

1992

1997

2002

Group

**East Central Francophone
Education Region**

École Beauséjour

Planning Assesement - March 20, 2018

Group2

Architecture
Interior Design

Table of Content

1.0 Introduction

2.0 Information Stage - École Beauséjour

2.1 Background

2.2 Facility Condition Evaluation

2.3 Program and Instructional Evaluation

2.4 Summary

2.5 Section 23

2.6 Comparison to Alberta Education Guidelines

3.0 Conclusion

3.1 École Beauséjour

1.0 Introduction

Group 2 Architecture Interior Design Ltd. (Group2) was commissioned by Conseil scolaire Centre-Est to conduct a planning assessment of École Beauséjour in Plamondon. On January 17, 2018, a tour of the school was conducted with representatives of the school jurisdiction, school board, and Group2.

2.0 Information Stage - École Beauséjour

2.1 Background

École Beauséjour offers a pre-kindergarten to Grade 12 Francophone Program in Plamondon.

École Beauséjour, was built in 1992, at the same time as the adjoining Francophone Community Cultural Centre building. The original construction was a 460m² single-storey, wood-framed, modular building. In 1997, a 480m² wood-framed modular addition was added and in 2002, a 2,212m² steel-framed addition. Currently, the school is 3,226m², including a 1975 free-standing portable which was added 1995. The total (and net) capacity is 336, the most recent adjusted enrolment, (September 2017) is 128 students. Enrolment statistics include junior high and high school students that are bussed from Lac La Biche.

On August 18, 2009, a facility audit was conducted and overall the school was found to be in good shape with an FCI score of 10.91%. The structural, envelope and interior were rated in "acceptable" condition, the mechanical in "fair" condition and the electrical in "good" condition. The replacement cost was estimated at \$12,129,070.

2.2 Facility Condition Evaluation

On the January 17, 2018, facility tour, representatives of Group2 noted the following conditions:

- The gymnasium, part of the 2002 addition, has a slab-on-grade floor and is in great shape, apart from the doors which are worn out.
- There is movement between the portables and the permanent structure that has resulted in an uneven threshold. It appears the ceilings were lowered a few years ago to improve temperature control issues due to poor insulation.
- There is no dust collection system in the interior welding, fabrication and small engine instruction area. Additionally, the woodworking room, which is in the 1975 portable, has an old dust collection system running through the floors. A very strong gas smell was detected.
- The washroom space in the entire school is very limited and the plumbing is connected to the Cultural Centre.
- With the exception of one wheel-chair accessible washroom, the school is not barrier-free. There is currently no accessible area equipped with a shower, change-table or lift, nor an appropriate area to add these requirements.
- The school jurisdiction advised that the roof-top mechanical units are very problematic. The facility audit rating of "fair" for the building's mechanical system

supports this assertion.

- Lighting is poor. (The fire alarm system was installed in 2002 with older devices in the older sections tied into the new section and may not meet code requirements.

The above noted comments indicate the building is not in compliance with the current Alberta Building Code requirements.

2.3 Program and Instructional Evaluation

- As noted in the Facility Audit Report, the interior finishes of the building are only "acceptable."
- Although the school jurisdiction has enhanced many areas to assist in the delivery of program, the school appears makeshift. All of the classrooms are undersized in relation to the prescribed area guidelines for Alberta schools.
- Due to the growing enrolment, the jurisdiction and school staff have had to reconfigure classroom space which has compromised many of the instructional areas.
- Currently only one classroom is available for the instruction of math and social studies for grades 7-12. These classrooms also double-up to offer photography. They are very small classrooms to begin with, have little or no millwork and do not allow for table top work.
- The science room which serves all students in grades 7-12, is very small, with six outdated work stations with sinks along the perimeter of the room. There is no locking storage area or safety equipment which limits the offering of program.
- There is no designated art room and consequently students take art in their regular classrooms. The classrooms are very small and cannot accommodate tables which limits art projects to those that can be done at the students' desks. There is no area for the preparation or clean-up of activities and no storage space for art supplies which are housed in a make-shift storage area at the end of one hallway. Teachers must bring all the supplies to the classroom.
- The original music room had to be re-located because of the acoustical and noise issues to neighboring classrooms. The current music room is very small to accommodate all students in all grades.
- Kindergarten is offered full-time, 5 days a week. The space is very small and has one, outdated washroom. Pre-kindergarten is offered in the mornings and doubles as daycare space in the afternoon.
- The existing library has been updated as a Learning Commons with a seating area and fireplace. Within the Learning Commons, the jurisdiction created two small spaces; a meeting room for students, staff and educational consultants and a sensory room.
- The former, designated lunchroom is now used for instruction and students and teachers must eat lunch in their classrooms. This room has a "garage door" which was used to open up the space for lunch time activities; however, the door now remains closed to meet fire regulations and eliminate interruption during instruction periods.
- There is only one staff room which is extremely small. The teachers' work room is also extremely small and can only accommodate basic equipment and no work surface. The washrooms are basic and outdated. A privacy wall was added which makes this space even smaller.
- Space in the Cultural Centre is rented on an as-needed basis, which is almost daily, as programming in the gymnasium is very limited. The rented space is used to offer physical education for elementary students. As this space has a

small kitchen and stage, it is also rented for drama productions, dances, school celebrations and parent meetings. The basement, which houses a radio and recording studio is rented full-time to offer CTS programming.

- The school has a commitment to the community to provide fitness space; however, with the removal of the two portables, the fitness area had to be moved to the gathering space. This space was the second home of the lunch program and necessitated students eating in their classrooms.

2.4 Summary

As supported by the 2009 Facility Audit, the existing school requires a major modernization to address the differential movement due to the different types of foundations which create ongoing maintenance issues. The mechanical system rated in "fair" condition and the electrical system rated in "good" condition, are approaching the end of their life cycles. The building envelope and interior are rated in "fair" condition and require much attention. It is recommended that the 1992 and 1997 sections be replaced and the 2002 section be modernized.

The school is not barrier-free and requires many building code upgrades to meet barrier free, safety and washroom requirements.

