

**report to
Board of Trustees**

**Ten-Year Student Accommodation and Facilities Strategy
2024-2034**

Date	June 25, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7 Communication With and Support for the Board OE-9 Facilities
Resource Person(s)	Catherine Ford, Director, Planning Trevor Fenton, Director, Facility Projects Jeff Quigley, Manager, Planning Brenda Gibson, Manager, Transportation Sherri Lambourne, Manager, Property, Leasing & Rentals Michelle Howell, Education Director, Area 6 Garry Tink, Education Director, Area 7

1 | Recommendation

- THAT the Board of Trustees approves the Ten-Year Student Accommodation and Facilities Strategy 2024-2034.

2 | Issue

The provincial School Capital Manual requires school jurisdictions to have a “Ten Year Facilities Plan that provides a broad overview of the school jurisdiction’s facilities... and anticipated needs as a result of projected changes in enrolment and facility condition. It assists school jurisdictions, Education and Infrastructure identify trends affecting long-range facility requirements and strategies to support the school jurisdiction’s planned program delivery.”

This requirement is further captured under CBE's Operational Expectation OE-9: Facilities that requires the approval of a Ten-Year Student Accommodation and Facilities Strategy (SAFS) as a guiding document to ensure the effective and efficient use of available funding and demonstrate responsible stewardship of resources. This strategy helps guide long-term decisions regarding:

- the prioritization and allocation of resources;
- municipal joint-use planning agreement considerations;
- student transportation planning;
- educational programming considerations; and
- optimizing student learning opportunities by ensuring that CBE real property remains best suited, situated, and sustainable.

Record enrolment growth is placing pressure on our system and strategies to increase system capacity and make best use of existing facilities are required.

3 | Background

The Ten-Year SAFS 2024-2034 (Attachment I) provides an overview of:

- City of Calgary projected growth and urban planning information;
- CBE enrolment, capacity, and utilization projections;
- School facility considerations; and
- Strategic actions and priorities to address significant enrolment pressures.

Through analysis of observed and anticipated developments within each of these areas, guidance is provided to best support the future learning needs of students.

4 | Analysis

The Ten-Year SAFS 2024-2034 provides an overview of the organization's existing facilities, long-term planning needs, and strategic actions to support high-quality learning environments and educational programming, while balancing financial stewardship. The Ten-Year SAFS is updated every three years to reflect current and future city demographics, enrolment trends and municipal planning initiatives.

Documents that are informed by the SAFS, such as the *Three-Year School Capital Plan*, the *Three-Year System Student Accommodation Plan*, and the *Modular Classroom Program* are updated annually. These documents focus on shorter planning timeframes and provide a more granular analysis of CBE needs and requirements that support realization of the Ten-Year SAFS. Annually preparing and updating these documents ensures they are as responsive as possible to the current context.

City of Calgary Population Growth

The City of Calgary continues to experience significant population growth due to increased immigration, net migration, relative levels of affordability and a high

quality of living. The City of Calgary (The City) forecasts that the population of Calgary will reach 1,497,600 by 2028, an increase of 108,400 people over the next five years. This represents an average yearly increase of approximately 22,000 people.

The City's long-term goal is to strike a balance between developed and developing areas as set out in the Municipal Development Plan. Specifically, The City's 30-year and 60-year targets call for 33% and 50% respectively, of the city's overall population growth to occur in developed areas. At this time, most of the city's new population growth continues to occur in newly developing areas but this is expected to change over time as initiatives such as Local Area Plans, rezoning for housing and downtown office conversions are implemented.

Calgary Board of Education Enrolment

The CBE has experienced record breaking growth recently, adding over 13,000 students between September 2021 and September 2023, which is the largest increase in the last 40 years. As of end of September 2023, 138,244 students were enrolled with the CBE. This represents an increase of 7,029 students compared with the previous year. CBE's enrolment is forecasted to increase by over 22,000 students to 160,428 students by 2033.

Facilities

The CBE has a diverse facility inventory, comprised of over 250 school buildings. Of these, some contain more than one CBE school, while a total of 15 are leased to charter schools. Fifty-six percent of our schools are over 50 years old and within the next ten years, approximately 70% of CBE's school building inventory will exceed the standard 50-year design life.

As schools in established communities age, significant renewal investments will be required to maintain quality teaching environments. Further, the planned community densification of older communities will continue to increase the student population in these communities and investments will be required to both maximize use of existing space and identify where expansions may also be required. Strategic planning of these investments must consider educational needs, programming demands, community input, and school utilization rates to determine how best to address building condition, and match space requirements to community demographics in developed neighbourhoods.

The industry standard for major maintenance and renewal is 1% to 2% of the construction replacement value, per year. With a current estimated replacement value of CBE's schools at \$6.8 billion, the recommended investment required to maintain CBE facilities in their existing condition, should be between \$68 million and \$136 million per annum. Over the past ten years, the CBE has received an average of \$37.0 million annually in M&R funding accompanied by a 10-year average annual existing school capital investment of \$13.6 million, totalling \$50.6 million for school projects. Given the age and condition of CBE's school portfolio, annual investment should be closer to the top end of the above-mentioned range. Despite the need for major maintenance and redevelopment expenditures in many CBE schools, provincial funding continues to fall short of both industry standards and the documented needs identified by provincial audits (discontinued in 2020).

Difficult decisions are required annually to most effectively allocate the limited financial resources provided by the Province. Given the investment being below

the industry standard to maintain the status quo, the condition of some CBE schools will deteriorate further over the coming years. Risk mitigation is achieved by ensuring priority is given to safety related issues and systems in the worst condition.

Utilization Rates

The CBE strives to maintain a utilization rate at or slightly above 85% to ensure that facilities are optimized for educational purposes, flexibility is maintained in the system to meet demand for emergent programming, while balancing the financial obligations and sustainability of the system. Moreover, system utilization rates are an important consideration by the province in approving new schools. School utilization rates also influence provincial operations and maintenance (O&M) funding, with maximum dollars being realized for schools with a utilization rate equal to or greater than 85%.

At the end of September 2023, the CBE's overall utilization rate by enrolment was **93%**, with a utilization rate of:

- **86%** for K-GR4 students,
- **93%** for GR5-9 students, and
- **103%** for Grades 10-12 students.

Over 150 of the 251 CBE schools are over the 85% utilization rate, and this number is expected to grow with increasing enrolment. Over the next decade, total student enrolment is projected to peak in the 2031-2032 school year and then stabilize at approximately 160,000 students. If no additional capacity is added to the CBE system, the utilization rate will approach 100% by the 2024-2025 school year and soar to over 110% by 2030. As a result of these high utilization rates and the lack of schools in new and developing communities, we now have over 30 schools in overflow status.

Projected Enrolment and Planning Considerations

As of September 2023, the CBE had an enrolment of over 138,000 students, which translates to a weighted enrolment of over 142,000 students. The capacity of the overall system is over 153,000 spaces, which equates to an overall utilization rate of 93%. As CBE enrolment continues to grow significantly over the next 10 years, approximately 40,000 spaces, mostly in the middle and senior high cohorts, will be required in the system to reach a utilization rate of 85%. Specifically, over the next 10 years:

- Elementary aged students are expected to peak in 2025-2026 and then slightly decline. If we add the 7,000 new elementary student spaces requested in the 2025-2028 School Capital Plan, the utilization rate in this cohort will fall to 75% by 2033. This presents an opportunity to change grade configurations between elementary and middle schools to balance excess space in the K-4 cohort with need for space in the 5-9 cohort.
- The number of middle school age students is expected to peak in 2029-30 and then stabilize through 2033. If we add the 7,500 new spaces requested in the 2025-28 School Capital Plan, the utilization rate in middle schools will be 94% by 2033. 15,000 new spaces would be required to achieve a utilization rate of 85%.
- The number of high school aged students is expected to increase by approximately 15,000 students. Constrained by site readiness, the 2025-28 School Capital Plan requested an additional 3,600 spaces, which if

delivered will result in a high school utilization rate of 130% by 2033. 25,000 new spaces would be required to achieve a utilization rate of 85%.

- New student spaces will be required most in the North, Northeast, and Southeast Planning sectors and within smaller pockets within various Planning sectors including the downtown area.

A strategic action, such as grade configuration change, is a relatively easy way to balance enrolment between elementary and middle schools. However, solving high school enrolment pressures will be complicated and require a multi-pronged approach.

To achieve the goal of an overall system-utilization rate of 85%, the CBE will require significant additional space through new schools, replacement schools, additions to existing schools, solution projects, modular units, leased space, optimizing space in existing schools, re-opening former CBE schools and innovation in programming. Cooperation, coordination, and partnerships will be integral with The City of Calgary, the Province, and the development industry to ensure all parties are aligned on future growth and capacity challenges.

5 | Financial Impact

The continued pursuit of a well suited, well situated and financially sustainable portfolio of CBE schools will help ensure that students can derive the maximum benefit from their learning environment and the learning resources within these spaces.

6 | Implementation Consequences

The strategy helps guide long-term decisions regarding the prioritization of resources, municipal joint-use planning agreement considerations and student transportation so as to optimize learning opportunities for students within well suited, well situated and sustainable learning environments.

7 | Conclusion

Record enrolment is putting immense pressure on the system, contributing to utilization concerns, growing class sizes, overflows, and longer bus rides. Accommodating record breaking enrolment growth within a portfolio of aging schools that require significant capital investment will continue to be a challenge for the CBE over the next 10 years.

If current trends persist, the CBE will continue to experience the following challenges:

- A majority of schools will exceed the ideal 85% utilization target. In many cases, schools will be well over 100% utilized.
- Growing classroom sizes may lead to educational programming challenges.

- Decrease in available space to meet the needs of growing student complexity.
- Limited ability to provide choice in education through alternative programs.
- Increased school overflows leading to thousands of students unable to attend their local school.
- In some schools, unconventional learning spaces such as learning commons and staff rooms will increasingly need to be converted to classrooms.
- Longer bus rides for students in developing areas without new schools to existing schools within developed areas. This also puts additional strain and costs on the CBE's transportation system that continues to be impacted by a driver and bus shortage.

In addressing this complex challenge, a number of solutions will need to be leveraged concurrently to accommodate a growing student population including new school construction, modular units, replacement schools, additions to schools, modernization projects, solution projects, partnerships with external agencies, returning CBE space to the system, space optimization in existing schools, leasing space, and innovation in school programming.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Ten-Year Student Accommodation & Facilities Strategy 2024-2034

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

Board/Chief Superintendent Relationship: The Board defined in policy the degree of authority delegated to the Chief Superintendent, and set out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

Results: These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.

Operational Expectations: These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.

Student Accommodation and Facilities Strategy 2024-2034



learning | as unique | as every student



Calgary Board
of Education

Contents

Executive Summary	1
Background	2
Current State of The City of Calgary	4
Current State of the Calgary Board of Education (CBE).....	8
School Capacity and Utilization	11
School Facilities	12
Strategic Actions	14
Summary and Conclusions.....	21
Appendix I: City of Calgary Developed and Developing Communities.....	22
Appendix II: CBE 10-Year Projected Enrolment.....	23
Appendix III: CBE Enrolment and Utilization	24
Appendix IV: Financial Considerations	28
Appendix V: Definitions.....	30

Executive Summary

The Calgary Board of Education (CBE) is a global leader in public education. Recognized as the largest school jurisdiction in Western Canada, the CBE provides a full range of educational services for all instructional programs from Kindergarten through to Grade 12. Our mission is that “each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.”

The CBE addresses the complexity and diversity of our 140,000 plus students in over 250 schools with approximately 15,000 full time equivalent staff and an operating budget of \$1.4 billion. The CBE has experienced record breaking growth over the last few years adding over 13,000 students between September 2021 and September 2023, the largest increase in the last 40 years. The City of Calgary continues to experience record population growth due to increased immigration, net migration, relative levels of affordability and a high quality of living. Increased population growth is expected to occur over the next several years, adding increased students to the CBE system. Record enrolment is putting immense pressure on the system, contributing to utilization concerns, growing class sizes, overflows, and longer bus rides for students living in new communities without new schools. Accommodating record breaking enrolment within a portfolio of aging schools that require significant capital investment will continue to be an immense challenge over the next 10 years and beyond.

