

Relocatable Classrooms Discussion Paper

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Relocatable Classrooms

The Saskatchewan School Boards Association (SSBA) is a non-profit, nonpartisan, voluntary membership organization, offering board development opportunities, advocacy, and services. The SSBA provides leadership and support for our members as a unified voice of Saskatchewan's 27 democratically elected public, Catholic and Francophone school boards. For more information visit: www.saskschoolboards.ca

Boards of education/Conseil scolaire fransaskois (CSF) are elected to govern Kindergarten to Grade 12 education, are autonomous, and derive their authority from The Education Act, 1995 which gives them the authority to manage the school division in a way that reflects local needs and priorities. In addition, Catholic schools derive their authority from the Constitution, The Saskatchewan Act, and the guarantee of separate school rights under section 29 of the Canadian Charter of Rights and Freedoms. The CSF derives its authority from section 23 of the Canadian Charter of Rights and Freedoms.

Saskatchewan's elected boards of education/CSF require education investment so that they have the resources they require to provide opportunities for each student to achieve at the highest levels regardless of where they live in the province and their personal circumstances. Education funding is best provided unconditionally to boards of education/CSF to ensure that the wishes of the community are reflected in the division's schools and make decisions that shape the education of Saskatchewan's children. The SSBA supports boards of education in this very important work.

Position on Education Investment

On behalf of the communities they serve, boards of education/CSF advocate resolutely for education investment. Within this context, the following fundamental principles guide all decisions for education investment (SSBA Position Statement 3.1).

Sufficiency, Sustainability, and Predictability: The amount of funding provided to boards of education/CSF by the provincial government must be sufficient for education equity that provides high quality education for all students, that includes opportunities for local innovation, and that responds to inflationary costs, enrolment growth, and the continuing need for specialized programming. Reliable, factual data is used to establish funding formulas that are clearly defined, predictable, and unconditional that reflect the actual costs of mandated provincial goals and priorities and enable long-term and sustainable planning by boards of education/CSF.

Partnership and Engagement: In Saskatchewan, Boards of education/CSF and the provincial government are partners in education where elected boards of education/CSF are responsible for achieving mandated provincial goals and priorities and the provincial government is responsible for providing the resources needed to achieve those goals and objectives. Meaningful collaboration and engagement in decision-making regarding funding formulas and forecasting, accountability processes, setting provincial priorities, and resolving issues is best done in this spirit of partnership. The funding model is reviewed periodically by the education partners to ensure it is functioning as intended.

Transparency and Accountability: Straightforward information about education funding is monitored, understandable and available to the public, and the process is entirely transparent.

Background

Historically, funding for education in Saskatchewan was heavily reliant on property taxes. Local property taxes largely determined the financial resources available to individual school divisions. This system often resulted in disparities, where wealthier areas had more resources compared to economically disadvantaged regions.

The provincial government shifted the methodology in funding education and began transitioning away from the property tax-based funding model. This shift aimed to reduce disparities among school divisions by providing more consistent funding across the province. The move towards equity in education funding, regardless of where a student resides, recognized the importance of ensuring that all students had access to comparable educational resources and opportunities, irrespective of their geographical location.

It is in this context that the Government of Saskatchewan is solely responsible for funding education by providing school boards funding through the school division operating grant, capital (infrastructure) investment and inter-ministerial initiatives.

While the funding for education has increased over the past 10 years from \$1.5 billion to over \$2 billion per year, the costs of delivering education (enrolment growth, collective bargaining increases, inflationary pressures, classroom supports and new initiatives) far outpaces the funding. Refer to the SSBA's Education Funding Discussion Paper for more information.

At the SSBA's 2024 Fall Assembly, the membership passed Resolution AGM-24-09 BE IT RESOLVED that the Saskatchewan School Boards Association create a Working Advisory Group (WAG) for the purpose of a cost analysis of relocatable classrooms. The SSBA Executive approved the creation of the WAG in March 2025 and then preliminary analysis was completed leading up to the WAG's first meeting in September 2025. This discussion paper will build on the foundational analysis by focusing specifically on relocatable classrooms.

There is no single provincial list of relocatable classrooms prior to the establishment of the RCP in 2013-14. In Fall 2025, the SSBA conducted a voluntary survey of school divisions to gain a better understanding of the status of relocatable classrooms in the province. The SSBA was able to collect data from all 27 school divisions.

Current State

Between 2012-13 and 2026-27 government fiscal years, the K-12 Education sector has been allocated over \$2.4 billion in funding for capital projects which included new schools, major and minor renovations projects and funding for preventative maintenance and relocatable classrooms. Enrolment has cumulatively increased in this timeframe by about 20% or 30,000 students.

Some current issues raised by members of the Association include:

- Funding needs to respond to inflationary costs and enrolment growth.
- Physical school facilities are getting older and regular maintenance costs are funded through the operating grant.
- Some new school facilities are already at or over capacity the moment they open.
- There are diverse and vast differences within rural and urban locations.
- There is little transparency on the allocation of capital funding.

The province of Saskatchewan has seen rapid growth in its population and increasing student enrolment. With limited resources and long lead times for new school construction, some school divisions have converted areas such as science labs , music room, art rooms, libraries, and even staff rooms into classroom or learning space which changes the quality of education.

Relocatable classrooms (also called portable, modular, or temporary classrooms) are commonly used in schools for a variety of reasons:

- **Enrollment Fluctuations:** They provide flexible space to accommodate sudden changes in student population due to local growth or shifting demographics.
- **Budget Constraints:** When funding for new construction or major renovations is limited, relocatable classrooms provide a timely, cost-effective alternative offering lower total project costs despite higher per unit pricing.
- **Construction and Renovations:** They are used as temporary learning spaces when permanent buildings are undergoing repairs or upgrades.
- **Emergency Response:** After disasters such as fires, floods, or earthquakes, relocatable classrooms allow instruction to resume quickly.

The mechanism to fund relocatable classrooms has changed over the years. Prior to 2009, school boards could set the local mill rates for education property taxes to generate additional funds needed. This created inequities as wealthier areas could raise more funds. To address these inequities, the funding shifted toward block funding where the province allocated lump-sum or block grants to school divisions where school division were given broad discretion on how to prioritize the spending. In the 2000's, the province moved towards more targeted funding.

The Ministry of Education established the Relocatable Classroom Program (RCP) in 2013-14 and is designed to address immediate needs for additional classroom space to accommodate increases in enrolments. The program offers school divisions flexibility at the local level to deal with the space crunch and alleviate the pressure caused by growth. Relocatable classrooms can also be moved or relocated as enrolment fluctuates. Requests from school divisions are prioritized and communities receiving relocatable classrooms are selected based on projected enrolments, starting with the highest utilized schools.

The ministry currently provides:

- Up to \$675,000 for each new relocatable classroom in the Regina and Saskatoon areas
- Up to \$725,000 in all other areas for each new relocatable classroom.
- Up to \$350,000 for the relocation of each relocatable classroom within an urban centre
- Up to \$500,000 for the relocation of each relocatable classroom in rural centre or from one community to another.

Any costs incurred by the school divisions above the maximum ministry contributions are the responsibility of the school divisions. The ministry reviews actual costs each year to assess the need to increase funding.

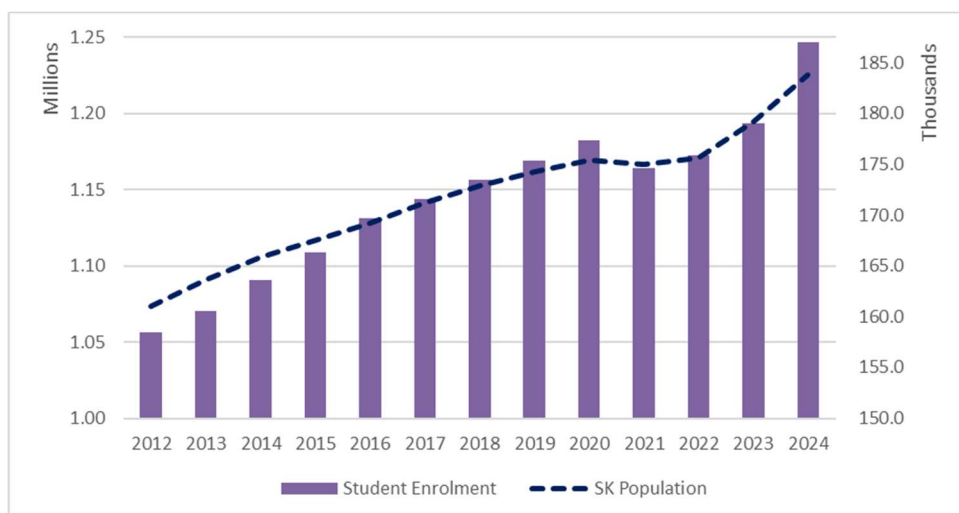
The Ministry of Education's Preventative Maintenance and Renewal (PMR) program provides funds to school divisions to maintain owned facilities. The funding is intended to assist in the proactive inspection, detection, and correction of incipient failures before they occur or before they develop into major defects. The PMR program currently provides \$65 million to school divisions which equates to approximately 0.5% of property assets. Benchmarks for annual maintenance budget typically ranges from 1 - 4% of the asset's replacement value but the exact percentage varies significantly by asset type, age, and condition. Although school divisions can use PMR for relocatable classrooms, there are often other priorities for this funding.