In Alberta, a provincial-wide Curriculum Redesign seeks to build a digitally-based future curriculum for K to 12 students. 21st Century Learning has transitioned learning, taking the emphasis from teaching to learning. It is inclusive, life long, digital, flexible, adaptable, innovative, creative, unstructured, interactive and project based. It is important for educational practices and learning spaces to be flexible and responsive to the strengths, needs and learning preferences of individual students to explore their own interests and reach out beyond the walls of their classrooms to collaborate with other students, teachers, and members of the community and society to enhance their learning experiences.

The current layout of the school is not functional, especially for 21st Century Learning. The existing spaces do not meet today's programming requirements, and in some cases, ensure the safe delivery of programming. The current Career Technology Study (CTS) areas, science, foods, arts and music areas and most classrooms are too small to accommodate student activity, comfort, collaboration or creativity. There is little, or no millwork for storage or to enhance teaching. The school does not have any gathering space or multi-purpose activity spaces which limit teaching opportunities and student activity, especially for junior high and high school students.

2.5 Section 23

In accordance with Section 23, Francophones have the right to an educational experience in minority language schools that are equivalent to the educational experiences being offered in majority language schools in the same area. École Beauséjour is not functionally or aesthetically equivalent to its English language competitors, nor does it have their ability to offer specialized classroom spaces.

Every year, the CSCE is faced with the challenge of retaining students at École Beauséjour, particularly those transitioning to middle school, grades 5 to 8 and high school, grades 9 to 12. The neighboring public-school jurisdiction has new, state of

the art facilities that can offer 21st century learning styles and more program choice for students. Consequently, Francophone students often transfer to these facilities to have access to these advantages.

This clearly demonstrates the CSCE's inability to provide equivalency in the educational experience it can offer its students in the Lakeland area.

2.6 Comparison to Alberta Education Guidelines

See Figure A, page 6.

While the existing school has more classrooms than required in the guidelines for a new school, the classrooms are typically under-sized by approximately 13m^2 . There is a definite lack of the ancillary space required to offer specialized programs like art and music and no space that provides any flexibility to students and staff. Although the school has some CTS space, it is makeshift. There is no space designed specifically to accommodate the delivery of CTS programs.

The existing school has a capacity of 336 and is $3,286\text{m}^2$.

Based on the current enrolment at École Beauséjour, and to allow for any future growth, a modernization and addition to accommodate 350 students is required. A new 350 capacity, K-12 school would have a total area of $3,888\text{m}^2$.



Figure A- Comparison Between the Existing School and a New K-12 School

École Beauséjour

Grades K-12 - Core School Capital Manual				m ²
Student Capacity				350
Instructional Area				
Classrooms	9 @	80		720
Science	1 @	120		120
Ancillary	1 @	130		130
Ancillary	2 @	90		180
Info Services	1 @	115		115
Gym				595
Gym Storage				60
Library				140
Subtotal				2,060
Non Instructional Area				
Admin/Staff				227
Wrap-Around Services				20
Mechanical & Meter Rooms				108
Recycle Room (LEED)				11
Phys Ed.				130
Circ.				515
Wall Area				247
Storage				72
Washrooms				42
Accessible Washroom				12
Flexible Space				84
Wiring Network				40
Subtotal				1508
Required Area			per student	3,568
				10.19
CTS Suite				400
Less One Classroom	2 @	200		80
Area for 1 CTS Suite				320
Required Area				3,568
Total Required				3,888

École Beauséjour K - 12				m ²
Student Capacity				350
Adjusted Enrol.				12
Instructional Area				
Classrooms				804.6
Science	2			177.0
Ancillary	0			0.0
Ancillary	2			125.6
Info Services	0			0.0
Gym				534.4
Gym Storage				51.5
Library				141.0
Subtotal				1834.1
Non Instructional Area				
Admin/Staff				152.8
Wrap Around				0.0
Mechanical & Meter Rooms				42.6
Recycle Room (LEED)				0.0
Phys Ed.				47.6
Circ (Mix of wall and Circulation)				500.0
Wall Area				275.6
Storage/Janitor				94.1
Washrooms				22.9
Accessible Washroom				0.0
Flexible Space				0.0
Wiring Network				0.0
Subtotal				1135.6
Area			per student	2,969.7
				8.5
CTS Suites		4		316.6
Total CTS				316.6
Area				3,286.3
Total Area				3,286

Differences		m ²
Student Capacity		Capital Manual vs Existing
Instructional Area		
Classrooms		85
Science		57
Ancillary		-130
Ancillary		-54
Info Services		
Gym		-61
Gym Storage		-9
Library		1
Subtotal		-111
Non Instructional Area		
Admin/Staff		-74
Wrap-Around Services		-20
Mechanical & Meter Rooms		-65
Recycle Room (LEED)		-11
Phys Ed.		-82
Circ.		-15
Wall Area		29
Storage		22
Washrooms		-19
Accessible Washroom		-12
Flexible Space		-84
Wiring Network		-40
Subtotal		-372
Area Difference		-483
CTS Suites		
Difference		-3
Area		-483
Total Required		-602

3.0 Conclusion

3.1 École Beauséjour

It is recommended that 1,676m² of the existing school be demolished and 1,550 m² of the 2002, steel-framed addition be retained and modernized. A new addition of 2,015m² will be required for a total area of 3,565m². The modernization of the existing space in conjunction with the additional new space will allow for a complete re-design and re-configuration of the existing space. This will essentially provide a “new” school for the students, staff, school jurisdiction and Francophone community that will support 21st century learning pedagogy and opportunities.

A review of the existing site indicates the site is large enough to accommodate the proposed addition.