As schools age within established communities, significant renewal investments will be required to maintain quality teaching environments and ensure that these schools are used to their full capacity. Strategic planning of these investments must consider educational needs, programming demands, community input, and school utilization rates to determine how best to address building condition and match space requirements to community demographics in developed neighbourhoods.

The CBE strives to maintain a utilization rate at or slightly above 85% to ensure that facilities are optimized for educational purposes, and flexibility is maintained in the system to meet demand for emergent needs, while balancing the financial obligations and sustainability of the system. To achieve the goal of keeping the overall system-utilization rate around 85%, the CBE will require significant additional space capacity through new schools, replacement schools, additions to existing schools, solution projects, modular units, leased space, optimized space in existing schools, re-opening former CBE schools, and new and innovative strategies. Cooperation, coordination, and partnerships will be integral with The City of Calgary, the Province, and the development industry to ensure all parties are aligned on future growth and capacity challenges.

This Ten-Year Student Accommodation and Facilities Strategy 2024-2034 (SAFS) highlights the challenges that the CBE will face over the next decade and provides practical solutions to address increasing enrolment challenges. CBE administration will continue to use plans such as the *Three-Year System Student Accommodation Plan (SSAP)*, *Three-Year School Capital Plan*, and the *Modular Classroom Program* to implement the strategic actions of the Ten-Year SAFS.

Background

The Calgary Board of Education (CBE) has the challenging responsibility of creating and maintaining safe, inclusive, functional, and technologically advanced educational spaces for a growing student population that thrives on exploring new ideas and exchanging information, while learning and working in a constantly changing educational environment.

The Ten-Year SAFS 2024-2034 provides an overview of the organization's existing facilities, long-term planning needs, and strategic actions to support high-quality learning environments and educational programming, while balancing financial stewardship. School jurisdictions must develop a Ten-Year Facilities Plan and be prepared to submit this plan to Alberta Education upon request.

The Ten-Year SAFS is updated every three years to reflect current and future city demographics, enrolment trends and municipal planning initiatives.

The Ten-Year SAFS informs a number of planning documents, including:

- *Three-Year System Student Accommodation Plan* - Identifies high and low utilization schools as well as system priorities and new school projects that require an accommodation plan or are being monitored closely. It serves as an indicator to school communities that changes may need to happen in the future.
- *Three-Year School Capital Plan* - Provides the framework for assessing and prioritizing school capital needs including requests for new schools and modernizing existing schools.
- *Modular Classroom Program* - Prioritizes requests for new modular classrooms based on board-approved filters and ranking criteria. It also identifies modular classrooms for relocation or disposal/demolition.

The Ten-Year SAFS provides recommendations to ensure that all CBE facilities provide high-quality, learning environments, and aligns with the [CBE Education Plan](#).

The Ten-Year SAFS supports decision making that:

- optimizes student learning opportunities through strategic investments to ensure CBE real property is best suited, situated, and sustainable:
 - Suited – schools that are designed to be flexible and meet the learning needs of 21st century learners;
 - Situated – schools and programs that are located where students live and are informed by both population and CBE enrolment growth trends; and
 - Sustainable – ensuring that the operation and maintenance costs of CBE schools strike an appropriate balance between the learning needs of students and sustained financial affordability.
- reflects an equitable approach to the provision of safe, appropriate, and high-quality learning and working environments across the City of Calgary;
- adheres to sound planning principles for all facility infrastructure projects;

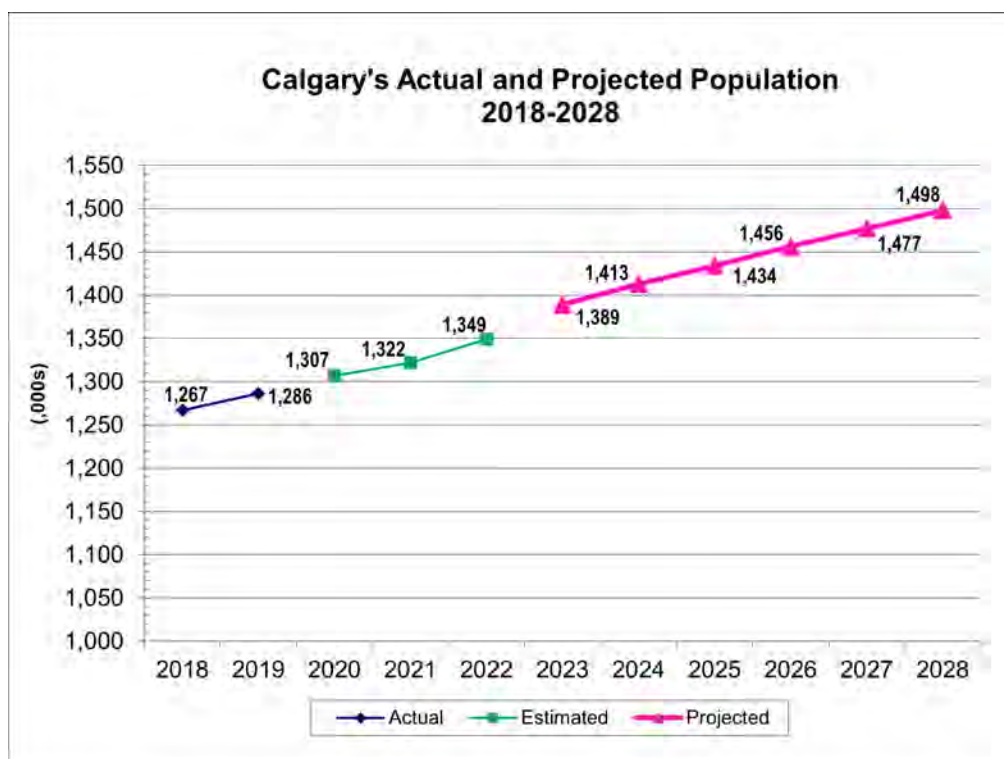
- establishes clear priorities for construction, modernization, renewal, and maintenance projects;
- undertakes a collaborative approach to student accommodation planning through the inclusion of relevant internal and external stakeholders, including schools, communities, external partners, and multiple levels of government;
- incorporates traditional and land-based knowledge, local history, diverse learning, and creative approaches as much as possible into facility infrastructure projects; and
- ensures responsible stewardship of public resources through transparency and financial integrity.

Current State of The City of Calgary

City of Calgary Population

Over the past decade, the City of Calgary has experienced varying levels of population growth. Between 2018 and 2023, the city's population growth has averaged an estimated 20,500 people per year.

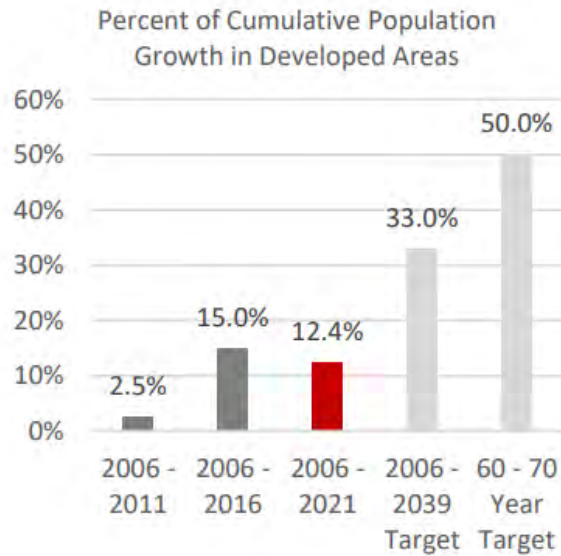
In the [Calgary & Region Economic Outlook 2023-2028](#) report, The City of Calgary administration (The City) forecasts that the population of Calgary will reach 1,497,600 by 2028, an increase of 108,400 people over the next five years. This represents an average yearly increase of approximately 22,000 people, which will be driven primarily by net migration.



Source: Calgary & Region Economic Outlook 2023-2028 (Fall 2023) *Estimated (no Civic Census)

Development Activity

In terms of population growth, The City's long-term goal is to strike a balance between developed and developing areas as set out in the Municipal Development Plan (see [Appendix I](#) for a map of the developed and developing areas). Specifically, the 30-year target is for 33% of the overall population growth of the city to occur in developed areas and the 60-year target is 50% of the city's population growth to occur in developed areas (see graph on the following page).



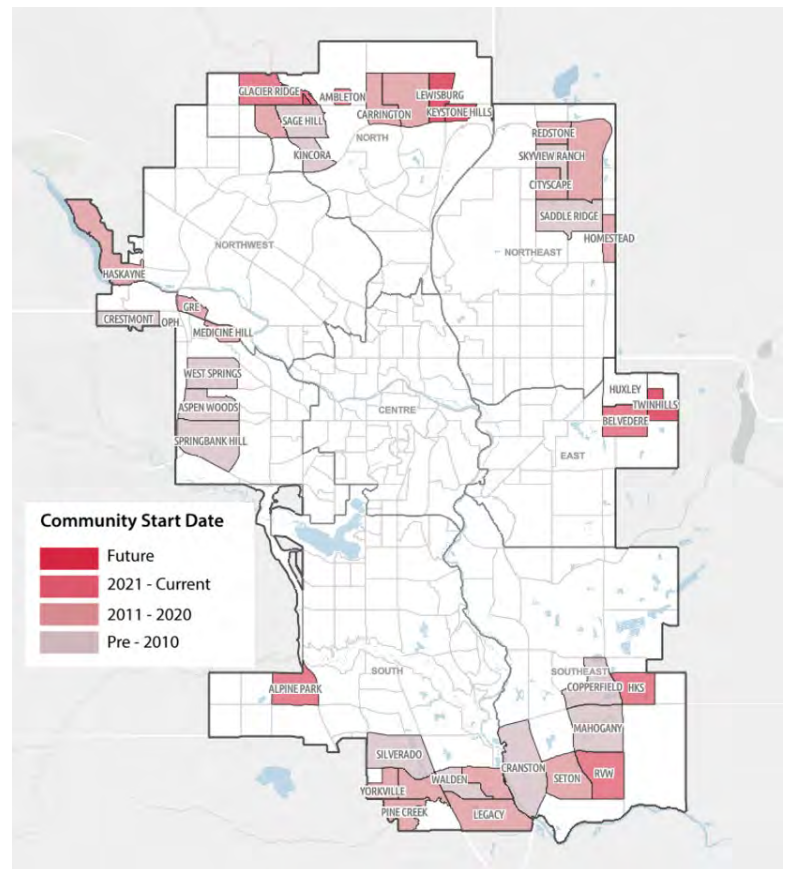
Source: MDP/CTP 2022 Monitoring Progress Report, City of Calgary

Developing Areas

Currently, there are over 40 new communities in various stages of development distributed in different areas of the city.