As many school divisions continue to face operational and capital funding pressures, SSBA members requested the review of the longevity, quality, and costs of relocatable classrooms. As there are often significant long term maintenance costs compared to permanent buildings, investing in permanent classrooms may lead to overall long-term savings.

Current Issues

A. Enrolment

Saskatchewan has experienced population growth in certain areas, leading to increased demand for schooling infrastructure. As a result, many schools have become overcrowded, lacking sufficient classroom space to accommodate all students adequately.



Student enrolment data from Ministry of Education and Saskatchewan population data from Statistics Canada

Although population and enrolment are not the same across the province, as it is increasing in certain areas and declining in others, there is an overall increase. Enrolment in urban centres have increased about 14% over the past decade.

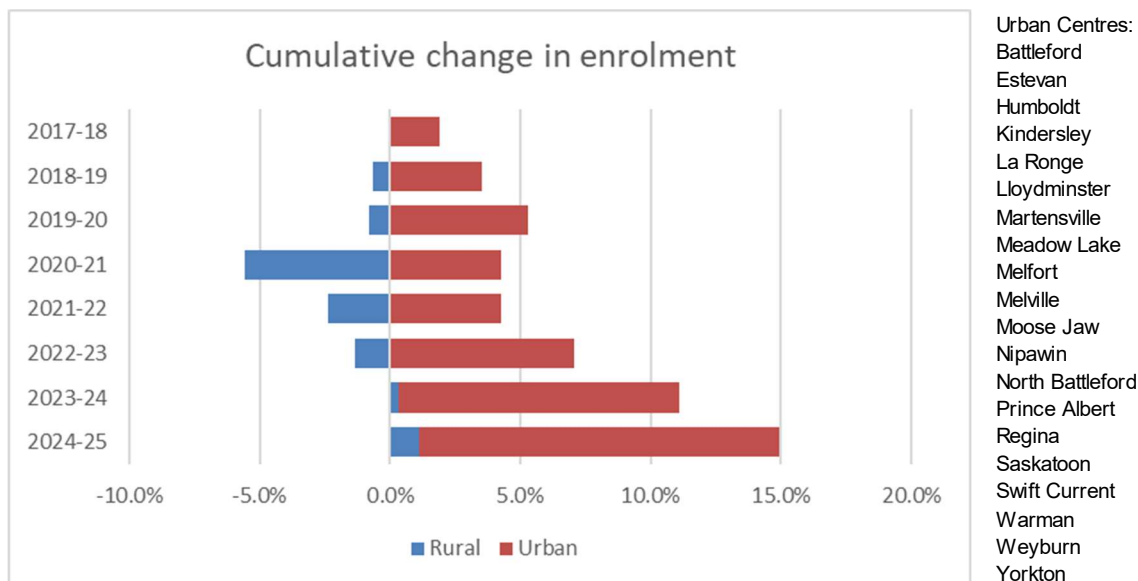


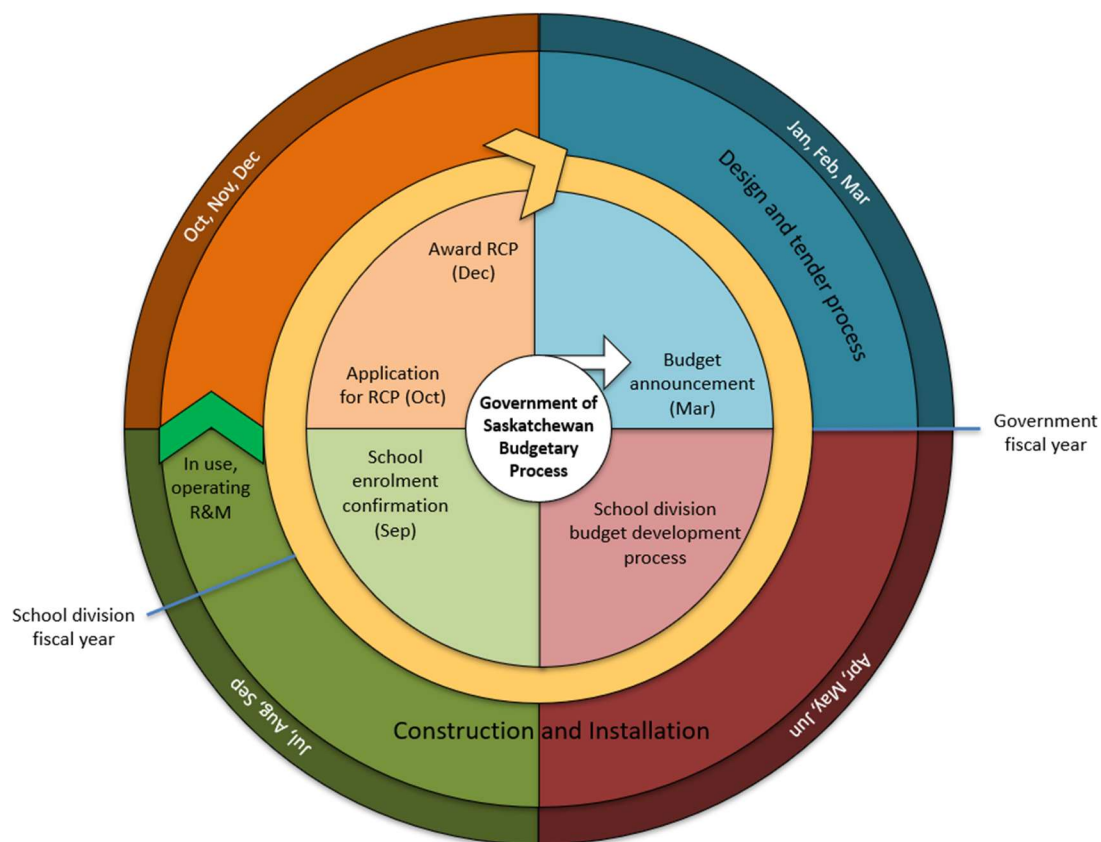
Chart developed using data from Ministry of Education enrolment by school

Increasing enrolment puts pressure on existing school facilities, leading to overcrowded classrooms and schools. School divisions may struggle to accommodate all students within their current facilities, infrastructure, teachers and support staff. Conversely, decreasing enrolment puts pressure on boards and administration to allocate the limited financial resources effectively and efficiently.

B. Timing of selection of schools to receive relocatable classrooms

With potentially long lead times for obtaining building supplies and contracting labour, the announcement of the awarded relocatable classrooms may not provide sufficient time for some school divisions to design, tender, and complete construction by the targeted date. The school divisions are also competing for contractors as there is a limited number of construction suppliers locally (and in neighbouring provinces) and summer is typically the peak in the construction industry for all sectors, not just Education.

Relocatable Classroom Program (RCP) funding is announced on budget day in March for the upcoming school year. School divisions are requested to submit a RCP Application to the Ministry of Education by the end of October based on September 30 enrolment. The ministry then prioritizes the relocatable applications based on forecasted utilization rates and additional factors. In December, the ministry informs school divisions in order to start the tendering processes.



The lead time for developing the budget can also be a factor. For example, each year, school divisions are requested to submit an Application for Major Capital Program Funding (Appendix A) to the Ministry of Education by the end of January. This is used by the Ministry to develop the budgetary funding requests for the following Ministry fiscal year. For example, January 31, 2025 deadline is for the April 1, 2026-27 government fiscal year.

The screenshot shows the '2024-25 RELOCATABLE CLASSROOM PROGRAM APPLICATION' form. It includes a header with the Ministry of Education logo and the submission deadline of October 31, 2024. The form has several sections: '1. School Information', '2. Number of relocatable classrooms requested', and '3. List of classrooms requested'. There is a table for listing classrooms with columns for 'Room #', 'Room Name', and 'Room Description'. The form is labeled 'Page 1 of 2' and has a 'Submit' button at the bottom.

