

Conseil scolaire Centre-Est



Three-Year Capital Plan 2017 – 2020

Submission Date: April 21, 2016

East Central Francophone/Conseil scolaire Centre-Est

Objectives of the Plan:

- Provide facilities that allow for the provision of the provincial curriculum as required by the *School Act*
- Provide section 23 right holders the facilities required to repair and restore Francophone education and culture
- Provide the facilities necessary to give effect to the rights of separate school electors stemming from section 17 of the *Alberta Act*
- Provide facilities that are functional, attractive and that allow the provision of a substantively equal educational experience so as to not discourage enrolment in French-language schools
- Ensure that CSCE exercises its management rights and owns all of its facilities

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Section 1

Background and objectives

The Conseil scolaire Centre-Est (CSCE) was established in 1994 and has the legislative and constitutional mandate to provide French-language education that is protected by section 23 of the *Canadian Charter of Rights and Freedoms (Charter)*, as well as to provide French-language Catholic education protected by the intersection of section 23 of the *Charter* and section 17 of the *Alberta Act*. The CSCE has the shared obligation with the Province to provide an educational experience in its schools that is substantively equivalent to the education experience offered in the neighbouring English-language schools.

The CSCE currently offers a homogeneous French-language education to over 700 students in schools in St. Paul, Bonnyville, Cold Lake, Plamondon and most recently, Lac La Biche. The establishment of schools in these historically francophone communities has been crucial in beginning to rebuild and restore the French language and francophone culture in the CSCE territory, thereby contributing to remedial purpose of section 23 of the *Charter*.

The homogeneous French-language education program provided by the CSCE is entirely distinct to the French-immersion programs offered in English-language schools. As explained by the Supreme Court of Canada, immersion programs are designed to provide second language training for students in majority language schools whereas minority language schools have the mandate and purpose to transmit the minority language and culture.¹ Indeed, in the communities served by the CSCE, and as recognized by the Supreme Court of Canada more generally, the French-language school function as a community centre for the Francophone community used to facilitate the transmission of language and culture.²

Given the role of the school as a community centre, it is of vital importance for the CSCE to have control over its facilities in order to ensure they are used to further the purposes of section 23 of the *Charter*, namely of promoting the “two official languages of Canada, and their respective cultures, by ensuring that each language flourishes, as far as possible, in provinces where it is not spoken by the majority of the population”³ and of “redressing past injustices and providing the official language minority with equal access to high quality education in its own language, in circumstances where community development will be enhanced.”⁴

¹ *Solski (Tutor of) v Quebec (Attorney General)*, 2005 SCC 14 at para 50.

² *Mahé v Alberta*, [1990] 1 SCR 342 at p 363.

³ *Mahé v Alberta*, [1990] 1 SCR 342 at 362.

⁴ *Arsenault-Cameron v Prince Edward Island*, [2000] 1 SCR 3 at para 27.

Section 23 rights

As confirmed by the Supreme Court of Canada in April 2015 in *Association des parents de l'École Rose-des-vents c Colombie-Britannique (Éducation)*, there exists a constitutional right to an educational experience in minority language schools that is equivalent to the educational experience offered in majority language schools in the same catchment area.⁵

In determining whether the educational experience is equivalent, it is necessary to take a contextual and holistic approach, taking into account physical facilities, including their appearances (aesthetic qualities), as well as other factors that may contribute to the quality of the education such as extracurricular activities, and travel times.⁶

According to the Supreme Court, the comparative exercise should be done with the neighbouring English-language schools that represent a realistic alternative for rights holders.⁷

The Supreme Court also specified that when assessing substantive equivalence, it is necessary to consider the educational choices available from the perspective parents who have the right to enroll their children in minority language schools.⁸ Where a lack of equivalency discourages parents from enrolling their children in a French-language school, the Province has a positive obligation to provide the necessary funding to rectify the breach of section 23 rights.⁹

Where the lack of equivalence exists, the Province has an obligation to remedy the constitutional breach without delay.¹⁰ Indeed, minority language communities are particularly vulnerable to government delay or inaction because 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'.¹¹

Section 23 rights require that the CSCE's capital plan includes more than a single number "1" priority to reflect the CSCE's needs and the Province's obligations

As a result, in circumstances in which there is an ongoing violation of section 23 rights due to problems associated to the school facilities, the capital projects necessary to put an end to

⁵ *Association des parents de l'école Rose-des-vents and Conseil scolaire francophone de la Colombie-Britannique v British Columbia*, 2015 SCC 21 at para 33 [*APÉ Rose-des-Vents and CSFC-B*].