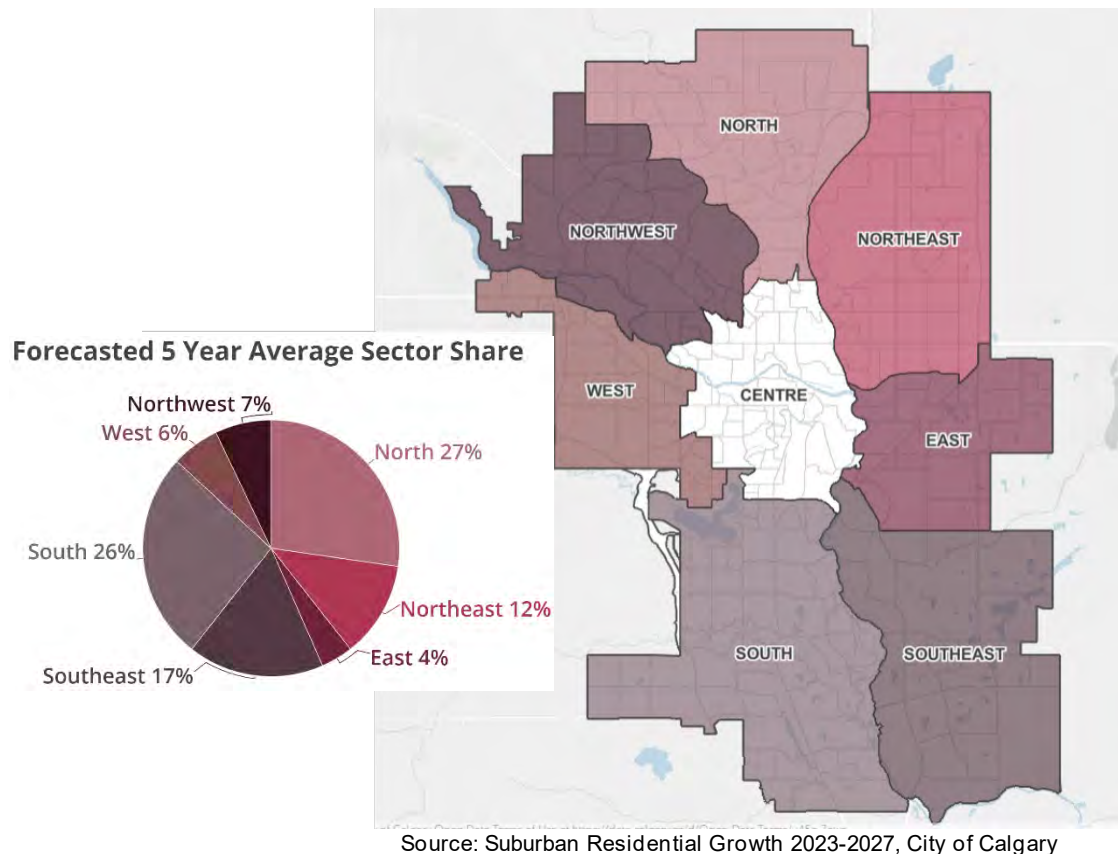
The City prepares a suburban residential growth forecast each year, which allocates future population growth to the eight city planning sectors. This information provides CBE with a context for where student population growth will be expected in the future.

The forecast for total new units in the developing area suggests the North, Southeast and South will capture between 17% and 27% each, making up 70% of the total growth share within new communities over the next 5 years. The East and Northwest sectors are predicted to increase while the West sector will perform at relatively the same rate.



Source: Suburban Residential Growth 2023-2027, City of Calgary

Historically, the Northeast sector has led all sectors in growth over the last 5 years at 25% but is expected to be overtaken by the North and South sectors over the next 5 years as per the graph on the following page.



Developed Areas

Calgary's developed areas include approximately 180 communities and is home to 80% of the city's population. The City has embarked on an [Established Area Growth and Change Strategy](#) to act as a framework for supporting developed communities through increased growth and redevelopment. Key components of this strategy are Local Area Plans, rezoning initiatives, and downtown office conversions.

Local Area Plans

The City is currently developing Local Area Plans for several developed communities throughout the city. Local Area Plans, also referred to as area redevelopment plans, outline a future vision for established communities and provide policies and land use concepts for where and how development can be integrated into existing communities over time. At the time of writing, three Local Area Plans have been approved by The City and five other Local Area Plans are underway. As Local Area Plans have policies that promote and allow increased densification of established communities, it is expected that these areas will grow and add future students to existing schools within these areas.

Rezoning for Housing

To tackle the ever growing housing crisis in Calgary, The City has approved a housing strategy titled [Home is Here: The City of Calgary's Housing Strategy](#). One of the key actions in the strategy is the citywide rezoning to a base residential district. On May 14, 2024, City Council approved citywide rezoning to allow more density in existing residential areas. This change has

the potential to increase the supply of housing and provide housing variety and options including row houses and townhouses in established areas. For example, one single family residential home on a typical 50 ft. lot could be replaced with up to 4 rowhouse units and 4 secondary suites on the same lot. With this action approved, there is potential for significantly more CBE students residing in established areas over time, further contributing to ongoing utilization pressures at existing schools. Note that growth in developed areas still currently only accounts for approximately 12.4% of population growth (as of 2021) and future growth targets can take longer to be realized due to the need to transition low density housing to higher density.

Downtown Office Conversions

The City is also working with downtown partners to revitalize the downtown by co-investing and converting vacant office space into homes for Calgarians, post-secondary academic space, student housing, and other uses that revitalize the downtown. In total, there are 17 office conversion projects at various stages of development that will lead to over 2,300 new homes for Calgarians and potentially hundreds of future students enrolling with the CBE, with more conversions planned in the future. Given the current enrolment pressures at downtown area schools, further residential intensification may contribute to ongoing utilization pressures which will require the CBE to look at school overflows, leasing space in the downtown area and other possible strategies outlined under [Strategic Actions](#).

Adjacent Community Developments

A portion of the Tsuut'ina Nation land abutting the western CBE boundary is being developed as residential properties for lease to the general population (i.e. you do not need to be a member of Tsuut'ina Nation to reside there). There are no plans to locate schools within the new communities. Alberta Education has determined that CBE and other public school divisions in Calgary shall designate these future non-Indigenous and Indigenous students to our schools. The designation of these students is listed as a project on the *Three-Year System Student Accommodation Plan 2024-2027 (SSAP)*, and the designations for these communities will be determined in the fall of 2024. While these are new communities, the impact will be on existing schools in developed communities.

Current State of the Calgary Board of Education (CBE)

The CBE is the largest school district in Western Canada and offers a depth and breadth of programs and supports to meet the unique learning needs and interests of an increasingly diverse population.

The CBE has over 15,000 employees that work in over 250 schools and provide quality educational programming for over 140,000 students. The CBE has experienced record breaking growth over the last few years adding over 13,000 students between September 2021 and September 2023, equating to the largest increase in the last 40 years. Record enrolment is putting immense pressure on the system, contributing to utilization concerns, growing class sizes, overflows, and longer bus rides.

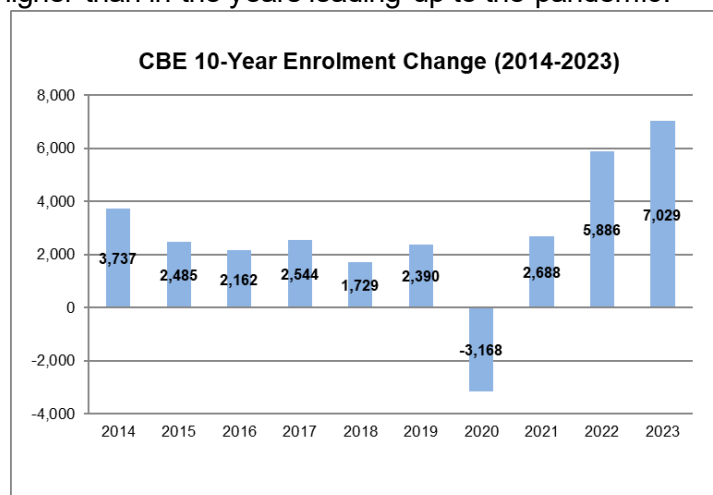
CBE Capture Rate

The CBE's capture rate represents the proportion of all children aged 5-17 residing within the CBE boundary who are enrolled in any CBE school in the system. As seen in the table below, the overall capture rate declined in 2020 and 2021, during the first two years of the Covid-19 pandemic. The capture rate increased in 2022 to 63.0 per cent and again in 2023 to 64.6 per cent.

Year	2019	2020	2021	2022	2023
Capture Rate	64.1%	61.2%	61.7%	63.0%	64.6%

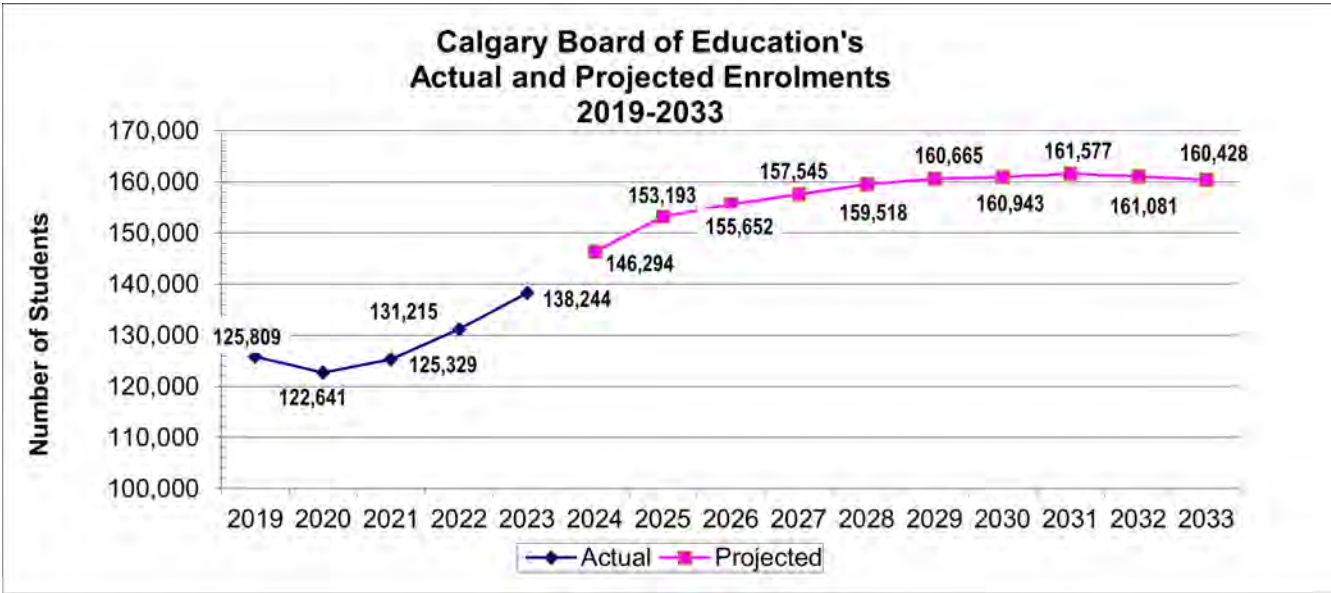
CBE Enrolment

As of end of September 2023, 138,244 students were enrolled with the CBE. This represents an increase of 7,029 students compared with the previous year. The graph below illustrates that the CBE realized increased enrolment year-over-year from 2012 to 2019. In 2020, student enrolment dropped by 2.5 per cent, or 3,168 students. The CBE experienced a net gain of students in 2021, and enrolment increased by 4.7 per cent, or 5,886 students, in 2022. For the 2023 school year, the CBE increased by 5.4 per cent or 7,029 students. The enrolment increase for the 2023 school year is higher than any increase experienced in the past ten years, and almost 3 times higher than in the years leading up to the pandemic.

