

# THREE-YEAR CAPITAL PLAN

2025-2028



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# 1. INTRODUCTION

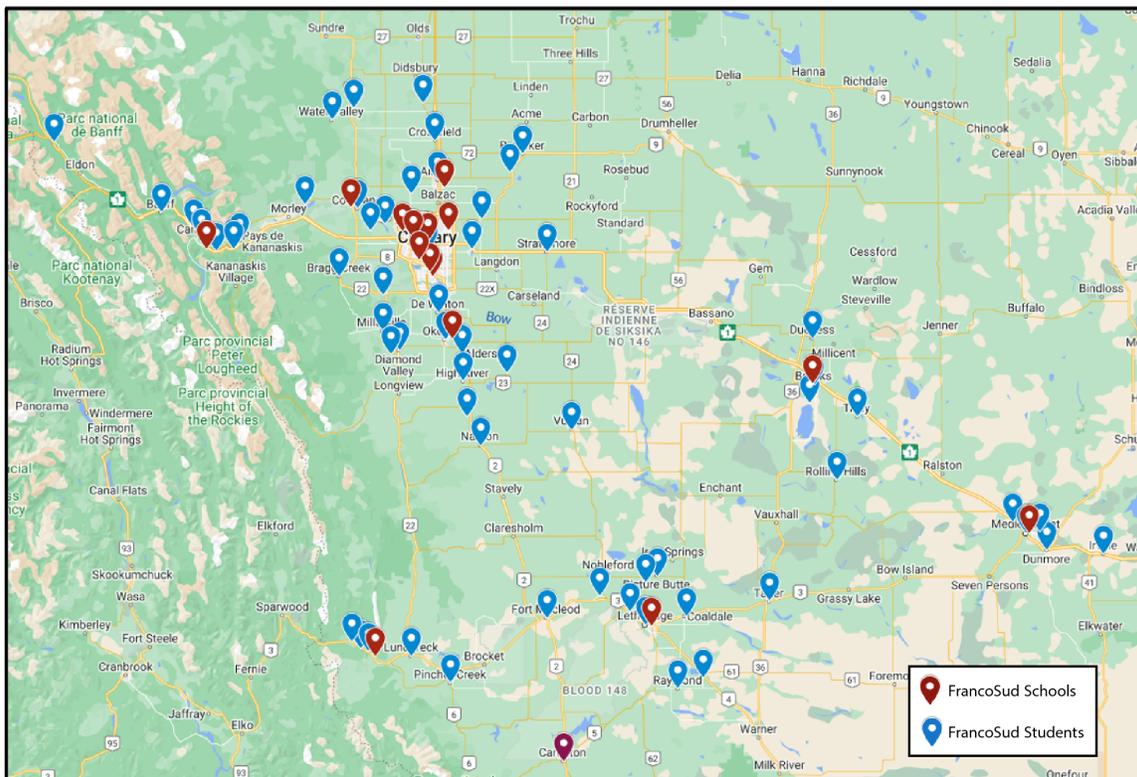
## 1.1 DISTRICT OVERVIEW

Conseil scolaire FrancoSud (The Southern Francophone Education Region) was established on August 15<sup>th</sup>, 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 2023, FrancoSud operates 11 public schools, 1 satellite public school (Cardston) and 4 Catholic schools. FrancoSud provides a French as a first language education to 3 865 students from 63 communities throughout Southern Alberta. FrancoSud employs 283 full time equivalent (FTE) certificated staff and over 110 support staff.

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





- 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 are able to 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**.”<sup>1</sup>

- 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.<sup>1</sup> 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.<sup>2</sup>  
 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.
- 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.<sup>3</sup> 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.<sup>4</sup> 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.<sup>5</sup> 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.

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

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

<sup>3</sup> *Conseil scolaire francophone de la Colombie-Britannique v. British Columbia*, 2020 SCC 13, [1].

<sup>4</sup> *Association des parents de l'école Rose-des-vents v. British Columbia (Education)*, 2015 SCC 2, [39].

<sup>5</sup> *Association des parents de l'école Rose-des-vents v. British Columbia (Education)*, 2015 SCC 2, [35].

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

## 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.<sup>6</sup> 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.
- 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.”<sup>7</sup>

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<sup>6</sup> *Mahé v Alberta*, 1990 1 SCR 342, section 384.

<sup>7</sup> *Mahé v Alberta*, 1990 1 SCR 342, section 384.

- 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 a large number of right holders registered in non-francophone programs in various school jurisdictions in Alberta.
- h) 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.<sup>8</sup> Alberta is obliged to build new required French-language schools without delay, namely because the minority language education rights are particularly vulnerable to government

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<sup>8</sup> *Mahé v Alberta, 1990 1 SCR 342, section 384.*

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'.<sup>9</sup>

- 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

**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*

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

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.<sup>10</sup>
- b) The test: whether **a reasonable parent** (who is aware of the inherent characteristic of a small school) is **discouraged** from sending his or her children to a French-language school because it is **meaningfully inferior** to English-language school<sup>11</sup> 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*).

