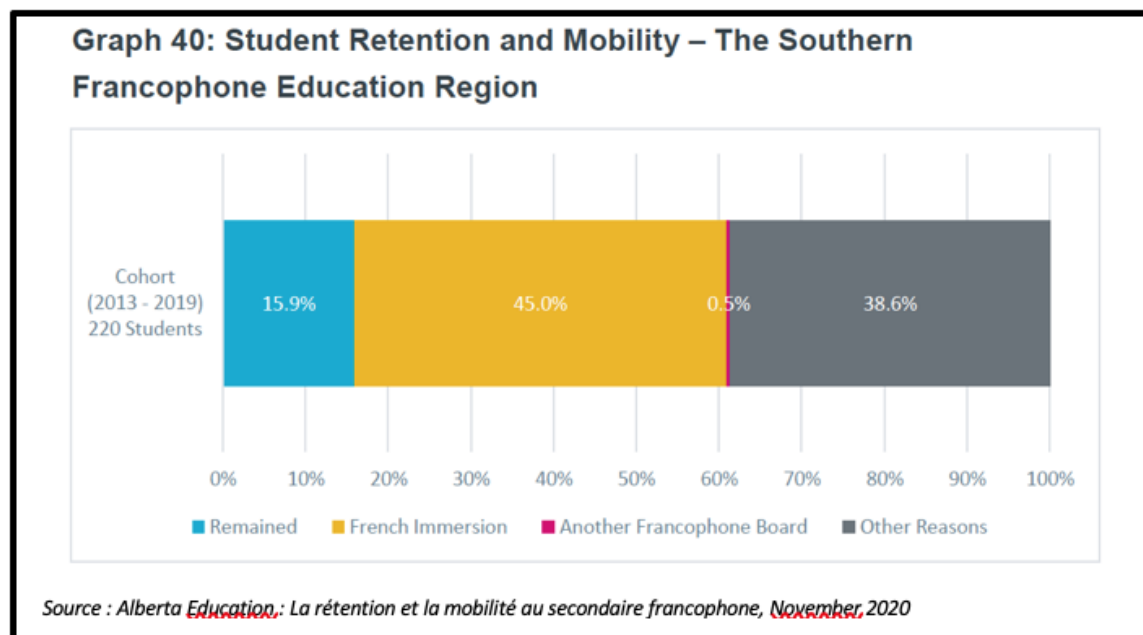
Between grade level 6 and 7 (grade 6 cohorts) and grade level 9-10 (grade 9 cohorts) FrancoSud undergoes exodus periods (student mobility). Between 2013 and 2019 FrancoSud lost over 86% of its population from grade 6 to grade 12. The population went from 220 grade 6 students in 2013 to 35 students in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

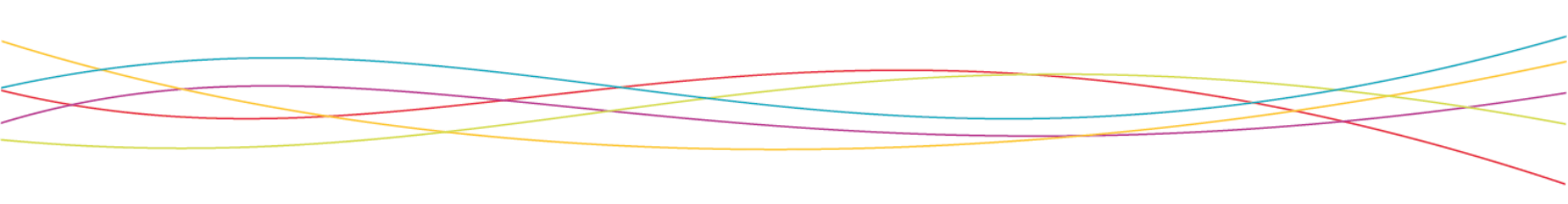
- The lack of a proper high school programming has a **strong negative effect on student retention.**
- **86,8 %** = Average number of Grade 6 students that left the Francophone system prior to Grade 12 from 2007 to 2019.
- **37,2 %** = Average number of students that left the Francophone system between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