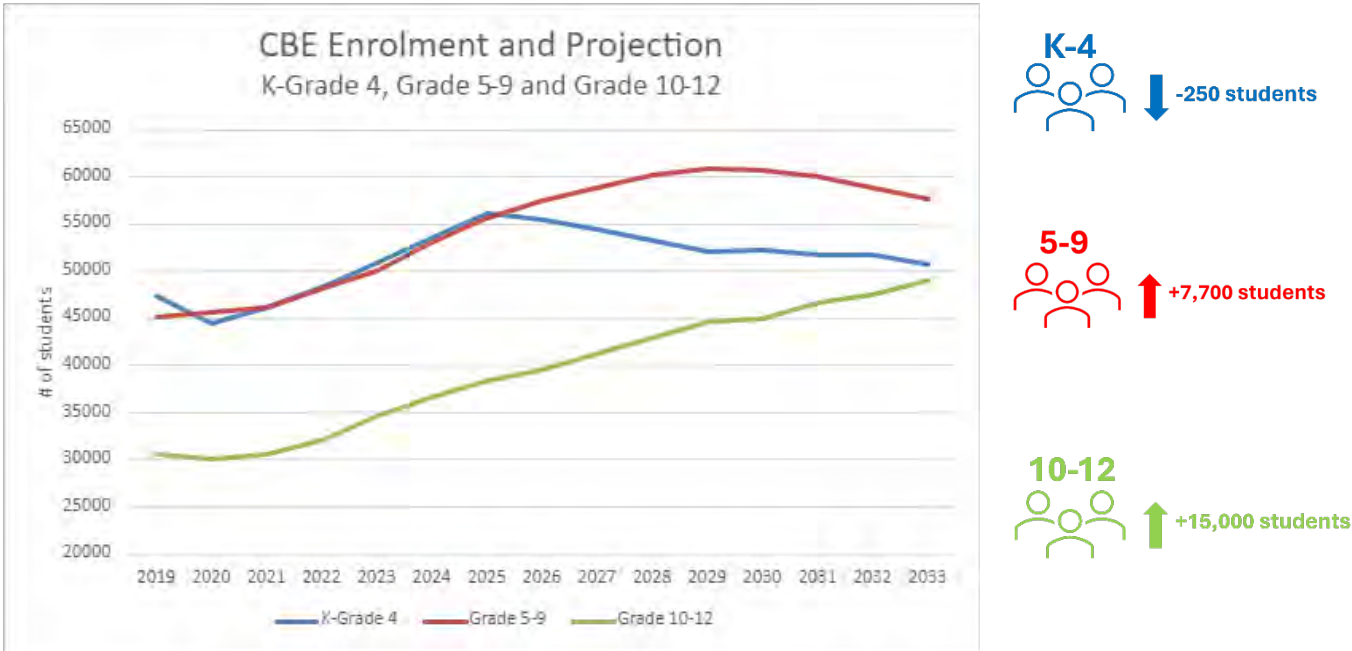


CBE Student Projections

The CBE uses multiple factors such as births, retention rates, capture rate, new school openings, and immigration and migration rates to guide system projections. CBE’s end of September 2023 enrolment of 138,244 students is forecasted to increase to 160,428 students by 2033 (see [Appendix II](#) for more detailed student projection information). This represents a projected total increase of over 22,000 students during this timeframe.

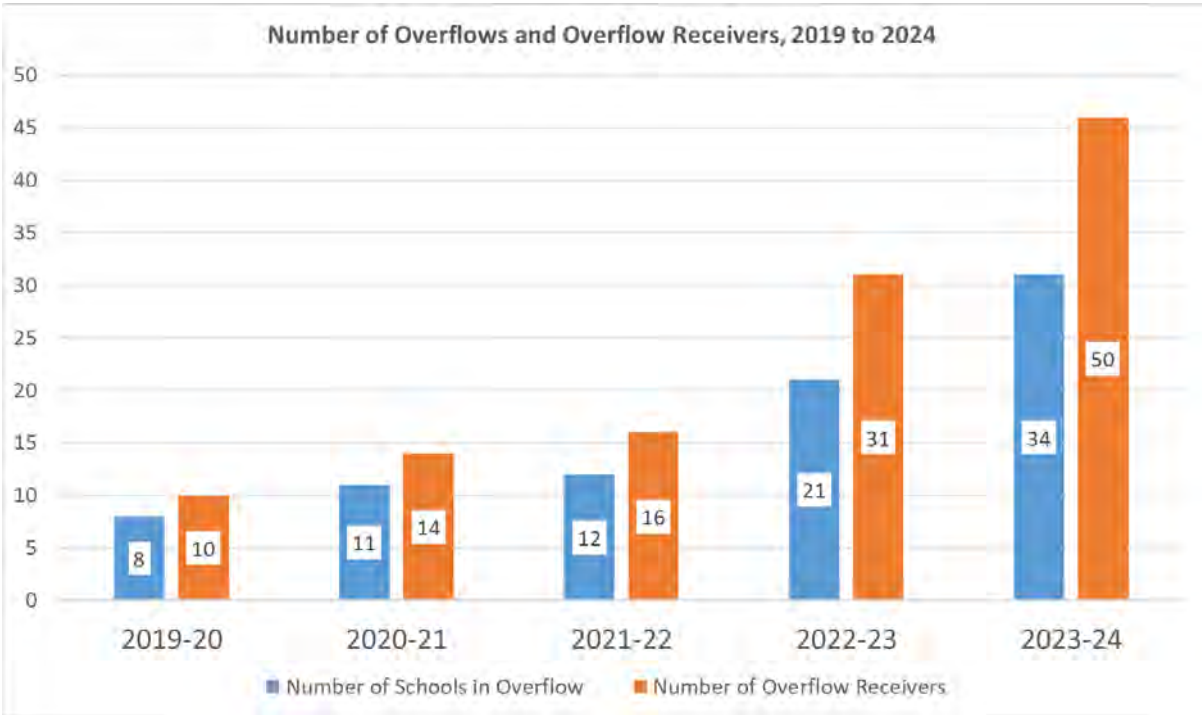


The graph below highlights the changing proportion of students by grade groupings. Over the next ten years, based on a moderate projection, the number of K-Grade 4 students will decline as a result of the lower number of students entering Kindergarten, due to declining domestic birth rates. Grade 5-9 students are expected to peak in 2029-2030 and then stabilize. The proportion of Grade 10-12 students within CBE will continue to increase over the next 10 years.



School Overflows

Record enrolment growth is putting pressure on CBE’s overall system. This has caused the number of schools in overflow status to rise. Below is a 5-year trend of schools in overflow. It shows the number of schools in an overflow status, as well as the number of schools receiving overflowed students. This trend is expected to continue until significant school capacity is added to the CBE System.



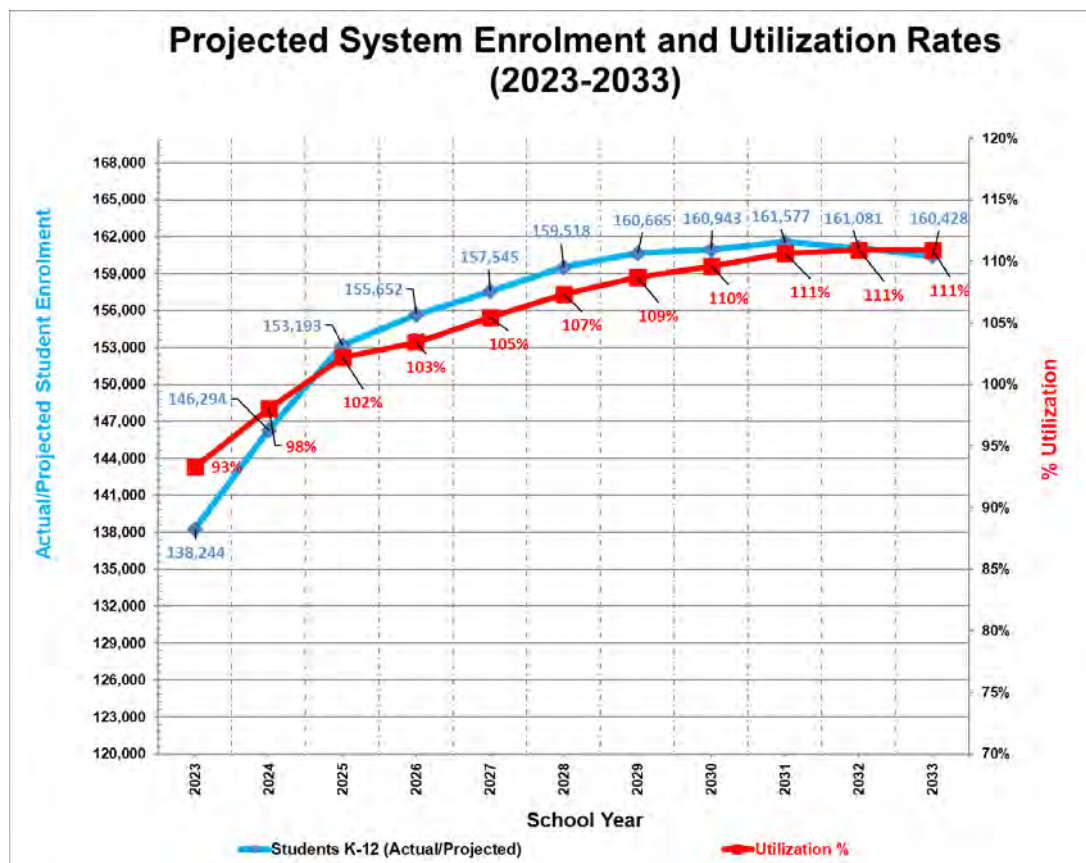
Note: The 2023-2024 data shown above is current as of May 15, 2024.

School Capacity and Utilization

The CBE strives to maintain a utilization rate at or slightly above 85%. Ensuring healthy school utilization rates contributes to ensuring that facilities are optimized for educational purposes, maintains flexibility within the system to meet demand for emergent considerations while balancing the financial obligations and sustainability of the system. At the end of September 2023, the CBE's overall utilization rate by enrolment was **93%**, with a utilization rate of:

- **86%** for K-GR4,
- **93%** for GR5-9 students, and
- **103%** for Grades 10-12 students.

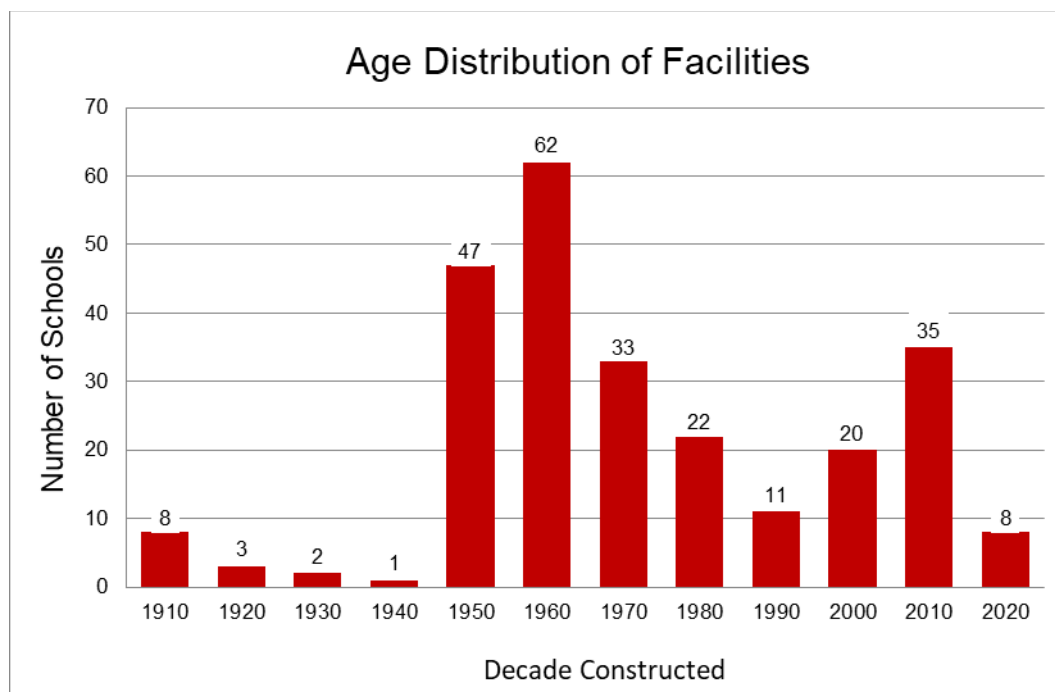
Over 150 of the 251 CBE schools are over the 85% utilization rate, and this number is expected to grow with increasing enrolment. Over the next decade, total student enrolment is projected to peak in the 2031-2032 school year and then stabilize. If no additional capacity is added to the CBE system, the utilization rate will approach 100% by the 2024-2025 school year and rise to over 110% by 2030 (see graph below).