The Ministry of Education publishes a RCP Guidelines (Appendix C) that provides a general eligibility criteria:

“The distribution of relocatable classrooms will be awarded to schools with the greatest need. The number of available relocatable classrooms to be distributed each year as well as the movement of existing relocatable classrooms will depend on available funding from the annual budget process.”

The prioritization method that the Ministry of Education uses for awarding relocatable classrooms is not transparent. The RCP Guidelines reference a provincial prioritization list which is not currently shared with school divisions.

C. Determination of capacity:

In November 2018, a Working Group which consisted of representative from the Ministry of Education and various school divisions to develop a new method for calculating utilization that was more effective, transparent and equitable. The new method to calculate utilization divides the current enrolment of the school by its capacity, where capacity is based on the instructional area of the school.

For the purpose of calculating utilization, instructional area has been defined as *“Any area in a school where learning is or could be the primary function based on intended design.”* This includes all instructional areas that were intended to be instructional at design or after a major renovation to the school. A classroom that was designed to be instructional but has been converted to storage, for example, will continue to be deemed instructional.

To address the increasing enrolment, some school divisions have had to convert areas such as science labs, music room, and art rooms into classrooms or learning area. Although these areas are already considered instructional area for the purposes of determining capacity, the loss of these specific areas changes the quality of education.

Similarly, a library or staff room that has been temporarily converted to a classroom to address immediate enrolment pressures will be continued to be deemed non-instructional for the purposes of determining capacity. Areas such as hallways, where instruction could take place part of the time but is not the primary function, will be deemed non-instructional, as it is not their primary function.

The following table shows the instructional and non-instructional areas included in the new method to calculate utilization (applicable to *traditional builds* only). The list is not comprehensive, as school divisions may have different terminology for labeling rooms and learning areas that are not mentioned here.

Instructional Areas	Non-Instructional Areas
• Classroom/Learning Areas (PreK-12) • Computer Lab • Science Lab • Music Room • Drama/Dance Room • Visual Arts Room • Tutorial Room • Breakout Room • Learning Assistance Room • Prep Room (adjacent to classroom) • Student Services • Distance Learning Room • Intensive Supports Areas • Multi-Purpose Areas (excluding physical activity rooms)	• Library/Media Centre • Seminar Room (in library) • Counselling/Nurse • Weight/Physical Activity Room • Walking Track • Stage (unless designated music room) • Served • Chapel • Auditorium • Administration Office • Staff Room/Copy Room • Teacher Office/Collaboration • Boardroom • Student/Staff Washroom • Storage • Mechanical • Janitorial • Circulation • Child Care Unit • Recycling Room

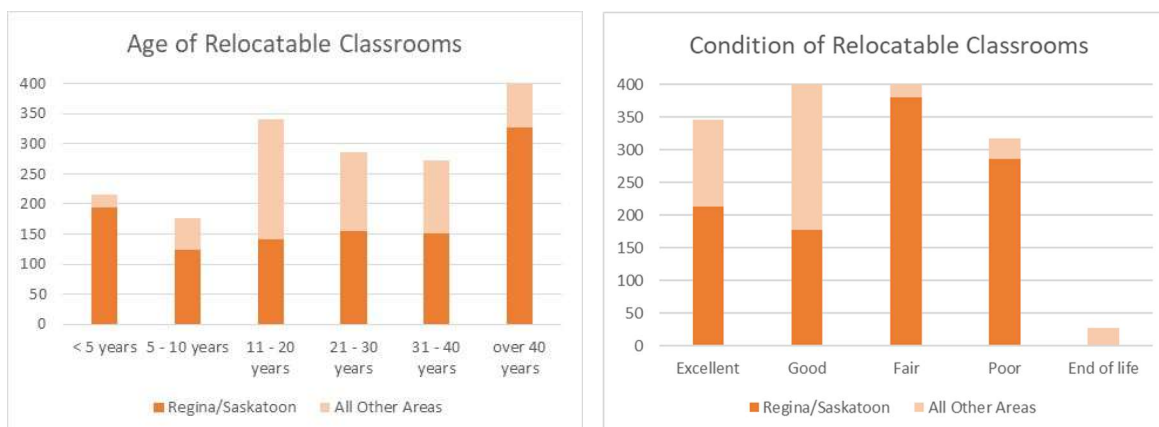
This method requires annual updates to the province's capital-funded school floor plans where changes have occurred. School divisions are responsible for providing updated floor plan information annually to the ministry to account for major renovations, new builds, additional/moved relocatable classrooms, and decommissioned space. For new schools designed 2006 or later, this is not required as it is based on the original design capacity and not based on the instructional area.

One of the criteria for school divisions to demonstrate need for a relocatable classroom is capacity or the school utilization rate.

A troubling cycle has emerged in many Saskatchewan schools facing overcrowding. As enrolment increases, relocatable classrooms are added to accommodate students. However, each new relocatable classroom expands the school's official capacity footprint, which in turn lowers the calculated school utilization rate. This artificially improved utilization metric can make the school appear adequate or even underutilized, potentially reducing its priority for future funding, infrastructure upgrades, or permanent expansion.

D. Aging Infrastructure

Historically, relocatable classrooms generally have a lifespan of 20 to 30 years with proper maintenance. Relocatable classrooms have evolved from 20 year temporary structures to 40+ year assets due to improved construction materials, design, manufacturing quality and standards. This lifespan can be influenced by several factors, including climate conditions, the frequency of relocation, the quality of materials used, and the level of care they receive.



Data as per the SSBA survey of school divisions

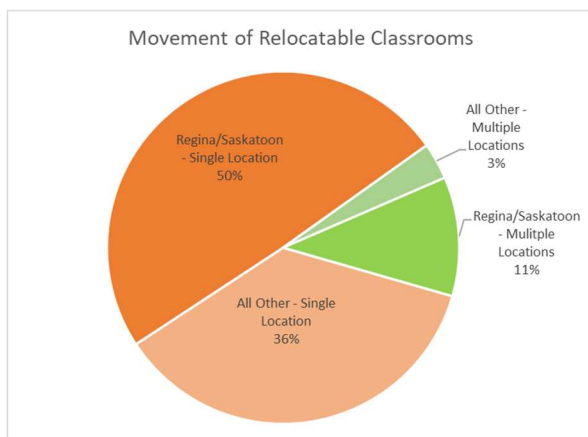
Although newer relocatable classrooms have a longer lifespan, many schools are still relying on aging relocatable classrooms that are well past their intended lifespan. These aged relocatable classrooms cannot be removed or replaced because they are still required to meet current enrolment demands. Schools have no choice but to continue using them, as removing them would immediately create space shortages. Also, there is a cost to decommissioning and removing relocatable classrooms which school divisions would have to find funding for.

Currently, the Ministry of Education has no plan or policy to replace aging relocatable classrooms. The only available option is to apply for additional new relocatable classrooms. This ties back to the artificially improved utilization metric, which can make a school appear adequately resourced or even underutilized on paper. As a result, schools may be deprioritized for funding, infrastructure upgrades, or permanent expansion, despite ongoing space shortages and reliance on aging relocatable classrooms.

E. Permanent vs relocatable classroom

While relocatable classrooms are designed as temporary solutions, in practice many remain on schools indefinitely. Originally intended to address short-term needs such as overcrowding, construction delays, or enrollment spikes, these structures often become long-term fixtures.

This creates a disconnect between their intended purpose and their actual use. Unlike permanent school buildings, relocatable units are not typically built to the same durability or building standards. Over time, this can lead to deteriorating conditions that negatively impact the learning environment—such as poor ventilation, limited natural light, temperature control issues, etc.



Data as per the SSBA survey of school divisions

From the data collected by the SSBA from the 27 school divisions, there are about 1,700 relocatable classrooms in Saskatchewan.

About 85% of the relocatable classrooms have never been moved. Relocations were primarily in the Regina and Saskatoon areas.

In some locations, as enrolment pressures increase, a new relocatable classroom is added to an existing, aging relocatable classroom. This may seem like a simple solution to increasing enrolment, but it often creates other complications. Structurally, older relocatable classrooms may not be compatible with newer models, requiring retrofits to align doorways, roofing, or utility systems. More critically, building codes may have evolved since the older unit was installed, meaning the combined structure must meet current safety and accessibility standards—sometimes triggering costly upgrades to the older unit. Maintenance also becomes an issue as the older unit may demand ongoing repairs, disrupting instruction and straining school facility budgets. If the aging unit eventually requires removal, its connection to the newer structure can complicate disassembly and create further infrastructure challenges.



*Winston Churchill School
Lloydminster Public School Division*

F. Impacts on existing facility

Relocatable classrooms often solve space problems in the short term, but they can put significant strain on a school's existing facilities and infrastructure.