⁶ *APÉ Rose-des-Vents and CSFC-B* at paras 38-39.

⁷ *APÉ Rose-des-Vents and CSFC-B* at para 37.

⁸ *APÉ Rose-des-Vents and CSFC-B* at paras 34-35.

⁹ *APÉ Rose-des-Vents and CSFC-B* at para 35.

¹⁰ *Doucet-Boudreau v Nova Scotia (Education)*, 2003 SCC 62 at para 39 [*Doucet-Boudreau*].

¹¹ *Doucet-Boudreau* at para 29.

that violation are urgently required and must consequently be constituted as number “1” priorities.

The CSCE is aware that the Province insists that school boards prioritize their capital projects “into a single list from highest to lowest priority.”¹² Indeed, the online web-based capital plan submission tool the Province requires school boards to use, the “Web-based Application Program (WAP)”, requires that capital projects be ranked and does not allow for more than one project as a number “1” priority.

However, the CSCE and the Province have the obligation to give effect to section 23 constitutional rights. That means that where the school facilities contribute to an educational experience in CSCE schools that is inferior to the education experience available in the neighboring English-language schools, or where there is a known need for the establishment of a French-language school to begin giving effect to section 23 rights, the capital project is necessarily a number “1” priority. The constitutional rights of one community cannot be placed above the constitutional rights of another.

For these reasons, the present document, where two number “1” priorities are indicated, should replace the prioritization required by the WAP. The prioritization indicated in the WAP does not reflect the actual needs of the CSCE and has only been used as there is no option to indicate that the CSCE has two number “1” priorities.

The CSCE’s three-year plan has two number “1” priorities because both are necessary to provide equivalent French-language education. The CSCE also includes lower ranked priorities in its capital plan. The CSCE is of the view that these lower ranked priorities (priorities “2” and “3”) may not be urgently required, but that Alberta Education and Alberta Infrastructure should be aware of them as funding will be required in the coming years.

The concrete impact of substantively equivalent facilities

The CSCE has seen immediate enrolment growth following the construction of new schools were built, which is a testament to the impact appropriate, well-functioning and attractive facilities have for French-language education. Below is enrolment data showing the impact a new school has had, demonstrating the importance of providing the necessary funding for the CSCE’s capital priorities as well as how the province can fulfil its obligations. The increase in enrolment is a concrete expression of an increase in the vitality of the French language and Francophone culture.

¹² February 26, 2016 email from Michael Edinger, 2017-2020 Capital Plan Submission email reminder, To all Alberta School Board Superintendents and Secretary Treasurers.

Highlighted: Date of moving into new, homogeneous French-language school facilities

École Voyageur, Cold Lake

Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students	145	141	138	126	153	161	152	157	163	142	137	147	146	139	178
Levels	K-12	K-12	K-12	K-12	K-12	K-12	K-12	K-12	K-12	K-12	K-12	K-12	K-12	K-12	K-12

École des Beaux-Lacs, Bonnyville

Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students	71	94	110	120	139	143	147	167	197	204	202	192	202	211	214
Levels	K-8	K-9	K-10	K-11	K-12	K-12	K-12	K-11	K-12	K-12	K-12	K-12	K-12	K-12	K-12

École du Sommet, Saint-Paul

Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students	151	142	133	130	119	118	111	117	127	158	169	163	175	163	169
Levels	K-12	K-12	K-12	K-12	K-12	K-12	K-12	K-12	K-12	K-12	K-12	K-12	K-12	K-12	K-12

Objectives of the capital plan

The CSCE schools service large territories and this capital plan serves to improve the access to quality education with modernizations and new builds. This capital plan's goal is to provide facilities for Francophone education to ensure that inferior infrastructure or excessive travel time does not discourage enrolment in French-language schools in the CSCE's territory.