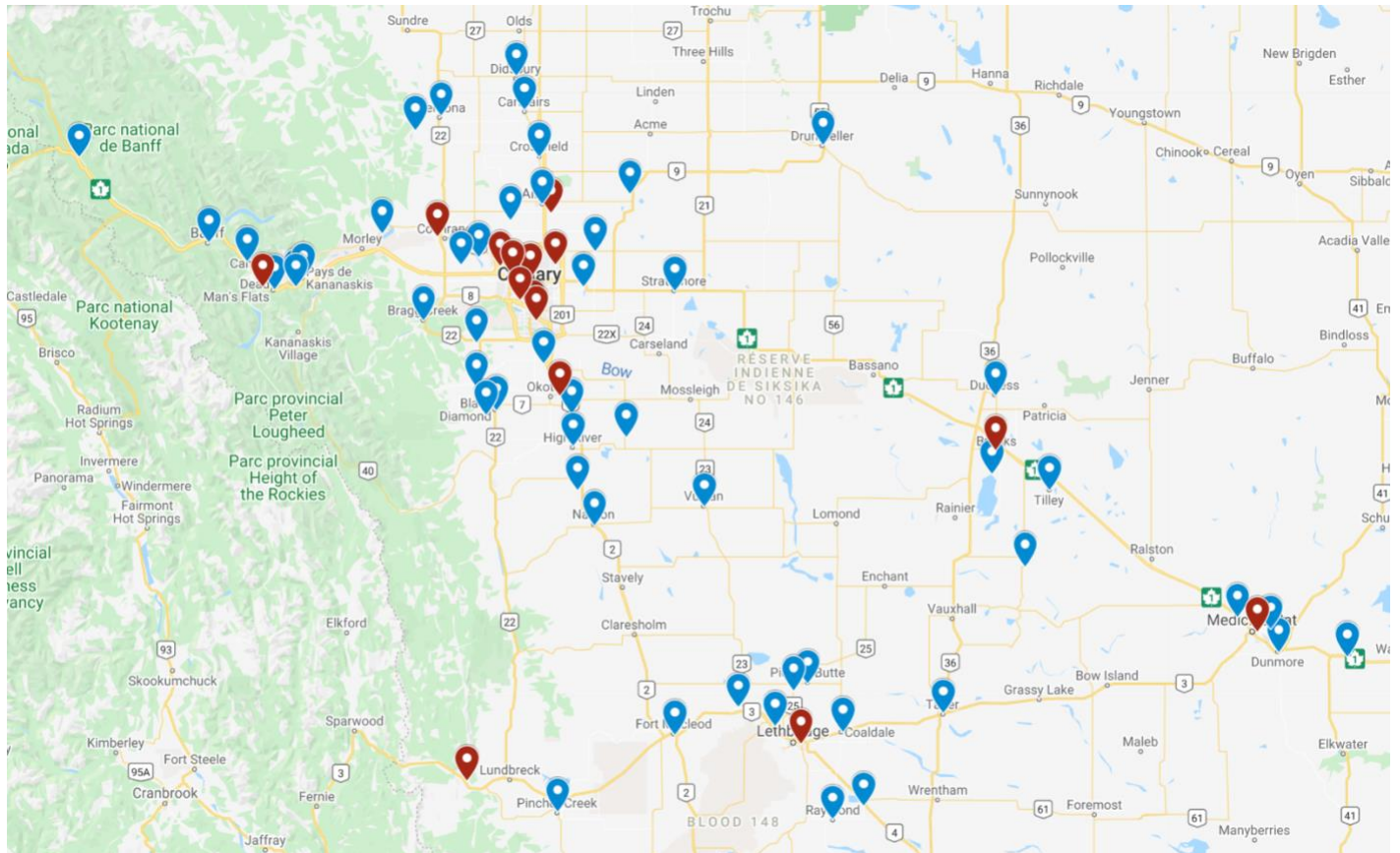


A strategic plan was done in the spring of 2021 by FrancoSud. It has been noted that infrastructure and programming are determining factors in school programs offering. You will find below some of the issues that were raised:

- ☐ Improve the educational infrastructure by creating and developing gathering spaces for the community. (Orientation Stratégiques 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).