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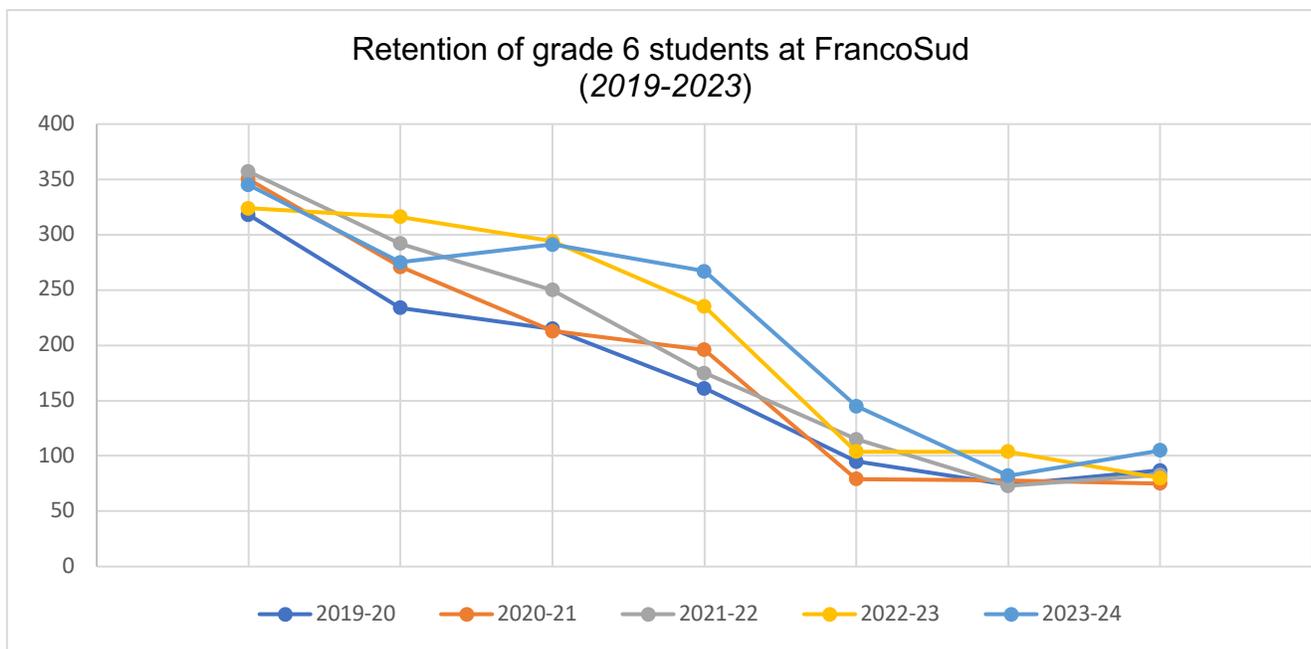
10) *Mahé v Alberta*, 1990 1 SCR 342, section 377.

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

- 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

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2019-20	318	234	215	161	95	74	87
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



(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 FRANCO SUD SOCIAL 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 19 capital priorities broken into eight 7 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

<b>PRE-PLANNING</b>
Help school authorities identify the best value option for meeting their long-term needs.
<b>PLANNING</b>
Clarify the anticipated project scope, schedule and cost to support site readiness.
<b>DESIGN</b>
Improve project design to ensure projects can be delivered on time, on budget and within scope.
<b>CONSTRUCTION</b>
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. If school authorities are able to progress 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 2513 students, representing a 12 % of the eligible population and 1354 students outside Calgary, representing 17% of the eligible population. FrancoSud must develop its infrastructure in order to attract Francophone right-holders in its schools.

### 3.3 PROJECTED GROWTH

- **Population:** In 2023, the estimated population of Calgary was 1 389 200 up 5.9 per cent from 1 306 784 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 (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 (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 (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, 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	-	Lethbridge	2026-2027
Public Elementary School	Design funding	K-6	Harvest Hills, NE (Calgary)	TBD
Public Secondary School	Planning funding	10-12	Country Hills, NE (Calgary)	TBD
Catholic Elementary*	Planning funding	K-6	Hamptons, NW (Calgary)	TBD

\* To be upgraded to a School Complex (K-6 & 7-12)

### 4.2 CURRENT PRIORITIES – CALGARY

	PROJECT TYPE	PROJECT STATUS	GRADE CONFIGURATION	LOCATION
<b>Year 1 2024-25</b>	Catholic Elementary *	Planning funding	K-6	Hamptons, NW (Calgary)
	Public Elementary School	Design funding	K-6	Harvest Hills, NE (Calgary)
	Public Secondary School	Planning funding	10-12	Country Hills, NE (Calgary)
<b>Year 2 2025-26</b>	Public Elementary School	<i>Waiting for announcement</i>	K-6	Panorama, NW (Calgary)
	Public Junior High	<i>Waiting for announcement</i>	7-9	Monterey Park, NE (Calgary)
	École la rose sauvage Modernization	<i>Waiting for announcement</i>	7-12	Tuxedo Park, NW (Calgary)
<b>Year 3 2026-27</b>	Catholic Elementary	<i>Waiting for announcement</i>	K-6	Providence, SW (Calgary)
	École La Source Modernization	<i>Waiting for announcement</i>	K-6	Acadia, SE (Calgary)