Section 2

Summary of Priorities

Location	Title	Key Driver(s)	Asset Name	Project Sub - Category	Client Ranking	Scheduled Start Date	Capital Plan Submission Year	Total Project Cost
PLAMONDON	École Beauséjour - Modernization	<ul style="list-style-type: none"> • Lack of equivalency with neighbouring English-language schools • Lack of functionality • Infrastructure quality 	École Beauséjour	Modernization	1	2017	2017/2018	\$9,274,175
LAC LA BICHE	École Sainte-Catherine – Acquisition of school site and school building declared as surplus	<ul style="list-style-type: none"> • Numbers warrant the establishment of a permanent, stable French-language school • Exercise of the CSCE’s management and control over its facilities 	École-Sainte Catherine	New school acquisition	1	2017	2017/2018	To be negotiated between the Northern Lights School District and Alberta Education
LAC LA BICHE	École Sainte-Catherine New School - Pre-school to Grade 6	<ul style="list-style-type: none"> • Equivalency with neighbouring English-language schools 	École-Sainte Catherine	New school construction	2	2019	2017/2018	\$11,948,642
ATHABASCA	Athabasca New School - Pre-school to Grade 6	<ul style="list-style-type: none"> • Numbers warrant the establishment of a starter school • Travel time to the nearest French-language school discourages enrolment 	New School - Athabasca	New school construction	3	2019	2017/2018	\$1,855,673
Total:								\$23,078,490

Section 3

Priority 1 : École Beauséjour – Modernization

Description:

Replace existing portable structures and links (1014 m²) with a permanent masonry structure. Modernize 591.60 m² of existing space.

Reason:

École Beauséjour was first constructed with a four-room temporary portable structure in 1992 to which a second four-room temporary portable structure with hallway was added in 1997. Given the enrolment pressure and the necessity to provide facilities able to offer the provincial curriculum, an addition, in the form of a permanent masonry and steel structure, including a gymnasium, was constructed in 2002. Appendix A to this submission shows the general floor plan and indicates the 1992, 1997 and 2002 sections.

The 1992 and 1997 portable structures require replacement and the space within the 2002 addition requires immediate modernization.

Modernization of space to ensure an education that is equivalent to the education offered in the neighbouring English-language schools

The current layout of the school is not functional does not provide an education that is equivalent to the education offered in the comparator English-language schools, especially at the high school level.

The only English-language school in Plamondon is Plamondon School, a K-12 school that offers French-immersion. English-language Schools in the surrounding areas, including in Lac La Biche and in Athabasca are also comparator schools for purposes of evaluating equivalency for the grade levels that are not being offered by École Sainte-Catherine in Lac La Biche (currently K-3). Indeed, the students beyond grade 3 living in or very near to Lac La Biche who could be enrolled in a French-language school will have the choice of enrolling in an English-language school in Lac La Biche or travelling to Plamondon to École Beauséjour. Parents face the same choice in Athabasca, where the distance to Plamondon is even greater, meaning that the educational experience in the French-language school in Plamondon has to be superior as to offset the long travel time.

École Beauséjour is not as attractive, as functional and does not have the same specialized classrooms as its English-language competitors, most notably at the high school level. As an example, J.A. Williams High School, a very attractive new secondary school that opened its doors in 2014 in Lac La Biche, has a dedicated art room, a cafeteria/lounge area, a dedicated music room, an auditorium, and a fitness room. It is expected that the new

replacement school for Edwin Parr Composite School, a secondary school in Athabasca to open in September 2018, will also offer a state of the art education in specialized classrooms, in a modern, permanent and attractive facility.