**The summary can be found at: https://francosud.ca/wp-content/uploads/2021/08/plan_strategique_francosud_21-25.pdf*

GEOGRAPHICAL DISTRIBUTION OF FRANCOSUD STUDENTS AND SCHOOLS



Red Marker: FrancoSud Schools
Blue Marker: FrancoSud Students

FRANCOSUD CAPITAL PROJECTS PRIORITIES

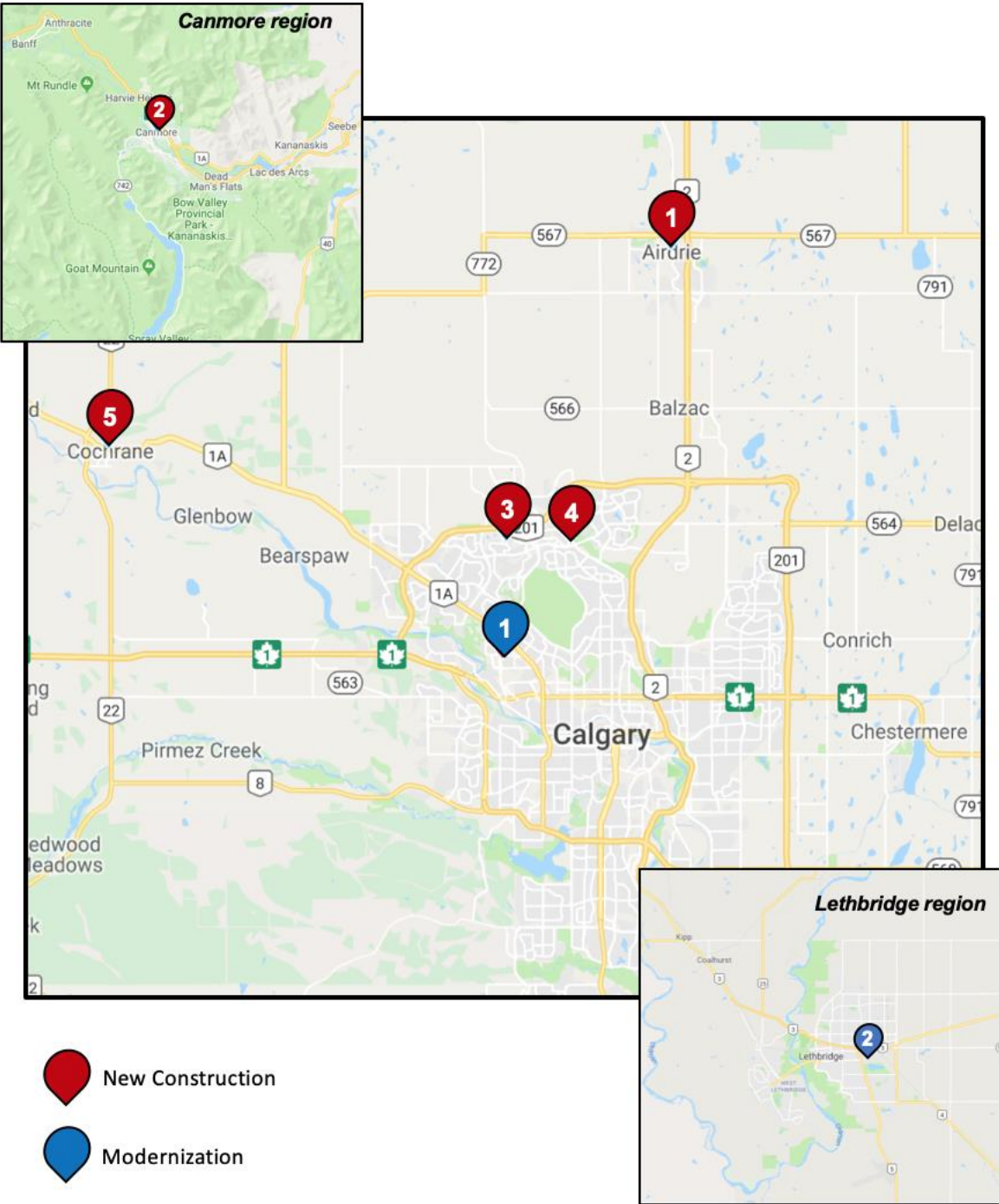
PART I – NEW CONSTRUCTIONS

Year	Priority	Project	Grade configuration	Location	Cost
2022-2023	1	Public Secondary School	7-12	Airdrie	16 440 920 \$
2023-2024	2	Catholic School Complex	K-6 & 7-12	Canmore	22 861 524 \$
2023-2024	3	Catholic School	K-6	North Calgary	12 483 396 \$
2023-2024	4	Public School	K-6	North Calgary	12 483 396 \$
2024-2025	5	Catholic Secondary School	7-12	Cochrane	16 440 920 \$
				Subtotal	80 710 156 \$