- Core facilities such as washrooms, libraries, and gymnasiums are typically designed to serve a specific student capacity. When relocatable classrooms increase enrolment beyond that intended capacity, these shared spaces often become overcrowded and overused leading to additional wear and required maintenance.
- Utility systems, such as electrical, plumbing, and HVAC, may not be equipped to handle the added load from portable units, especially when they rely on temporary hookups or external equipment.
- The physical placement of relocatable classrooms can also reduce outdoor play areas, obstruct emergency routes, parking and contribute to neighborhood congestion.
- When relocatable classrooms are situated far from the main building, students and staff can become physically and socially isolated from the rest of the school community.

These cumulative effects highlight that while relocatable classrooms offer flexibility, they often create secondary pressures that schools must manage with limited resources. While relocatable classrooms provide a temporary solution to immediate overcrowding issues, they do not address the underlying problem of insufficient school infrastructure. There is a need for long-term planning and investment in new school construction and expansion to ensure that all students have access to high-quality education in adequate facilities.



*St. Joseph High School
Greater Saskatoon Catholic School Division
2-storey relocatable classrooms*

G. Impacts on students and staff

Relocatable classrooms can impact accessibility, safety, and connectivity, requiring students and staff to travel between buildings and potentially limiting access to shared resources affecting overall learning conditions and staff collaboration.

Distance, Accessibility & Inclusion	Student Experience & Well-being	Safety & Supervision
• Increased travel time between classes, especially in secondary schools • Potential barriers for students with mobility challenges (ramps, lifts, snow/ice conditions if detached) • Physical separation from the main building, if detached	• Reduced informal interaction with peers and staff in the main building • Harder access to shared resources such as libraries, gyms, specialized classrooms, labs, washrooms, water fountains, etc. • Can contribute to student disengagement or isolation and reduced sense of belonging • May have limited storage for students	• More complex emergency procedures (lockdowns, evacuations) • Exposure during transition between buildings for weather risks (cold, ice, storms) • Security concerns when moving between buildings • Reduced visibility can increase behavior issues or safety concerns. • Requires clear protocols for communication and supervision during transitions
Environmental Comfort & Learning Conditions	Staff Experience & Well-being	Operations & Maintenance
• Greater exposure to outdoor weather (important in climates like Saskatchewan) • Temperature control can be less consistent (too hot/cold) depending on the age and model • Potential issues with ventilation, air quality, noise (rain, wind, nearby activity) • These factors can affect concentration, learning and working conditions	• Teachers may feel isolated from colleagues and administration • Less access to staff room, support services • Increased transition time between duties • Challenges with supervision (before/after class), collaboration and team teaching • May have limited storage for teachers	• IT infrastructure, Wi-Fi reliability and strength • Utility connections and servicing (power, data) can add complexity • Fewer electrical outlets or aging wiring can limit device usage • May require additional investment to match main building standards • Higher exposure to wear from weather, frequent entry/exit • Snow clearing, pathway maintenance between buildings become critical, if detached

H. Funding

Prior to 2009, school divisions had access to the tax base to generate funding. School divisions no longer set their own tax rate and rely on provincial distribution of education funding. The majority of school division funding is provided through the following ways:

Type of Funding	Intent	Allocation
Operating Grant	To provide equitable funding for K-12 education across the province.	The distribution of funds is based on a funding distribution formula. The annual amount to be distributed will depend on available funding from the annual budget process. The model distributes funding largely in an unconditional way so school boards can focus resources where needed to support provincial priorities and local needs.
Major Capital Program (Appendix A)	To provide funding for new schools or major additions/renovations to their facilities.	Major capital projects are approved by Cabinet.
Minor Capital Renewal Program (Appendix B)	To provide funding for structural renovations, additions and/or demolitions to school facilities ranging in cost from \$1 million to \$10 million.	All MCRP projects for which grants are authorized must be approved by Cabinet.
Preventative Maintenance & Renewal (PMR) (Appendix C)	Is designed to assist school divisions with planned infrastructure maintenance and renewal costs.	PMR projects are prioritized by the school division but projects must meet certain criteria. Uses a PMR funding formula for distribution.
Relocatable Classroom Program (RCP) (Appendix D)	Is designed to address immediate needs for additional classroom space to accommodate increases in enrolments. Relocatable classrooms can be moved or relocated as enrolment fluctuates.	The distribution of relocatable classrooms will be awarded to schools with the greatest need. The number to be distributed each year will depend on available funding from the annual budget process.

Certain school divisions may also have access to historical reserves that can be used to supplement the annual funding received.

The funding model distributes the operating grant largely in an unconditional way and recognizes cost differences amongst boards of education in providing programs and services. Boards of education continue to have the responsibility to allocate resources among most cost areas and among schools to meet provincial priorities and student needs.

The formulas within each component of the funding model consider the cost drivers for the delivery of education programs and services but the funding rate for overall plant operations and maintenance has not kept up with enrolment and inflationary pressures. The maintenance of aged relocatable classrooms, along with existing aging facilities, and new facilities not covered by warranty or P3 projects, are included in this category of funding.

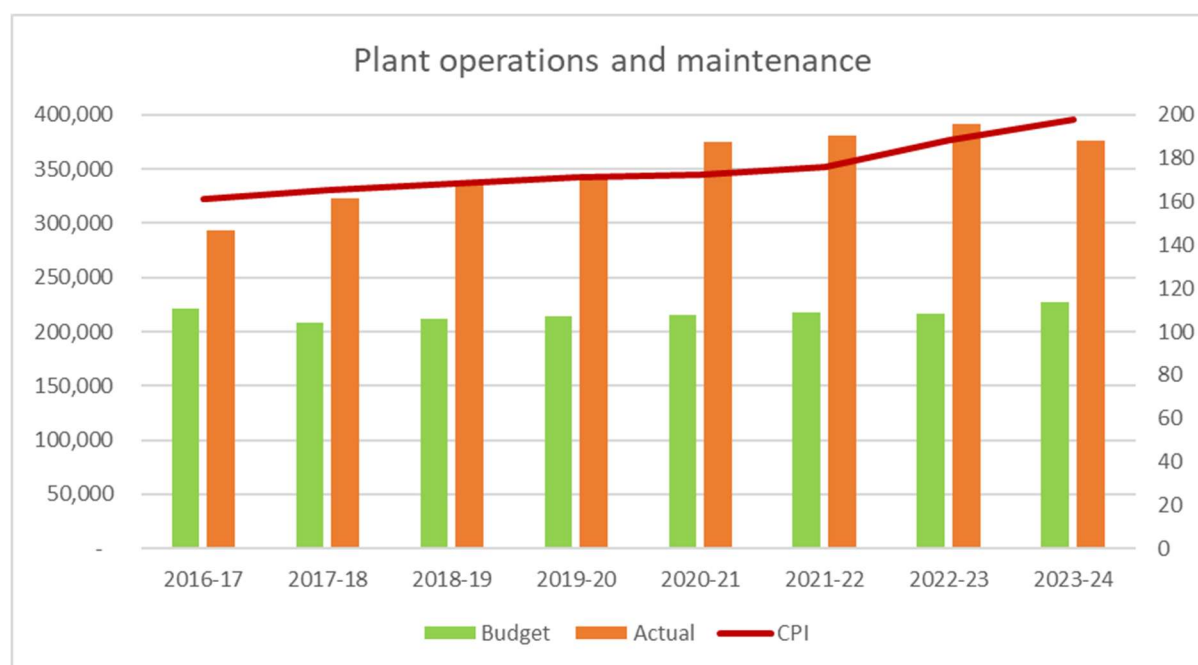


Chart developed using data from Ministry of Education funding manuals

NOTE: *The plant operations and maintenance component does not allocate funding for the building operating costs of business administration and transportation facilities. Funding related to preventative maintenance and renewal or major / minor capital projects is also not provided in this allocation. A portion of a school facility that is rented to a third party is also not eligible for plant operations and maintenance funding.*

School divisions have had to allocate a larger portion of their annual funding towards the operations and maintenance of schools and buildings. The budget for this category has decreased over the past decade from 11.5% of total funding to 10.7% whereas the actual spend increased from 13.6% to 14.9% of total expenditures.

In addition to the operating funding, the Ministry of Education's PMR program provides funds to school divisions to maintain owned facilities. The funding is intended to assist in the proactive inspection, detection, and correction of incipient failures before they occur or before they develop into major defects. Since 2013-14, the Ministry has provided over \$616M in funding for this program.