As of end of September 2023, the CBE had an enrolment of over 138,000 students, which translates to a weighted enrolment of over 142,000 students. The capacity of the overall system was over 153,000 spaces for an overall utilization rate of 93%. As CBE enrolment continues to grow over the next 10 years, approximately **40,000 spaces**, mostly in the middle and senior high cohorts will be required to maintain a utilization rate around 85%. Additional details on utilization rates by grade groupings and capacity is found in [Appendix III](#).

School Facilities

The CBE has a diverse facility inventory, comprised of over 250 CBE school buildings of which 15 are leased to charter schools. Currently 56% of our schools are over 50 years old and within the next ten years, approximately 70% of CBE's school building inventory will exceed the standard 50-year design life. The current inventory by decade of CBE school buildings is shown in the following graph:



Development of these facilities has generally aligned with the age of the communities in which they were constructed. As schools in established communities age, significant renewal investments will be required to maintain quality teaching environments in these communities. As developed community schools continue to increase in population, investments in renovations will be required to maximize use of space, that has not been required for classroom use in the recent past. Strategic planning of these investments must consider educational needs, programming demands, and school utilization rates within the broader community to determine how best to address building condition and match space requirements to community demographics in developed neighbourhoods.

Industry standard for major maintenance and renewal is 1% to 2% of the construction replacement value, per year. With the estimated replacement value of CBE's schools sitting at \$6.8 billion, the recommended combined Infrastructure Maintenance and Renewal (IMR), Capital Maintenance and Renewal (CMR) and existing school capital funding required to maintain CBE facilities in their existing condition, should theoretically be between \$68 million and \$136 million per annum. Given the age and condition of the CBE school portfolio, it is estimated our level of investment should be closer to the top end of this range than the bottom.

Over the past ten years, the CBE has received an average of \$37.0 million annually in Maintenance and Renewal (M&R) grants and has only received approval of a total of \$136.2M in major modernizations or school replacement funding for an average of \$13.6M per year, for a total of just \$50.6 million. Despite the need for major maintenance expenditures in many CBE schools, provincial funding continues to fall short of both industry standards and the documented needs identified by the provincial audits that were discontinued in 2020.

Difficult decisions are required annually to most effectively allocate the limited financial resources provided by the Province. Given that investment funding is consistently below the industry standard to maintain the status quo, the condition of some CBE schools will deteriorate further over the coming years. Risk mitigation is achieved by ensuring priority is given to safety related issues and systems in the worst condition. This risk will materialize in the form of more frequent building system failures such as roof and building envelope leaks, HVAC system outages and electrical failures. These failures could impact the ability to deliver in-person learning in the locations that they occur. While the CBE facilities team is quite resilient and skilled at finding expedient and innovative solutions, as failure rates increase, response times are likely to increase as well.

For more information on Funding Mechanisms available to the CBE for maintenance and operations of existing facilities see [Appendix IV](#).

Strategic Actions

Given the significant challenges associated with enrolment and student growth and the critical shortage of space in existing schools, a number of concurrent solutions will be required over the next 10 years to provide optimal utilization rates in schools and ensure students have access to high quality educational programming.

New School Construction

The approval, funding and delivery of new schools and modular classrooms is a provincial responsibility. New school construction has not kept pace with overall growth in developing communities. There continues to be an imbalance between the location of student homes and neighbourhood school capacity in developing communities, which in turn results in longer bus rides for more students to school sites with available space.

The CBE utilizes a points-based criteria for ranking capital building priorities in the *Three-Year School Capital Plan*. Criteria includes site readiness, community growth profile, busing and travel time and accommodation options.

Staged Funding

As of 2023, the Province introduced a staged process for Capital Project approvals, adding two new categories of “Pre-Planning” and “Planning” funding to the previously existing “Design” and “Construction” funding types.



As a result of this staged funding, if a school is not site-ready from a construction perspective but anticipated to be ready in the coming years, they may be identified for Pre-Planning and Planning funding for preparatory work, site investigation work, and project scope and partnership opportunities. It should be noted that new school capital requests may advance directly to Design and Construction stages and by-pass the Pre-Planning and Planning stages.

Modified School Size (capacity)

Generally, the CBE uses the following standardized capacity for new schools to best support students within their respective cohorts:

Grade Configuration	School Size (students)
K-4	600
5-9	900
K-9	900
10-12	1800

Given the current enrolment pressures in developing areas, the CBE will explore options to increase capacity beyond these standards where population projections indicate it is warranted, provided that appropriate programming and overall school functionality can be preserved. Several schools constructed recently have been over-utilized shortly after opening leading to overflows and additional modular requests.

Starter/Mini Schools

As mentioned above, new school construction has not kept pace with overall growth in developing communities, leading to an imbalance between the location of student homes and neighbourhood school capacity in developing communities. One potential solution, on a temporary basis, is for the province to consider the construction of starter or mini schools in new communities. A starter/mini school could temporarily house a number of students in modular-based structures until a permanent school is funded and constructed beside the mini school. Starter/mini schools should not be considered as a long-term solution over fully funded, permanent schools.

New Elementary Schools

Over the next ten years the number of elementary aged students are expected to peak in 2025-2026 and then slightly decline. The Three-Year School Capital Plan 2025-2028 submission requests approximately 7000 elementary school spaces through new schools. If approved, this will reduce the overall projected K-4 system utilization rate below 75%. However, this investment in new elementary schools will still be required in developing areas of the city to ensure students have the opportunity to attend schools close to home and reduce lengthy busing ride times. Given the projected utilization rates of middle schools outlined below, these new elementary schools will also present an opportunity to make grade configurations changes between elementary and middle schools to ensure an optimal system wide utilization rate. The areas that will benefit the most from new elementary schools over the next 10 years are the North, Northeast, and Southeast Planning sectors.

New Middle Schools

Over the next ten years, the number of middle school aged students is expected to peak in 2029-2030 and then stabilize through 2033. The 2025-2027 Capital Plan submission requests approximately 7500 spaces through new schools. However, even if all of these requests are approved by the Province, the utilization rate for middle schools will still be over 94%. An additional **15,000** spaces, developed through a combination of new schools, additions to existing schools, grade configuration changes with elementaries, and new modular classrooms will be required by 2033 to achieve an optimal utilization rate of 85%. The areas that will benefit the most from new middle schools over the next 10 years are the North, Northeast, and Southeast Planning sectors.

New High Schools

Over the next ten years, the number of high school aged students are expected to increase by approximately 15,000 students. The 2025-2027 Capital Plan submission requests an additional 3600 spaces through two new schools. If both schools are approved by the Province, the utilization rate for high schools will still be over 130%. The opportunity to request more high schools is constrained by the long timelines to site readiness in new and developing communities. Further conversations with the City and the development industry will need to take place to ensure high school sites are being readied as soon as possible to meet the demand for space in these new communities. An additional **25,000** spaces, developed through a combination of new schools, additions to existing schools, and new modular classrooms will be

required by 2033 to achieve an optimal utilization rate of 85%. The areas that will benefit the most from new high schools over the next 10 years are the North, Northeast, and Southeast Planning sectors.

Capital Investment in Existing Schools

Capital investment is required in a number of existing schools to reduce deferred maintenance, minimize operation and maintenance spending, modernize our existing facility portfolio, eliminate underutilized space, create additional learning capacity, and improve educational programming. The Province's [school capital manual for the 2023/24 school year](#) identifies a number of alternative capital project request types including modernization projects, additions to existing schools, replacement schools, and solution projects.

Modernization Projects

Given the high number of aging CBE school buildings and increased level of enrolment growth and educational programming in existing schools, several modernization projects will need to be undertaken over the next ten years. Modernization projects should ideally be directed to schools that are in poor overall condition and the existing footprint can be better utilized to meet educational programming and projected enrolment. Modernizations can be challenging in fully utilized schools/areas due to the limited ability they have to decant students to other parts of the school, or other schools, while work is underway. Modernizing schools when utilization rates are lower helps avoid significant disruption for existing students. Modernizing a highly utilized school will result in additional expenses since modernization work may need to be constrained to evenings, weekends, or the summer break to ensure learning is not adversely impacted.

Additions to Existing Schools

Additions to existing schools may be required for schools that are expected to be overutilized on a long-term or permanent basis and act as a permanent replacement to modular units. Addition projects should consider circulation concerns with the existing building, parking requirements associated with additional space, encroachments into outdoor amenity areas, utility conflicts, and security concerns.

Replacement Schools

For projects where significant renovations are necessary and costs for that work will exceed 75% of the cost to replace the building with a new facility, a replacement school may be requested. As more schools age and require significant investment to address lifecycle replacement costs and reduce maintenance and operational costs, replacement schools may be requested for developed communities.

Solution Projects

Solution projects is a new category introduced in the provincial [school capital manual for the 2023/2024 school year](#). This type of project is designed to allow for the submission of an integrated solution where more than one school building may be involved in construction activity.

As referenced in the school capital manual under section 2.9.5 “*constructing a new school in a centralized location that will serve all the students in three aged facilities where the current utilization may be low, and the deferred maintenance and operational costs on all three facilities is high. The solution would involve four distinct construction components:*

- *the construction of a New School;*

- *the demolition of School A;*
- *the demolition of School B; and*
- *the demolition of School C.”*

Solution projects should be utilized to reduce deferred maintenance, minimize operation and maintenance spending, modernize the existing facility portfolio, eliminate underutilized space, and improve educational programming.

Modular Classrooms

Modular classrooms can make an important contribution to bettering the student learning experience by providing a short-term solution to relieve enrolment growth pressures within a school. In 2023, the CBE requested a record number of new modular units as a direct response to record enrolment growth. Modular units are typically the quickest way to increase school capacity and future requests will be relied upon to relieve enrolment pressures at multiple schools across the system. In addition to requests for new modular units, the CBE will continue to evaluate the relocation of existing modular units to where the significant capacity needs are. Removal and relocation of modular classrooms to where demographic pressures are high offers an alternative approach to adjusting catchment areas or grade configurations to optimize utilization rates.

Space Optimization

In combination with creating new capacity through new schools, schools experiencing capacity concerns will be evaluated for optimizing current capacity. Over time, through programming changes, administrative changes, educational trends, storage requirements etc., some spaces within existing schools become underutilized. Often these optimization projects may not add capacity to a school but may instead address space functionality concerns and help mitigate against factors that can often contribute to a school feeling “full” well before reaching 100% utilization.

Space utilization assessments should examine operational uses of school facilities, analyze classroom capacity, and maximize available space through reconfiguration of space, repurposing of space, program changes and adding and removing equipment. Space optimization projects should be prioritized based on existing and projected utilization rates and financial considerations to ensure investments are going towards projects that have significant impacts to increasing capacity both at the school and system level.

Returning space to CBE

The CBE supports the licensing of school spaces within operating schools, and where directed by Alberta Education, the leasing of entire facilities to external organizations whose activities and objectives are compatible with the goals and objectives of the CBE. There are 110 leased spaces in operating CBE Schools and 15 leases to organizations in surplus school facilities. While many of these spaces are leased outside of regular school hours, as existing leases in surplus schools expire and are not renewed, there may be an opportunity for the CBE to return these spaces to the system capacity.

Lease Space

As previously identified, The City is undergoing a downtown conversion strategy to revitalize the downtown by co-investing and converting vacant office space into homes for Calgarians, post-secondary academic space and student housing, and other uses that revitalize downtown. The City has indicated an interest in converting some of this space into educational programming space to assist with the increasing downtown student population. Any space dedicated to CBE students as part of these conversions would need to take active programming into account (e.g. access to outdoor play area/field, gym space, etc. as well as complimentary curriculum (CTS/CTF space, other 21st century learning programs). In addition to downtown office conversions, the CBE will need to explore additional opportunities for leasing space and partnerships to share space to meet the short-term enrolment demands until sufficient capacity is built through other means (e.g. new schools).