\* To be upgraded to a School Complex (K-6 & 7-12)

### 4.3 CURRENT PRIORITIES – RURAL

	<b>PROJECT TYPE</b>	<b>PROJECT STATUS</b>	<b>GRADE CONFIGURATION</b>	<b>LOCATION</b>
<b>Year 1 : 2024-25</b>	Catholic School Complex	<i>Waiting for announcement</i>	K-6 7-12	Canmore
	Catholic Secondary School	<i>Waiting for announcement</i>	7-12	Cochrane
<b>Year 2 : 2025-26</b>	School Complex	<i>Waiting for announcement</i>	K-6 7-12	Chestermere
<b>Year 3 : 2026-27</b>	Portables	<i>Waiting for announcement</i>	K-6	Cardston
	Public Elementary	<i>Waiting for announcement</i>	K-6	Rockyview County West
	Public School	<i>Waiting for announcement</i>	K-12	Crowsnest Pass

## 5. PRIORITIES RATIONALE – CURRENT & FUTURE

### CALGARY

#### **NEW CONSTRUCTIONS - CATHOLIC**

- Priority 1 - K-6 school Calgary Northwest
- Priority 2 – K-6 school Calgary Southwest

#### **NEW CONSTRUCTIONS – PUBLIC**

- Priority 1 - K-6 school Calgary Northeast
- Priority 2 – Senior High-School Calgary Northeast
- Priority 3 – Junior High-School Calgary Northeast

### RURAL

#### **NEW CONSTRUCTIONS - CATHOLIC**

- Priority 1 – Canmore school complex
- Priority 2 – Cochrane secondary school

#### **NEW CONSTRUCTIONS – PUBLIC**

- Priority 1 – Chestermere school complex
- Priority 2 - Rockyview West elementary school
- Priority 3 – Crowsnest Pass K-12 school

### MODERNIZATION PROJECTS

- Priority 1 – École de la Rose sauvage (Calgary)
- Priority 2 – École la Source (Calgary)
- Priority 3 – École La Vérendrye (Lethbridge)

### MODULAR NEEDS

- École des Grands-Vents – pavillon de Cardston (Cardston)
- École Beausoleil (Okotoks)

### FUTURE INFRASTRUCTURE CONSIDERATIONS

- Olds K-6 school
- Strathmore K-6 school
- High River K-6 school
- Drumheller K-6 school

## 4.2 CALGARY - NEW CONSTRUCTIONS (CATHOLIC)

### K-6 school Calgary Northwest (Catholic)\*

<b>PROJECT</b> <i>(Planning funding)</i>	<i>Complexe scolaire Catholique M-6 et 7-12 Calgary NO (nouvelle école)</i> Catholic School Complex K-6 & 7-12 Calgary NW (New school)
<b>GRADES</b>	K- 6 and 7-12
<b>YEAR LISTED</b>	2019
<b>2021 CENSUS</b> <i>(2021 CENSUS - CALGARY NW)</i>	2433 eligible francophone students 5-18 years old
<b>PERMANENT LOCATION</b>	10400 Hamptons Boulevard NW, Calgary

\*To be upgraded to a School Complex (K-6 & 7-12)

### Capacity Required : 700

Year	K	1	2	3	4	5	6	7	8	9	total
<b>2023-2024*</b>	28	20	20	16	24	22	30	12	9	11	192

\*23-24: 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.**

A Catholic school complex 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 70 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 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 located 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.

**K-6 school Calgary Southwest (Catholic)**

<b>PROJECT</b>	<i>École catholique M-6 Calgary SO (nouvelle école)</i> Catholic K-6 School Calgary SW (new school)
<b>GRADES</b>	K-6
<b>YEAR LISTED</b>	2024
<b>ELIGIBLE STUDENTS</b> (2021 CENSUS - CALGARY SW)	718 eligible francophone students 5-12 years old
<b>PERMANENT LOCATION</b>	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.

**4.2 CALGARY - NEW CONSTRUCTIONS (PUBLIC)**

**K-6 school Calgary Northeast (Public)**

<b>PROJECT</b> <i>(Design funding)</i>	<i>École publique M-6 Calgary NE (nouvelle école)</i> Public K-6 school Calgary NE (new school)
<b>GRADES</b>	K-6
<b>YEAR LISTED</b>	2024
<b>ELIGIBLE STUDENTS</b> (2021 CENSUS - CALGARY NW)	2781 eligible francophone students 5-12 years old
<b>PERMANENT LOCATION</b>	351 Harvest Hills Drive NE

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

Year	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
22-23	53	51	41	43	42	32	46	308
23-24	55	50	52	40	40	40	32	309
27-28**	60	55	57	44	44	44	35	339

\*Covid year

\*\*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.