Fiscal Year	PMR Funding (\$M)	Fiscal Year	PMR Funding (\$M)
2013-14	16.4	2020-21	45.4
2014-15	21.0	2021-22	50.4
2015-16	27.0	2022-23	54.9
2016-17	33.4	2023-24	50.0
2017-18	38.2	2024-25	50.0
2018-19	44.1	2025-26	65.0
2019-20	55.4	2026-27	65.0
		Total	616.3

PMR data from Ministry of Education

The PMR program currently provides \$65 million to school divisions which equates to approximately 0.5% of property assets. Benchmarks for annual maintenance budget typically ranges from 1 - 4% of the asset's replacement value but the exact percentage varies significantly by asset type, age, and condition.

With over 700 schools and rapidly increasing enrolment in certain areas of the province, there is always a need for new schools or major additions/renovations to facilities. Major Capital projects require a significant commitment of funds, time for design and construction, and the difficult task of prioritizing these projects.

To address issues related to enrolment in a more timely manner, the Ministry of Education developed the RCP. The Ministry of Education publishes an RCP Guidelines (Appendix D) that provides the following information on funding:

Funding rates will be defined annually when relocatable allocations are announced. Any costs incurred by the school divisions above the ministry's funding rate will be the responsibility of the school division. The ministry will review actual costs each year to assess the need to increase or decrease funding.

Funding for additional costs related to relocatable additions will be considered for those school divisions where building bylaws require additional works such as additional washrooms, parking stalls or upgraded fire suppression systems. The funding, depending on budgetary resources, will be paid directly to the school division to address a portion or all of the costs as part of the relocatable funding allocation.

The historical RCP rates and number of relocatable classrooms awarded are as follows:

Funding up to	New			Relocation			Total Ministry Budget
	Regina / Saskatoon	All other areas	#	Urban centres	All other areas	#	
2013-14	\$325,000	\$400,000	37	\$60,000	\$75,000	-	\$7.8M
2014-15	\$325,000	\$400,000	29	\$60,000	\$75,000	10	\$6.9M
2015-16	\$325,000	\$400,000	31	\$60,000	\$75,000	3	\$10.6M
2016-17	\$325,000	\$400,000	46	\$60,000	\$75,000	9	\$16.6M
2017-18	\$325,000	\$400,000	7	\$60,000	\$75,000	-	\$2.8M
2018-19	\$325,000	\$400,000	6	\$60,000	\$75,000	15	\$3.1M
2019-20	\$360,000	\$440,000	31	\$65,000	\$80,000	2	\$12.4M
2020-21	\$360,000	\$440,000	23	\$65,000	\$80,000	4	\$10.6M
2021-22	\$500,000	\$500,000	23	\$100,000	\$100,000	2	\$10.3M
2022-23	\$500,000	\$500,000	26	\$200,000	\$250,000	6	\$18.5M
2023-24	\$600,000	\$650,000	72	\$250,000	\$400,000	3	\$48.0M
2024-25	\$675,000	\$725,000	76	\$350,000	\$500,000	14	\$58.0M
2025-26	\$675,000	\$725,000	39	\$350,000	\$500,000	2	\$28.5M
2026-27	TBD	TBD	TBD	TBD	TBD	TBD	\$20.0M

Since the program's inception, 446 new relocatable classrooms and 70 relocation of relocatable classrooms have been funded. Of those, 359 (80%) of the new relocatable classrooms and 55 (78%) of the moves were allocated to Regina and Saskatoon schools.

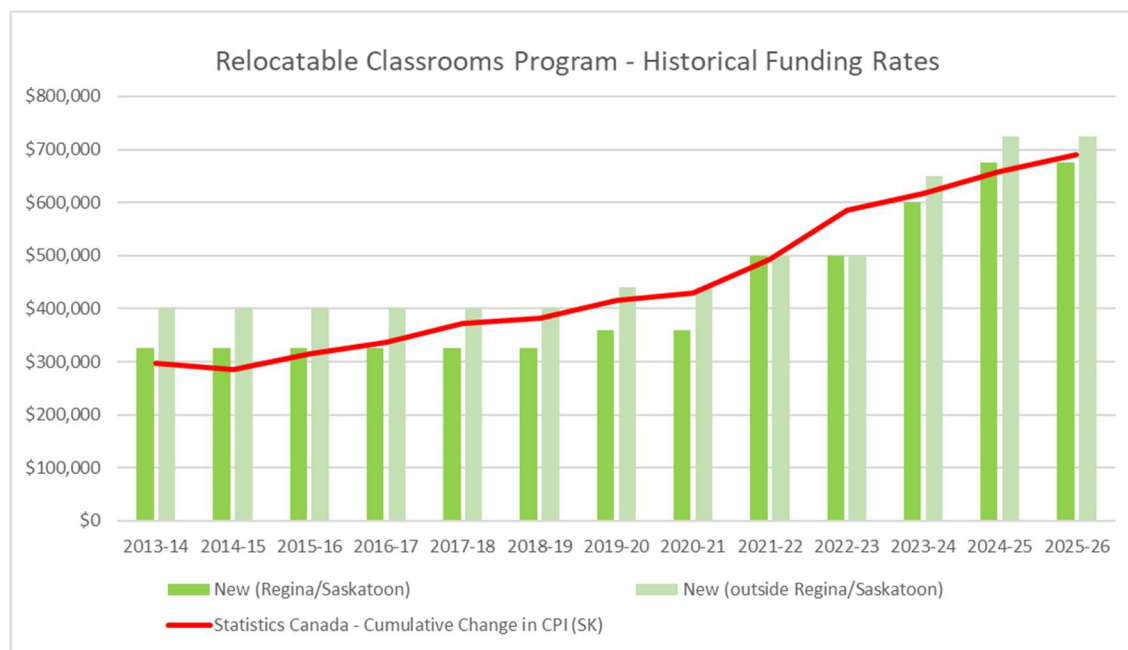


Chart developed using data from Ministry of Education and Cumulative Change in Construction Price Index (SK) from Statistics Canada

I. Cost comparison

Construction costs are impacted by global and local economic conditions, market trends, and advances in building materials, practices and approaches. As these costs can change significantly and rapidly, this analysis will utilize the 2024 data from various sources to obtain an equitable comparison.

The following chart excerpt is from the 2024 Canadian Cost Guide published by the Altus Group and provides a cost per square foot range for new builds in the listed urban locations. Although Regina and Saskatoon are not specifically listed, these Western Canada locations are a good indicator of construction costs in the education sector.

BUILDING TYPE	Vancouver		Calgary		Edmonton		Winnipeg	
	Low	High	Low	High	Low	High	Low	High
Institutional								
EDUCATIONAL BUILDINGS								
Elementary School	425	to 500	315	to 405	315	to 405	310	to 400
Secondary School	445	to 520	345	to 435	345	to 435	340	to 430
Universities & Colleges - Teaching and Lecture Hall Building	750	to 1,100	525	to 810	525	to 810	520	to 805
Universities & Colleges - Laboratories (Level 1 and 2)	925	to 1,250	700	to 1,100	700	to 1,100	695	to 1,095
Universities & Colleges - Student Residence	395	to 500	295	to 380	295	to 380	290	to 375
HEALTH CARE								
General Hospital/Acute Care	1,000	to 1,550	700	to 1,080	700	to 1,080	695	to 1,075
Medical Clinic/Treatment Centre	500	to 650	350	to 635	350	to 635	345	to 630

2024 Canadian Cost Guide produced by Altus Group

Conversion: \$400 dollars per square foot is approximately equal to \$4,300 dollars per square metre.

Construction costs are significantly influenced by project size and scale. Larger, well-planned projects generally achieve lower per-unit costs. Economies of scale can be achieved when additional classrooms are designed as part of a larger capital project, resulting in greater cost efficiency compared to smaller additions or retrofits to existing facilities. In larger projects, mobilization costs, labour, and equipment are already in place and can be distributed across a broader scope of work. Additionally, bulk purchasing of materials and standardized design elements further reduce per-unit costs.

Additions or retrofits to existing buildings tend to be more expensive (per unit) because work must integrate with existing structures and systems (HVAC, electrical, etc.), and construction often happens while the building is occupied, requiring phasing, safety measures, and off-hours work. Smaller projects also have fewer opportunities for bulk savings or sustained labour productivity. Additions to existing buildings can be primarily built on-site or using modular construction methods.

In Saskatchewan, there are a few modular construction companies used by school divisions such as 3twenty, ROC Modular, MODUS, etc. Relocatable classrooms are typically built off-site and transported to where it is needed. Costs for relocatable classrooms typically include build, transportation, site preparation, and installation.