In contrast, École Beauséjour cannot offer the same educational experience to its students:

- i. The aesthetic qualities of École Beauséjour, both from the exterior and the interior, and significantly inferior as the aesthetic qualities in the English-language schools at the high school level.
- ii. École Beauséjour used to have a physical fitness room adjacent to the gymnasium, but due to space requirements, it has been converted to a classroom. The physical fitness equipment consequently had to be stored and has been placed where it cannot be used in the vestibule area at the back entrance of the school.
- iii. École Beauséjour used to have a normal classroom that was used as a music room (i.e. it was not soundproofed, the room was on a single level), but this space also had to be converted to a general classroom for teaching purposes.
- iv. Given that all spaces are used, there is an absence of flexible school space, limiting teaching opportunities. Indeed, even though École Beauséjour may not exceed the utilization rate as calculated by Alberta Education, all of the classrooms are required and the school will not be able to accommodate much growth. The utilization rate, as calculated by Alberta Education, does not adequately or realistically reflect the way the facilities are being used, largely because a distinct classroom is necessary for instruction to a distinct grade level, even if the number of students in that grade level may not entail that the classroom is full according to Alberta Education's calculation.
- v. The CTS classroom at École Beauséjour is located in an old portable in which the ventilation system does not meet provincial standards. Appropriate and safe CTS labs are required to offer a comparable, equivalent education.

As the following table demonstrates, École Beauséjour has faced challenges in retaining students, particularly those transitioning to middle and high school, as well as throughout high school. Indeed, every year, students entering or already in middle school or high school at École Beauséjour choose a competitor school. In the last five years, at least 5 students transitioning into middle school or already in middle or high school at Beauséjour have not enrolled the following school year.

Enrolment at École Beauséjour

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
Pre-K	NA	NA	NA	NA	11	11	16	10	14	14	4	7
K	15	8	19	16	8	13	15	16	19	17	11	4
Grade 1	11	14	9	15	13	8	15	15	15	16	14	9
Grade 2	14	11	14	9	15	14	9	14	15	14	8	15
Grade 3	11	13	15	16	10	16	14	9	16	14	14	7
Grade 4	4	10	16	15	16	10	16	13	9	14	13	15
Grade 5	14	4	14	15	16	16	10	16	12	9	12	10
Grade 6	7	14	9	13	16	16	17	10	16	13	10	12
Grade 7	13	7	17	8	13	18	14	17	8	14	12	11
Grade 8	9	12	7	16	7	13	19	14	18	8	14	10
Grade 9	7	10	12	10	17	6	13	16	13	17	9	14
Grade 10	10	6	9	12	9	16	6	11	12	13	17	9
Grade 11	8	11	6	8	12	8	16	5	11	10	8	13
Grade 12	7	8	11	6	8	12	8	14	5	10	10	8

The new school facilities in Lac La Biche and Athabasca make it even more difficult to retain students, as the facilities in English-language schools allow for a richer educational experience than can be offered at École Beauséjour. This situation must urgently be addressed.

The temporary nature and appearance of the portables at École Beauséjour discourages enrolment contrary to section 23 of the Charter

In addition to the space configuration and lack of equivalent specialized classrooms, the temporary nature of the 1992 and 1997 portables gives the appearance of a temporary school and requires constant replacement and maintenance. The 1992 and 1997 portables were built on a wood frame foundation with crawl space access. These temporary structures, as the name implies, were not conceived as permanent classroom space solutions. Despite efforts to maintain these structures, the physical building type – wood frame with drywall and wood floors – cannot withstand the heavy student use. Indeed, the indoor drywall requires constant repair. The physical structure is also deteriorating due to the passing of time and to the elements. Significant investment to maintain the wood foundation was required in the summer of 2013 by installing a membrane around both structures to slow foundation degradation. Evidence of roof leaks is present in many areas, especially where the temporary structures link with the 2002 addition.

The temporary structures have a result of:

- i. Demonstrating to parents deciding where to enroll their children that École Beauséjour is a school facility that is of lesser quality, thereby discouraging enrolment.
- ii. Showing parents that could enroll their children at École Beauséjour that the temporary portable “solution” used to open a new school in Plamondon constitutes a lack of confidence for a viable long-term French-language school. These portable structures does not provide the assurance and confidence for many students to enroll, and especially to complete high school education with Beauséjour.
- iii. Demonstrating to parents that could enroll their children at École Beauséjour and to the community as a whole that school facilities of lesser quality are sufficient for the French-language minority, contrary to section 23’s remedial purpose.