**Senior High-School Calgary Northeast (Public)**

<b>PROJECT</b> <i>(Planning funding)</i>	<i>École secondaire publique 10-12 Calgary NE (nouvelle école)</i> Public Senior High-School Calgary NE (new school)
<b>GRADES</b>	10-12
<b>YEAR LISTED</b>	2023
<b>ELIGIBLE STUDENTS</b> (2021 CENSUS - CALGARY NE)	2734 eligible francophone students 13-18 years old
<b>PERMANENT LOCATION:</b>	Country Hills, NE (Calgary)

## École de la Rose sauvage Enrollment

Current total capacity 486 students

ACU: 87%

Year	7	8	9	10	11	12	Total
2018-19	58	55	49	24	32	41	259
2019-20	55	52	55	22	22	37	253
2020-21*	82	55	57	30	21	29	274
2021-22*	80	77	56	36	30	23	302
2022-23	95	99	83	42	44	36	399
2023-24	85	87	93	67	36	56	424
2027-28**	105	108	115	83	45	69	525

\*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.

### Junior High-School Calgary Northeast (Public)

<b>PROJECT</b>	<i>École secondaire publique 7-9 Calgary NE (nouvelle école)</i> Public Junior High-School Calgary NE (new school)
<b>GRADES</b>	7-9
<b>YEAR LISTED</b>	2024
<b>ELIGIBLE STUDENTS</b> (2021 CENSUS - CALGARY NE)	1367 eligible francophone students 12-16 years old
<b>PERMANENT LOCATION</b>	3701 Catalina Boul NE, Calgary

FrancoSud has no public junior secondary program in Northeast Calgary (7-9). *École de la Rose Sauvage* is FrancoSud’s only public junior secondary program on the North Side of Calgary, and it is operating over capacity. A new junior secondary school (7-9) in the Northwest of Calgary is necessary to meet the future needs of the community.

The only current option for eligible parents in Northeast Calgary who wish to send their children to a public junior secondary school (7-9) is *École de la Rose Sauvage*, located in Northwest Calgary. That school is almost at capacity and students in the Northeast of Calgary experience unreasonably long travel times to attend that school, as it is not centrally located in the community. A new public junior secondary school in Northeast Calgary is necessary to meet the needs of the community.

### 4.3 RURAL - NEW CONSTRUCTIONS (CATHOLIC)

#### Canmore school complex (Catholic)

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

## École Notre-Dame des Monts Enrollment

*Current total capacity: 225 students*

*ACU : 92 %*

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
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
27-28***	16	20	15	18	13	17	12	15	33	10	22	17	13	16	221

\*Covid year

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

\*\*\*1.5% average growth over 6 years

## École Notre-Dame des Monts – 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 Snows (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 since then Our Lady of the Snow added 2 portable classrooms.

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. The population growth in Canmore is having a direct impact on the school population, and it's important to take action to ensure that students have access to high-quality education and adequate instructional space.

**Cochrane secondary school (catholic)**

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

**École Notre-Dame des Vallées Enrollment**

*Current total capacity: 239 students*

*ACU : 88 %*

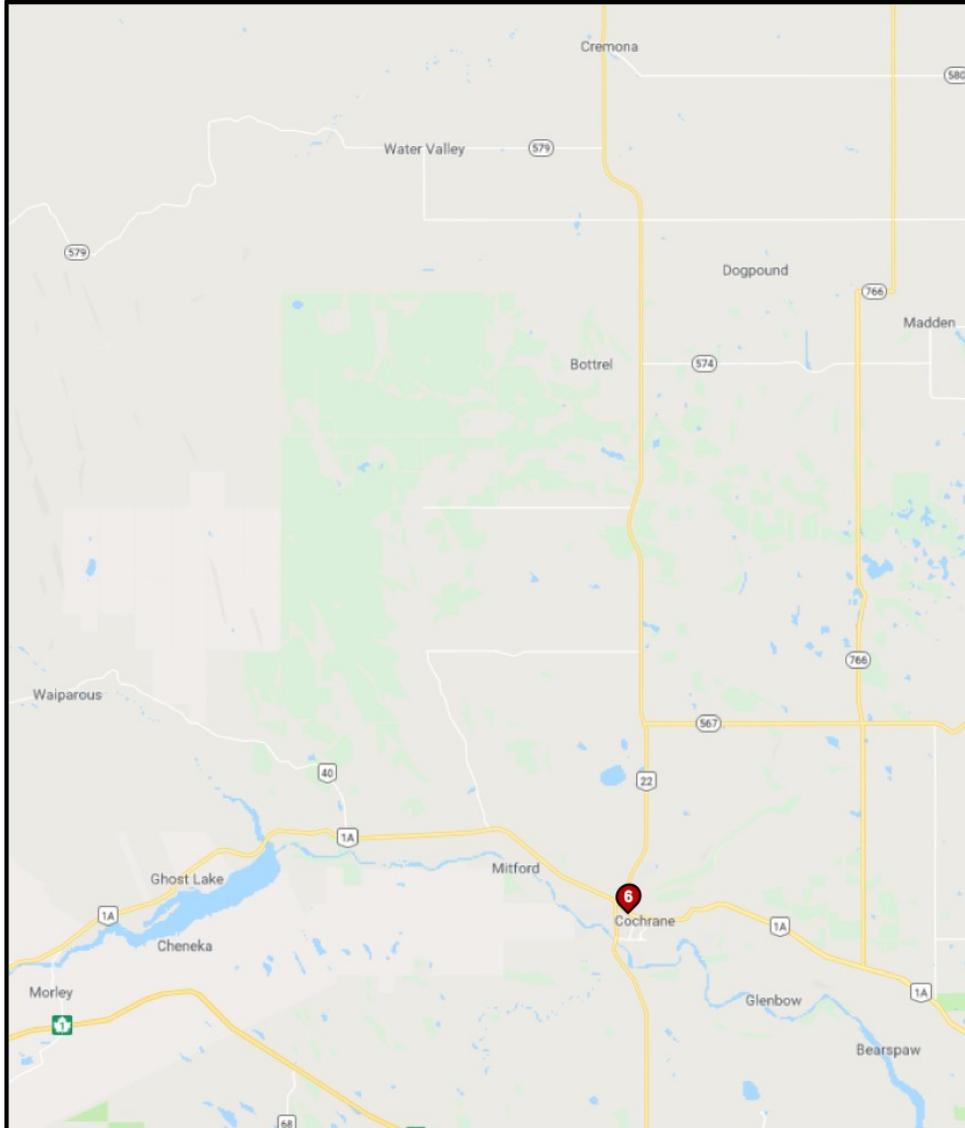
Year	Pre- K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
18-19	30	24	28	29	18	24	19	8	11						161
19-20	32	28	22	29	29	19	25	18	7	10					189
20-21*	15	19	24	19	28	24	18	17	15	1	5				170
21-22*	14	24	15	25	18	22	22	20	17	14	2	1			180
22-23	13	24	26	17	27	19	29	21	19	13	6	1	1		203
23-24	1	15	24	22	22	20	29	18	27	17	15	7	5	1	210
27-28**		18	27	25	15	24	22	22	20	29	18	13	8	7	238