PART II – MODERNIZATION PROJECTS

Year	Priority	Project	School	Location	Cost
2022-2023	1	Gymnasium Expansion	École la Vérendrye	Lethbridge	2 300 000 \$
2024-2025	2	Auditorium	École de la Rose sauvage	Calgary	5 500 000 \$
				Subtotal	7 800 000 \$

MAPPING OUR PRIORITIES





PART I

NEW CONSTRUCTIONS

Priority 1 - École publique 7-12 Airdrie

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 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 that 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 Airdrie enrollment (*Current total capacity 528 students, ACU: 81%)

* Alberta Education Report

Year	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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
21-22*	27	27	32	50	35	45	45	48	34	40	20	21	11	16	424
25-26	24	44	46	45	51	44	32	50	35	45	45	48	34	40	561

*Covid year

Priority 2 – Complexe scolaire M-6 et 7-12 Canmore

PROJECT:	Complexe scolaire Notre-Dame des Monts M-6 et 7-12 (nouvelle école) <i>Notre-Dame des Monts School Complex K-6 and 7-12 (New school)</i>
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 schools 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 closed to reach 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: 225 students, ACU : 92 %)

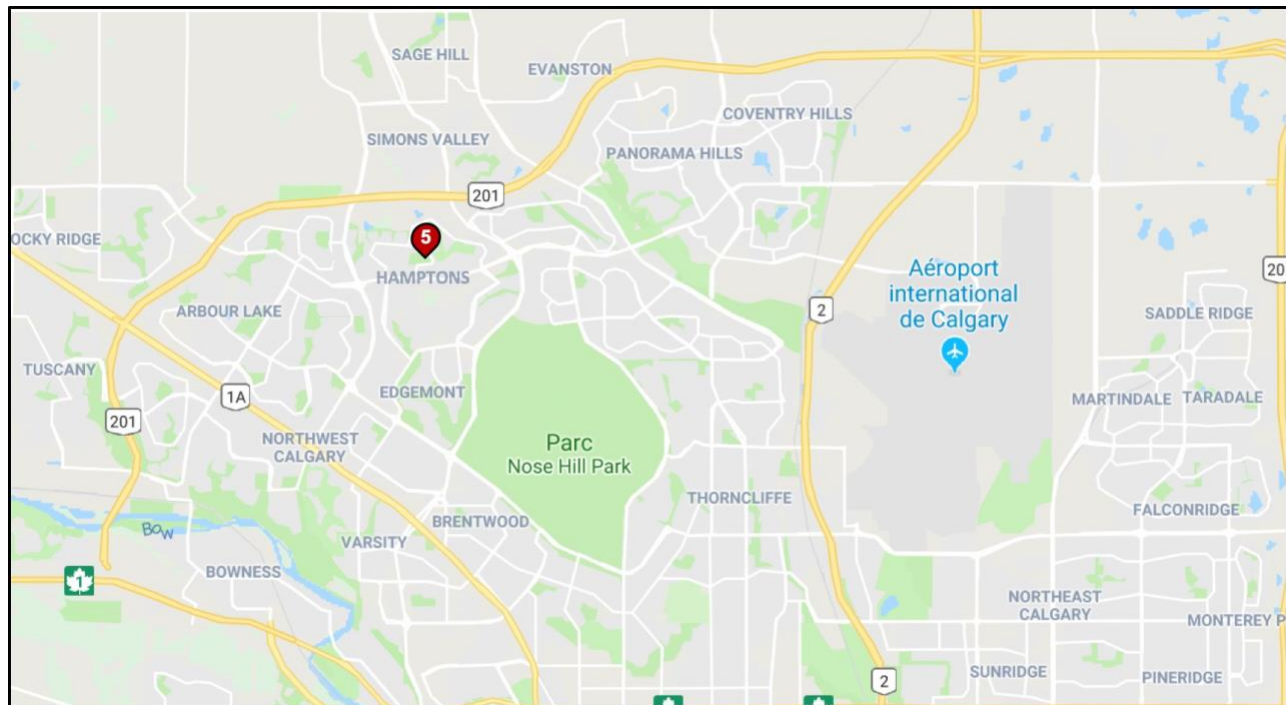
* Alberta Education Report

Year	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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
21-22*	8	14	31	11	20	14	18	19	13	19	6	18	12	12	207
25-26	16	18	18	23	22	21	31	11	20	14	18	19	13	19	247

**Covid year*

Priority 3 – École catholique M-6 Calgary Nord

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 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*

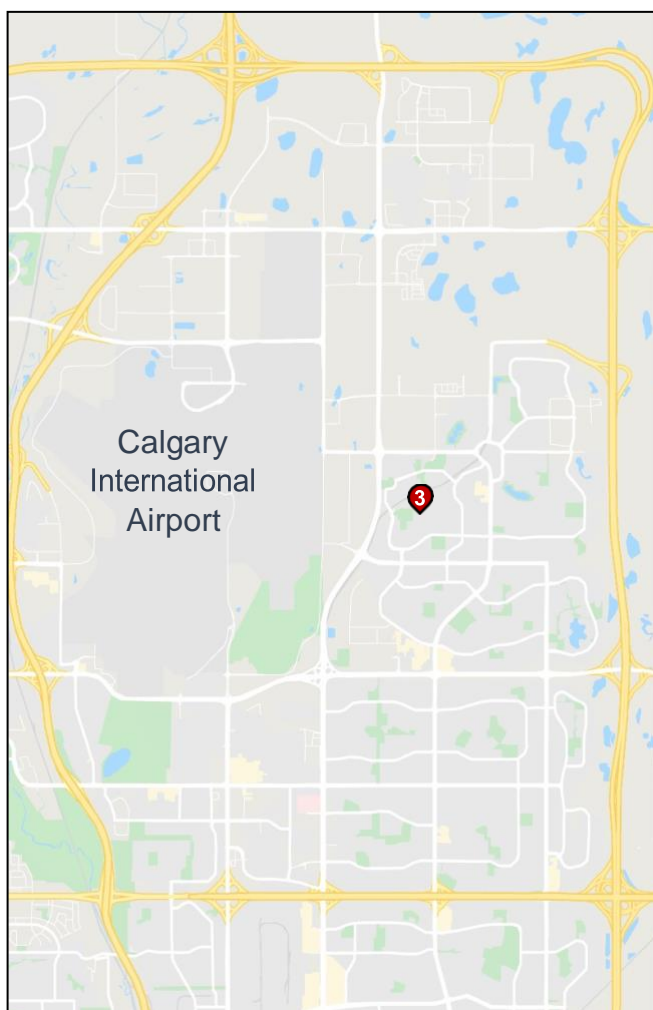
***Pre-K: At this time, we have 75 students that are in Pre-K in the North*

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

Priority 4 - École publique M-6 Calgary Nord

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 rights 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 is currently at 90% capacity upon opening in September 2017, 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 : 90%)