As the modernization will occur with students in the school, careful planning will be required to phase demolition and construction around the accommodation of student activity and programming.

group2.ca

Group2

Architecture
Interior Design

Edmonton

900, 10150 100 Street NW
Edmonton AB T5J 0P6
+1 780 447 2990

Red Deer

200-4706 48th Avenue
Red Deer AB T4N 6J4
+1 403 340 2200

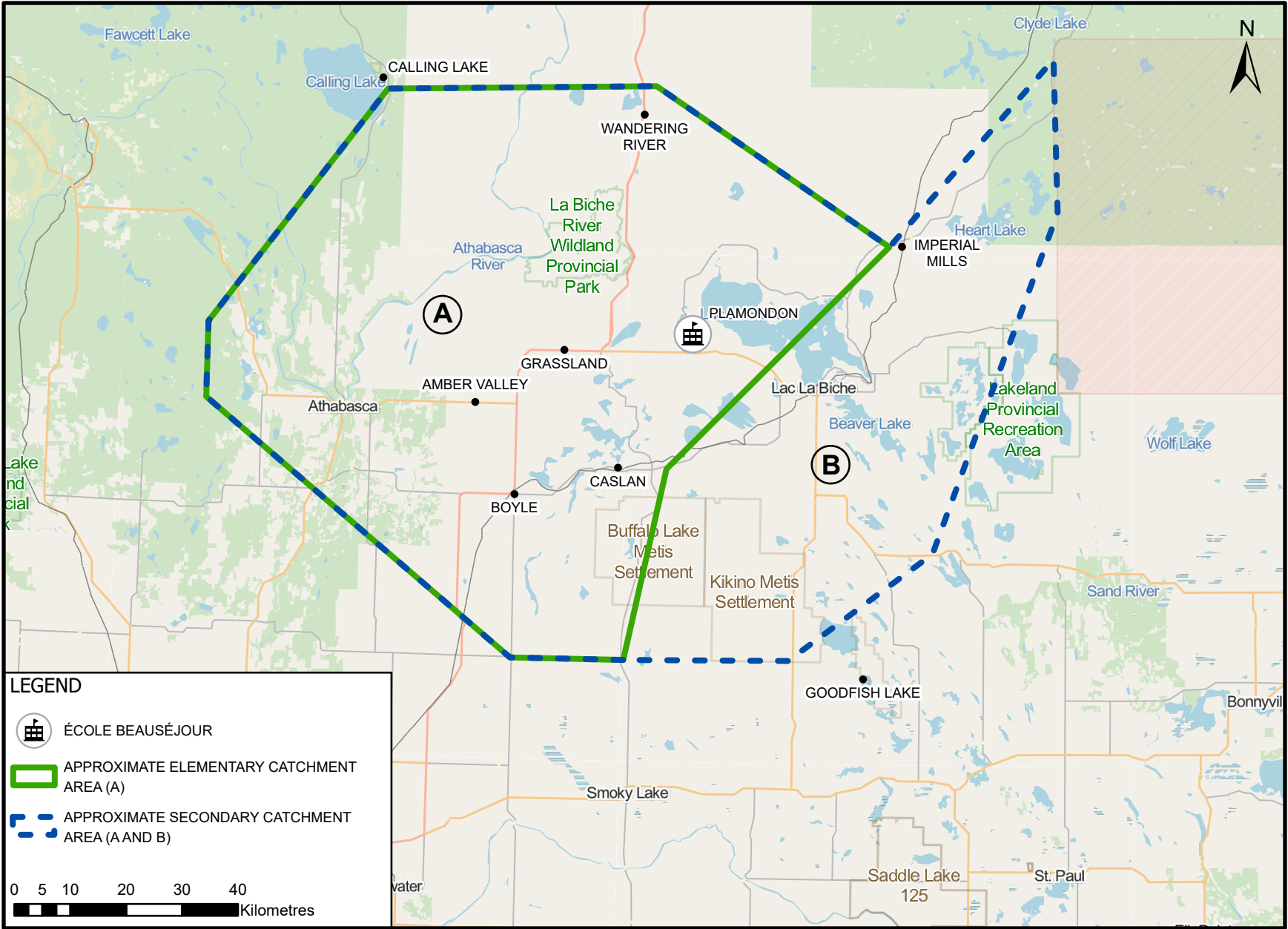
Calgary

120, 510 12th Avenue SW
Calgary AB T2R 0X5
+1 403 212 0960

Saskatoon

630c 10th Street E
Saskatoon SK S7H 0G9
+1 306 373 2935

CATCHMENT AREA FOR ÉCOLE BEAUSÉJOUR IN PLAMONDON



Appendix 4

Government of Alberta Education		Capital Maintenance and Renewal Stimulus Proposal							
		for 2020/2021							
Jurisdiction:		The East Central Francophone Education Region (8060)							
	Project Description*	Impacted School Facilities	Location	Category**	Estimated Cost (\$, to nearest \$100,000)	Estimated Timeline (Month, Year)		Preferred Method of Delivery	If other, please specify:
						Anticipated Start MM-YYYY	Anticipated Completion MM-YYYY		
1	Roof Renovation	École Beauséjour	Plamondon, AB	S2 Envelope	\$ 600,000	06-2020	07-2020	Directly by Jurisdiction	
2	Cement - Main entrance, ramp and rear exit	École Beauséjour	Plamondon, AB	S2 Envelope	\$ 200,000	06-2020	06-2020	Directly by Jurisdiction	
3	Clocks, intercom, phone, bell system for 4 schools (archaic)	École Beauséjour, École du Sommet, École des Beaux-Lacs, École Voyageur	Plamondon, AB, St. Paul, AB, Bonnyville, AB and Cold Lake, AB	SS Electrical	\$ 100,000	05-2020	05-2020	Directly by Jurisdiction	
4	Interior lights	École des Beaux-Lacs	Bonnyville, AB	SS Electrical	\$ 200,000	05-2020	06-2020	Directly by Jurisdiction	
5	Interior lights	École Beauséjour	Plamondon, AB	SS Electrical	\$ 200,000	05-2020	06-2020	Directly by Jurisdiction	
6									
7									
8									
9									
10									

* Project descriptions should be high level and indicate the general scope of work (i.e., roof replacement, boiler replacement, etc.).

** Categories are determined based on Alberta Infrastructure Uniform categories, as identified in VFA.

*** Preferred method of delivery is not guaranteed for approval.

Isabelle B. Poulin
Superintendent or Designate

Please e-mail the original Excel document to edc.cpdata@gov.ab.ca

Appendix 5

Portfolio:

SCH-C-The East Central Francophone Education Reg.