\*Covid year

\*\*5.2 average growth over 6 years

\*\*\*note reduction 50% students grade 10-12 year 27-28 based on trend

## 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 is capable of providing a secondary education, either from the outside or the inside of the facility.

#### 4.4 RURAL - NEW CONSTRUCTIONS (PUBLIC)

##### Chestermere school complex (Public)

<b>PROJECT</b>	<i>Complexe scolaire public Chestermere M-6 &amp; 7-12 (nouvelle école)</i> Public Chestermere School Complex K-6 & 7-12 (new school)
<b>GRADES</b>	K- 6 and 7-12
<b>YEAR LISTED</b>	2024
<b>ELIGIBLE STUDENTS</b> (2021 CENSUS – CHESTERMERE & SURROUNDINGS)	740 eligible francophone students 0-18 years old
<b>PERMANENT LOCATION</b>	Chestermere

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

##### Chestermere School Complex – Attendance Area



FrancoSud has no school East of Calgary and Strathmore, whether public or Catholic. The only current option for eligible parents in East of Calgary who wish to send their children to a public elementary school is École la Mosaïque, located in Northeast Calgary (and it is over capacity). Similarly, the only current option for eligible parents East of Calgary who wish to send their children to a public junior secondary school is École de la Rose Sauvage, located in Northwest Calgary. Both schools are over capacity and students East of Calgary experience unreasonably long travel times to attend those

schools, as it is not centrally located in the community. A new school complex in East of Calgary is necessary to meet the needs of the community.

The only option for eligible parents in Strathmore and surrounding areas who wish to send their children to public elementary school is École la Mosaïque, which is located 50 km away in Calgary and operating at over capacity. Similarly, the only option for eligible parents in Strathmore and surrounding areas who wish to send their children to Catholic elementary school is École Sainte-Marguerite-Bourgeoys, located 60 km away in Calgary. Students from the Strathmore and surrounding areas experience unreasonable travel times to attend those schools.

### Rockyview West elementary school (Public)\*

<b>PROJECT</b>	<i>École publique M-6 Rockyview Ouest (nouvelle école)</i> Rockyview West Public K-6 School (new construction)
<b>GRADES</b>	K-6
<b>YEAR LISTED</b>	2024
<b>ELIGIBLE STUDENTS</b> (2021 CENSUS – ROCKYVIEW W)	100 eligible francophone students 5-12 years old*
<b>PERMANENT LOCATION</b>	Rockyview M.D. (Northwest of Calgary)

\*Could also be used as an overflow for students in NW Calgary

	<b>0-4 years old</b>	<b>5-11 years old</b>	<b>12-18 years old</b>
<b>Rocky View County West</b>	30	50	110
<b>Morley</b>	5	5	0
<b>TOTAL</b>	35	55	110

FrancoSud has no school in Rocky View County, whether elementary or secondary. The only options for eligible parents in Rocky View County wish to enroll their children in a French-language school are *École Notre-Dame des Vallées* in Cochrane or *École du Nouveau-Monde* in Northwest Calgary, which is nearing full capacity. Students would experience unreasonably long travel times to attend either of those schools.