Another construction option is “Stick-built” which refers to a method where a structure is built piece by piece on-site. This method is easier to adjust designs, layouts, and details during construction but requires more on-site labour and subject to weather exposure. This method also requires solid fencing or security to prevent students and staff from entering the construction zone.

The Ministry of Education has monitored the cost of relocatable classrooms over the life of the program and adjusts the allocation as necessary. Using the funding rates of \$675,000 for Regina/Saskatoon and \$725,000 for outside Regina/Saskatoon and divide that by an average relocatable classroom size of roughly 100 square meters, a cost per square meter for relocatable construction would be \$6,750 for Regina/Saskatoon and \$7,250 for everywhere else. This allocation is on the higher end to include additional costs such as site preparation, corridors, furniture and equipment. Any costs associated with installing the relocatable should be included in this allocation.

In 2023-24, the Ministry of Education surveyed 31 relocatable classroom construction projects with an average cost of \$605,000 in Regina/Saskatoon and \$705,000 everywhere else. The survey showed that projects consisting of multiple relocatable classrooms had a lower cost per unit than single relocatable classroom projects. Projects that were built piece by piece on-site averaged 5% lower in cost than modular construction. The survey did not provide additional information that would impact costs such as location, size, quality of finishes, site preparation, complexity, transportation, etc.

With the diverse geography of Saskatchewan, different project sizes, quality of finishings, etc., the costs of construction can range widely so this information should be used as a guideline and independent professional advice to produce a precise estimate is strongly recommended.

Construction method affects cost—but design, systems, and site conditions matter more.

J. Other Construction Factors to Consider

Construction costs are not the only thing to consider when reviewing options to increase floor space in schools.

Factor	Traditional Build (Entire Facility)	Traditional Build (Addition)	Relocatable Classroom (Modular)
Time to deliver	2 to 5+ years	12 to 24 months	2 to 6 months
Speed of response	Very slow	Slow	Fast
Schedule risk	High (weather, complexity)	High (weather, complexity to tie-in)	Lower (factory-built)
School disruption	Low – no students or staff on site during construction	High – students and staff on-site and must consider different safety requirements during various phases	Moderate - shorter timelines for on-site preparation; can schedule to minimize the number of students and staff on-site during installation
Flexibility over time	Low	Low	High
Estimated service life	50 to 75+ years	50 to 75+ years but dependent on existing supporting infrastructure	Historically 20 to 30 years Newer models 40+ years
Upfront costs	High (~\$20M)	Low (<\$1M)	Low (<\$1M)

Traditional construction provides a long-term solution but often requires longer planning and delivery timelines, making it unsuitable for urgent capacity needs. Relocatable classrooms can be deployed within months, offering rapid, flexible capacity, though they may introduce ongoing cycles of installation, relocation, or replacement over time.

K. Other considerations

There are additional issues associated with relocatable classrooms that could be explored in more detail but is outside the scope of this discussion paper.

- Municipal regulatory factors: including zoning, development approvals, site servicing requirements, or feasibility studies, may impact the implementation of relocatable classrooms.
- Detailed arrangements for P3 schools where there are specific conditions regarding the addition of new relocatable classrooms.
- Environmental impacts of relocatable classrooms such as durability/longevity, energy efficiency and carbon footprint.



*College Park School
Lloydminster Public School Division*

Considerations/Next Steps:

Financial resources are limited and there are many competing priorities across the province. This analysis identifies opportunities to provide information and clarity around relocatable classrooms, address the issues faced in K-12 Education related to capacity and space and to be more deliberate and effective in how available funds are used. The following considerations are in no particular order.

Definition of relocatable classrooms

Relocatable classrooms are also called portable or temporary classrooms. Often these terms reflect that the classroom is mobile and temporary use. Modular classrooms are also another term used but refers to a construction method where classrooms are prefabricated off-site. Modular builds are constructed in sections or modules off-site then assembled on a foundation for permanent use and meet the same building codes and quality to traditional on-site construction methods. The Ministry of Education should consider clarifying the nomenclature and expectations around the Relocatable Classroom Program.

Consideration for replacement of existing relocatable classrooms

Although newer relocatable classrooms built are of higher quality and longevity, there are a large number of relocatable classrooms over 40 years old. The Ministry of Education should consider establishing a plan to replace aged relocatable classrooms.

Change policy for determining capacity

Enrolment and school utilization rates are the primary factors in determining new capital builds. As enrolment increases, relocatable classrooms are added to accommodate students. However, each new relocatable classroom expands the school's official capacity footprint, which in turn lowers the calculated school utilization rate. The Ministry of Education should consider revising the policy to address this issue where this artificially improved utilization metric reduces a school's priority for future funding, infrastructure upgrades, or permanent expansion.

Permanent expansion construction

The Ministry of Education should consider permanent renovations or additions to address sustained enrolment growth, instead of utilizing relocatable classrooms that are supposed to be temporary in nature. The initial costs of construction are similar but the long-term operating costs are lower with permanent renovations as they are typically of higher quality and more integrated with the existing structure.

Design for new school construction

The Ministry of Education should consider designing construction of new schools that address future long-term enrolment growth. The current design policy projects for a 2-year enrolment growth which have caused many recently constructed schools to require the addition of relocatable classrooms on opening day.

Transparency for major capital projects

A top ten list for major capital projects is compiled but it is unclear how these projects reach the list or chosen for construction. The Ministry of Education should consider providing more information on how capital projects are prioritized and selected.

Temporary use of relocatable classrooms

Relocatable classrooms can be utilized for a variety of reasons but should be temporary such as temporary relocation for construction or renovations, emergency response, and addressing a sudden change in student population until a more permanent solution can be established.

Funding program for smaller schools

The Ministry of Education should consider a separate funding program for smaller aging schools to complete renovations that would never be prioritized for Major or Minor Capital funding. The current funding programs prioritizes enrolment growth and larger urban centres. There are many schools that are in need of a renovation or replacement of aged relocatable classrooms but do not have the enrolment growth. An investment in these schools would extend the life of the existing asset and prevent higher future operating and maintenance costs. In smaller communities, the school is often a central public asset and investing in these schools helps maintain community viability.

Acknowledgements:

The Saskatchewan School Boards Association would like to thank the many staff members from each school division who contributed data and insights for this discussion paper. The time, expertise, and careful attention to detail played a vital role in strengthening the quality of this research.

The Saskatchewan School Boards Association would also like to thank the members of the Relocatable Classrooms and Facilities Funding Analysis WAG for the sector-wide collaboration and for supporting this project from its early stages to completion.

Appendices

- A. Major Capital Program Funding
 - a. Insert Policy
 - b. Insert Major Capital Program Application Form (Sample)
- B. Minor Capital Renewal Program Funding
- C. Preventative Maintenance and Renewal Funding Program
 - a. Policy
 - b. Guidelines
- D. Relocatable Classroom Program
 - a. Policy
 - b. Guidelines
 - c. Application Form
- E. Ministry of Education Utilization Formula

Appendix A – Major Capital Program Funding

<https://publications.saskatchewan.ca/#/categories/668>

Major Capital Program Funding Policy saskatchewan.ca Saskatchewan	
	Authority: Section 311 of <i>The Education Act, 1995</i> <i>The Education Funding Regulations</i> Intent: To provide boards of education and the conseil scolaire funding for new schools or major additions/renovations to their facilities. Policy Statement: A board of education or the conseil scolaire requires approval from the minister before undertaking a major capital project. Major capital projects are approved by Cabinet. After a major capital project is approved, an Order in Council is required to provide the ministry approval to enter into a Capital Funding Agreement with the board of education before funding can be provided. The following steps occur before funding can be provided: • Capital Funding Agreement is prepared by ministry; • Order in Council is prepared by ministry; • Order in Council is approved by Cabinet; • Order in Council is signed by Lieutenant Governor; and • Capital Funding Agreement is signed by school division and ministry. Other Supporting Documents: • Capital Funding Agreement Definitions: Major Capital Project: is a project that would require significant planning and resources to achieve the addition/renovation of space to a facility or to facilitate the construction of a new facility or a major renovation. Contact: If you have any questions relating to this policy, please contact the Ministry of Education, at EDInfrastructure@gov.sk.ca. Effective Date: April 1, 2016 Page 1 of 1

Appendix B – Minor Capital Renewal Program Funding

<https://publications.saskatchewan.ca/#/categories/6502>

Minor Capital Renewal Program
Funding Policy

saskatchewan.ca

Authority:

Section 311 of *The Education Act, 1995*
The Education Funding Regulations, 2018

Intent:

The Minor Capital Renewal Program is intended to provide boards of education and the conseil scolaire funding for structural renovations, additions and/or demolitions to their school facilities ranging in cost from \$1 million to \$10 million.

Policy Statement:

Minor Capital Renewal Program (MCRP) requests must comply with the procedures set out in the Minor Capital Renewal Program Guidelines to be eligible for funding. Self-funded minor capital projects are outside of this policy. All MCRP projects for which grants are authorized must be approved by Cabinet.

Other Supporting Documents:

- Minor Capital Renewal Program funding application.

Definitions:

Minor Capital Project: A project typically costing from \$1 million to \$10 million that involves the addition/renovation of space to a facility and/or demolition to right-size the school facility.

Contact:

If you have any questions relating to this policy, please contact the Ministry of Education, Capital Planning Branch at EDInfrastructure@gov.sk.ca.

Effective Date: March 1, 2025

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Minor Capital Renewal Program Guidelines

saskatchewan.ca



Eligibility Criteria:

Minor Capital Renewal Program (MCRP) requests will be considered, provided they pertain to schools owned by a board of education or the conseil scolaire. Hutterian schools, associate/independent schools or leased facilities are not eligible for MCRP funding.

MCRP applications will be assessed and prioritized annually, with projects approved based on greatest need at the local and provincial level. The number of approved projects in any one year will depend on available funding from the annual budget process. The ministry reserves the right to request additional reports and information from the school division to determine need.

To be considered for funding, MCRP applications must meet the following criteria:

- Projects must be \$1 million to \$10 million in cost.
- Projects should involve a two-year timeline to complete the project in full. Allowances may be made for a longer timeline based on the scope of the project, subject to ministry approval.
- All projects must pertain to one school facility unless the project involves the consolidation of two or more schools.
- Third-party reports should be provided to identify existing health and safety concerns and to estimate costs of the project.
- Applications must be independent of any other Major Capital Program (MCP) request for funding.

The ministry will determine the funding allocation for a project prior to its approval. If a school project exceeds the costs of the original funding amount, it is the responsibility of the school division to use other funds available to address the shortfall. Funding must be returned to the ministry if not used for program-related expenses.

Effective Date: March 1, 2025

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Application/Approval Process:

- School divisions pursuing funding for minor capital projects through the MCRP must submit a funding application request to the ministry by a deadline specified by the ministry. The ministry reviews all requests and prioritizes using a number of factors including risk to student/staff health and safety. School facilities with the greatest need are awarded funding.
- School divisions that have been approved for funding will receive funding letters and capital transfers. An initial payment will be provided after grants are authorized, and funding letters have been issued to the school division. The remaining funding will be issued as determined by the ministry.
- The ministry may request documents from school divisions including but not limited to Confirmations of Contract Award, Certificates of Project Completion, summary of costs and invoices.

Note: Boards of education and the conseil scolaire are required to comply with the New West Partnership Trade Agreement (NWPTA) and must provide an open and non-discriminatory tender process where procurement values exceed the thresholds as specified in the agreement.

Other Supporting Documents:

- Minor Capital Renewal Program Policy
- Minor Capital Renewal Funding Program Application Form
- New West Partnership Trade Agreement

Contact:

If you have any questions relating to these guidelines, please contact the Ministry of Education, Capital Planning Branch at EDInfrastructure@gov.sk.ca.

Effective Date: March 1, 2025

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Appendix C – Preventative Maintenance and Renewal Funding Program

<https://publications.saskatchewan.ca/#/categories/669>

Preventative Maintenance and Renewal Funding Program Policy

saskatchewan.ca

Authority:

The Education Act, 1995, Sections 311, 312 & 314
The Education Regulations, 2019, Sections 66, 68 & 69

Intent:

The Preventative Maintenance and Renewal (PMR) Funding Program is designed to assist school divisions with planned infrastructure maintenance and renewal costs.

Policy Statement:

PMR funding shall be used for the planned maintenance and renewal of all facilities owned by a board of education or the conseil scolaire to address the highest needs and top maintenance priorities in the school division. Joint-Use Schools Project (JUSP) schools, Hutterian schools, associate/independent schools and leased facilities are not eligible for PMR funding.

PMR funding must be used to ensure:

- major building components are maintained, repaired or replaced based on lifecycle expectancy;
- components are upgraded or replaced to improve energy conservation and efficiency that will result in cost savings;
- facilities meet all regulatory requirements;
- facilities meet access requirements and intensive support needs; and,
- educational areas meet program requirements.

Financial Reporting Implications:

School divisions are required to use the Public Sector Accounting Board Standards, sections: PS 3150 – Tangible Capital Assets and PS 3410 - Government Transfers and adhere to ministry accounting guidelines related to capital funding.

Other Supporting Documents:

- Preventative Maintenance and Renewal Funding Program Policy Guidelines
- Preventative Maintenance and Renewal Amendment Form
- Preventative Maintenance and Renewal Authorization Form
- Preventative Maintenance and Renewal Reconciliation Form

Supporting documents can be found at:

<https://publications.saskatchewan.ca/#/categories/669>

Effective Date: April 1, 2013
Revised Date: April 1, 2025

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Preventative Maintenance and Renewal Funding Program Guidelines

saskatchewan.ca



Program Description:

The Preventative Maintenance and Renewal (PMR) Funding Program will allow boards of education and the conseil scolaire to maintain owned facilities in satisfactory operating condition. The funding is intended to assist in the proactive inspection, detection, and correction of incipient failures before they occur or before they develop into major defects.

Funding:

- The PMR funding formula uses the gross floor area of capital-funded schools greater than seven years old and owned by a board of education or the conseil scolaire.
- A location factor is applied to address the increased construction costs for schools farther away from Saskatoon and Regina.
- Joint-Use Schools Project (JUSP) schools, Hutterian schools, associate/independent schools, and leased facilities are excluded.
- PMR funding formula:

$$\frac{\text{School Division Gross Floor Area of Schools > 7 Years Old} \times \text{Location Factor}}{\text{Provincial Gross Floor Area of Schools > 7 Years Old} \times \text{Location Factor}} \times \text{Annual PMR Budget Allocation}$$

- School divisions will receive their annual PMR funding in the form of a "capital grant" provided:
 - a 3-Year PMR Maintenance Plan is developed in accordance with PMR policy and guidelines;
 - the 3-Year PMR Maintenance Plan has been approved by the ministry; and
 - the PMR reconciliation process has been completed for the previous school year.
- PMR funding shall not be used for the purposes of:
 - Expanding or adding to the gross floor area of facilities;
 - Renovating or altering facilities to establish other ministry programs (e.g. Prekindergarten and school-based child care centres);
 - Moving relocatables;
 - Purchasing or installing playground equipment; or
 - Funding facility operational and instructional expenses including, but not limited to, salaries and utilities.

Effective Date: April 1, 2013
Revised Date: April 1, 2025

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Maintenance Plan, Amendments, and Authorizations:

- School divisions must complete a 3-Year PMR Maintenance Plan which must include a prioritized list of projects for each year requested by the ministry.
- All projects must be PMR-eligible and include a facility name, a detailed project description, a projected start date, and an estimated cost.
- The 3-Year PMR Maintenance Plan and a corresponding PMR Authorization Form must be uploaded to AssetPlanner™ by May 31st of each year for ministry approval.
- If new projects are added to a previously approved PMR Maintenance Plan, a PMR Amendment Form and a corresponding PMR Authorization Form must be uploaded to AssetPlanner™ for ministry approval.
- PMR Authorization Forms must be signed by a school division official.
- All projects must be approved by the ministry before work begins.

Reconciliation:

- School divisions must complete a PMR Reconciliation Form each year.
- PMR expenditures reported in AssetPlanner™ are to be reconciled to Audited Financial Statement Expenses using the PMR Reconciliation Form.
- The PMR Reconciliation Form must reconcile all PMR expenditures from the previous school year.
- The PMR Reconciliation Form must be signed by a school division official and uploaded to AssetPlanner™ by December 1st of each year.

Project Activity Types Eligible for PMR Funding:

Activity types include, but are not limited to, the following:

- Architectural Systems;
- Mechanical Systems;
- Electrical Systems;
- Site;
- Environmental;
- Fees related to a PMR project (contingent on ministry approval);
- Studies; and,
- Other (contingent on ministry approval).

Effective Date: April 1, 2013
Revised Date: April 1, 2025

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Financial Reporting Implications:

School divisions are required to use the Public Sector Accounting Board Standards, sections: PS 3150 – Tangible Capital Assets and PS 3410 – Government Transfers and adhere to ministry accounting guidelines related to capital funding.

Other Supporting Documents:

- Preventative Maintenance and Renewal Funding Program Policy
- Preventative Maintenance and Renewal Amendment Form
- Preventative Maintenance and Renewal Authorization Form
- Preventative Maintenance and Renewal Reconciliation Form

Supporting documents can be found at:
<https://publications.saskatchewan.ca/#/categories/669>

Contact:

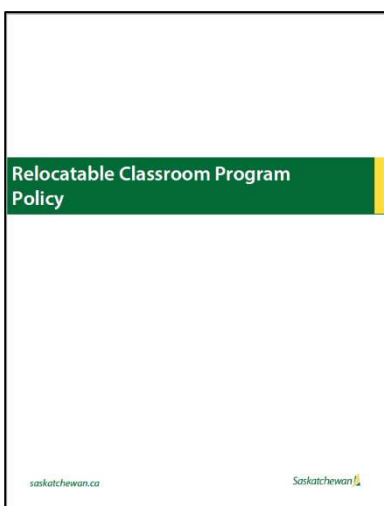
Ministry of Education – Capital Planning Branch
Email: SDInfrastructure@gov.sk.ca

Effective Date: April 1, 2013
Revised Date: April 1, 2025

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Appendix D – Relocatable Classroom Program

<https://publications.saskatchewan.ca/#/categories/670>



Authority:

The Education Act, 1995, Sections 311, 314 and 344

Intent:

The Relocatable Classroom Program (RCP) is designed to address immediate needs for additional classroom space to accommodate increases in enrolments. Relocatable classrooms can be moved or relocated as enrolment fluctuates.

Policy Statement:

RCP requests will be considered, provided they pertain to schools owned by a board of education or the conseil scolaire. Hutterian and associate/independent schools are not eligible to apply to the RCP.

RCP requests must comply with the procedures as set out in The Relocatable Classroom Program Policy Guidelines to be eligible for funding. Self-funded relocatables are outside of this policy.

Program Evaluation:

The RCP will be reviewed annually once the previous year's approved relocatable classrooms are complete.

A survey will be sent to participating school divisions to gather feedback on the delivery of the program for that year. This will be followed by a teleconference review to discuss their overall experience with the RCP and recommendations for changes to the program.

Financial Reporting Implications:

School divisions are required to use the Public Sector Accounting Board Standards (Section PS3150 – Tangible Capital Assets and Section PS3410 – Government Transfers) and Ministry of Education Guidelines. Ministry accounting guidelines related to capital funding can be found at:

<http://www.saskatchewan.ca/government/education-and-child-care/facility-administration/services-for-school-administrators/school-division-financial-administration>

Other Supporting Documents:

- [Relocatable Classroom Program Guidelines](#)
- Relocatable Classroom Funding Program Application Form
- New West Partnership Agreement

Contact:

If you have any questions relating to these guidelines, please contact the Ministry of Education, Infrastructure Branch at 306-787-1156 or by email at EDInfrastructure@gov.sk.ca.

Effective Date: October 1, 2015

Revised: April 1, 2019

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Relocatable Classroom Program Guidelines

saskatchewan.ca



Eligibility Criteria:

Relocatable Classroom Program (RCP) requests will be considered, only if they pertain to schools owned by a board of education or the conseil scolaire. Hutterian schools, associate/independent schools or leased facilities are not eligible for RCP funding.

The distribution of relocatable classrooms will be awarded to schools with the greatest need. The number of available relocatable classrooms to be distributed each year as well as the movement of existing relocatable classrooms will depend on available funding from the annual budget process. The ministry reserves the right to examine floor plans to determine need.

If the school division is unable to proceed with the installation of a relocatable at the school for which it was approved, the ministry will allocate the relocatable classroom to the next school on the provincial prioritization list.

Funding rates will be defined annually when relocatable allocations are announced. Any costs incurred by the school divisions above the ministry's funding rate will be the responsibility of the school division. The ministry will review actual costs each year to assess the need to increase or decrease funding.

Funding for additional costs related to relocatable additions will be considered for those school divisions where building bylaws require additional works such as additional washrooms, parking stalls or upgraded fire suppression systems. The funding, depending on budgetary resources, will be paid directly to the school division to address a portion or all of the costs as part of the relocatable funding allocation.

Funding for relocatables at the 18 Joint-Use Schools Project P3 schools that opened in 2017 will be paid directly to the contractor. This complies with the Project Agreement that governs the operation of the schools in the Joint-Use Schools Projects. The ministry will provide additional funding to the school division for furniture and equipment for each relocatable at a rate determined annually.

Funding for the replacement of existing relocatable classrooms will be considered only if the school is facing enrolment pressures. For schools operating below capacity, school divisions may fund replacement relocatable classrooms through the Preventative Maintenance and Renewal Program.

School divisions are required to ensure a competitive process to supply or move their relocatable classrooms by following the tender process. School divisions are encouraged to order factory-built units but have the flexibility to order site-built units to meet their specific needs. All units must meet specified design and quality requirements.

Funding must be returned to the ministry if not used for program-related expenses.

Effective Date: October 1, 2015

Revised Date: April 1, 2025

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Application/Approval Process:

- School divisions pursuing funding for new relocatable classrooms or relocation of existing relocatable classrooms through the RCP must submit a funding application request to the ministry by a deadline specified by the ministry. The ministry reviews all requests and prioritizes applications based on several factors including school utilization. Schools with the greatest need are awarded funding.
- School divisions that have been approved for funding will receive funding letters and capital transfers. An initial payment will be provided after grants are authorized, and funding letters have been issued to the school division. The remaining funding will be issued as determined by the ministry.
- The ministry may request documents from school divisions including but not limited to Confirmations of Contract Award, Certificates of Project Completion, summary of costs and invoices.

Note: Boards of education and the conseil scolaire are required to comply with the New West Partnership Trade Agreement (NWPTA) and must provide an open and non-discriminatory tender process where procurement values exceed the thresholds as specified in the agreement.

Other Supporting Documents:

- Relocatable Classroom Program Policy
- Relocatable Classroom Funding Program Application Form
- New West Partnership Trade Agreement

Contact:

If you have any questions relating to these guidelines, please contact the Ministry of Education, Capital Planning Branch at EDInfrastructure@gov.sk.ca.

Effective Date: October 1, 2015

Revised Date: April 1, 2025

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Ministry of Education																													
2024-25 RELOCATABLE CLASSROOM PROGRAM APPLICATION																													
Submission Deadline Date: October 31, 2024																													
* A separate application must be submitted for each school. * Incomplete forms will be returned to the school division. * School divisions may be required to submit floor plans to support the request.																													
School Division:																													
School:																													
1. Number of relocatable classrooms requested: New: Moves:																													
2. Enter the school's September 2025 projected grade enrolment (head count):																													
<table><tr><td>PreK*</td><td>K</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table>		PreK*	K	1	2	3	4	5	6	7	8	9	10	11	12														
PreK*	K	1	2	3	4	5	6	7	8	9	10	11	12																
* Ministry Designated PreK only																													
If the school's September 2025 projected enrolment is an increase from the current year, please provide a brief explanation as to why enrolments are expected to increase.																													
3. If applicable, please provide a description of any barriers to installing the relocatable on the school facility that could result in delays and/or cost overruns (e.g. washroom renovations). Please provide a plan to address these issues and a breakdown of projected costs if cost overruns are anticipated.																													
4. If moves are requested, enter the school(s) where the relocatable classroom(s) will be removed for relocation and the number being removed:																													
School:	# Removed:																												
School:	# Removed:																												
School:	# Removed:																												
School Division Official:																													
(Print)																													
(Signature)																													
(Date)																													
Submit completed application to edinfrastructure@gov.sk.ca																													

Ministry of Education Utilization Formula

$$\text{Utilization} = \frac{\text{PreK-12 Enrolment}}{\text{Capacity}} \times 100\%$$

- 1) Where Capacity = Design Capacity + 25 Students per Relocatable

**** New School Builds Only ****

- 2) Where Capacity = Base Capacity + Additional Capacity

➤ Base Capacity = Instructional Area ÷ 4.0 m² per student

➤ Additional Capacity* = PAA + Gym Recognition

= 15 students × # of PAA labs

= 20 students × # of gyms < 600 m²

= 40 students × # of gyms ≥ 600 m²

* Applies only to schools with grades 6-12, 7-12, 8-12, 9-12, 10-12

Definitions:

New School Build: For the purpose of determining utilization, a school designed or redesigned 2006 and later where:

- 1) the school is new or a replacement OR
- 2) the design of the school has changed significantly, requiring a reassessment of the school's *design capacity*.

Design Capacity: The number of students a school was originally designed or redesigned to accommodate.

Instructional Area: All floor space of classrooms, science labs, computer labs, breakout rooms, special education, music, art and drama rooms.