École Beauséjour students require a facility that is comparable in quality and functionality to those provided for English-language schools, both at the primary and secondary levels. Modernization of École Beauséjour by replacing the temporary structures with a permanent one as well as creating appropriate teaching spaces within the 2002 addition is required.

Modernization Budget:

Item	Cost	Description
Building Construction and Site Development :	\$7,350,000	Amount of funding to be used for the physical construction of the school facility...
Consultant Fees :	\$643,125	Amount of funding for prime and sub-consultants that provide the design of the facility...
Project Expenses :	\$147,000	Amount of funding provided to pay for normal project expenses and services associated with a school building projects...
Furniture & Equipment :	\$588,000	Amount of funding provided for the basic furniture and equipment for approved projects...
Career Technology Studies (CTS) Equipment :	\$200,000	Amount of funding provided for expansion or modernization projects being conducted in facilities in which the project provides or upgrades a CTS area(s)...
Other :	\$200,000	Amount of funding provided for items not covered by the above components.
Sub-total:	\$9,128,125	Sub-total of funding for all items above.
Non-Refundable GST :	\$146,050	Amount of funding provided for non-refundable GST is calculated at 1.6% of the sub-total above.
Total Project Cost:	\$9,274,175	Sum of the funding for all items above.

Section 4

Priority 1: École Sainte-Catherine – Acquisition of school site and school building

Description:

Acquisition of school site and school building (Central Elementary School, a section of which is currently being leased by the CSCE to accommodate École Sainte-Catherine) declared as surplus by Northern Lights School District

Reason:

In 2014, the CSCE successfully implemented a pre-K to grade 2 school in Lac La Biche, which added grade 3 in 2015. Despite the many hurdles parents faced with the uncertainty of school location, and class readiness, 17 children enrolled in the first year and there are currently 25 students enrolled in this second year of operation.

A starter school in Lac La Biche was necessary to ensure the section 23 rights of parents living in or near Lac La Biche. Indeed, the enrolment at the French-language school in Lac La Biche did not decrease the enrolment at the French-language school in Plamondon, approximately 30 minutes away. In other words, travel time to the nearest French-language school in Plamondon dissuaded parents from enrolling their children in a French-language school, thereby contributing to the assimilation of the French-speaking community.

The CSCE faced important challenges in establishing École Sainte-Catherine in Lac La Biche, the primary one being finding access to an appropriate space. Over the course of many years, Alberta Education directed the CSCE to find a solution to identifying a space for its program by approaching the English-language school boards, in effect making the exercise of constitutional rights dependent on a majority language school board. After much effort, CSCE was able to lease a section of Central Elementary School belonging to Northern Lights.

Considering the conditions parents faced in August 2014 and given the last-minute approval to form partnership with Northern Lights, the high degree of interest for Francophone education demonstrates that the program will quickly grow into a pressing need for a homogeneous French-language school facility able to offer an equivalent educational experience than that offered in the English-language schools in the catchment area.

Historically, the CSCE has maintained a successful track record implementing Francophone education in its communities. Parents have requested that the school keep adding additional school levels. The CSCE anticipates the growth of the school via enrolments in the grades it will be offering. Despite difficulty and challenges faced by the

CSCE to locate a suitable space for the starter school, the partnership with Northern Lights has helped make École Sainte-Catherine a reality.

Nevertheless, the current situation raises inequality in the educational experience being offered.

First, the current 12 month lease expires in July 2016. There are no guarantees that the homogeneous French-language program will be able to remain in the same space for the coming years, especially in the current circumstances where Lakeland Catholic School District has plans to launch a French-immersion program in Lac La Biche. Indeed, the CSCE understands that when adopting a motion declaring Central Elementary School as a surplus school, Northern Lights also requested that the school be transferred to Lakeland Catholic.

The instability concerning the future of the school discourages enrolment. Indeed, parents are discouraged to enroll their children in a school program if there is a realistic risk that they will have to change programs during the course of the child's education.