Property:

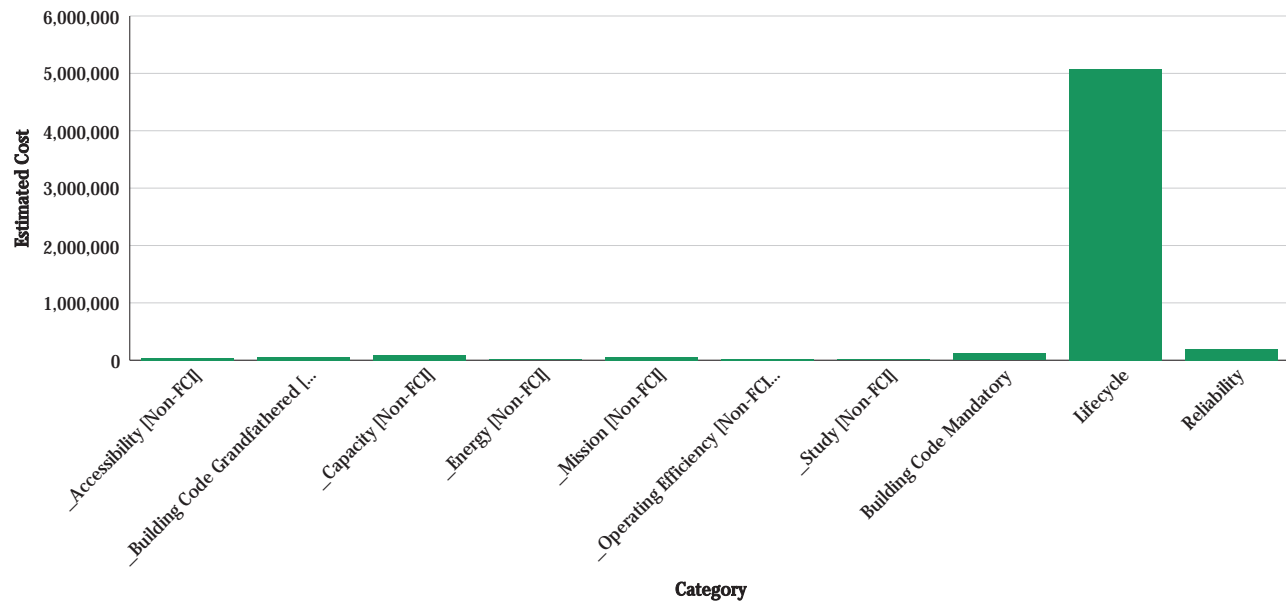
Ecole Beausejour School

Asset:

Ecole Beausejour School-B3882A, Ecole Beausejour School-S3882, Portable Classroom SFDS - T2831-T2831

Currency: CAD

Category	Percentage of Total Cost	Estimated Cost
Building Code Mandatory	2%	120,554
Lifecycle	89%	5,077,213
Reliability	3%	196,415
_Accessibility [Non-FCI]	1%	41,816
_Building Code Grandfathered [Non-FCI]	1%	58,715
_Capacity [Non-FCI]	2%	87,755
_Energy [Non-FCI]	0%	11,445
_Mission [Non-FCI]	1%	52,951
_Operating Efficiency [Non-FCI]	0%	17,757
_Study [Non-FCI]	0%	15,611
Total		5,680,232





St-Paul,
April 1, 2022

By Email : education.minister@gov.ab.ca

The Honourable Adriana LaGrange
Minister of Education
Alberta Education
228 Édifice de la législature
10800, 97^e avenue
Edmonton (AB) T5K 2B6

Re: The CSCE cannot continue with the joint infrastructure proposal process in Lac La Biche and requests funding for a homogeneous community school facility from which it can offer substantively equivalent French-first language education

Dear Minister LaGrange,

In February 2020, Deputy Minister Andre Corbould requested that the Conseil scolaire Centre-Est (“CSCE”), Northern Lights School Division (“NLSD”), and Lakeland Roman Catholic Separate School Division (“LSCD”) work together to try to develop a joint proposal that may meet the facility needs of all three school authorities in Lac La Biche. NLSD contracted FWBA Architects to help the three school authorities develop a masterplan for the community by proposing how existing facilities could be used efficiently, as well as identifying what new space is required to provide all students of Lac La Biche with the facilities required to support their education. Unfortunately, none of the proposals in the resulting October 2021 draft Lac La Biche Solution Report allow the CSCE to offer a homogeneous education that is substantively equivalent to that offered to majority-language students, as required by the *Canadian Charter of Rights and Freedoms* (“**Charter**”).

As a result, the CSCE Board of Trustees has decided that it cannot continue with the joint infrastructure proposal process and requests funding for a homogeneous community school facility from which *Charter*-compliant French-first language education can be offered.

Since the province’s request that the CSCE, NLSD and LSCD work together to try to propose a joint infrastructure solution for Lac La Biche, the Supreme Court of Canada clarified many aspects regarding the s. 23 legal framework, notably regarding (1) the determination of entitlement to a homogeneous facility, (2) the viability of small French-first language schools, (3) the provision of substantively equivalent education regardless of school size, and (4) the timeline for remedying s. 23 breaches.

The Supreme Court’s clarifications make clear the need for a small, homogeneous CSCE community school in Lac La Biche that can offer French-first language education that is substantively equivalent to that offered to English-language and French immersion students. Anything less constitutes a breach of s. 23 and deters reasonable parents from exercising their s. 23 rights.

The Supreme Court also set out parameters for the timeline by which infringements of s. 23 must be remedied. While the Supreme Court stopped short of setting an exact timeline, it is evident from its decision that more than ten years is too long. The CSCE reminds Alberta Education that it communicated an unmet need to the province in 2006. In 2014, École

Sainte-Catherine opened its doors in a leased, shared facility. Since 2014, the CSCE has continued to advise Alberta Education that it cannot offer its students a substantively equivalent education. The situation must be remedied.

When the CSCE began leasing space in Central Elementary School from NLSD in 2014, it was meant to be a temporary solution. Eight years later, the CSCE is still seeking a homogeneous, permanent home for its students and community. Unfortunately, Alberta Education's proposal that NLSD, LCSD and CSCE work towards trying to develop a solution to accommodate all three school authorities has not resulted in an option that would allow the province and the CSCE to meet their s. 23 obligations.