* Alberta Education Report

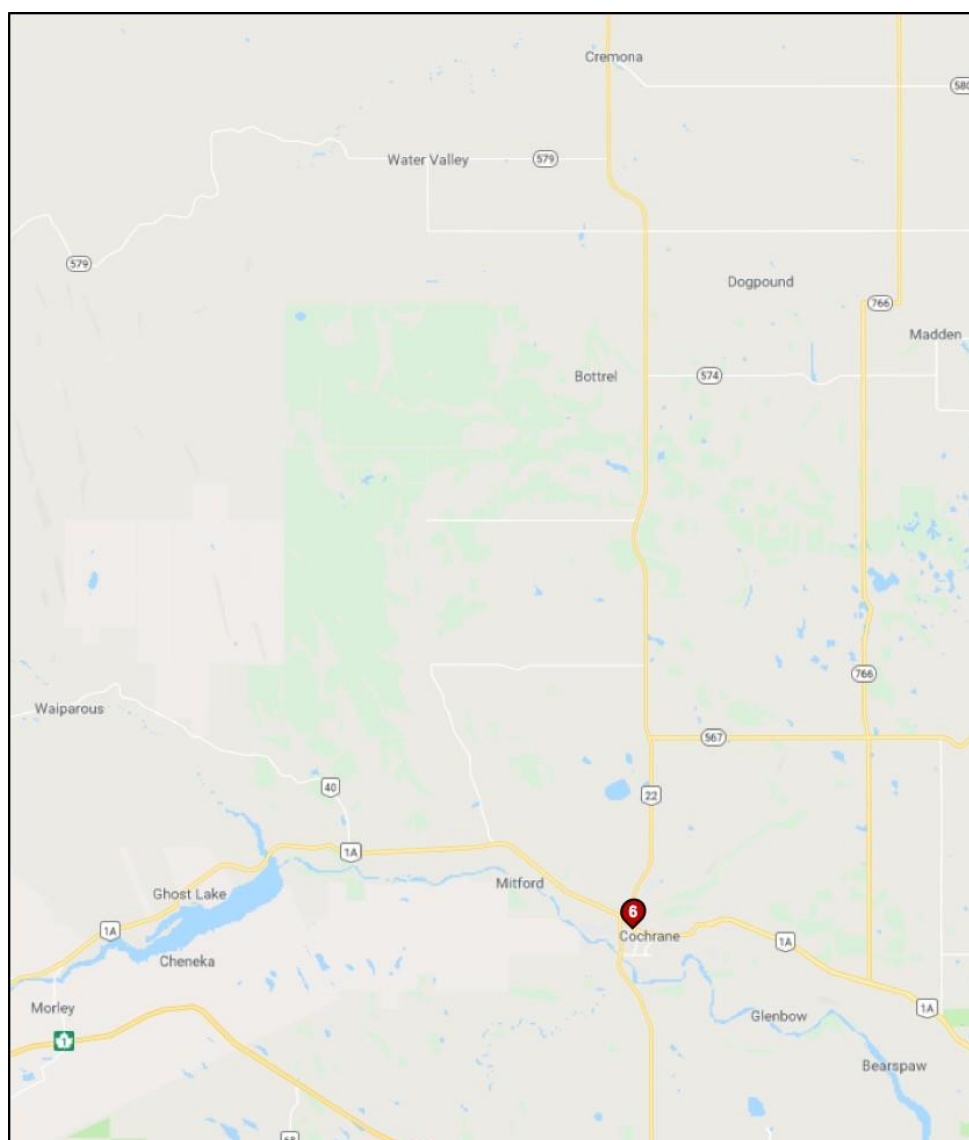
Year	Pre-K	K	1	2	3	4	5	6	Total
18-19		46	31	52	43	36	32	27	267
19-20		44	45	33	48	46	35	32	283
20-21*		37	41	45	32	48	40	35	278
21-22*		53	37	38	40	29	47	40	284
25-26		45	39	42	53	37	38	40	294

*Covid year

Priority 5 - École secondaire catholique 7-12 Cochrane

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

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 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 : 75%)

* 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*	14	24	15	25	18	22	22	20	17	14	2	1			180
24-25	36	29	28	28	31	31	27	31	32	20	26	21	20	12	325

*Covid year

A young man with glasses and a grey t-shirt is smiling and holding a blue and white volleyball. He is standing in a gymnasium. In the background, there is a scoreboard showing 11:24 and several framed certificates on the wall. Other people are visible in the background, but they are out of focus. The image has a pink and blue color overlay and decorative wavy lines.