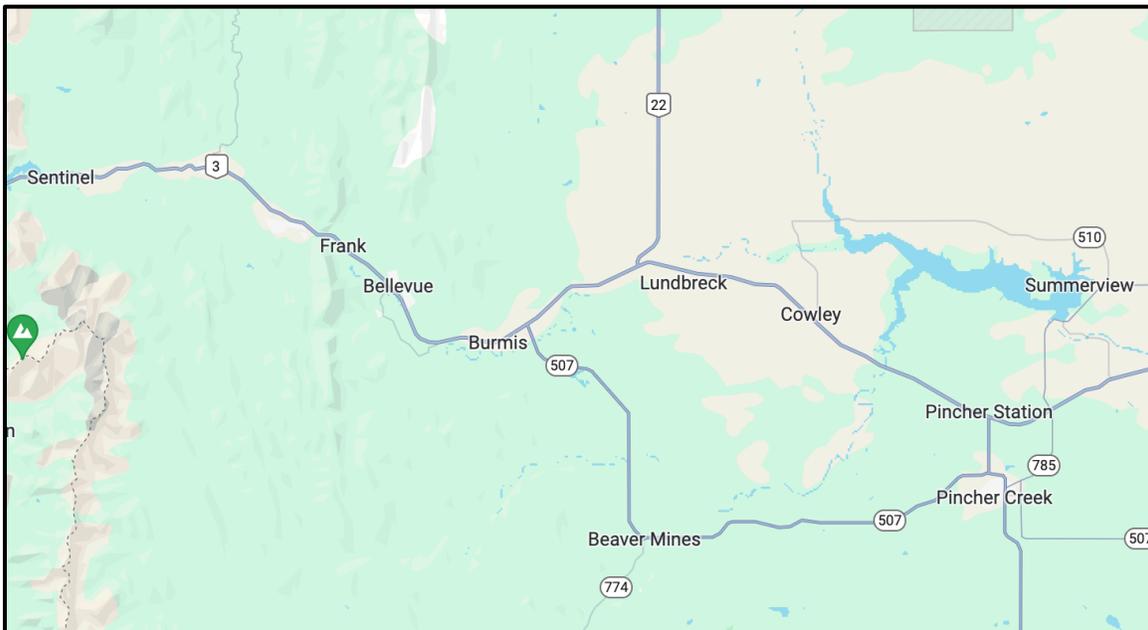
Currently, *École Notre-Dame des Vallées* and *École du Nouveau-Monde* are the only options for eligible parents in Rockyview County West who wish to send their children to public elementary school. Both schools are close to being at full capacity even with the extra 8 modulars which are the maximum number of portables permitted on the site by the city of Calgary. A public elementary school is necessary in Rockyview County West to relieve enrolment pressures and accommodate growth.

### Crowsnest Pass K-12 School (Public)

<b>PROJECT</b>	<i>École publique M-12 Crowsnest Pass (nouvelle école)</i> Crowsnest Pass K-12 Public school (new school)
<b>GRADES</b>	K-12
<b>YEAR LISTED</b>	2024
<b>ELIGIBLE STUDENTS</b> (2021 CENSUS – PINCHER CREEK & CROWNEST PASS)	100 eligible francophone students 0-18 years old
<b>PERMANENT LOCATION</b>	Crowsnest Pass

	<b>0-4 years old</b>	<b>5-11 years old</b>	<b>12-18 years old</b>
<b>Crowsnest Pass</b>	5	15	5
<b>Pincher Creek</b>	10	25	20
<b>Pincher Creek MD</b>	5	5	10
<b>TOTAL</b>	20	45	35

### Crowsnest Pass K-12 – Attendance Area



FrancoSud does not have a homogeneous school facility in Bellevue, nor does it operate any secondary programming in Bellevue.

Currently, the FrancoSud only operates École des Grands-Vents (ECS-6) in Bellevue, a heterogeneous program that is housed in an old school facility shared with the local municipality and an English-language community centre.

#### 4.5 MODERNIZATION PROJECTS

##### École de la Rose Sauvage modernization

<b>PROJECT</b>	École de la Rose Sauvage – modernisation École de la Rose Sauvage - modernization
<b>GRADES</b>	7-12
<b>YEAR LISTED</b>	2020
<b>ELIGIBLE STUDENTS</b> (2021 CENSUS – CALGARY NW)	1367 eligible francophone students 12-18 years old
<b>PERMANENT LOCATION</b>	2512 4 St NW, Calgary

##### École de la Rose sauvage Enrollment

Current total capacity: 486 students

ACU : 85 %

Year	7	8	9	10	11	12	Total
18-19	58	55	49	24	32	41	259
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
27-28**	105	108	115	83	45	69	525

\*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.

## École la Source modernisation

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

### École la Source Enrollment

Current total capacity: 449 students

ACU : 94%

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>2018-19</b>	44	44	43	51	57	38	31	31	20	12	7	5	6	389
<b>2019-20</b>	45	45	46	42	44	44	32	23	31	20	4	6	6	388
<b>2020-21*</b>	35	44	42	42	39	38	33	23	21	24	7	2	5	351
<b>2021-22*</b>	54	35	44	42	40	35	42	36	19	24	13	8	7	374
<b>2022-23</b>	48	58	37	47	48	37	35	45	38	22	8	11	9	429
<b>2023-24**</b>	48	48	63	40	38	53	31	31	32	29				393
<b>2027-28***</b>	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 *Ecole La Source* is not just about upgrading physical infrastructure; it's about investing in the future of education, ensuring that our students have access to the best possible learning environment. By prioritizing this initiative, we demonstrate our dedication to academic excellence, safety, sustainability, and community engagement.