Programming Changes

A variety of school programming changes could be implemented to both increase capacity and optimize space at existing and future schools through:

Balance Grade Configurations

CBE schools are generally organized around the following grade configurations: Elementary (K – 4/5/6), Middle School (4/5/6-9) and High School (9/10-12). In some scenarios where a school is facing significant enrolment pressures or underutilization, it may be desirable to execute a grade configuration change to balance enrolment between two or more schools. As previously discussed, the utilization rates of middle schools are projected to outweigh the utilization rates of elementary schools, thus presenting an opportunity to balance grade configurations to ensure an optimal system wide utilization rate.

Expansion of hybrid and/or online learning programs

The CBE currently provides a full-time online learning program for students in grades 1-12. It also offers various online opportunities to complete individual courses and upgrading, both during the school year and through summer school. There may be opportunities to expand these programs, in particular at the high school level to manage the projected capacity pressures this cohort will experience. This action could support the 'multiple schools operating out of 1 building at different times' option described below by allowing a portion of the school day online.

Multiple student cohorts/schools operating out of 1 building at different times

Multiple student cohorts and schools operating at different times (e.g. shifts) within one school facility may be an option to increase system capacity, decant students from a facility that is subject to a modernization, addition, or replacement project, or to temporarily house students in an area that will receive a new school in the future. There are a number of variables that need to be examined before implementing this solution including: impacts on school programming/athletics/arts, transportation impacts, student safety, staffing considerations, etc.

4th and 5th year High School Students

In most cases, high school students will complete their education in three years. However, in some cases, students may require an extra year or two of high school (fourth and fifth year) to complete a program or meet exceptional circumstances. To free up capacity at existing high schools, options should be explored to house 4th and 5th year high school students in alternative

locations/environments including hybrid or online learning environments or learning out of a centralized leased space or partnerships with post-secondary institutions.

Extended Day (High Schools only)

By lengthening the school day by one block (or one class period), there may be opportunities to increase a school's capacity. Traditionally, CBE high schools adhere to four blocks as part of their regular school day. By extending the regular school day to five blocks and rearranging schedules, capacity at high schools could be increased and existing space and equipment at the school used more efficiently. High school students would continue to attend 4 blocks per day, but each student's schedule would depend on their class selection. For example, some students may attend either the first four or last four blocks, while some students may attend the first two and last two blocks. By spreading the use of school space and resources throughout the day, a more efficient use of school facilities may be realized, while still ensuring a high-quality education for all students is preserved.

Strengthen Relationships/Develop Partnerships

The City of Calgary

For many years, the CBE and The City of Calgary have enjoyed a strong working relationship. This relationship involves both city-wide initiatives and specific initiatives focused on property, leasing, and infrastructure. The following initiatives are examples of the CBE working together with The City:

- The CBE is party to the Joint Use and Planning Agreement (JUPA) and participates on the Joint Use Coordinating Committee (JUCC) with the City, Calgary Catholic School District (CCSD), and The Southern Francophone Education Region (FrancoSud) on matters involving municipal and school reserve sites.
- The CBE is a member of the Site Planning Team (SPT) with The City, CCSD and FrancoSud, that convenes bi-weekly to review and discuss development applications and issues related to public access of City and school facilities.
- CBE representatives have been involved in many city-wide initiatives such as Traffic Safety Community meetings, the Safe Student Travel Advisory Group, Facilities Use Team (FUT), review of new Area Structure Plans, neighbourhood redevelopment plans, and main street initiatives.

Notwithstanding these initiatives, there is still opportunity to work closer with The City in terms of population forecasts, sector growth forecasts, downtown conversions, joint use site calculations, ensuring high priority new school sites are readied, new community approvals and absorption rates, and data sharing. Likewise, the CBE will share pertinent information with appropriate City departments including the annual *Three-Year School Capital Plan*.

Development Industry

The Building Industry and Land Development Association (BILD) Calgary was created through the amalgamation of the Canadian Home Builders Association and the Calgary Region and Urban Development with the goal of "creating a unified voice to better serve the building industry in the Calgary region." Members include land developers, home builders, trades groups, and consultants. The CBE will continue to build relationships with BILD through communication efforts regarding priority new schools and site readiness timing.

Alberta Education/Alberta Infrastructure

The CBE should continue to emphasize its relationship with Alberta Education and Alberta Infrastructure to identify school requirements, future school projections, methods to expediate school approvals, design guidelines and functionality of future schools.

Partnerships

The CBE should explore partnerships with local community associations, recreation facilities, and other facilities near existing schools to optimize space and provide additional space for programming such as physical education, performing arts or Kindergarten.

Summary and Conclusions

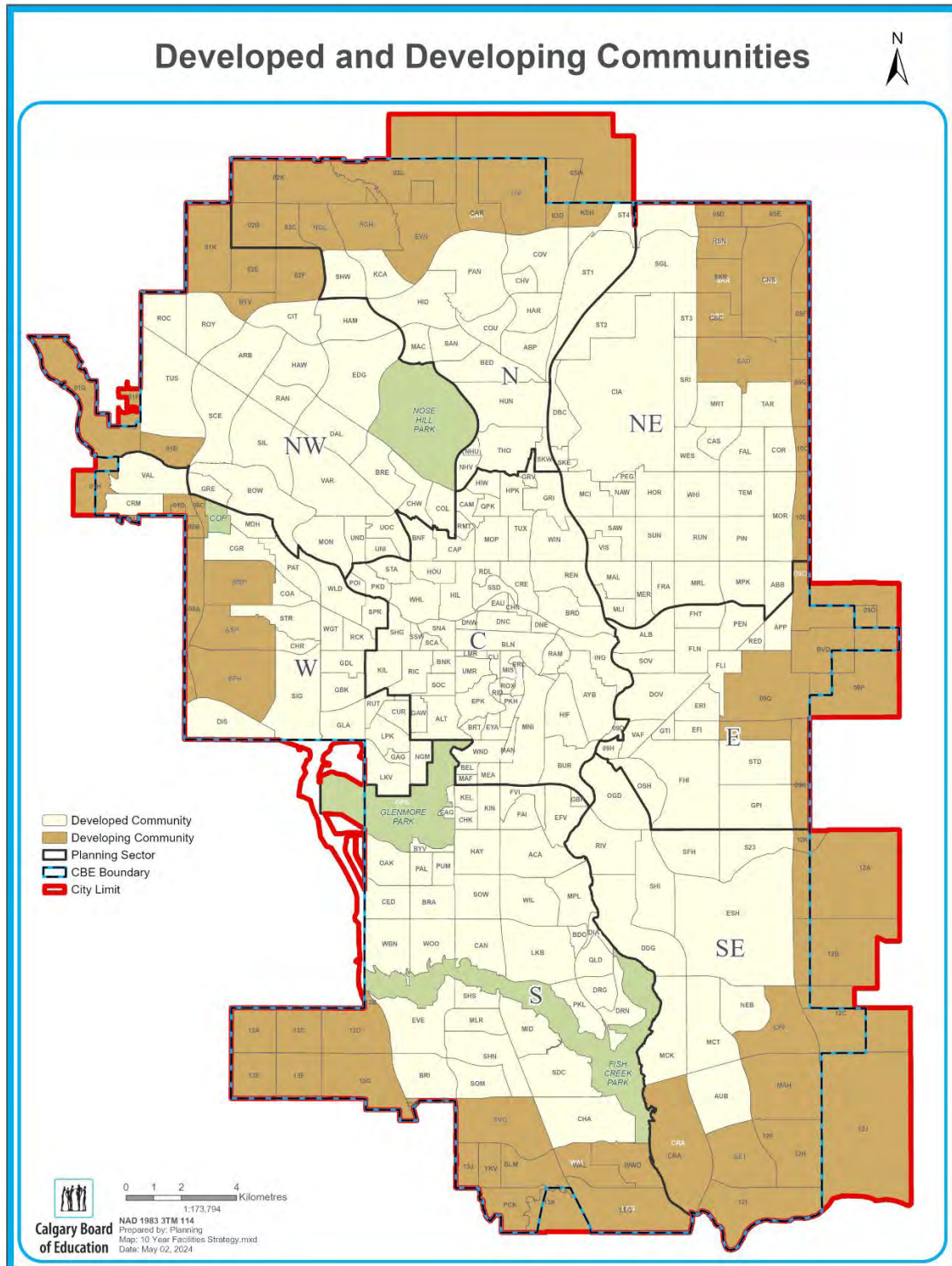
The CBE has experienced record breaking growth over the last few years adding over 13,000 students between September 2021 and September 2023, the largest increase in the last 40 years. Record enrolment is putting immense pressure on the system, contributing to utilization concerns, growing class sizes, overflows, and longer bus rides. Accommodating record breaking enrolment within a portfolio of aging schools that require significant capital investment will continue to be an immense challenge over the next 10 years.

If these trends persist, the CBE will continue to experience the following challenges:

- A majority of schools will exceed the ideal 85% utilization target. In many cases, schools will be well over 100% utilized.
- Growing classroom sizes may lead to educational programming challenges.
- Decrease in available space to meet the needs of growing student complexity.
- Limited ability to provide choice in education through alternative programs.
- Increased school overflows leading to thousands of students unable to attend their local school.
- In some schools, unconventional learning spaces such as learning commons and staff rooms will increasingly need to be converted to classrooms.
- Increased instances of building system failures resulting in temporary school closures and adding even more pressure to the surrounding schools.
- Long bus rides for students in developing areas if a significant number of new schools are not added to this system. This also puts additional strain on the CBE's transportation system.

In addressing this complex challenge, a number of solutions will need to be leveraged concurrently to accommodate a growing student population including new school construction, modular units, replacement schools, additions to schools, modernization projects, solution projects, partnerships with external agencies, returning CBE space to the system, space optimization in existing schools, leasing space, and other innovative solutions.

Appendix I: City of Calgary Developed and Developing Communities



Appendix II: CBE 10-Year Projected Enrolment

While the in the short term we expect high levels or “optimistic” growth patterns, the projections in this document are based on a “moderate” level of growth over a 10-year time horizon. This assumes continued high growth in the short term as a result of record high Federal immigration targets established out to 2026, followed by declining rates of growth that are anticipated to return to more historical levels.

Ten-Year Enrolment Projections 2023-2033											
GRADE	ACTUAL	PROJECTED 5 YEAR					PROJECTED 10 YEAR				
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Pre-Kindergarten	37	40	40	40	40	40	40	40	40	40	40
Kindergarten	8,972	9,319	9,187	9,728	9,280	9,280	9,280	9,280	9,280	9,280	8,835
Grade 1	10,815	11,153	11,500	10,250	10,871	10,383	10,383	10,383	10,383	10,383	9,790
Grade 2	10,744	11,367	11,705	11,735	10,460	11,093	10,595	10,595	10,595	10,595	10,595
Grade 3	9,995	11,344	11,967	11,904	11,934	10,638	11,281	10,775	10,775	10,775	10,775
Grade 4	10,446	10,513	11,862	11,917	11,854	11,884	10,594	11,234	10,730	10,730	10,730
Kindergarten - 4	50,972	53,696	56,221	55,534	54,399	53,278	52,133	52,267	51,763	51,763	50,725
Grade 5	9,933	10,931	10,998	11,999	12,054	11,991	12,021	10,716	11,363	10,854	10,854
Grade 6	10,198	10,487	11,485	11,110	12,121	12,177	12,113	12,144	10,825	11,479	10,965
Grade 7	9,964	10,711	11,000	11,652	11,271	12,297	12,354	12,289	12,320	10,982	11,646
Grade 8	9,936	10,484	11,231	11,229	11,894	11,505	12,553	12,611	12,544	12,576	11,210
Grade 9	9,949	10,439	10,987	11,542	11,540	12,224	11,824	12,901	12,960	12,892	12,924
5 to 9	49,980	53,052	55,701	57,532	58,880	60,194	60,865	60,661	60,012	58,783	57,599
Grade 10	11,097	11,268	11,758	12,610	13,247	13,244	14,029	13,570	14,806	14,874	14,796
Grade 11	10,820	11,755	11,926	12,033	12,905	13,556	13,553	14,357	13,887	15,152	15,221
Grade 12	12,674	13,739	14,674	14,984	15,119	16,214	17,032	17,029	18,039	17,448	19,038
10 to 12	34,591	36,762	38,358	39,627	41,271	43,014	44,614	44,956	46,732	47,474	49,055
K-12 Total	135,543	143,510	150,280	152,693	154,550	156,486	157,612	157,884	158,507	158,020	157,379
Self Contained Special Ed.	2,664	2,744	2,873	2,919	2,955	2,992	3,013	3,019	3,030	3,021	3,009
System Total	138,244	146,294	153,193	155,652	157,545	159,518	160,665	160,943	161,577	161,081	160,428
Annual Enrolment Change	7,029	8,050	6,899	2,459	1,893	1,973	1,147	278	634	-496	-653
Annual Enrolment Change (%)	5.40%	5.80%	4.70%	1.60%	1.20%	1.30%	0.70%	0.20%	0.40%	-0.30%	-0.40%

Appendix III: CBE Enrolment and Utilization

The 2023 utilization rates by grade groupings are as follows:

- **86%** for K-4,
- **93%** for GR5-9
- **103%** for GR10-12

To have a true picture of current school utilization compared to where space will be needed in the future, CBE considers where students are going to school in relation to where they are living.