For instance, all options require the CSCE to share at least library space and a gymnasium with LCSD and/or NLSD students. In some cases, to access the shared space, CSCE students would have to go outside or walk through the English-language portion of the facility. One option proposes that the CSCE only have access to four modular units, without access to library space, ancillary space, administrative or conference spaces, which are found in the English-language portion of the facility. Although certain options contemplate homogeneous facilities for either NLSD or LCSD, no option contemplates a homogeneous facility for the CSCE. Requiring the CSCE to share space in Lac La Biche violates s. 23 of the *Charter*, because it does not allow it to fulfil its linguistic and cultural objectives. A homogeneous facility is required to provide the CSCE with the required control and management of its facility and programming. It must be able to make decisions that promote the French-language and culture, which includes the ability to ensure that posters and signs in hallways, classrooms, the library, the gymnasium, and generally throughout the facility are in French only.

Moreover, there is no early childhood programming space, nor is there community space, which are both vital to preventing assimilation, remedying past injustices, and unifying the community, all s. 23 purposes reiterated by the Supreme Court of Canada in 2020.

Additionally, the CSCE's relatively small size will mean that its students are surrounded by the Anglo-dominant environment, which will only perpetuate the lack of equivalency and the perceived unimportance of the CSCE's programming.

The CSCE requests that its school facility be homogeneous and standalone from the English-language and immersion school facilities, as repeatedly requested in its capital plan submissions. The CSCE has expressed on numerous occasions its keen interest to leverage existing surplus facilities, such as acquiring the former Central Elementary School building and trying to modernise it to meet the CSCE's needs. For years, Alberta Education has refused to invest in French-first language students in Lac La Biche, while the equivalence gap has continued to widen. Further, Alberta Education made remedying the s. 23 breach dependant on collaboration with other school authorities. This is not acceptable.

The CSCE requests that Alberta Education work with the CSCE to ensure the needs of current and future French-first language students in Lac La Biche are met as soon as possible in a manner that is s. 23 compliant.

Sincerely,

Réginald Roy



Board Chair, CSCE

Copy :

Dolorèse Nolette, CSCE Superintendent
Diane Bauer, Chairperson LCSD
Pamela Guilbault, LCSD Superintendent
Karen Packard, NLSD Board Chair
Rick Cusson, NLSD Superintendent



St-Paul,
Le 1^{er} avril 2022

Par courriel : education.minister@gov.ab.ca

L'Honorable Adriana LaGrange
Ministre de l'Éducation
Ministère de l'Éducation
228 Édifice de la législature
10800, 97^e avenue
Edmonton (AB) T5K 2B6

Objet: Le CSCE ne peut pas poursuivre le processus de proposition d'infrastructure conjointe à Lac La Biche et demande le financement d'un établissement scolaire communautaire homogène à partir duquel il pourra offrir une éducation en français langue première réellement équivalente

Chère Ministre LaGrange,

En février 2020, le sous-ministre Andre Corbould a demandé au Conseil scolaire Centre-Est (« **CSCE** »), à Northern Lights School Division (« **NLSD** ») et à Lakeland Roman Catholic Separate School Division (« **LCSD** ») de collaborer afin d'essayer d'élaborer une proposition conjointe qui répondrait aux besoins en infrastructures des trois autorités scolaires de Lac La Biche. NLSD a retenu les services de FWBA Architects pour aider les trois autorités scolaires à élaborer un plan directeur pour la communauté de Lac La Biche en proposant une façon d'utiliser les installations existantes de manière efficace, ainsi qu'en identifiant les nouveaux espaces nécessaires pour fournir à tous les élèves de Lac La Biche les installations requises pour soutenir leur éducation. Malheureusement, aucune des propositions contenues dans l'ébauche du « Lac La Biche Solution Report » d'octobre 2021 (« **Rapport** ») ne permet au CSCE d'offrir un enseignement homogène qui est réellement équivalent à celui offert aux élèves de la majorité linguistique, comme l'exige la *Charte canadienne des droits et libertés* (« **Charte** »).

En conséquence, le conseil d'administration du CSCE a décidé qu'il ne pouvait pas poursuivre le processus de proposition d'infrastructure conjointe et demande le financement d'un établissement scolaire communautaire homogène où le CSCE pourra offrir une éducation en français, langue première, conforme à la *Charte*.

Depuis que la province a demandé au CSCE, à NLSD et à LCSD de collaborer pour proposer une solution d'infrastructure conjointe à Lac La Biche, la Cour suprême du Canada a clarifié de nombreux aspects du cadre juridique de l'art. 23, notamment comment déterminer (1) le droit à une école homogène, (2) la viabilité de petites écoles de français langue première, (3) l'offre d'une éducation réellement équivalente peu importe la taille de l'école, et (4) le délai pour remédier aux violations de l'art. 23.

Les clarifications de la Cour suprême établissent clairement le besoin pour une petite école communautaire homogène du CSCE à Lac La Biche qui peut offrir une éducation en français langue première qui est réellement équivalente à celle offerte aux élèves de langue anglaise et d'immersion française. Tout ce qui est inférieur à cela est une violation de l'art. 23 et décourage les parents raisonnables de se prévaloir de leur droit à l'art. 23.

La Cour suprême a aussi établi des paramètres pour le délai dans lequel les violations de l'art. 23 doivent être corrigées. Bien que la Cour suprême n'ait pas fixé de délai précis, il ressort clairement de sa décision que plus de dix ans est certainement trop long. Le CSCE rappelle au ministère de l'Éducation qu'il a communiqué à la province un manquement à

ses besoins en 2006. En 2014, l'École Sainte-Catherine a ouvert ses portes dans un établissement partagé et loué. Depuis 2014, le CSCE continue d'informer le ministère de l'Éducation qu'il ne peut pas offrir une éducation réellement équivalente. Il est urgent de remédier à cette situation.

Lorsque le CSCE a commencé à louer des locaux dans l'école Central Elementary de la NLSD en 2014, il s'agissait d'une solution temporaire. Huit ans plus tard, le CSCE est toujours à la recherche d'un espace homogène permanent pour ses élèves et sa communauté. Malheureusement, la proposition du ministère de l'Éducation que NLSD, LCSD et le CSCE travaillent à élaborer une solution qui pourrait accommoder les trois autorités scolaires n'a pas abouti à une option qui répondrait aux obligations de la province et du CSCE en vertu de l'art. 23.