Investing in the renovation and update of our school is not just necessary, but essential for the holistic development and well-being of both students and staff. Here are several reasons why modernizing *Ecole La Source* is imperative:

**Enhanced Learning Environment:** By modernizing *École La Source*, we can create dynamic and interactive learning spaces equipped with the latest technology and resources. This will foster a more conducive environment for students to engage, explore, and excel academically.

**Safety and Accessibility:** With advancements in building design and technology, we can ensure that *École La Source* meets modern safety standards and is accessible to all students, including those with disabilities. Upgrading *la Source* elevators, ramps, and emergency systems will create a safer and more inclusive learning environment for everyone. It is important to note that the gymnasium is even too small for a proper elementary program.

**Energy Efficiency and Sustainability:** *École La Source* lack energy-efficient features, resulting in higher utility costs and increased environmental impact. By modernizing *École La Source*, we can implement sustainable building practices such as solar panels, energy-efficient heating and cooling systems, and water-saving fixtures. Not only will this reduce our carbon footprint, but it will also lower operating expenses in the long run.

**Improved Infrastructure:** Over time, wear and tear take has taken their toll on the buildings, leading to maintenance challenges. Modernizing *École La Source* presents an opportunity to address these issues and upgrade infrastructure components such as roofing, some plumbing, heating and ventilation system. This will prolong the lifespan of the school building and minimize disruptions caused by ongoing repairs.

**Community Engagement and Pride:** *École La Source* would serve as a hub for the Francophone and the community at large, with a modernization the school will be hosting various events, workshops, and extracurricular activities. By revitalizing *École La Source*, we demonstrate our commitment to our parents and students and the Acadia community.

### École La Vérendrye modernisation

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

**École La Vérendye Enrollment**  
*Current total capacity: 563 students*  
*ACU : 51%*

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>2018-19</b>	18	19	17	20	25	19	12	21	9	17	14	6	5	202
<b>2019-20</b>	18	18	19	17	20	25	19	12	21	9	17	14	6	203
<b>2020-21*</b>	21	25	16	15	18	21	23	13	16	16	6	12	10	212
<b>2021-22*</b>	20	18	19	13	13	15	19	22	11	11	13	4	12	190
<b>2022-23</b>	22	20	21	22	17	14	18	22	26	11	10	13	4	220
<b>2023-24</b>	18	19	19	18	23	16	20	18	20	24	10	10	13	228
<b>2027-28**</b>	19	20	20	19	24	17	21	19	21	25	11	11	14	241

\*Covid year

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

As a member of the *École La Vérendrye* community in Lethbridge, it's evident that we're facing significant challenges in offering both regular and specialized programs such as career and technology studies, mechanics, construction, welding, music, art, and drama.

The current limitations of *École La Vérendrye* infrastructure and resources greatly impact our ability to provide comprehensive and high-quality education in these areas. Unlike some Anglophone schools in the same city, we lack dedicated spaces and equipment necessary to support specialized programs like mechanics, construction, welding, music, art, and drama.

For instance, in career and technology studies, hands-on learning experiences are crucial for students to develop practical skills and prepare for future careers. However, without proper workshops and equipment, we are unable to offer meaningful instruction in areas such as mechanics, construction, and welding. It diminishes the ability of our students to explore potential career paths but also puts them at a disadvantage when competing for jobs or pursuing further education.

Similarly, in the arts, including music, art, and drama, limited resources mean limited access to instruments, art supplies, and performance spaces, diminishing our students' artistic development and expression. This not only affects their personal growth but also diminishes the cultural enrichment and diversity of our school community.

Addressing these challenges requires a multifaceted approach that includes investing in modernizing our school facilities by prioritizing the expansion and enhancement of our school's infrastructure, we can ensure that all students have access to a diverse range of educational opportunities that prepare them for success in both academic and vocational pursuits, just like their neighboring anglophone schools.

## 4.6 MODULAR NEEDS

### Cardston Francophone elementary modular school

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

Year	K	1	2	3	4	5	Total
<b>2023-24</b>	4	2	2	1	2	1	12

The need for portable classrooms in Cardston is to ensure the continuity and success of FrancoSud's elementary program that was started in September 2023. Despite being a satellite school attached to École les grands vents in Bellevue, the demand for francophone education in Cardston has surpassed initial expectations, with enrollment steadily increasing from four to fifteen students within the first year. As of March 2024, they expect a potential 20 students in the elementary program and 5 students in the secondary program for the school year 2024-25.

However, the lack of a designated school site presents a significant challenge. To address this, portable classrooms offer a practical interim solution, allowing us to accommodate the growing student population while plans for a permanent facility are developed. These modular units provide the flexibility and scalability needed to meet the immediate educational needs of our community, ensuring that every student has access to high-quality francophone education.

The utilization of portable classrooms amplifies our commitment to preserving linguistic diversity and cultural heritage within the region. The implementation of portable classrooms is essential to the continued success and sustainability of FrancoSud's elementary program in Cardston.