Further, given that Central Elementary School was the only space that had been identified to which the CSCE was given access, if the site and school are transferred to Lakeland Catholic, the CSCE will again find itself with no space for its program.

Second, the current space is appropriate for a starter school. However, it is CSCE's view that with increasing enrolment and addition of grade levels, École Sainte-Catherine has already become an established school, like many other small schools in the general area, and requires its own school facility. Indeed, numerous English-language schools of less than 100 students exist in Alberta, most notably around Lac La Biche County.¹³

Furthermore, Alberta Education recognizes that there is a need for small schools in some communities by allocating targeted funding for small schools. As confirmed by the Supreme Court of Canada, when the numbers warrant – and if the numbers warrant for an English-language school, they certainly warrant for a French-language school – a French-language school needs to be homogeneous and distinct.¹⁴ Indeed, distinct facilities are essential to ensure a French-language environment that is necessary to counter assimilationist pressures. Further, Lac La Biche County continues to grow, as it is situated at the southern end of the territory in which Athabasca oil sands projects are under way. By

¹³ As examples, Rochester School (K-9), Smith School (K-12) and Grasslands School (K-12), operated by Aspen View Public School District, have less than 100 students.

¹⁴ See for example *Doucet-Boudreau c Nova Scotia (Department of Education)*, 2000 CanLII 13312 at paras 206 and 210 (SCNS) and *Reference re Public Schools Act (Man.)*, s. 79(3), (4) and (7), [1993] 1 SCR 839 at p 855.

2043, the County's population is forecast to have grown by 81% as compared to 2013 levels.¹⁵

Northern Lights has no use for the building and the site and has declared them surplus. The only other group that is using the facility is an English-language daycare, entailing that the school does not operate in a homogeneous French-language environment and underscoring the importance for the CSCE to control and manage its facilities.

The CSCE is not eligible for IMR funding as it is not the owner. Indeed, given that there is no guarantee that the CSCE will be able to remain in the building, there is little incentive, for the CSCE, for Northern Lights or for Alberta Education, to fund modernization projects – such as the conversion of unused space into a library, the modernization of an additional classroom, retrofitting the stage to serve as a dual purpose music room, the inclusion of appropriate washrooms, and the modernization of the administrative area.¹⁶ These modernization projects are immediately necessary to make the facilities as equivalent as possible. Were the CSCE the owner of the site and the building, it could plan accordingly to make the best use, for as long as possible, of the existing facilities.

The CSCE needs a permanent site and school facilities for its program in Lac La Biche. If the school and site were transferred to the CSCE, the appropriate resources could be invested to ensure the stability and growth of French-language education in Lac La Biche.

The CSCE is aware that the purchase of a site and a school building that has been declared as surplus may not appear to fall within the established categories of what constitute a capital project as defined by the School Capital Manual, as it does not consist of an addition, a modernization or the construction of a new school. In the CSCE's view, the acquisition of an existing school building serves the same function as funding the construction of a starter school, which falls within the requirements to receive capital funding which Alberta Education frequently grants (for example, most recently in Sherwood Park for the Greater North Central Francophone Authority). The acquisition of the school site and the school building clearly contributes towards satisfying the CSCE capital needs and the Province's obligation that flow from section 23 of the *Charter*.

Cost of acquiring the school site and school building

The cost to acquire the site and the building should be negotiated between Alberta Education and Northern Lights. Case law recognizes that school sites and facilities held by one school board are held in trust for all students, regardless of school boards.¹⁷ As such, given that Northern Lights has no use for the site, it should be transferred to the CSCE. The

¹⁵ Lac La Biche Development Plan at p 3: <http://www.laclabichedcounty.com/home/showdocument?id=2497>

¹⁶ An outline of the costs associated with these projects are at Appendix 2.

¹⁷ *Conseil Scolaire Fransaskois De Zenon Park v Saskatchewan*, 1998 CanLII 13468 (SK QB) at para 15.