Par exemple, toutes les options exigent que le CSCE partage au moins un espace de bibliothèque et un gymnase avec les élèves du LCSD et/ou du NLSD. Dans certains cas, pour accéder aux espaces partagés, les élèves du CSCE devraient sortir dehors ou traverser la partie anglophone de l'immeuble. Une option propose que le CSCE n'ait accès qu'à quatre unités modulaires, sans accès à un espace de bibliothèque, un espace auxiliaire, des espaces administratifs ou de conférence, qui se trouvent pourtant dans la partie anglophone de l'immeuble. Bien que certaines options proposent un immeuble homogène pour la NLSD ou la LCSD, aucune option ne propose un immeuble homogène pour le CSCE. Exiger que le CSCE partage un espace de bibliothèque ou un gymnase viole l'art. 23 de la *Charte*, car cela ne lui permet pas de remplir ses objectifs linguistiques et culturels. Un immeuble homogène est nécessaire pour fournir au CSCE le contrôle et la gestion requis de ses installations et de sa programmation. Il doit être en mesure de prendre des décisions qui favorisent la langue et la culture française, ce qui comprend la capacité de s'assurer que les affiches et les panneaux dans les couloirs, les salles de classe, la bibliothèque, le gymnase et, de façon générale, partout dans l'immeuble, soient en français seulement.

De plus, il n'y a pas d'espace pour un programme de petite enfance, ni d'espace communautaire, qui sont tous deux essentiels pour prévenir l'assimilation, réparer les injustices du passé et unifier la communauté, tous des objectifs de l'art. 23 réitérés par la Cour suprême du Canada en 2020.

La taille relativement petite du CSCE signifie que ses étudiants seront entourés et influencés par l'environnement anglo-dominant, ce qui ne fera que perpétuer le manque d'équivalence et la perception de l'insignifiance de la programmation du CSCE.

Le CSCE demande que son établissement scolaire soit homogène et indépendant des établissements de langue anglaise et d'immersion, comme il l'a demandé à plusieurs reprises dans ses soumissions de plan immobilier au ministère de l'Éducation. Le CSCE a exprimé à plusieurs reprises son vif intérêt à tirer parti des établissements excédentaires existants, comme acquérir l'ancien bâtiment de l'école Central Elementary et tenter de le moderniser pour répondre aux besoins du CSCE. Pendant des années, le ministère de l'Éducation a refusé d'investir dans les élèves de français langue première de Lac La Biche, alors que l'écart d'équivalence a continué à se creuser. De plus, le ministère de l'Éducation a fait dépendre la correction de la violation de l'art. 23 de la collaboration avec d'autres autorités scolaires. Cette situation n'est pas acceptable.

Le CSCE demande que le ministère de l'Éducation agisse maintenant et travaille avec le CSCE pour s'assurer que les besoins constitutionnels des élèves francophones de Lac La Biche sont satisfaits le plus tôt possible et d'une manière conforme à l'art. 23.

Veuillez agréer, Madame la Ministre, mes salutations les plus cordiales.

Réginald Roy



Président, CSCE

Copie :

Dolorèse Nolette, Directrice générale, CSCE

Diane Bauer, Présidente, LCSD

Pamela Guilbault, Directrice générale, LCSD

Karen Packard, Présidente, NLSD

Rick Cusson, Directeur général, NLSD



Northern Lights

PUBLIC SCHOOLS

Working Together to Help Every Student Learn and Excel

February 8, 2023

Reginald Roy, President
Conseil Scolaire Centre-Est
4617 50th Ave CP249
St. Paul, Alberta T0A 3A0

Dear Reg,

Re: Transfer Proposal for Central Elementary School

In October 2022, Northern Lights Public Schools requested permission from Minister LaGrange to dispose of a number of properties across our division. One of these properties is the former Central Elementary School, currently known as École Sainte-Catherine, which is leased to Conseil Scolaire Centre-Est and Little Sprouts. In previous discussions, it had been indicated that your Board has a desire to assume ownership of the property. We are pleased to inform you that the Minister has granted permission to transfer the property to you with a negotiated agreement that:

- Maintains the continued tenancy of Lac La Biche Little Sprouts Child Care
- Adheres to the Disposition of Property Regulation AR86/2019
- Addresses any concerns regarding outstanding maintenance on the property

We would like to invite you to submit a proposal that outlines CSCE's position on the criteria established by the Minister of Education. It would be our pleasure to work with you to arrange this transfer in as timely a manner as possible, and look forward to the opportunity to discuss this matter at your earliest convenience.

Sincerely,

Karen Packard
Board Chair

CC Honourable Adriana LaGrange, Minister of Education
Honourable Brian Jean, MLA Fort McMurray-Lac La Biche
Mr. David Hanson, MLA Bonnyville-Cold Lake-St. Paul

Ms Karen Packard, Board Chair

St-Paul

February 13, 2023

Northern Lights Public Schools
6005- 50 Avenue
Bonnyville, AB T9N 2L3

Sent via Email

Re : Transfer proposal for Central Elementary School

Dear Karen,

I am writing in response to your letter dated February 8, 2023, in which you shared that Minister LaGrange has granted permission to transfer the property (both the building and the land) which we currently lease to house École Sainte-Catherine in Lac La Biche. This is indeed great news for our board.

We have taken note of the criteria established by the Minister and agree to maintain the continued tenancy of Lac La Biche Little Sprouts Child Care for as long as it is sustainable for both parties. We could take over the lease agreement that Northern Lights has with them, or we could establish our own lease agreement with their Board. This would be discussed with Lac La Biche Little Sprouts. As for concerns regarding outstanding maintenance on the property, we are of the opinion that all the necessary day to day maintenance has been upheld by Northern Lights Public Schools. We are happy to take ownership of the property as is. The Board and I are truly appreciative of this opportunity and applaud your willingness to work with us in this transfer.

In closing, I would ask that our senior leadership teams work together to draft an agreement that will ensure the expeditious transfer of the Central Elementary School property to the East Central Francophone Education Authority (Conseil scolaire Centre-Est).

Sincerely,



Réginald Roy

BOARD CHAIR, CSCE

rroy@centreest.ca

Group

**East Central Francophone
Education Region**

École Sainte-Catherine

Planning Assesement - March 20, 2018

Group2

Architecture
Interior Design

Table of Content

1.0 Introduction

2.0 Information Stage - École Sainte-Catherine

2.1 Background

2.2 Facility Condition Evaluation

2.3 Program and Instructional Evaluation

2.4 Summary

2.5 Section 23

2.6 Comparison to Education Guidelines

3.0 Conclusion

3.1 École Sainte-Catherine

1.0 Introduction

Group2 Architecture Interior Design Ltd. (Group2) was commissioned by Conseil scolaire Centre-Est to conduct a planning assessment of École Sainte-Catherine in Lac La Biche. On January 17, 2018, a tour of the school was conducted with representatives of the school jurisdiction, school board, and Group2.