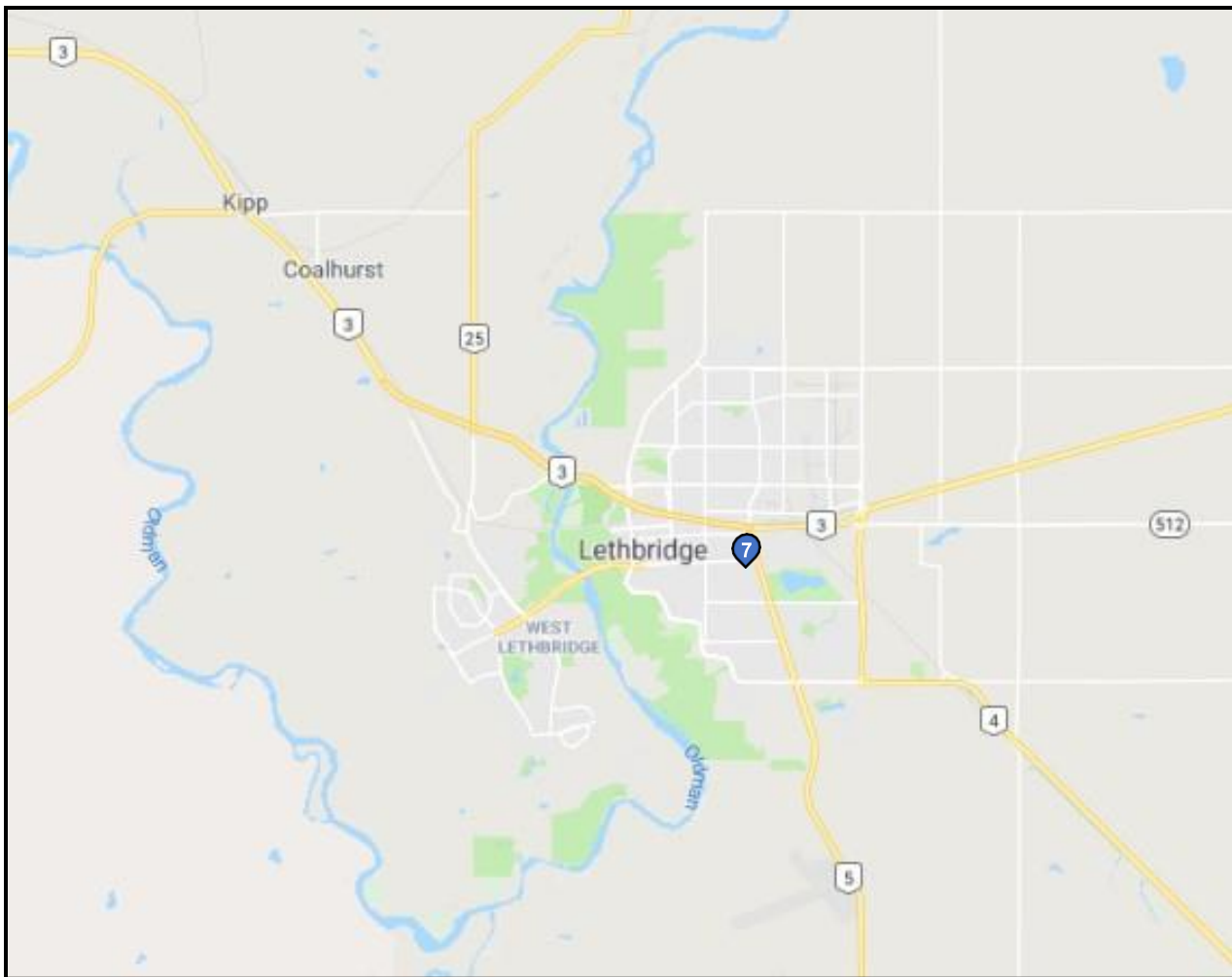
PART II

MODERNIZATIONS

Priority 1 - École La Vérendrye Gymanisum expansion

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

Lethbridge – Attendance Area



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 Vérendye : (*Current total capacity: 411 students, ACU : 48 %)