## École Beausoleil modular classrooms

<b>PROJECT</b>	<i>École Beausoleil – classes modulaires (2)</i> Beausoleil school – modular classrooms (2)
<b>GRADES</b>	K- 12
<b>YEAR LISTED:</b>	2024
<b>ELIGIBLE STUDENTS</b> (2021 CENSUS – OKOTOKS & SURROUNDINGS)	570 eligible francophone students 5-18 years old
<b>PERMANENT LOCATION</b>	Okotoks

### École Beausoleil

*Current total capacity: 214 students*

*ACU : 54%*

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>2018-19</b>	12	16	8	11	10	15	13	9	3	3	0	0	0	100
<b>2019-20</b>	8	14	17	12	12	13	13	12	9	4	4	1	0	121
<b>2020-21*</b>	15	12	12	20	8	9	16	12	9	9	0	1	1	124
<b>2021-22*</b>	8	15	14	14	21	11	8	11	10	9	0	0	0	121
<b>2022-23</b>	13	8	14	12	14	21	10	5	8	8	2	2	0	117
<b>2023-24</b>	8	14	7	13	14	15	21	7	7	9	7	2	1	125

\*Covid year

Meeting the Demands of Expanded Course Offerings: *École Beausoleil* has commendably expanded its course offerings to cater to the diverse interests and educational needs of its students. However, the current limitation in teaching spaces is minimizing the school's ability to effectively deliver these courses concurrently. Allocating two additional portables would provide the necessary infrastructure to accommodate multiple courses running simultaneously, ensuring that students have access to the full range of offerings without scheduling conflicts.

**Enhancing Student Choice and Flexibility:** By investing in additional teaching space, *École Beausoleil* can offer more courses concurrently, providing students with greater flexibility in designing their academic schedules. This flexibility not only enriches the educational experience but also fosters student engagement and motivation.

**Optimizing Resource Utilization:** Efficient utilization of resources is essential for maximizing the effectiveness of educational institutions. With two extra portables, *École Beausoleil* can better optimize its teaching spaces, allowing for more efficient scheduling of classes and utilization of teaching resources.

**Supporting Academic Excellence:** Access to a diverse range of courses promotes academic excellence by catering to the individual learning needs and aspirations of students. By addressing the current constraint on teaching space, *École Beausoleil* can maintain its commitment to academic excellence and provide students with the resources they need to thrive academically.

In summary, allocating two additional portables to *École Beausoleil* will enable the school to effectively manage its expanded course offerings, enhance student choice and flexibility, optimize resource utilization, support academic excellence, and better prepare students for the future. This investment aligns with the Alberta Education commitment to providing a comprehensive and enriching educational experience for all students.

#### 4.7 FUTURE INFRASTRUCTURE CONSIDERATIONS

Region	Eligible students
High River K-6	60 students 5-11 years old
Olds K-6	250 students 5-18 years old
Drumheller K-6	60 students 5-11 years old

The Francophone population is projected to continue growing in Southern Alberta, FrancoSud has observed a notable increase in demands from parents in Southern Alberta communities for the establishment of Francophone school programs. By identifying and prioritizing areas for expansion, FrancoSud and Alberta Education can ensure the efficient allocation of resources to areas where Francophone education is most needed.

These demands from the parents express the desire for access to French-language instruction for their children.

To address these demands effectively, FrancoSud recognizes the need to strategically identify future areas for Francophone school programs. This process involves a comprehensive analysis that integrates both parental demands and demographic data obtained from the Canada/Alberta Census 2021.

By working together, with Alberta Education we aim to ensure the accessibility and inclusivity of Francophone education for all Francophone students in the region while safeguarding against assimilation.

#### Parental Demand Analysis

FrancoSud has actively engaged with parents and community members to understand their needs and preferences regarding Francophone education. Through surveys, consultations, and community

meetings, FrancoSud has gathered valuable insights into the specific areas where parents are advocating for the establishment of Francophone programs.

### **Census Data Utilization**

The Canada/Alberta Census 2021 provides valuable demographic information, including population growth trends, language proficiency, and community characteristics. FrancoSud has leveraged this census data to identify areas with a significant Francophone population and a demonstrated demand for Francophone school programs.

By analyzing census data alongside parental demands, FrancoSud has prioritize the allocation of resources to areas where Francophone education is most needed and will have the greatest impact.

In conclusion, FrancoSud's Capital Plan 2025-2028 has identified future areas for Francophone school programs by integrating parental demands with demographic data obtained from the Canada/Alberta Census 2021.

It is crucial to act upon these demands to avoid the risk of assimilation among Francophone communities. Providing access to Francophone education preserves linguistic and cultural identity, preventing the erosion of Francophone heritage. This approach ensures that resources are allocated strategically to meet the evolving educational needs of Francophone students and communities, ultimately contributing to their long-term success and well-being.

FrancoSud is committed to working closely with Alberta Education to develop and implement a strategic plan for expansion, ensuring the long-term success and well-being of Francophone students in Southern Alberta while safeguarding against assimilation. By collaborating proactively, FrancoSud and Alberta Education would pave the way for the future expansion of Francophone school programs, creating a more inclusive and diverse education system in Southern Alberta, and preserving the unique linguistic and cultural heritage of Francophone communities.