2.0 Information Stage - École-Sainte Catherine

2.1 Background

École Sainte-Catherine was introduced in Lac La Biche in 2014, in space in the former Central Elementary School, currently leased from Northern Lights Public School Division. Each year the school has added a grade and currently offers a pre-kindergarten to Grade 5 Francophone Program. It is anticipated that the school will continue to grow.

Central Elementary School, was built in 1952, with additions in 1958, 1959, 1988 and 1990. The original 1952 section was demolished in 1986. Currently, the school is 3,035m². The total capacity is 350 and the net capacity 257. The school was closed by Northern Lights in June 2014.

On August 27, 2008, a facility audit was conducted and overall the school was found to be in good shape with an FCI score of 4.70%. The structural, envelope and interior and mechanical were rated in "acceptable" condition. The electrical was rated in "good" condition. The replacement cost was estimated at \$7,938,424.

2.2 Facility Condition Evaluation

On the January 17, 2018, facility tour of the leased portion of the building, representatives of Group2 noted the following observations:

- The school is wood-frame construction and overall, is in very poor shape.
- The building is not up to code.
- The wings of the school not currently being leased are kept open during school hours to provide an alternate emergency access route. The daycare does use some space in the closed wings as storage.
- During the Value Scoping of Northern Lights School Division's facilities in 2016, Alberta Infrastructure's Technical Services Branch did not support a modernization of this facility.

2.3 Program and Instructional Evaluation

- There are three front entrances. One entrance is dedicated for bus drop off. The students are met each morning and the entrance is then locked for security reasons until dismissal time.
- The administration office consists of a small office for the principal, an additional office for "wrap-around" space and the administration counter. It is awkwardly located and allows no visibility of the entrances or hallways, creating a security concern.

- The existing spaces do not meet today's programming requirements, the ability to offer 21st Century Learning, or the safe delivery of programming. There are no dedicated spaces for arts, music and play and the classrooms are too small to accommodate student activity, comfort, collaboration or creativity. There is little, or no mill work for storage or to enhance teaching. The school does not have any gathering space or multi-purpose activity spaces which limit teaching opportunities and student learning and activity.
- There are two, very small, basic and outdated washrooms and a storage closet located across from the administration office.
- The Little Sprouts Daycare which also leases space in the same wing of the school, shares the washroom space and gymnasium on a permanent basis. Meeting space is shared by the school and daycare as required.
- The classrooms are typical of the genre. Basic, no sinks, with old metal lockers in the classroom.
- There is a small and very outdated, basic kitchen used as a snack room.
- A classroom is used as a library; however, due to its limited space, the students take their books back to their classrooms to read.
- The pre-kindergarten space doubles as daycare space in the afternoons.
- The sharing of space is very disruptive.
- The only playground area is located at the back of the school and is accessed by crossing a driveway. Although the driveway has been barricaded, the daycare parents use this driveway as a drop off and pick-up area. This presents significant safety and security issues for all children accessing the playground area.

2.4 Summary

The school is not barrier-free and requires many building code upgrades to meet safety and washroom requirements.

The current layout of the school is not functional. The existing spaces do not meet today's programming requirements, the ability to offer 21st Century Learning, or in some cases, the safe delivery of programming. The current leased classrooms are too small to accommodate student activity or comfort. There is little, or no millwork for storage or to enhance teaching. The school does not have any gathering space or multi-purpose activity spaces which limit teaching opportunities and student activity.

Today's 21st Century Learners require student-centered, innovative, digital learning centers that promote opportunities for all learners to succeed. In the early grades, learning activities are centered around imagination and creativity and typically involves child-centered and play-based approaches to learning, using games and learning materials in many creative ways.

Facilities must offer flexible spaces and learning environments which provide opportunities for students to learn through all types of games and play often connected to on-line learning.

2.5 Section 23

Section 23, grants the right to an educational experience in minority language schools that is equivalent to the educational experience being offered in majority language schools in the same area.

École Sainte-Catherine is neither functionally or aesthetically equivalent to its English Language competitors, nor does it have their ability to offer specialized classroom space. The sharing of space between the École Sainte-Catherine students and the English-speaking daycare children erodes the Francophone culture and environment.

The CSCE is faced with the challenge of retaining students at École Sainte-Catherine, as it is both functionally and aesthetically inferior to its neighboring majority language schools. Francophone students are disadvantaged.

This clearly demonstrates the CSCE's inability to provide equivalency in the educational experience it can offer its students in Lac La Biche.

2.6 Comparison to Alberta Education Guidelines

See Figure A- page 5.

A new 200 capacity, K-6 school would have a total area of 2,249m² and provide the spaces outlined in the Education Design Standards to meet program requirements.