CSCE is available to participate in discussions between Alberta Education and Northern Lights if necessary. If needed, the CSCE could also have the site and building appraised.

Section 5

Priority 2: École Sainte-Catherine – New School

Description:

New School - Pre-school to Grade 6 - Capacity: 150

Reason:

See above, Priority 1: École Sainte-Catherine – Acquisition of school site and building.

Whether or not the CSCE's number 1 priority of acquiring the school site and school building from Northern Lights School District that is currently leased to the CSCE is granted, there will soon be a need for a new school building that allows for a substantively equivalent French-language education.

The capacity of the school – 150 students – reflects core retention of its student body and the expectation that the number of students in the incoming classes will grow to between 15-20 students when the new school is built.

Any school site would have to be sufficiently large to allow the addition of middle school and high school facilities (of note, the school site the CSCE requests as priority “1” would be sufficiently large).

A gymnasium meeting high school standards should be built with the pre-school to grade 6 school. With the possible addition of middle school and high school students, there would otherwise be a costly upgrade to the gymnasium. In the CSCE's view, it is more cost-efficient to plan ahead.

Construction Budget:

Item	Cost	Description
Building Construction and Site Development :	\$10,020,000	Amount of funding to be used for the physical construction of the school facility...
Consultant Fees :	\$738,474	Amount of funding for prime and sub-consultants that provide the design of the facility...
Project Expenses :	\$200,400	Amount of funding provided to pay for normal project expenses and services associated with a school building projects...
Furniture & Equipment :	\$801,600	Amount of funding provided for the basic furniture and equipment for approved projects...
Career Technology Studies (CTS) Equipment :	\$0.00	Amount of funding provided for expansion or modernization projects being conducted in facilities in which the project provides or upgrades a CTS area(s)...
Other :	\$0.00	Amount of funding provided for items not covered by the above components.
Sub-total:	\$11,760,474	Sub-total of funding for all items above.
Non-Refundable GST :	\$188,168	Amount of funding provided for non-refundable GST is calculated at 1.6% of the sub-total above.
Total Project Cost:	\$11,948,642	Sum of the funding for all items above.

Section 6

Priority 3: New Starter School in Athabasca

Description:

New Starter School - Pre-school to Grade 6. Capacity: 80

Reason:

It has long been suspected that there is a thriving Francophone population in the Athabasca area. In fact, in the past, the Francophone school in Plamondon has served and graduated a number of students from that area. Unfortunately, given the distance of approximately 73km between the two communities and the excessively long bus rides resulting from that distance, many section 23 rights holders are discouraged from exercising their right to a French-language education.

The CSCE's envisages establishing a starter school in Athabasca. The ability of establishing such a starter school will partly depend on having access to a suitable space. The CSCE is open to the possibility of beginning to offer French-language instruction from a rented space. In the event that a suitable space could not identified, a new starter school will have to be established, like it has been done in other parts of the Province (for example in Sherwood Park and at l'École Mosaique in Calgary).

Budget

The budget for this priority will depend the availability of a suitable space for a starter school in Athabasca.

In the event that no space can be identified, funding for a starter school will be necessary.

Item	Cost	Description
Building Construction and Site Development :	\$1,500,000	Amount of funding to be used for the physical construction of the school facility...
Consultant Fees :	\$126,450	Amount of funding for prime and sub-consultants that provide the design of the facility...
Project Expenses :	\$30,000	Amount of funding provided to pay for normal project expenses and services associated with a school building projects...
Furniture & Equipment :	\$120,000	Amount of funding provided for the basic furniture and equipment for approved projects...
Career Technology	\$0.00	Amount of funding provided for expansion or

Studies (CTS)		modernization projects being conducted in facilities
Equipment :		in which the project provides or upgrades a CTS
		area(s)...
Other :	\$50,000	Amount of funding provided for items not covered
		by the above components.
Sub-total:	\$1,826,450	Sub-total of funding for all items above.
Non-Refundable GST :	\$29,223	Amount of funding provided for non-refundable
		GST is calculated at 1.6% of the sub-total above.
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Total Project Cost:	\$1,855,673	Sum of the funding for all items above.