The CBE uses two (2) different types of utilization rates:

- **Utilization by Enrolment** identifies the number of students attending schools expressed as a percentage of the total capacity. Utilization by enrolment represents the actual utilization currently experienced at schools within the planning sector.
- **Utilization by Residence** identifies the number of students residing in the planning sector expressed as a percentage of the total school capacity within that planning sector. Utilization by residence represents the utilization rate that would exist if the CBE were not able to accommodate students in facilities in other planning sectors but rather accommodated the students in the facilities that exist within the planning sector where they live.

Utilization by enrolment provides context for how students are being accommodated within existing schools and **utilization by residence** indicates where the students are living. High **utilization by residence** indicates where new schools need to be built to ensure they are situated where the need for space is the highest.

The analysis and graphs below are grouped by:

- elementary (K-4)
- junior/middle school (GR5-9)
- high school (GR10-12)

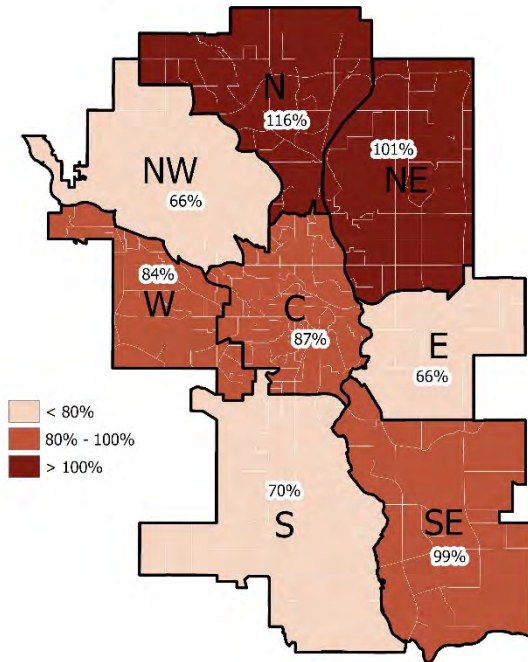
The analysis and maps below compare current utilization rates with projected utilization rates for the 2033-2034 school year both by both Utilization by Enrolment and Utilization by Residence.

Elementary (K-4)

- **Current capacity:** 58,000 spaces
- **Weighted Students:** 50,000 students
- **Projected growth of K-4 Students (2033):** 250 fewer students.
- **Projected Weighted Enrolment (2033):** 50,000 students.
- **# of spaces to achieve mid-80% utilization:** none (note: this assumes no new Capital Plan approvals)

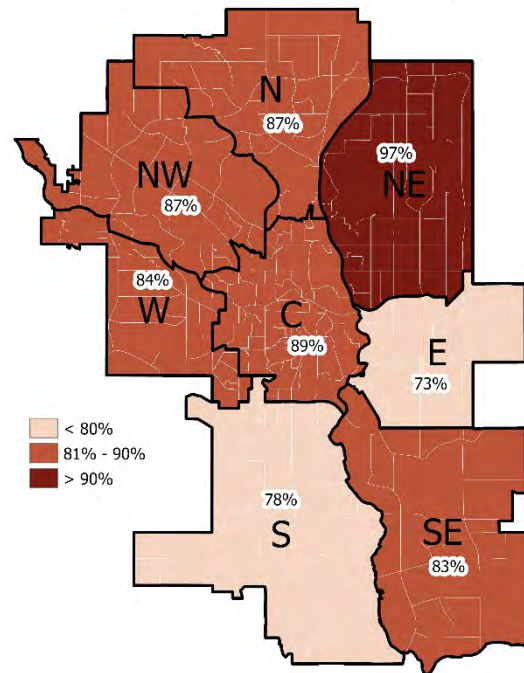
Current Utilization by Residence % (K-4)

Overall K-4 Utilization by Residence %: **86%**



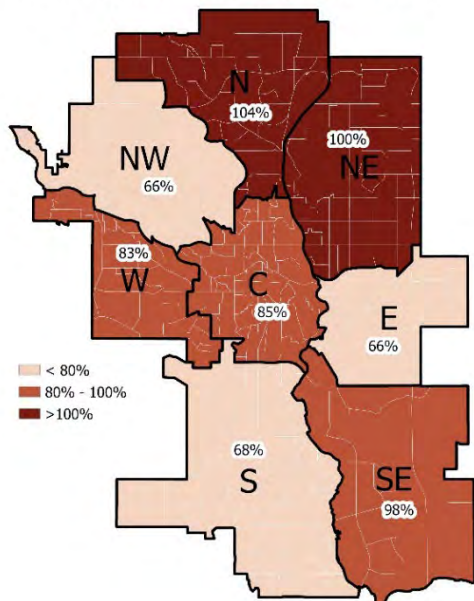
Current Utilization by Enrolment % (K-4)

Overall Utilization by Enrolment %: **86%**



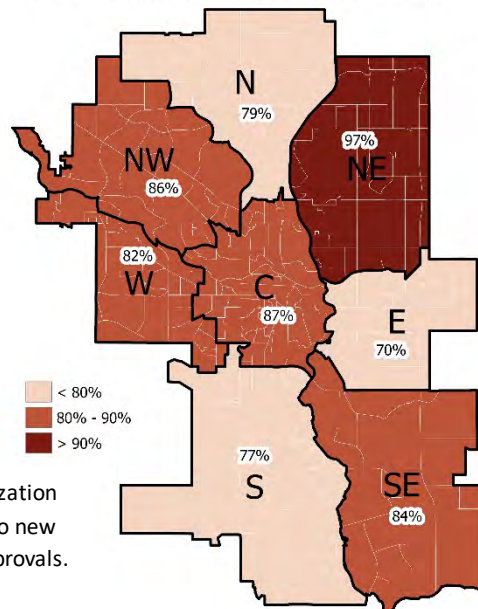
Projected Utilization by Residence % (K-4)

Overall Projected Utilization by Residence %: **84%**



Projected Utilization by Enrolment % (K-4)

Overall Projected Utilization by Enrolment %: **84%**



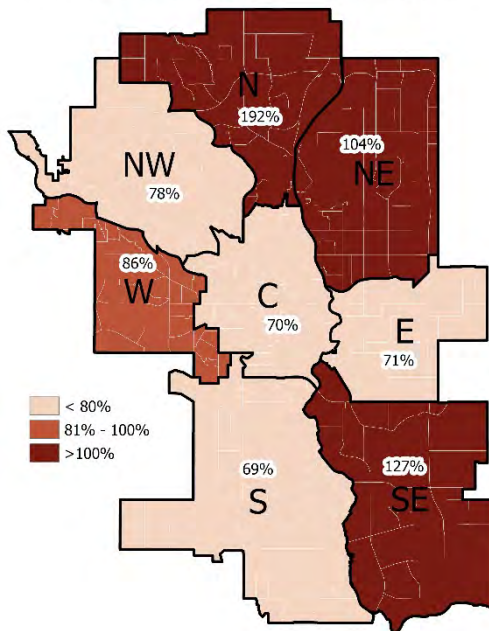
*Projected utilization rates assume no new Capital Plan approvals.

Middle (5-9)

- **Current capacity:** approximately 60,000 spaces.
- **Weighted Students:** 55,000 students.
- **Projected growth of 5-9 Students (2033):** approximately 7,700 students.
- **Projected Weighted Enrolment (2033):** approximately 64,000 students.
- **# of spaces to achieve mid-80% utilization:** 15,000 (note: this assumes no new Capital Plan approvals)

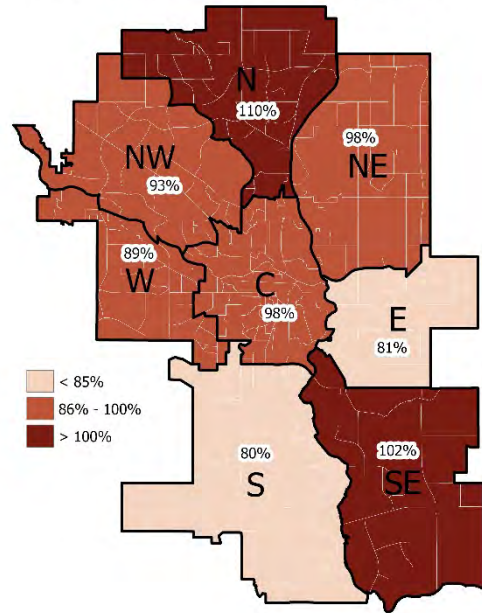
Current Utilization by Residence % (5-9)

Overall 5-9 Utilization by Residence %: **93%**



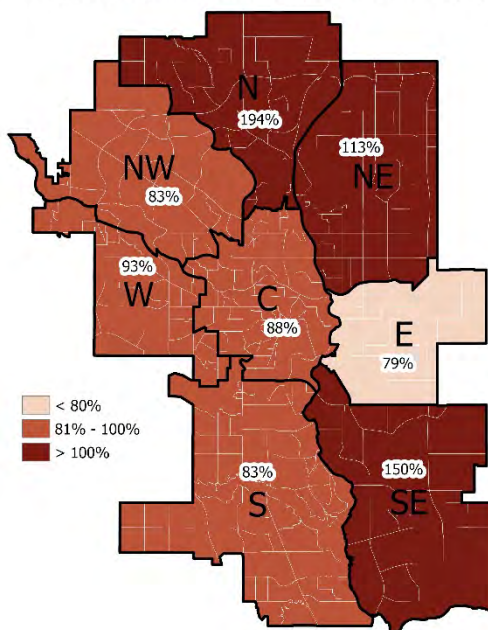
Current Utilization by Enrolment % (5-9)

Overall Projected Utilization by Enrolment %: **93%**



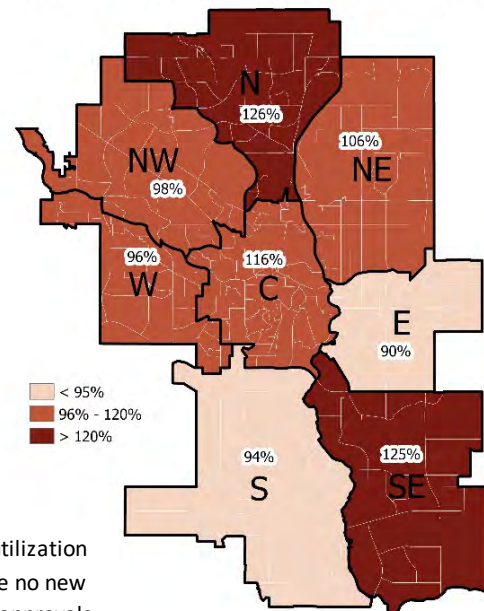
Projected Utilization by Residence % (5-9)

Overall 5-9 Projected Utilization by Residence %: **105%**



Projected Utilization by Enrolment % (5-9)

Overall 5-9 Projected Utilization by Enrolment %: **105%**



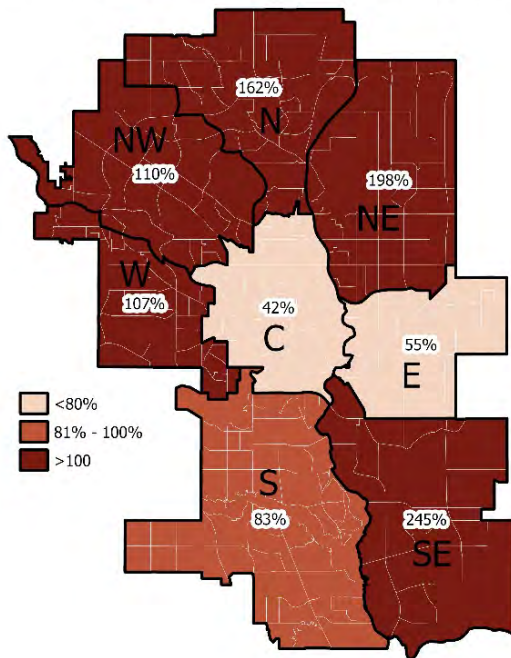
*Projected utilization rates assume no new Capital Plan approvals.