* Alberta Education Report

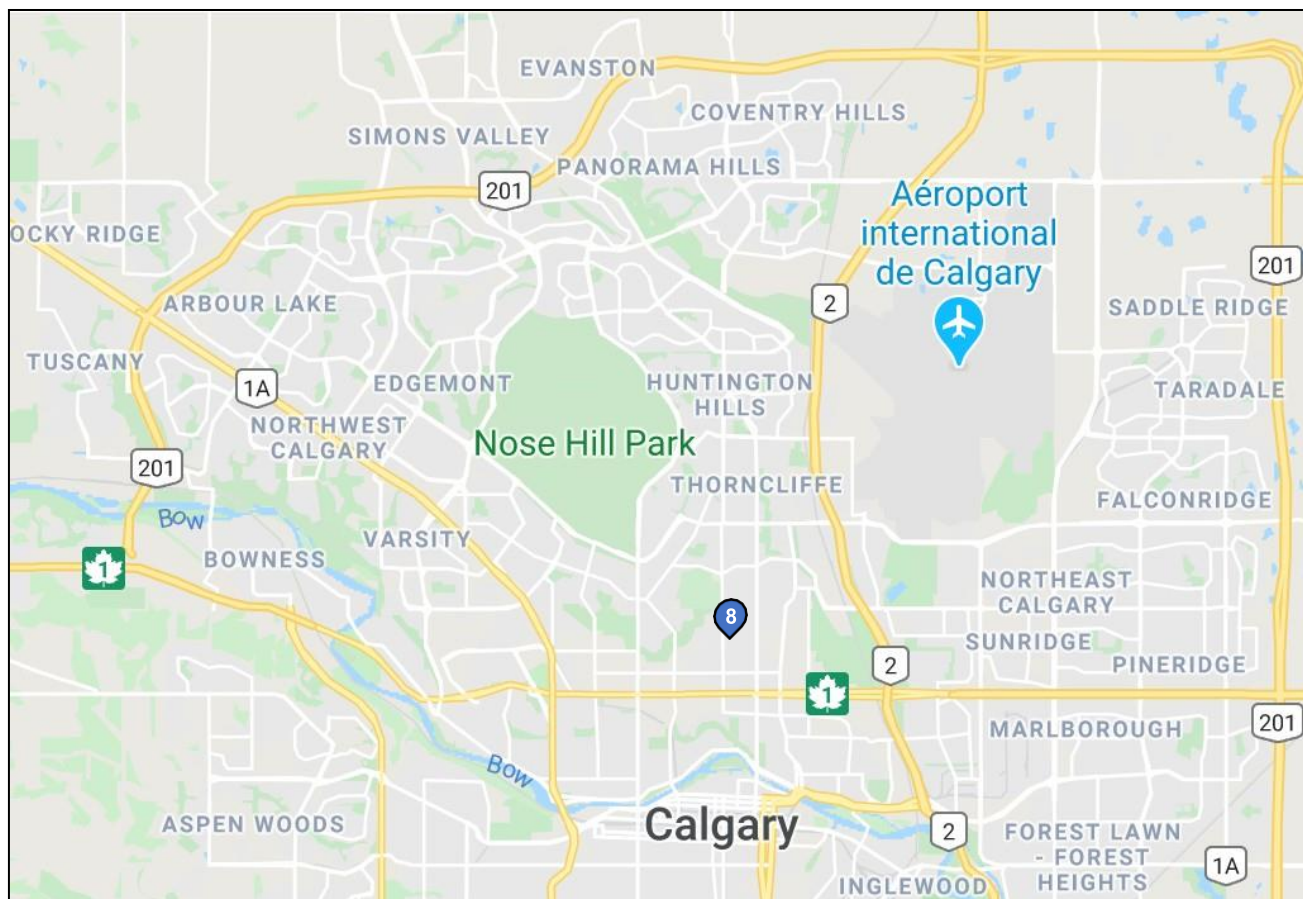
Year	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
18-19	17	18	19	17	20	25	19	12	21	9	17	14	6	5	202
19-20	18	18	18	19	17	20	25	19	12	21	9	17	14	6	203
20-21*	8	21	25	16	15	18	21	23	13	16	16	6	12	10	212
21-22*	6	20	19	21	13	14	16	19	22	11	11	13	4	14	197
25-26	20	19	20	18	16	20	19	21	13	14	16	19	22	11	238

*Covid year

Priority 2 – École de la Rose Sauvage Auditorium

PROJECT:	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 la Rose Sauvage : *(Current total capacity: 486 students, ACU : 65 %)

* Alberta Education Report

Year	7	8	9	10	11	12	Total
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
21-22*	81	78	56	36	30	24	305
25-26	70	62	54	81	78	56	401

*Covid year

APPENDIX 1 – POPULATION GROWTH IN CALGARY