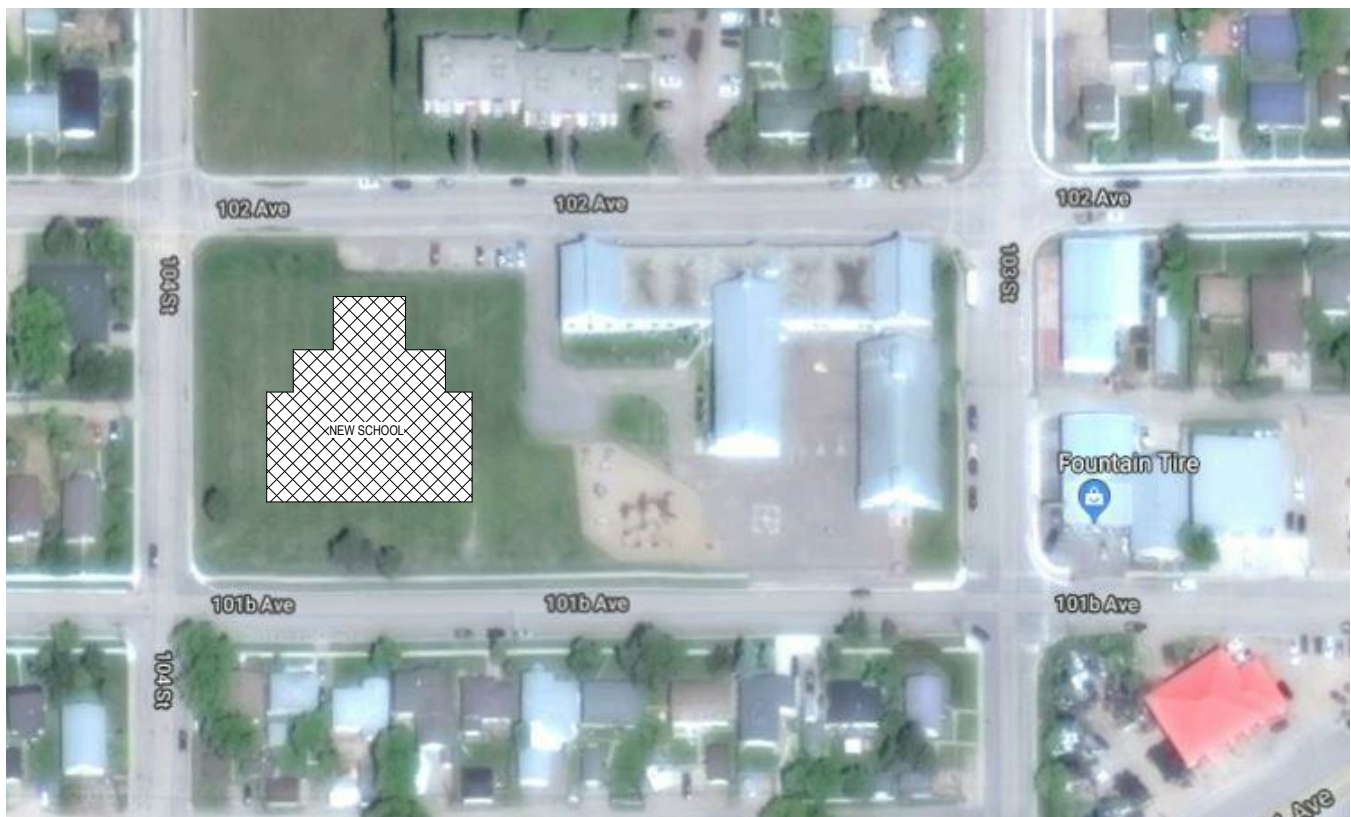


Figure A- Comparison Between the Existing School and a New K-6 School

École Sainte-Catherine

Grades K-6 - Core School Capital Manual		m ²
Student Capacity	200	
Instructional Area		
Classrooms	4 @ 80	320
Science	1 @ 95	95
Ancillary	1 @ 130	130
Ancillary	2 @ 90	180
Gym		430
Gym Storage		43
Library		80
Subtotal		1,278
Non Instructional Area		
Admin/Staff		150
Wrap-Around Services		20
Mechanical & Meter Rooms		108
Recycle Room (LEED)		11
Phys Ed.		50
Circ.		320
Wall Area		153
Storage		45
Washrooms		24
Accessible Washroom		12
Flexible Space		48
Wiring Network		30
Subtotal		971
Required Area	per student	2,249
		11.25
CTS Suite	0 @ 200	0
Area for 1 CTS Suite		0
Required Area		2,249
Total Required		2,249

École Sainte-Catherine Elementary School Pre-K - 6		m ²
Student Capacity	150	
Instructional Area		
Classrooms	4	320.0
Science	1	95.0
Ancillary	1	130.0
Ancillary	2	180.0
Gym		430.0
Gym Storage		43.0
Library		80.0
Subtotal		1278.0
Non Instructional Area		
Admin/Staff		150.0
Wrap Around		20.0
Mechanical & Meter Rooms		108.0
Recycle Room (LEED)		11.0
Phys Ed.		50.0
Circ (Mix of wall and Circulation)		320.0
Wall Area		153.0
Storage/Janitor		45.0
Washrooms		24.0
Accessible Washroom		12.0
Flexible Space		48.0
Wiring Network		30.0
Subtotal		971.0
Area	per student	2,249.0
		15.0
CTS Suites (IA, FF, Bus Ed)	0	0.0
Less One Classroom		0
Total CTS		0.0
Area		2,249.0
Total Area		2,249

Differences		m ²
Student Capacity	Capital Manual vs Existing	
Instructional Area		
Classrooms		0
Science		0
Ancillary		0
Ancillary		0
Gym		0
Gym Storage		0
Library		0
Subtotal		0
Non Instructional Area		
Admin/Staff		0
Wrap-Around Services		0
Mechanical & Meter Rooms		0
Recycle Room (LEED)		0
Phys Ed.		0
Circ.		0
Wall Area		0
Storage		0
Washrooms		0
Accessible Washroom		0
Flexible Space		0
Wiring Network		0
Subtotal		0
Area Difference		0
CTS Suites		
Difference		0
Area		0
Total Required		0

3.0 Conclusion

3.1 École Sainte-Catherine

Based on the current enrolment, to allow for future growth and to meet the requirements of Section 23 and the needs of minority language students, a new 200 capacity, K-6 school is required for the students, staff, the school jurisdiction and Francophone community which will support 21st century learning pedagogy and opportunities.

It is recommended that the CSCE pursue the transfer of Central Elementary School from Northern Lights Public School Division and make application for a new 200 capacity, K-6 replacement school to be constructed on the existing site.

A review of the existing site indicates the site is large enough to accommodate the proposed new replacement school.

Students will remain in the existing school until construction of the new school is completed at which time the existing school will be demolished.

group2.ca

Group2

Architecture
Interior Design

Edmonton

900, 10150 100 Street NW
Edmonton AB T5J 0P6
+1 780 447 2990

Red Deer

200-4706 48th Avenue
Red Deer AB T4N 6J4
+1 403 340 2200

Calgary

120, 510 12th Avenue SW
Calgary AB T2R 0X5
+1 403 212 0960

Saskatoon

630c 10th Street E
Saskatoon SK S7H 0G9
+1 306 373 2935

CATCHMENT AREA FOR A NEW COMMUNITY SCHOOL IN ATHABASCA