High School (10-12)

- **Current capacity:** approximately 35,000 spaces
- **Current weighted students:** 36,000 students
- **Projected growth of 10-12 Students (2033):** approximately 15,000 students.
- **Projected Weighted Enrolment (2033):** approximately 52,000 students.
- **# of spaces to achieve mid-80% utilization:** 25,000 (note: this assumes no new Capital Plan approvals)

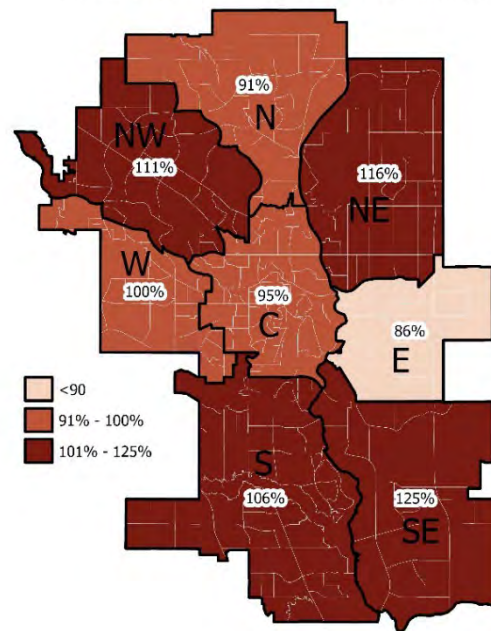
Current Utilization by Residence % (10-12)

Overall 10-12 Utilization by Residence %: **103%**



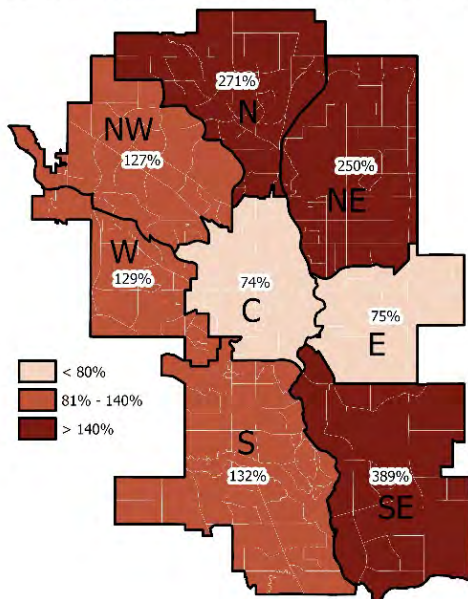
Current Utilization by Enrolment % (10-12)

Overall 10-12 Utilization by Enrolment Rate: **103%**



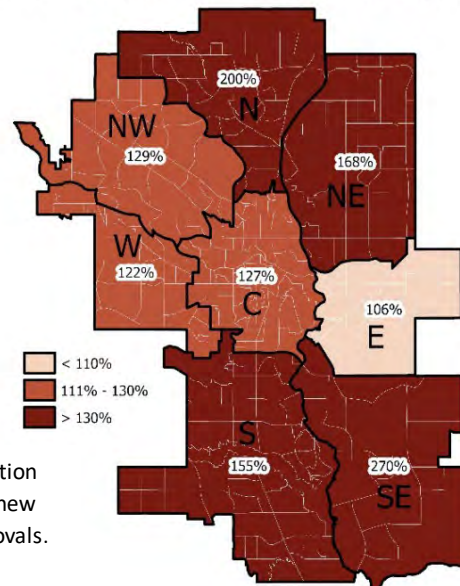
Projected Utilization by Residence % (10-12)

Overall 10-12 Projected Utilization by Residence Rate: **148%**



Projected Utilization by Enrolment % (10-12)

Overall 10-12 Projected Utilization by Enrolment Rate: **148%**



*Projected utilization rates assume no new Capital Plan approvals.

Appendix IV: Financial Considerations

Alberta Education provides three different types of funding for school facilities:

- Maintenance & Renewal (M&R) funding, comprised of:
 - Infrastructure Maintenance and Renewal (IMR); and
 - Capital Maintenance and Renewal (CMR) funding;
- Operating & Maintenance (O&M) funding; and
- Capital funding.

These three funding sources are used to finance facility investments reflected in the Ten-Year SAFS. However, the annual variability of these funding sources results in a lack of predictability, which in turn impacts long-term and strategic planning options for the CBE.

M&R Funding

Since 2014, the CBE has received \$310.1 million in IMR funding. IMR funding amounts are based on the availability of provincial funds and are roughly scaled to each school jurisdiction based on the total amount of space owned by the board. This amount has fluctuated considerably over that period, ranging from \$17.3 million to \$38.9 million per year.

First introduced in 2020 in response to the COVID-19 pandemic, the Province began providing CMR funding to the CBE. This was also roughly scaled to each school jurisdiction based on the total amount of space owned by the Board. Since its inception in 2020, the CBE has received \$98.7 million in CMR funding. This amount has also fluctuated considerably, ranging from \$8.8 million to \$36.9 million.

These funds, which are intended to address deferred maintenance and deferred lifecycle costs, have been deficient when compared to the rate of facility deterioration experienced by the CBE.

Capital Investment in Existing Schools

The Three-Year School Capital Plan offers another avenue to provide much needed investment into our aging schools. It provides two options in invest in our existing portfolio including modernization and replacement. Over the last ten years, the Province has provided a total of ten capital approvals for existing CBE schools totalling \$136.2 million, which averages to just over \$13.6 million per year.

With only receiving on average, one approval per year, and having over 140 schools beyond their 50-year design life, a well refined process to carefully select which schools we put forward for capital investment is crucial.

O&M Funding

Annual Operations & Maintenance (O&M) funding is provided to the CBE, which supports plant operations and preventative maintenance of CBE facilities. The funding calculation methodology is based on both the total built area of schools owned by the CBE, as well as the utilization of each facility. Schools with less than 85% utilization do not receive full O&M funding for the building.

As student enrollment fluctuates annually, there is more volatility in O&M funding levels for each school. Improvements to utilization are difficult to achieve in the short term; while small-scale improvements on utilization can be realized annually through redistribution of specialized

programs; changes to catchment areas, grade configurations or student space reductions are longer-term solutions that require significant review.

Until recently the Province performed facility audits on an eight-year rotation to measure the condition of our school portfolio. The audits determined an estimate of both deferred maintenance and deferred lifecycle costs. In 2020, when the province ceased doing facility audits, the Provincial data showed a combined total of \$1.03 billion deferred maintenance and lifecycle projects. Specifically, \$873 million for lifecycle replacement of building components which have reached the end of their design life, and \$160 million of deferred maintenance work the Alberta Infrastructure facility audit consultants quoted as needing to be scheduled immediately. From these numbers it can easily be deduced that current funding levels are not adequate to rectify all immediate maintenance requirements. Additional funding is needed (M&R and Capital) to meet the rate of deterioration of our schools and ideally, start to reduce the backlog of deferred maintenance projects.

Capital Funding

Capital funding supports new school construction, additions, solution projects, replacement schools, and major modernizations, as well as modular classroom expansion, relocation, or reduction initiatives. There are four types of funding programs for approved school capital projects, which are designed to support projects as they progress through the stages of the capital planning process – Pre-Planning, Planning, Design, and Construction.



The CBE submits capital plan priorities to the Province annually, identifying Board priorities for new school construction, additions, solution projects, replacement schools and major modernizations. However, funding for these projects fluctuates from year to year, based on provincial budget allocations for new school projects. There is unfortunately no predictability built into the provincial budget process, limiting the extent to which the CBE can plan for future space and modernizations of its current facilities.

Appendix V: Definitions

Area Structure Plan (ASP): Long-range planning document and is a 'statutory' plan prepared per the regulations of the *Municipal Government Act*.

Attendance Area: An area established under the Education Act or student attendance within the boundaries of the CBE.

Capital Maintenance and Renewal (CMR): Provides funding for specific maintenance and renewal projects.

Capital Projects: Capital projects are projects involving new school construction as well as additions to an existing school, modernization of an existing school, replacement school and/or solution projects. The projects are identified in the *Three-Year School Capital Plan* and are prioritized by Alberta Education on the basis of building condition, community renewal, efficiency solutions, enrolment pressures, functionality and programming, health and safety and legal rights.

Collaborative: Development of CBE infrastructure projects are accomplished by working with agents within the CBE and external stakeholders.

Community: A group of individuals who are united through a common characteristic or are living in a particular geographic area.

Deferred Maintenance: Is maintenance, repair or modernization of a school that has been deferred to another budgetary cycle until funding is made available. Deferred maintenance can be extended for long period of time resulting in a significant backlog that needs to be addressed.

Designation: Every CBE student is assigned to a school based on their home address and their program needs. If the designated school is full, the students who cannot be accommodated will be bused to an overflow school.

Equitable: Equity for the CBE involves equitable sharing of resources of the Board amongst all schools and amongst its diverse student population.

Grade Configuration: Identifies the grades that are offered by a school, e.g. K-4, GR 5-9, GR10-12.

Infrastructure Maintenance and Renewal (IMR): Provides funding to (a) replace building and site components which have failed and pose health and safety problems for students and staff, (b) extend the useful life of school facilities and sites and (c) maintain the quality of the school environment.

Joint Use Planning Agreement: Is an agreement between the City of Calgary, the Calgary Board of Education, the Calgary Catholic School Board, and The Southern Francophone Education Region that designate the sharing of municipal reserve land that is beneficial for all parties involved.

Local Area Plans: A Plan developed by The City of Calgary administration that identifies and guides where and how future growth and change should happen within a specific area.

Operations and Maintenance (O&M): Funding provided to ensure safe and well-maintained schools for students.

SAFS: Ten Year Student Accommodation and Facilities Strategy (2024-2034).

Sound planning principles: Are planning principles related to the operation, maintenance, and development of school properties. This involves ensuring good judgement and responsible use of public money, transparency in decisions and above all ensuring health and safety of students and staff.

Stakeholders: Represent anyone who has a stake or are affected by the decisions of the school board. This includes students, staff, as well as the general public.

Student Accommodation: This combines the aspects of:

- School facility
- Number of students
- Program(s) offered
- Communities that the school supports.

System Student Accommodation Plan (SSAP): Identifies schools that have a utilization rate of less than 70 per cent and greater than 95 per cent and serves as an indicator to school communities that changes may need to happen in the future.

Traditional and land-based knowledge: Knowledge, understanding and traditions the indigenous community have developed and learned from their relationship with the land.

Weighted Enrolment: Provincial formula that “weighs” students based on Kindergarten students who typically attend half day, and K-12 students who have severe complex learning needs. The formula for weighted enrolment is as follows:

