Nunavut

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Building Nunavut Together
Nunavuliuqatigiingniq
Bâtir le Nunavut ensemble

Government of Nunavut

School Planning & Design Guidelines

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1.0 EXECUTIVE SUMMARY

The design and construction of Nunavut schools are currently based on the 1994 Edition of Capital Standards and Criteria which was created by the previous Government of Northwest Territories (GNWT). This document was previously revised in 2002. It is now considered outdated and does not reflect the future vision for education in Nunavut. To begin to address this issue, the Government of Nunavut (GN) held a series of Value Management School Design workshops in 2015. This provided an overview of current educational facility status and highlighted areas that required more refined definition and greater standardization of the school environment.

In October 2021, the GN engaged Colliers Project Leaders (Colliers) in collaboration with Oystryk Taff Architecture (OTA) and Livingstone Architect (LA) to complete a review of the existing standards and to assist in the development of an updated School Planning and Design Guideline document based on the existing GN Education Capital Standards and Criteria. The resulting document is intended to guide space planning and setting design criteria for new school projects, as well as renovations and additions to existing schools across the territory.

The primary objectives of this mandate were to:

- Identify opportunities to align Government of Nunavut Education Capital Standards with current “best practices” in educational facility planning;
- Engage with stakeholder groups to identify opportunities to support GN curriculum grounded in *Inuit Qaujimajatuqangit* (IQ) principles within a learning environment that promotes communication, collaboration, culture, critical thinking, creativity, and community; and
- Develop a consistent set of standards and guidelines for future school development and modernizations across Nunavut that can be adapted during the design process to reflect a specific community’s vision of how to educate children of that community.

Through a stakeholder engagement process that included government representatives, educators and students, it was agreed that the vision for future schools in Nunavut would be based on the principles of IQ and include elements of the 21st Century Learning Environment where appropriate to create spaces that focus on **Communication, Collaboration, Critical Thinking, Creativity, Culture and Community**. This would provide flexibility in the built environment to allow for changing educational programs, student needs and activities as well as encourage students to engage with each other and their community to enhance their skills and learning.

A key consideration throughout this process was the challenge and associated cost with construction in Nunavut and the need to balance dedicated educational spaces with spatial and cost efficiencies. The design guidelines include dedicated educational spaces for consistent programming and curriculum delivery as well as flexible, adaptable spaces which can be shared and/or modified depending on the activity or user group.

The following report outlines the engagement strategies and the subsequent information gathered throughout this process. School space requirements and floor areas have been identified and broken down by school grade structure and capacity. Specific room requirements have been formatted into “Room Information Sheets” which identify both the functional, technical and area requirements as well as the spatial adjacencies for each space. These “building blocks” are intended to be used in various configurations to meet a school’s educational programming needs based on its location, grade structure and student capacity.

2.0 INTRODUCTION

The Government of Nunavut (GN) education system delivers Kindergarten to grade 12 (K-12) public educational programming in 45 schools across four distinct regions in the territory. Programming can be delivered in four languages including English, Inuktitut, French and Inuinnaqtun, depending on the community and educational resources. Many of the existing schools in Nunavut are designed based on traditional educational delivery methods and have limited space that can effectively support a collaborative learning environment. In 2007, the Nunavut Department of Education, Curriculum and School Services Division released a document entitled *Inuit Qaujimajatuqangit Education Framework for Nunavut Curriculum*. This document reflects IQ Principles and outlines the influence of these principles as the foundation for curriculum delivery in Nunavut.

2.1 Background

The Government of Nunavut's Department of Education has continued to use the 1994 Edition of Capital Standards and Criteria created by the previous Government of Northwest Territories (GNWT) prior to division. The last revision to this document was made in 2002 and it is now considered outdated. In addition, these standards do not reflect the future vision for education in Nunavut.

In 2015, the Government of Nunavut (GN) Department of Education (EDU) commissioned a series of Value Management School Design workshops with government officials and stakeholders, which resulted in several reports that identify many of the typical issues that Nunavut schools face today, along with their basic operational and functional needs. As well as providing an overview of current educational facility status, these workshops highlighted areas of educational facility project planning and design which need more refined definition and greater standardization.

In October 2021, the GN engaged Colliers Project Leaders (Colliers) in collaboration with Oystryk Taff Architecture (OTA) and Livingstone Architect (LA) to complete a review of the existing standards and to assist in the development of an updated School Planning and Design Guideline document based on the existing GN Education Capital Standards and Criteria. The resulting document is intended to guide space planning and setting design criteria for new school projects, as well as renovations and additions to existing schools across the territory.

2.2 Gap Analysis

As part of this initiative, the Colliers team reviewed the following documents to understand the existing standards and documentation being used to inform school design in the territory:

- GN Education Capital Standards,
- Inuit Qaujimajatuqangit Education Framework for Nunavut Curriculum,
- GN Good Building Practices,
- Sakku Design Brief, and
- Value Management (VM) Session Reports.

The resulting analysis was summarized in a Gap Analysis Summary Report (Doc.#P7201-1244291637-19(2.0) which was shared with the Steering Committee in January 2022.

2.3 Definitions

In discussions with GN representatives, it was noted that there are terms which are used interchangeably, and which may have different meanings depending on the context and/or the readers individual experiences and perspective. For the purposes of this document, we have defined these terms to clarify the context in which the terms are being used to provide greater clarity and understanding. The identified terms are as follows:

- **Inclusive Education** – is the process that leads one to becoming an *inummarik* (an able human being who can act with wisdom). It diminishes and removes barriers and obstacles that may lead to exclusion and is responsive to meet the diverse academic, physical, and emotional needs of students. It recognizes that each child is unique in how they learn and how fast they learn; each child should be given an individualized approach to their learning.
- **Universal Design** – is the design and composition of an environment so that it can be easily accessed, understood, and used to the greatest extent possible by all people regardless of their age, size, ability, or disability.
- **Diversity and Inclusion** – builds on the belief that each individual is valuable, belongs and contributes to the school community. This includes individuals who identify as part of the LGBTQ+ community, people living with mental or physical disabilities, visible minority and/or underrepresented community groups.

3.0 NUNAVUT CURRICULUM

The Government of Nunavut Department of Education is in the process of developing and implementing specific curriculum and resources that incorporate the principles of *Inuit Qaujimajatuqangit* (IQ). IQ refers to incorporating Inuit beliefs, knowledge, and cultural values into modern, everyday practice. IQ translates to "that which Inuit have always known to be true" and is based on four big laws or maligait: working for the common good, respecting all living things, maintaining harmony and balance, and continually planning and preparing for the future.

One of the most important processes of socialization and education in Inuit culture is *inunnguiniq* which translates to "the making of a human being". Through shared teaching responsibility within a community, children learn the values, knowledge and wisdom required to survive in an Arctic environment and are positively encouraged to develop their skills enabling them to contribute to their families and other community members. Implementing a curriculum in Nunavut schools based on IQ principles revitalizes the purpose of schooling (Nikanaittuiniq) creating an able human being. As referenced in the *Inuit Qaujimajatuqangit Education Framework for Nunavut Curriculum*, the key principles of IQ include:

- **Inuuqatigiitsiarniq** – Showing respect and a caring attitude for others,
- **Tunnganarniq** – Being welcoming to others, being open in communication and inclusive in the ways of interacting,
- **Piliriqatigiingniq** – The concept of developing a collaborative relationship or working together for a common purpose,
- **Avatimik Kamattiarniq** – The concept of environmental stewardship,
- **Pilimmaksarniq** – The concept of skills and knowledge acquisition,
- **Qanuqtuurunnarniq** – The concept of being resourceful to solve problems,
- **Aajiqatigiingniq** – The concept of consensus decision-making, and
- **Pijitsirniq** – The concept of serving.

In addition to the IQ Education Framework of principles noted above, the Department of Education has developed a set of foundation documents which outline the intent of IQ principles to form the basis of curriculum delivery in Nunavut. These include:

- Program Organization for Nunavut Schools,
- Atausiunngittumut Uqausirnut: Foundation for Language of Instruction in Nunavut Schools,
- Inuglugijaittuq: Foundation for Inclusive Education for Nunavut Schools,
- Ilitaunnikuliriniq: Foundation for Dynamic Assessment about Learning in Nunavut Schools, and
- Inunnguiniq: Critical Pedagogy for Nunavut Educators.

It is understood that these documents will outline the vision and future direction for educational programming and delivery across all schools in Nunavut. The intent of the updates to the School Planning and Design Guidelines is to develop school design standards that will help create a physical school environment that enables the successful delivery of this integrated IQ based learning model and will support current and future students on their educational journey.

3.1 21st Century Learning Environment

In reviewing the principles of IQ and the documentation provided by the Government of Nunavut, the Colliers team recognized several connections between these principles and the 21st Century Learning Environment. This philosophy of design for educational spaces focuses on student engagement and experience. The 21st Century Learning Environment can be described as “the systems that accommodate the unique learning needs of every learner and support the positive human relationships needed for effective learning” (Partnerships of 21st Century Skills) and includes the following strategies:

- **Student Led Learning** – Teachers function as facilitators of learning instead of lecturers,
- **Inquiry Based Classroom Environment** – Students learn by doing and are assisted by the teacher who coach and guide students,
- **Encourage Collaboration** – Students engage is open dialogue and group discovery through project-based learning,
- **Develop Critical Thinking Skills** – Students no longer study subjects in isolation but make connections between multiple areas of study, and
- **Encourage Creativity** – Artistic and scientific learning are combined, and students are encouraged to test their theories and designs with “out of the box” thinking.

The resulting learning environment creates a comfortable, welcoming space that includes natural materials, daylight, exterior views, and access to the outside environment. The spaces are flexible and multi-functional and create opportunities for small and large group collaboration and learning. Technology is integrated throughout all spaces to encourage the use of a variety of learning tools and support different learning styles and needs.

In discussions with GN staff and project stakeholders, it was agreed that the vision for future schools in Nunavut would be based on the principles of IQ and include elements of the 21st Century Learning Environment where appropriate to create spaces that focus on **Communication, Collaboration, Critical Thinking, Creativity, Culture and Community.**

4.0 STAKEHOLDER ENGAGEMENT

The Colliers team developed a stakeholder engagement strategy which included virtual and in-person discussions as well as stakeholder surveys and questionnaires. Documents issued as part of the stakeholder engagement activities were translated by GN and were provided to stakeholders in English, French, Inuktitut, and Inuinnaqtun.

4.1 Steering Committee

As part of the development of the functional program, the Colliers team collaborated with the GN Steering Committee members to identify the current challenges related to educational spaces and curriculum delivery in Nunavut as well as opportunities for improved functionality, program delivery and community engagement. The list of steering committee members is as follows:

Name	Title	Organization
Camilla Sehti	Acting Director of Mental Health Awareness	Department of Health, Mental Health
Mariele Depeuter	Director Sport & Recreation	Department of Community & Government Services (CGS)
Elizapee Qupee	Acting Direct ISV Implementation	Department of Culture & Heritage
Wendy Bens	Director Corporate Services	Department of Culture & Heritage
Sam Tutanuak	Senior Advisor	Department of Health, Quality of Life
Theo Potgieter	Senior Facility Planner	CGS, Capital Projects Division
Beverly Cousins	Manager, Facility Planning	CGS, Capital Projects Division
Barry Cornthwaite	Manager, Capital Planning	Department of Education
Brad McFaul	Territorial Manager, Health, Safety and Emergency	Department of Education
Srimalka Miskin	Health, Safety and Emergency	Department of Education

The steering committee members were authorized to speak on behalf of their specific organizations current and future requirements. Also discussed were the changes to the Nunavut curriculum and programming as well as the identification of opportunities to support the learning pedagogy through the built environment.

4.2 Workshop No. 1

This workshop laid the foundation for the stakeholder engagement process and focused on identifying the challenges and opportunities for improvements in educational spaces. Some of the topics reviewed included:

- The ideal learning environment for Nunavut students, now and in the future,
- The use of technology to support the learning environment,
- The implementation of Inuit Qaujimajatuqangit (IQ) in the learning environment,
- Identification of external community services and/or programs which may influence school design, and
- Spatial adjacencies which should be considered in future school planning.

The complete list of the questions provided to the stakeholder groups has been outlined in the Gap Analysis Summary Report as described in Section 2.1 above.

4.3 Workshop No. 2

The second workshop considered the specific spaces within the learning environment. Although the original intent was to conduct this workshop with Educators who are currently working in the GN school system, stakeholder availability was an issue. Instead, the Colliers team facilitated the workshop with steering committee members as part of the project review meetings. Discussions focused on identifying the functional and technical needs of each space to facilitate student engagement and to support curriculum delivery. Consideration was also given to spaces used by the community after hours for other uses as well as cultural spaces which enhance student learning and embrace Inuit culture and the principles of IQ.

4.4 Workshop No. 3

The final workshop focused on the technical details of the learning environment such as furniture, fixtures and equipment required to support the learning environment. It also considered the maintenance and operational needs of the schools and the challenges of construction in a northern climate. As noted in the previous workshop, the availability of Educator representatives was limited, and these discussions took place with the steering committee members.

4.5 Online Survey

In an effort to engage with a broad cross section of stakeholder groups, an online survey was created that was issued to school communities including students, families, and educators. Although there were issues with the distribution of the survey, a hard copy version of the document was distributed to regional superintendents to be shared with student council groups.

4.6 Educator Questionnaire

The Colliers team prepared a series of questions to gather specific information from Nunavut educators related to the spaces required to enhance educational delivery across the territory. This included questions related to shared and dedicated learning spaces and collaborative learning spaces both within the school as well as outdoors. Although responses were received after the workshop discussions were completed, many of the comments were aligned with the steering committee discussions and supported the draft design guidelines. The room data sheets were reviewed in the context of the questionnaire responses and updated as required prior to finalization of the document.

5.0 COMMUNITY CONSULTATION

For each Nunavut school project, there is a requirement by GN's Department of Education for a community consultation process during the concept design phase with the Consultant team. This is an opportunity to understand the specific requirements in each community and where possible, incorporate those concepts into the school design. The following topics should be included in the community consultation.

5.1 Community Needs / Programs

Schools can function as meeting places and community amenities. Discussions through the community consultation process should include identification of extra-curricular and/or community groups which require additional space within the school and may use the school after hours.

5.2 Qulliq / Kudlik Use

This traditional oil lamp may be used during school and community events and can produce smoke, depending on the type of oil used. If required, HVAC systems should be designed in zones which can be manually turned on or off as needed.

5.3 Daycare

The functional and technical requirements for daycare spaces have been included in the Room Data sheets and the Room Requirements and Area Matrices for information. However, the need for a daycare as part of a school building will be determined by the community and the availability and/or need for alternative daycare spaces.

5.4 Gender Inclusive Washrooms and Change Rooms

Based on discussions with Education and CGS on Gender-Inclusive Washrooms and Gender-Inclusive Change Rooms, it is understood that gender inclusivity is considered as an integrated part of school design in Nunavut so that each student can feel that they have a place in their school and have a sense of belonging within the school community. Some of the key concepts that should be considered in the design of gender inclusive spaces are as follows:

- Washrooms and Change Rooms should promote safety and provide safe spaces for students
- Flexibility and choice of options is important for any future washroom and change room designs
- Providing students with the ability to choose the washroom and change room they wish to use based on their comfort level and privacy level needed is important.
- A mixture of gender-specific group washrooms with individual gender-inclusive washrooms would likely be more acceptable to community members and give students choices based on individual needs.
- Prefer sinks that are more public, open to the corridor, to allow for increased supervision
- Stalls are sufficient in washrooms (instead of full height doors) and stalls should be provided for urinals as well.
- A mixture of gender-specific change rooms with individual shower stalls and then a few individual private shower stalls /change rooms and washrooms would give students choices based on individual needs.
- Choosing appropriate signage is also very important

Gender inclusive washrooms and change rooms should be discussed during the community consultation process to understand the preferences of the school community and the broader community who may also use and visit the school. Designs should be flexible so that spaces can be easily modified in future (i.e., new signage), as school and community preferences and/or regulations develop.

5.5 Career and Technology Studies (CTS) Programs

Dedicated spaces for CTS programs have been included in the Room Data sheets and the Room Requirements and Area matrices based on school grade structure and capacity. The community consultation process will determine the types of programs that are preferred and will identify specific requirements related to room layout, equipment requirements, ventilation requirements etc. that should be incorporated in the design of the CTS spaces. Program options may include but are not limited to small engine / ATV repair, carpentry, welding, automotive repair, electrical, plumbing and HVAC apprenticeship programs.

5.6 Outdoor Learning

A variety of outdoor learning spaces should be included in the overall school design. This may take the form of smaller spaces adjacent to and connected to a group of classrooms or a larger communal outdoor classroom space located close to a Common Learning area. Outdoor spaces for cultural activities and displays used to teach students traditional knowledge and skillsets. Specific needs will vary by the region and the type of activities that students and community members may participate in.

5.7 Maintenance Office

Community and Government Services (CGS) is responsible for school building maintenance (not including custodial services). Some communities may have a centralized office for CGS employees and storage of maintenance materials. For communities where dedicated CGS space does not exist in the community, a dedicated space may be required in the school.

5.8 Kitchen / Servery

A kitchen and servery area may be required to support community gatherings and provide space for large scale food preparation. It will also be used to serve meals (breakfast and lunch) to students. This space may be combined with the Food and Fashion space and be immediately accessible from the gymnasium or gathering space. Alternatively, the servery may be separate and centrally located with a kitchen nearby for back up presentation. Community needs will help determine the size, configuration and location of a proposed kitchen and servery space.

5.9 School Community Enhancement Spaces

An area has been allocated to school community enhancement spaces as outlined in the Nunavut Schools Area Matrix (refer to Appendix B). As part of the design consultation process, the community can influence whether the school design should have a stage or if this area should be added to the gymnasium for bleachers. No matter which option is chosen a small amount of area will be left over to make other enhancements i.e. the sensory room could be made bigger, or another meeting space could be added and used as a parent room etc.

6.0 DESIGN PRINCIPLES

6.1 Design Standards

The Government of Nunavut 'School Planning and Design Guidelines' have been developed and updated to meet the latest editions of the following design and construction standards:

- National Building Code (NBC)
- National Energy Code (NECB)
- ASHRAE
- Universal Design Guidelines
- GN Good Building Practices Guidelines (3rd Edition)
- Crime Prevention Through Environmental Design (CPTED)
- CSA 22.1-22 Canadian Electrical Code
- ANSI/IES RP-3-20 Recommended Practice: Lighting Educational Facilities

6.2 Northern Climate Heat Gain

During a significant portion of the school year, staff and students will experience limited daylight due to the northern location. However, during the beginning and end of the school year as daylight hours increase, solar heat gain can increase. This issue can impact the building users comfort levels and overall experience. School designs should consider creative design strategies to protect against solar heat gain as well as dust and wind while also allowing daylight during the winter when daylight hours are limited.

6.3 Student Inclusivity

Student inclusivity refers to providing integrated public education for all students regardless of physical and/or learning challenges. It is important to consider all aspects of Universal Design and how those requirements are integrated with the built environment. This includes but should not be limited to:

- Universal Design and Gender Inclusive washrooms to be integrated and located throughout the school
- Universal Design shower room equipped with barrier free lift, change area and toilet facilities
- Designated wheelchair parking areas near school's main entry with wheelchair accessible ramps at main access doors and emergency exits at a minimum.
- Consideration of audio requirements for hearing impaired students
- Sensory rooms and/or quiet learning spaces to minimize anxiety from overstimulation

6.4 School Safety / Lockdown Procedures

Schools should be designed to provide a safe environment for all students and staff members. This includes consideration of how visitors enter the school as well as lock down procedures and sheltering in place procedures in case of an emergency or altercation either within the school or in the community. Building access should be limited to the main entrance during school hours to provide the school administration control of who enters the building. This may include video cameras and double lockdown points in the entrance vestibule. Other exterior access points should be "exit only" and should be controlled by the school administration. Video camera systems should also be included in the school design. Exterior video cameras should be located on building corners and in other strategic locations to capture any hidden areas. Interior cameras should be located in public corridors, in the gymnasium, in interior areas when an entrance / exit door is installed (i.e. CTS, Skin Room) and a single camera in the general admin area.

Although interior glazing is encouraged in the school to promote connectivity and student engagement, the school design should also allow for glazing to be covered during an emergency to limit sight lines and building occupant exposure. Interior window coverings, moveable panels etc. should be opaque and be easily and quickly moved into place. This would allow students and staff members to shelter in the classrooms in the event of a potential school intruder.

6.5 School Communities

The role of the school within a community is an important one with many schools fulfilling the role of community center and gathering place for everyone. However, the notion of a community within a school is vital to creating a sense of connection and belonging among the student population. This is an important concept that should be developed throughout the school design process. Through the careful consideration of spaces and their adjacencies, it is important to create a sense of a school community. This can be achieved by grouping classrooms around common learning spaces or by minimizing circulation spaces so that students can easily move between spaces as required. This concept will also support the multi-strand approach to teaching and will allow for cross-grade collaboration and engagement.

6.6 Spaces for Collaboration and the Integration of Technology

The 21st Century Learning environment places a strong emphasis on collaboration and the integration of technology within the learning environment. Collaboration or common learning spaces should be located throughout the building of varying sizes to encourage different groups to engage and work together. These spaces should be a mix of open and enclosed spaces with opportunities for ongoing passive supervision.

Technology should also be considered in these spaces as well as within the classrooms with adequate power, data and charging stations provided throughout. Instead of dedicated computer labs, technology should be integrated throughout the school with a high priority placed on mobile devices for greater flexibility. The wireless network needs to be designed to provide proper coverage throughout the entire school. The number of wireless access points required will be determined by the specific school size. It is understood that internet access and bandwidth may be limited or unreliable in many school locations.

6.7 Acoustics

21st Century Learning places a strong emphasis on collaborative learning and integrating technology into the learning environment. A built environment designed to support this type of learning often has open learning spaces adjacent to one another. This creates some challenges related to acoustic design and should be considered as part of the school design process. The minimum STC Ratings that are required in Nunavut are as follows:

Room Type	Minimum STC Rating
Office	45
Classroom / Learning Space	50
Meeting Room	50
Confidential Room	55
Commercial Kitchen (if required)	55
Workshop	55
Mechanical Room	55

Acoustic consideration should also be given to the open spaces and Common Learning spaces adjacent to the classrooms as well as spaces with high ceilings. Sound reverberation can be mitigated using soft materials, acoustic panels and ceiling clouds, acoustic ceilings, and other sound absorbing strategies.

6.8 Daylighting

Given the limited daylight hours during much of the school year, exposure to as much daylight as possible is important to the successful design of these spaces. As outlined in this report, many of the spaces such as the Classrooms, STEAM Learning Lab and the Library / Resource Centre require direct natural light. Other Learning spaces such as the Common Learning areas, Quiet Learning Rooms, Meeting Rooms and the Administration spaces can use borrowed light from adjacent spaces to supplement artificial lighting sources. The use of direct and borrowed natural light reduces operational costs by using natural light whenever possible. It also helps create a warm and inviting space and enhances the connection to the outdoors which can contribute to a more successful learning environment.

6.9 Interior Finishes and Materials

Nunavut schools experience extreme weather conditions in addition to the normal student wear and tear on interior finishes and materials. It is important to consider and specify interior finishes and materials which are durable and can be easily repaired and/or replaced if necessary. The use of natural materials such as wood (i.e., wall paneling, ceilings, interior doors etc.) provides visual connections to the outdoor environment and can provide some sound absorbing benefits. The use of wood in a learning environment brings warmth to a space and can be fully integrated into the building design to make the spaces feel less institutional and more welcoming for both the students and the community at large.

6.10 Connection to the Outdoors

As noted in Section 4.0 above, the GN curriculum incorporates Inuit societal values into modern, everyday practice. This includes educational programming that teaches the values, knowledge and skills required to survive in an Artic environment. These teachings vary based on each community's geographic location and regional practices. However, it is understood that educational activities may be connected to and supported by outdoor spaces. This may include visual connections between the learning spaces and the outdoors, direct connection to outdoor learning spaces, direct exterior access to bring materials or specimens indoors for study as well as storage for outdoor equipment and tools. The specific requirements for each school should be reviewed and identified through the community consultation process.

6.11 Building Use and Maintenance

Nunavut schools have limited access to building maintenance materials, which may need to be shipped or flown in bi-annually. Building systems expertise and/or specially trained technicians may not live nearby and/or have limited access to the community in which a school is located. Nunavut schools should be designed with consideration for durable materials and equipment that can be sourced locally and/or procured easily. Building operating systems should be designed with built in redundancies to maintain a safe environment for students. Nunavut can experience extreme weather conditions with significant temperature fluctuations. Nunavut schools should be designed to have appropriate energy efficient building envelope design and to take advantage of existing site conditions, orientation etc. to maximize efficiencies.

6.12 Adequate Fresh Air for a Healthy Indoor Learning Environment

Mechanical ventilation systems should be designed to supply abundant fresh air throughout the school so that there is not a perceived need by staff and teachers to use natural ventilation (opening of windows) during the harsh winter months. Natural ventilation should only be used as a means of cooling during the warmer months of the year. Designs should consider energy efficient ventilation strategies meeting the requirements of ASHRAE 62.1, while maintaining optimum occupant comfort levels for indoor air quality. To ensure that there is always enough fresh air for the number of students within learning spaces, ventilation systems should be designed for 20% more students / staff than has been allocated for a specific space.

6.13 Storage

Many Nunavut communities receive materials and supplies bi-annually which creates storage challenges. Although storage space has been allocated in the GN School Design Guidelines, school designs should consider innovative and creative approaches to maximize storage throughout the school and provide easy access.

6.14 After Hours Facility Use

Schools should be designed with consideration for after-hours users and to provide separation between the public spaces (i.e., gymnasium, gathering space, library etc.) and the classroom and administration areas. Groupings of classroom wings with distinct lockdown points to separate them from the public areas will maintain security while allowing after-hours access. Accessible washrooms and the servery / kitchen space should be located so that they can be accessed from the public areas to support larger community events.

6.15 Space Planning Information

The Territory of Nunavut is a diverse region and in many cases schools' function as community centres, providing space for multiple programs and services alongside the intended educational programming. Due to the varying needs and sizes of the schools and the communities that they support, the Government of Nunavut School Planning and Design Guidelines have been updated and developed as "building blocks" in which each educational space is identified separately (i.e., building block) along with that spaces' design principles, its functional and technical requirements.

Functional Requirements - Refers to the "soft" requirements which cannot be clearly quantified but are desirable (i.e., daylighting, exterior views etc.). This category may also include scope items which would be dependent on budgetary limitations (i.e. overhead or barn doors between classroom spaces) or community needs.

Technical Requirements - Refers to the "mandatory" requirements which are necessary for the space to function as intended. This may include but should not be limited to room size, occupancy requirements, millwork, finishes, temperature controls etc.

Space planning requirements are also based on maximum class sizes as outlined by the GN Department of Education. The capacities for Kindergarten to Grade 12 classes are as follows:

Grade	Maximum Student Capacity
Kindergarten	18
Grade 1 to 3	22
Grade 4 to 7	25
Grade 8 to 9	26
Grade 10 to 12	28
ADST Classes	16

The final school design will depend on its location, approved capacity, and grade structure. Information regarding the required spaces in a new school is indicated in further detail in Appendix A – Nunavut Schools Space Requirements Matrix. Specific area standards for each of the required spaces is outlined further in Appendix B – Nunavut Schools Area Matrix. These areas are based on an analysis of existing GN school standards as well as an analysis of space standards in Yukon, British Columbia, Alberta, and Saskatchewan. This information, in conjunction with the **"building blocks"** information will deliver consistent space standards that support IQ principle based educational programming throughout Nunavut.

7.0 EXTERIOR SPACES

The location of any building on a specific site is a complex one that includes many different factors. These considerations increase for a school where it is important to have clear and defined vehicular and pedestrian access as well as areas for learning and for play. As each site presents its own unique requirements and challenges, the following are factors which could be considered and integrated into the overall site design for schools in Nunavut. (Also refer to 5.6 Outdoor Learning spaces)

7.1 Building Entrance

The main building entrance should be clearly visible and should create a sense of arrival and welcome to the school. Consideration should also be given to separate public access doors with keyless entry for ease of security control for afterhours use or community services access with parking (including barrier free stalls) and/or loading areas nearby.

7.2 Play Areas

Designated areas for play should be identified as part of the site planning with separate areas for elementary, middle, and high school students as required. It is important to include a variety of age appropriate activities for students to do to keep them engaged while they are outside. Play structures should be designed to integrate with the overall site and building design and where appropriate, incorporate natural materials. A paved area at the rear of the school should also be included adjacent to a “ball wall” area for play. This paved area can be extended to include outdoor basketball courts.

7.3 Vehicular Access / Parking

The proposed building location and site plan should consider how the site will be accessed by staff and students. Designated areas for parent drop off and bus drop off should be identified and should be kept separate whenever possible. In addition, parking should be separate from drop off areas to maintain student safety during peak drop off times.

7.4 Sidewalks / Paving

All sidewalks connecting the parking, drop off areas and the building entrances should be a minimum of 1525mm clear width for snow removal and maintenance. There should also be a 1525mm clear width sidewalk leading up to any building maintenance access points (i.e., mechanical room) and the garbage / recycling storage area. Exterior lighting can be integrated into the exterior hard surfaces but should not reduce the overall clear width.

7.5 Muster Point

In the event of a fire or school emergency that requires students and staff members to evacuate the building, a designated muster point should be established on the school site to provide an emergency gathering point. A shelter structure should be considered to protect students during inclement and/or winter weather conditions. This structure could also provide shelter for students waiting for bus transportation when not being used for emergencies.

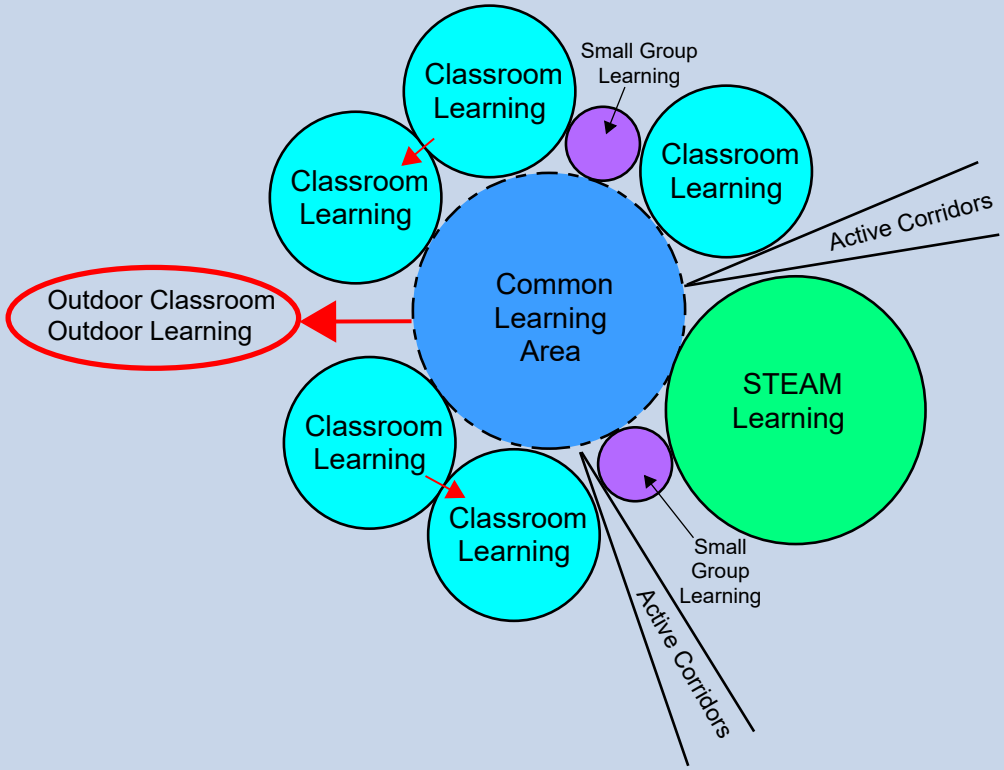
8.0 LEARNING COMMUNITY

Designing Learning Communities in Nunavut schools is a critical element of creating a learning environment that will support and enhance the teaching of Inuit Qaujimajatuqangit (IQ) principles and the 5 C's: Communication, Collaboration, Critical thinking and, Creativity while building Culture and Community.

A learning community replaces the isolated classroom / single teacher model. Instead, 3-6 teachers engage with up to 150 students within a learning community that comprises of different types of learning spaces that encourage the 5 C's. Another important benefit is that students develop a feeling of safety and belonging within their learning communities.

Learning Communities contain a variety of learning spaces that serve a specific group of students. These spaces can interconnect with each other to provide students learning opportunities beyond the traditional lecture mode. The Learning Community model can be positively implemented within schools of varying size, from smaller to larger schools. They help break the scale of the school down so students always feel that they are part of an intimate community of peers and adults.

A Learning Community typically includes Classrooms (with the ability to open to other spaces), a Common Learning Area, Small Group Learning spaces, and creative STEAM Learning Labs for hands-on experiential learning and science experimentation. All these learning spaces have flexible furnishings that can be easily reconfigured. The Common Learning area acts as a connector, the heart of the Learning Community with all other learning spaces either directly connecting into it or near it.



Learning Communities allow flexibility in how curriculum is taught. Grade structures can be easily blurred (easily adapted to a continuous progress approach), and students can collaborate across the grades for certain subjects or specific projects. This flexibility in the learning environment allows teachers to provide all students with 'inclusive education'. Teaching can be adapted to provide students the support they need to learn according to their learning pace and style.

All learning spaces need to be designed to evoke feelings that make students feel welcome; places where students feel safe and comfortable, with a home-like setting. A focus on comfortable, soft seating with a variety of seating options and a variety of learning stations including vertical moveable tables to allow for working while standing will provide flexibility for collaborative learning activities.

8.1 Learning Community

Kindergarten Classroom

- a core learning space for the youngest students designed to be welcoming, feel safe, comfortable, a home like environment that is flexible and technology-enhanced
- these very young students start to learn in a school setting through experiential play, crafting and learning together.
- furniture with a focus on comfortable, fun, easy to move and reconfigure, with a variety of age appropriate seating options (group work tables, chairs, and soft seating) to create a variety of learning / play zones; also require a teacher's desk and chair, filing cabinet and moveable storage cabinets.
- these spaces do not necessarily have a conventional shape; helps create comfort nodes (i.e. a reading corner) within the larger learning space
- varying flooring material can help with spatial identification within the space and add an element of fun
- space should include a dedicated washroom, a storage room and a cubby area for coats and boots
- the adjacent common learning area could be enhanced to provide an indoor play area to ensure adequate activity levels for young students even in wintertime

Functional Requirements:

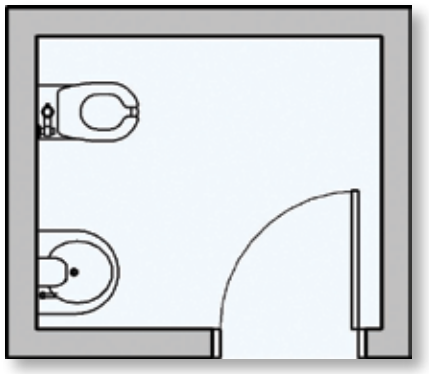
Space Use:	Core learning space
Adjacencies:	Common Learning, Small Group Learning, Classroom Learning
Natural Light:	Direct natural light with exterior views
Barrier-Free Access:	Yes
Potential Features:	Small Indoor Play Area located in Common Learning area

Technical Requirements:

Floor Area:	85sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB (wall with projector & washroom walls plywood backed), exposed structure with properly placed sound absorption panels or acoustic ceiling tiles
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, 2 level switching
Power Requirements:	Quad outlets wall mounted and counter top duplex outlets as needed
Communications:	Network Outlets Quads (2 Voice, 2 Data) in multiple locations (min. 4), recessed ceiling speaker for bell and overhead paging, sound field equipment
Temperature:	min. 21C winter / max. 24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 above
Millwork:	Maximize storage with lockable lower and upper cabinets (top of counter at 600mm AFF), tall lockable teacher's cabinet, storage unit, bookshelves behind sliding white boards (coordinate depth with projector), cubby storage for coats and boots
Plumbing:	sink (min. 460mm x 410mm bowl, 200mm deep), hot and cold water shut-offs, separate toilet, floor drain
Window Coverings:	Blinds on exterior windows for sun control must meet lock-down requirements. Provide covering for viewing panel on door.
Fitments:	up to 3m of white boards, 2.5m tack boards, room signage
Equipment:	Mounted interactive projector, wall mounted clock, sound field equipment, telephone

Kindergarten Washroom

- personal hygiene and grooming
- opening directly off kindergarten classroom
- should be screened from public areas and views



Functional Requirements:

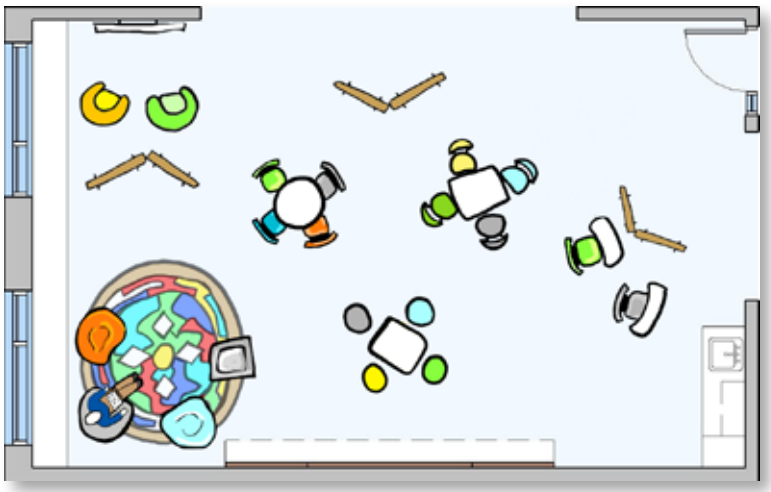
Space Use:	Washroom
Adjacencies:	Kindergarten Classroom
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	None

Technical Requirements:

Floor Area:	6sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB plywood backed, painted gypsum board ceiling or acoustic ceiling tiles
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	1 GFCI outlet by sink
Communications:	Recessed ceiling speaker for bell and overhead paging
Temperature:	min. 21C winter / max. 24C
Ventilation:	As per ASHRAE 62.1, separate exhaust
Millwork:	accessible vanity cabinet
Plumbing:	child size toilet (560mm AFF), sink (600mm AFF) with hot and cold water shut offs under sink, floor drain
Window Coverings:	None
Fitments:	Mirrors above sink, paper towel dispensers, waste receptacles, soap dispenser, room signage
Equipment:	None

Classroom Learning

- a core learning space designed to be welcoming, a place where students feel safe, comfortable, a home-like environment that is technology-enhanced and is an important part of the boarder Learning Community
- designed to be easily reconfigured to create a variety of learning zones from direct instruction, project-based learning, student presentations, individual learning and distance education
- furniture with a focus on comfortable, fun, easy to move and reconfigure, with a variety of age appropriate seating options (group work tables, individual desks, chairs, benches, soft seating) to create a variety of learning zones; also requires a teacher's desk and chair, filing cabinet and moveable storage cabinets
- these spaces do not necessarily have a conventional shape; L-shaped rooms or rooms with an alcove help create comfort nodes (i.e. a reading corner) within the overall classroom space
- connections to the Common Learning area and potential connections between adjacent Classrooms creates a flexible learning environment with opportunities to collaborate and learn within a wider group of students within their Learning Community. Connections should be easliy opened and can be accomplished through a combination of double doors (180 deg hinges), sliding doors, sliding panel walls, garage doors and /or glazing



Functional Requirements:

Space Use:	Core learning space within a Learning Community
Adjacencies:	Common Learning Area, Small Group Learning, Collaboration Room, other Classrooms, Washroom
Natural Light:	Direct natural light with exterior views
Barrier-Free Access:	Yes
Potential Features:	Ability to open up classroom to the Common Learning area using a garage door, sliding panel walls etc.
	Connection between adjacent classroom to facilitate team teaching

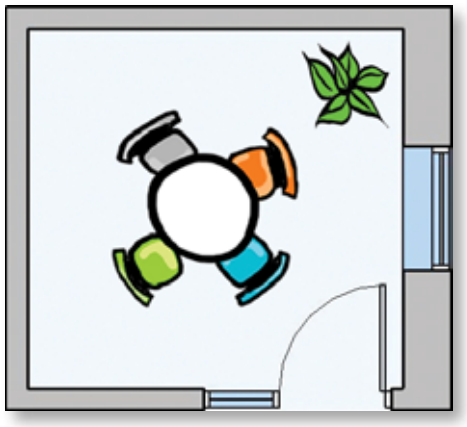
Technical Requirements:

Floor Area:	70sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB (wall with projector plywood backed), exposed structure with properly placed sound absorption panels or acoustic ceiling tiles
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, 2 level switching
Power Requirements:	Quad outlets wall mounted and GFCI counter top duplex outlets as needed, 1 20amp for laptop charging
Communications:	Network Outlets Quads (2 Voice, 2 Data) in multiple locations (min. 4), recessed ceiling speaker for bell and overhead paging, sound field equipment
Temperature:	min. 21C winter / max. 24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 above
Millwork:	Maximize storage with lockable lower and upper cabinets (sink accessible, top of counter 865mm AFF) tall lockable teacher's cabinet, storage unit, bookshelves behind sliding white boards (coordinate depth with projector), open shelving below windows
Plumbing:	sink (460x410mm bowl, 200mm deep), hot /cold shut-off
Window Coverings:	Blinds on exterior windows for sun control must meet safety and lock-down requirements. Provide covering for viewing panel on door.
Fitments:	5m of white boards, 2.5m tack board, room sign
Equipment:	Mounted Interactive Projector, wall mounted clock sound field equipment, telephone

8.4 Learning Community

Small Group Learning /Quiet Room

- a breakout room set up to allow small groups of students to work together or individual one on one learning for students that require extra support, or for students who just need a quiet space to work
- Small Group Learning / Quiet Rooms should have a direct connection to the Common Learning area and a possible direct connection into a Classroom
- need to feel warm, comforting and safe, a place that students can go to focus
- interior glazing into the quiet room allows for passive supervision of the students
- appropriately sized movable table and chairs with possible soft seating will contribute to the comforting atmosphere of this space
- natural light is required in this space, yet it can be borrowed light



Functional Requirements:

Space Use:	Individual or small group learning space
Adjacencies:	Classrooms and Common Learning area
Natural Light:	Access to natural light, can be borrowed light
Barrier-Free Access:	Yes
Potential Features:	Interior glazing and direct connection to Common Learning area, possilble glazing and direct connection into a Classroom

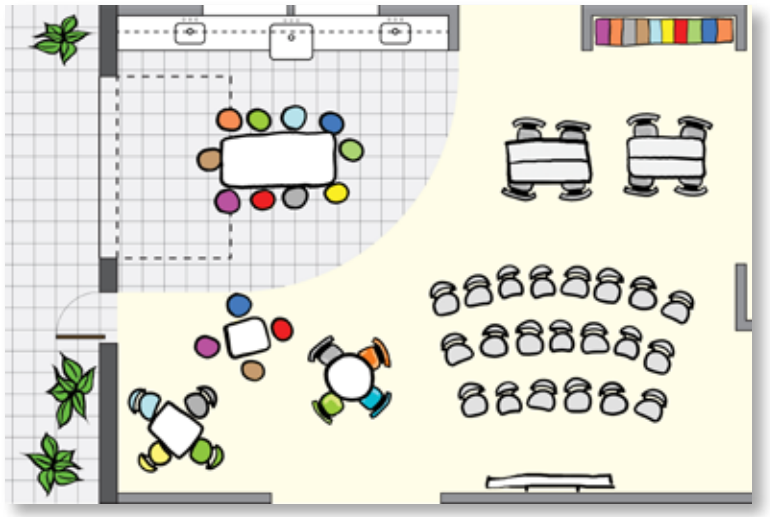
Technical Requirements:

Floor Area:	10sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB, acoustic ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, Dimable
Power Requirements:	Quad outlets wall mounted
Communications:	1 Quad network outlet (2 Voice, 2 Data), recessed ceiling speaker for bell and overhead paging
Temperature:	min. 21C winter / max. 24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 above
Millwork:	None
Plumbing:	None
Window Coverings:	Provide blinds for glazing mounted inside the room and a covering for viewing panel on door. Blinds must meet safety and lock-down requirements
Fitments:	Magnetic white board, tack board
Equipment:	Telephone

8.5 Learning Community

Common Learning Area

- this Common Learning area forms the heart of a specific Learning Community that surrounds it; the grouping of classrooms that connect directly into this area
- it is a technology-enhanced, collaborative learning area, story area, seminar space for special projects with a wet/ messy zone, general media storage and personal storage cubby area
- flexibility in this space and the ability to reconfigure the space easily and quickly is very important; it will be used by several teachers and their students
- high ceilings are preferred allowing a variety of activities
- flooring needs to be resilient, durable and easily cleaned to accommodate special activities that can remain set up in this area over multiple days such as working with local craftsman, hunters, and Elders who come to the school to share their knowledge and skills



Functional Requirements:

Space Use:	Flexible learning area at the heart of a Learning Community
Adjacencies:	Classrooms, STEAM Learning, Small Group Learning
Natural Light:	Access to natural light, can be borrowed light
Barrier-Free Access:	Yes
Potential Features:	Direct connection to adjacent Classrooms through use of double doors, sliding panel or glazed garage doors; direct connection to an Outdoor Learning Area

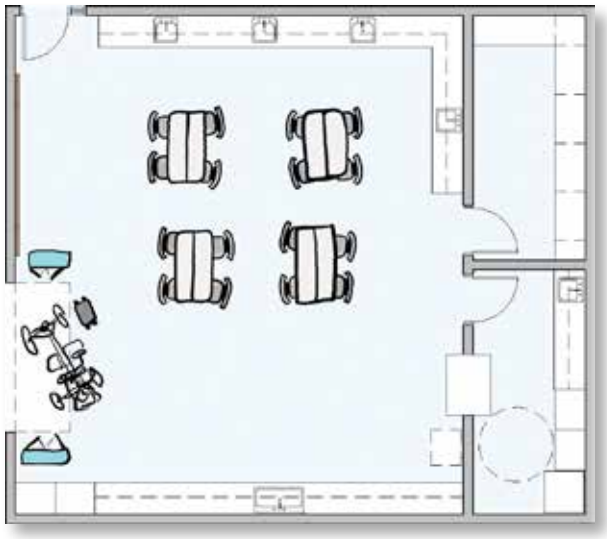
Technical Requirements:

Floor Area:	85-110sqm (design dependant)
Min. Ceiling Height:	3600mm
Room Finishes:	Resilient sheet flooring (durable / easily cleaned), wood wall panels and/ or painted abuse-resistant GWB (wall with projector plywood backed), suspended wood slat ceiling or exposed structure with properly placed sound absorption panels
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20
Power Requirements:	Quad drops X 4 wall mounted, 2 x 20A GFCI and GFCI counter top duplex outlets along millwork, celing hung power cord reels
Communications:	Multiple network outlets Quads (2 Voice, 2 Data), recessed ceiling speakers (or horn speakers if structure exposed) for bell and overhead paging,soundfield equip
Temperature:	min. 21C winter / max. 24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 above
Millwork:	Maximize storage with lockable lower cabinets and upper cabinets, tall lockable storage cabinets
Plumbing:	Larger art room sink (915mm x 432mm bowl, 200mm deep) with sediment interceptor and accessible sink (460mm x 410mm bowl, 200mm deep)
Window Coverings:	Blinds on exterior windows for sun control must meet safety and lock-down requirements.
Fitments:	White boards, tack boards (min.1800mm WB required for projector)
Equipment:	Mounted interactive projector or Interactive Projector on a mobile cart, Telephone, Soundfield system

8.6 Learning Community

STEAM Learning Lab

- an interdisciplinary learning lab, (STEAM - Science, Technology, Engineering, Arts, Math) that promotes creativity, concepts in mathematics, analytical and critical thinking, technology, solution -seeking, innovation, technology and practical arts (IQ Strand -Iqqaqqaukkaringniq)
- a series of sinks within a longer counter provide ability to easily transform the space from a science lab to an art studio
- a flexible science lab where demonstrations for biology, chemistry and physics can be easily taught
- a fine arts lab where drawing, painting and carving can be taught
- requires an adjacent storage room for art and a science prep room with a double-sided fume hood
- project-based learning will also be taught, and students will use the space for building individual projects of interest
- space can also be used for special projects taught by Elders and community experts such as carving, snowshoe making etc.
- flooring needs to be durable and easily cleaned to accommodate a variety of creative projects



Functional Requirements:

Space Use:	Core learning space
Adjacencies:	Common Learning area, STEAM Art Storage / Science Prep, Small Group Learning
Natural Light:	Natural light, from clerestory above or borrowed light
Barrier-Free Access:	Yes
Potential Features:	2.5m wide overhead garage door with glazing panels opening onto Common Learning area

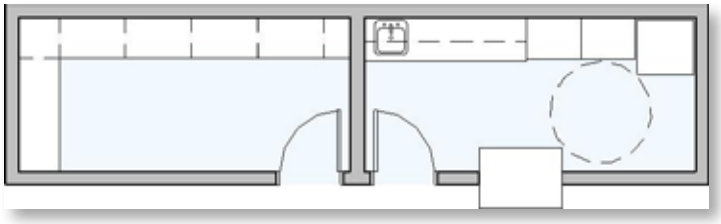
Technical Requirements:

Floor Area:	90sqm
Min. Ceiling Height:	3600mm
Room Finishes:	Resilient sheet flooring (durable / easily cleaned), abuse-resistant painted GWB (wall with projector plywood backed), exposed structure with properly placed sound absorption panels or acoustic ceiling tiles
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20
Power Requirements:	Multiple GFCI counter top duplex power outlets, 3x 20A GFI, ceiling power cord reels
Communications:	Multiple network outlets Quads (2 Voice, 2 Data), recessed ceiling speakers (or horn speakers if structure exposed) for paging and bell system, soundfield equip.
Temperature:	min. 21C winter / max. 24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 above Direct vented double sided fumehood
Millwork:	Lower cabinets with chemical resistant counters, glass fronted upper cabinets, all cabinets lockable
Plumbing:	Sinks -3 sinks + 1 accessible sink with gooseneck faucets & acid dilution interceptors and 1 larger art sink with sediment interceptor, freestanding eye wash and shower c/w floor drain, floor sloped to prevent water damage
Window Coverings:	Blinds on any exterior windows for sun control must meet safety and lock-down requirements. Provide covering for viewing panel on door
Fitments:	White boards, tack boards (min.1800mm WB required for projector)
Equipment:	Mounted interactive projector, gas turrets, double sided fume hood c/w gas, telephone, soundfield system

8.7 Learning Community

STEAM Art Storage / Science Prep

- storage spaces to support the STEAM Learning Lab and Science Classroom
- can be two separate rooms (art storage and science prep) each directly accessible to the STEAM Learning Lab or a combined space maximizing allocated area and overlap of needs
- will include directly vented to outside chemical storage cabinet
- will be used by teachers with limited supervised access by students
- opening directly off Steam Learning Lab
- locate Science Classroom (when included in school design), so it is able to share STEAM Science Prep room. Require double-sided fumehoods placed to allow safe teacher demonstrations within each learning space



Functional Requirements:

Space Use:	Science and art education storage and preparation
Adjacencies:	STEAM Learning Lab, Science Classroom
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	Ability to share Science Prep area with both STEAM Learning Lab and Science Classroom

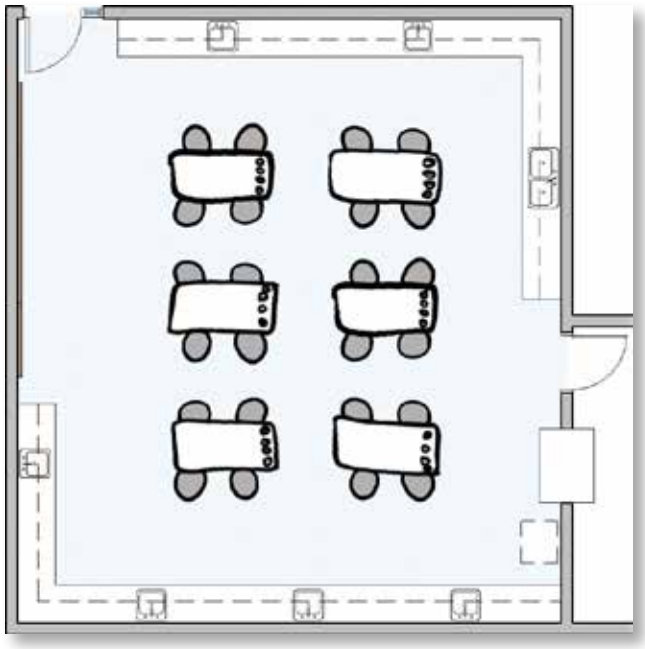
Technical Requirements:

Floor Area:	22sqm (combined Art Storage / Science Prep)
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted (durable stain resistant paint) GWB, painted gypsum board ceiling or acoustic ceiling tiles
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	2 GFCI counter top duplex outlets, 2 wall mounted duplex outlets
Communications:	Quad outlet (2 Voice, 2 Data), recessed ceiling speakers for paging and bell system
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 above Vented double sided fume hood and chemical storage cabinet, air compressor
Millwork:	Prep Room - lower cabinets with chemical resistant counters, glass fronted upper cabinets, all lockable Art Storage - adjustable open storage shelves
Plumbing:	1 standard single bowl sink w/ gooseneck faucet and aerator, acid dilution bottle trap, hot /cold water shut offs under sink, floor drain
Window Coverings:	None
Fitments:	None
Equipment:	Gas spigets, double-sided fume hood c/w gas, lockable vented chemical storage cabinet, fridge, telephone

8.8 Learning Community

Science Classroom

- multi-use classroom for a variety of science activities; may also be used for standard academic instruction. Must allow for flexible use
- generally used by students in grades 10-12, plus younger grades if scheduling permits
- all fixed cabinetry to be located on perimeter walls to allow flexible room layout
- moveable counter height science tables with stools



Functional Requirements:

Space Use:	Core learning space
Adjacencies:	Common Learning Area, STEAM Learning
Natural Light:	Direct natural light is preferred
Barrier-Free Access:	Yes
Potential Features:	Direct connection to an outdoor learning space

Technical Requirements:

Floor Area:	93sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB (wall with projector plywood backed), exposed structure with properly placed sound absorption panels or acoustic ceiling tiles
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20
Power Requirements:	Quad outlets wall mounted and 2 GFCI duplex outlets at each counter work stations, provide correct hydroponics wiring for a science room,
Communications:	Network Outlets Quads (2 Voice, 2 Data) in multiple locations (min. 4), recessed ceiling speaker for bell and overhead paging, sound field equipment
Temperature:	min. 21C winter / max. 24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 above direct exhaust for double sided fume hood
Millwork:	Lower cabinets with chemical resistant counters, glass fronted upper cabinets, all cabinets lockable, 3m o.c. between sinks, portable demonstration table
Plumbing:	6 standard single bowl sinks (460mm x 410mm bowl, 200mm deep) with goosneck faucets (Min 1 sink to be accessible), and pipette nozzles, 1 extra deep double sink with hot and cold water, drain boards are not required. Provide acid dilution bottle traps, hot / cold water shut offs under sinks, piping to be acid resistant, separate shower /eye wash station with proper slope to floor drainage to prevent water damage

Science Classroom Continued

Technical Requirements Continued:

Window Coverings:	Blinds on any exterior windows for sun control must meet safety and lock-down requirements. Provide covering for viewing panel on door
Fitments:	5m of white boards, 2.5m tack board, room sign
Equipment:	Mounted interactive projector, gas turrets, double sided fume hood c/w gas (or wall mounted fume hood c/w gas if science prep room not directly connected) vacuum bibs to water taps, wall mounted clock, telephone, Soundfield equipment

9.0 SHARED LEARNING SPACES

The shared learning spaces are an integral part of the Nunavut curriculum. These spaces enhance the learning environment for the students and support the teaching of Inuit Qaujimajatuqangit (IQ) principles and the 5 C's - Communication, Collaboration, Critical Thinking, Creativity, Culture, and Community.

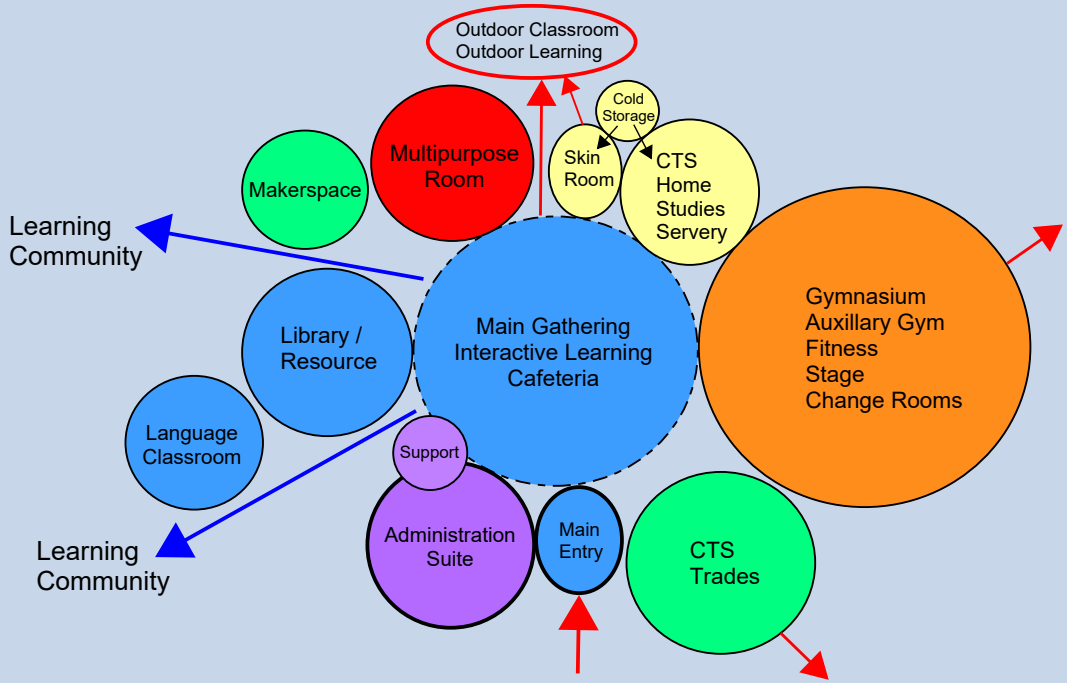
The Language Classroom and Multipurpose Room should be easily accessible to all students near or directly connecting into the heart of the school - the Main Gathering /Flexible Learning / Cafeteria space. A focus on Inuit culture and language within schools is the foundation of being able to successfully communicate IQ principles throughout the curriculum. If there is a Stage /Drama Learning space it should connect directly into the Gymnasium and it can also have a direct connection to the Main Gathering area.

CTS Home Studies, Makerspace, CTS Trades and Skin Room are all spaces that elevate students' learning by doing and experiencing, a very important aspect in Nunavut pedagogy. Students will be able to get breakfast and lunch from the Servery and then eat with their fellow students in the Main Gathering space which will be converted to a Cafeteria during lunch with folding picnic style tables.

Designing for outdoor learning spaces where possible and connecting them directly to shared learning spaces within the school creates opportunities for students to expand their learning into the outdoors and allows teachers greater flexibility in how, what and where they can teach.

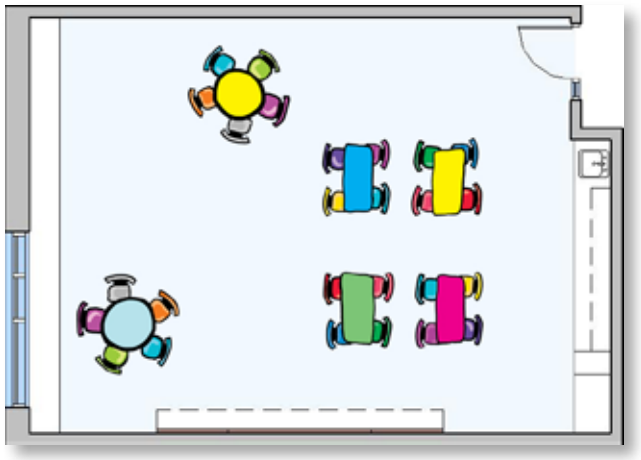
All the shared learning spaces are very important to inunnguiniq, the making of a human being. These spaces allow students to explore, create and develop qanuqtuurunnarniq (being adaptive and resourceful to seek solutions) and iqqaqqaukkaringniq (being innovative and creative in solution seeking).

These spaces support integrated and collaborative learning strategies, team teaching and specialized events and/or activities led by Elders and other invited community members. The spaces should include appropriate storage solutions, multipurpose work surfaces as well as power/data and integrated technology where required to support the intended programming.



Language Classroom

- an important core learning space where language and literacy is taught to all students
- this space should be located in the heart of the school near the Library /Resource Centre and close to the school's entry, Multi-Cultural Room and Main Gathering / Flexible Learning area
- designed to be welcoming, a place where students feel safe to learn languages, comfortable, a home-like environment that is technology-enhanced
- designed to be easily reconfigured to create a variety of learning zones from direct instruction, to collaborative learning, writable surfaces to practice and share, a cozy reading and storytelling nook and places for individual learning
- furniture with a focus on comfortable, fun, easy to move and reconfigure, with a variety of age appropriate seating options (group work tables, individual desks, chairs, benches, soft seating) to create a variety of learning zones; also require a teacher's desk and chair, filing cabinet and moveable storage cabinets
- Power /data locations should allow a teacher flexibility in locating their desk



Functional Requirements:

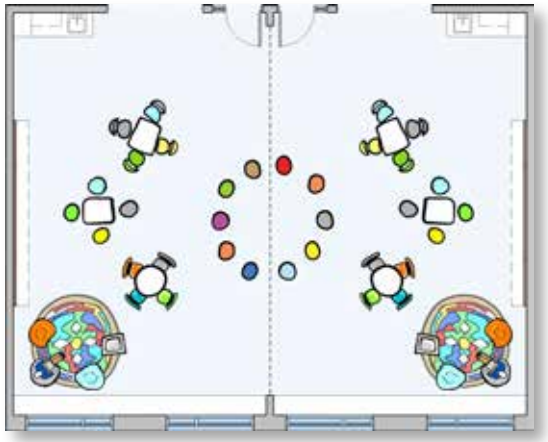
Space Use:	Core learning space
Adjacencies:	Library /Resource Centre, Student Support Team Classroom, Small Group Learning
Natural Light:	Direct natural light is preferred
Barrier-Free Access:	Yes
Potential Features:	2.5m wide overhead garage door with glazing panels opening onto Main Gathering / Flexible Learning area

Technical Requirements:

Floor Area:	70sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB (wall with projector plywood backed), acoustical treatment required, exposed structure with properly placed sound absorption panels or acoustic ceiling tiles
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, 2 level switching
Power Requirements:	Quad outlets, wall mounted and GFCI counter top duplex outlets as needed
Communications:	Network Outlets Quads (2 Voice 2 Data) in multiple locations (min. 4), recessed ceiling speaker for bell and overhead paging, sound field equipment
Temperature:	min. 21C winter / max. 24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 above
Millwork:	Maximize storage with lockable lower and upper cabinets (sink accessible), tall lockable teacher's cabinet, storage unit, bookshelves behind sliding white boards (coordinate depth with projector), open shelving below windows
Plumbing:	sink accessible (460mm x 410mm bowl, 200mm deep)
Window Coverings:	Blinds on any exterior windows for sun control must meet safety and lock-down requirements. Provide covering for viewing panel on door
Fitments:	5m of white boards, 2.5m tack boards, room sign
Equipment:	Mounted interactive projector, wall mounted clock, telephone, sound field equipment

Multipurpose Room

- an important core learning space where students can celebrate their ethnicity, diversity and aquire knowledge and skills shared by their teachers, Elders and resource people from the community
- instruction and learning of traditional arts and skills in carving, painting, drawing, hand sewing, beadwork, pattern making, drum making; possible musical instruction, workshops and practice, dancing and storytelling
- locate in the heart of the school with a direct connection/ opening onto the main gathering area, and near the Library / Resource Centre, Language Classroom and close to the entry
- design to be welcoming, a place where students and visitors from the community feel safe, comfortable, a home-like environment that is technology-enhanced with enhanced accoustics
- a larger flexible learning environment that can be divided into two separate learning spaces (by a moveable accoustic wall) or opened up into one larger space; allows different seating configurations to create space for informal floor seating, gathering and activities
- furniture with a focus on comfortable, fun, easy to move and reconfigure group work tables, stackable chairs, benches, soft seating; also require a teacher's desk and chair, filing cabinet and moveable storage cabinets
- to showcase traditional arts and culture create ways to display student work inside and outside the room within the gathering area
- provide space for CISCO unit to live permanently in one side of the double room; provide required power and data



Functional Requirements:

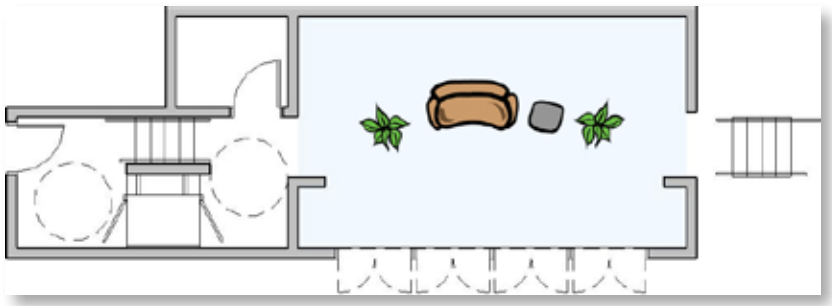
Space Use:	Core learning space
Adjacencies:	Main Gathering / Flexible learning, Makerspace
Natural Light:	Direct natural light with exterior views
Barrier-Free Access:	Yes
Potential Features:	Direct connection to adjacent Main Gathering / Flexible Learning through use of double doors, sliding panel doors or glazed garage doors
	Means to display and showcase traditional arts, room can be divided by a moveable accoustic wall

Technical Requirements:

Floor Area:	140sqm (divides in two 70sqm teaching spaces)
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB (wall with projector plywood backed), acoustic wall treatment required, exposed structure with properly placed sound absorption panels or acoustic ceiling tiles
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, 2 level switching in each side
Power Requirements:	Quad outlets, wall mounted and GFCI counter top duplex outlets as needed,
Communications:	Network Outlets Quads (2 Voice, 2 Data) in multiple locations (at least 4 in each teaching space). Ceiling speaker for bell and overhead paging, Soundfield Equipment
Temperature:	min. 21C winter / max. 24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 above
Millwork:	lower and upper cabinets, tall lockable teacher's cabinet, tall storage cabinets for musical instruments
Plumbing:	2 sinks accessible (460mm x 410mm bowl, 200mm deep) with sediment trap, water shut off under sinks
Window Coverings:	Blinds on any exterior windows for sun control must meet safety and lock-down requirements. Provide covering for viewing panel on door
Fitments:	5m of white boards, 2.5m of tack boards, room sign
Equipment:	2 Mounted interactive projectors, 2 wall clocks, 2 telephones - one on each side of divided room, possible location of CISCO unit (have min 1 per school)

Stage / Drama Learning - Optional

- a permanent raised stage opening onto the gymnasium with sliding storage dolleys below to store folded chairs, protective floor coverings etc
- for the stage opening use a folding accoustic wall system designed for gymnasium use, with a high accoustic rating and a material / construction made to withstand impact of balls etc
- natural light is not required in this area; room should be painted out black (walls & ceilings) with a black floor finish
- stage must be designed to be fully accessible from one side of the stage using a manual crank platform lift only. Electrically operated lift will NOT be accepted due to safety (need to be able to evacuate people from the stage during a power outage)
- design should include a small room just off of the stage used for sound and lighting control equpment
- include proscenium and side wing curtains; grid track hung from stage ceiling for lights and hanging of sets (must be engineered for appropriate loading)
- use of a fold-down stage will not be acceptable
- including a stage within a school design is an option, part of the area allocated to 'School Community Enhancement Spaces'; the other option is adding area to the gymnasium for spectator seating (bleachers). The best option for the community will be decided during the design consultation process.



Functional Requirements:

Space Use:	Drama, performance and rehearsal
Adjacencies:	Main Gathering / Flexible Learning, Gymnasium
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	Acoustic folding wall to Main Gathering /Flexible Learning, when open the drama classroom becomes a stage onto the Gathering space

Technical Requirements:

Floor Area:	80sqm (includes assessible lift and stairs)
Min. Ceiling Height:	4800mm
Room Finishes:	Finishes to create a black box effect, all walls and ceiling to be painted matte black Black painted plywood sprung floor / or black resillient floor, abuse-resistant painted GWB, acoustic wall treatment and acoustic ceiling treatment
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20 Theatre performance lighting
Power Requirements:	Power outlets x 7, ceiling outlets x 7 on pipe grid, 2 x AV control station
Communications:	Network Outlets Quads (2 Voice, 2 Data) as required, wall mount horn speakers for bell and overhead paging, soundfield equipment
Temperature:	min. 21C winter / max. 24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 above 2 large diameter ceiling fans above pipe grid
Millwork:	None
Plumbing:	None
Window Coverings:	None
Fitments:	motorized projector screen (confirm exact location / placement during design)
Equipment:	1.2m x 1.2m studio pipe grid w/38mm pipe, install at 3600mm AFF, sound and lighting control equipment, soundfield equipment, telephone

9.4 Shared Learning Spaces

Main Gathering / Flexible Learning

- a main gathering / flexible learning / caferteria space located at the heart of the school that acts as an important connector for the students and the community - a place to gather, to learn and to eat together
- this space will be used by students for experiential learning, collaborative projects, presentations and technology enhanced learning; it is an extension and important part of the Library / Resource centre
- this space will also play an important role in students' socialization and feeling of belonging to the school community; for school gatherings, a place to eat (breakfast /lunch programs), events and performances
- direct connections through the use of double doors, sliding panel doors, or glazed garage doors to the Multipurpose Room and the Library enhance the flexibility and dynamics of the space
- easily moveable tables and chairs as well as soft seating will contribute to the flexible and calming atmosphere of this space
- millwork counter with lower and upper lockable cabinets and two sinks (1 sink to be accessible) gives flexiblity to the space; area can be used for project work that requires access to water. Counter space with sinks and lockable storage can also be used during lunch.
- during lunchtime the space will be converted to a cafeteria and folding picnic style tables with integrated stools /or benches will be added to the tables and chairs in this space to maximize the number of students that can sit together and eat; provide a storage room large enough to easily store folded lunch tables when not in use
- area designed to accommodate approximately half of the students to sit and eat lunch at once; 2 lunch times will help decrease length of line ups at the servery.
- varying floor material, or colours can help with spacial identification of the space and add an element of fun
- having a direct connection to an outdoor learning space would be a benefit, enhancing the flexibility and learning opportunties within this space

Refer to graphic on next page

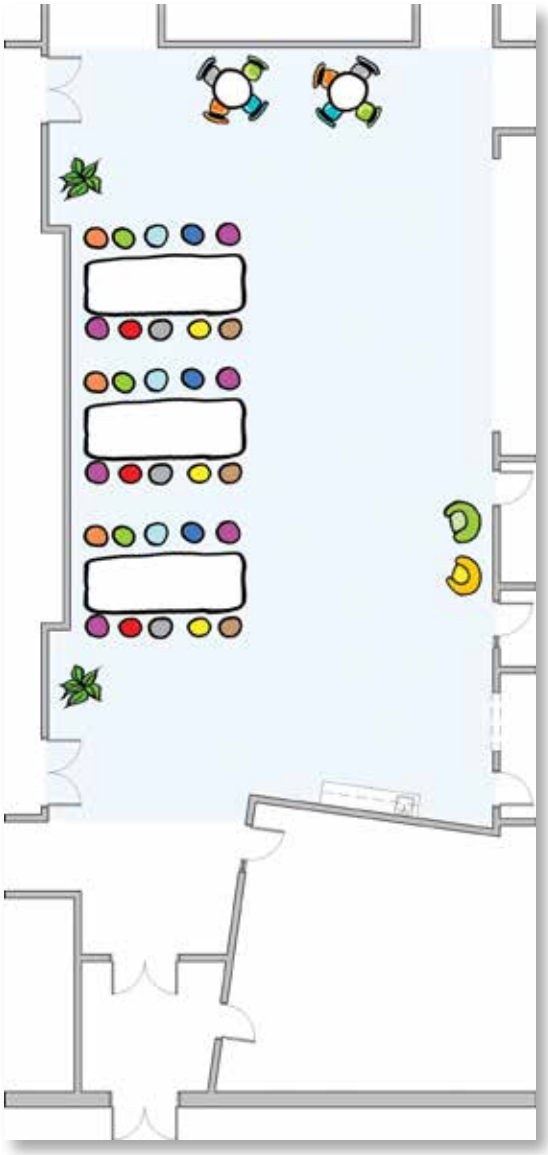
Functional Requirements:

Space Use:	Gathering, collaborating, student learning, breakfast / lunch eating area, commuinity use
Adjacencies:	Canteen / Servery, CTS Home Studies or Community Kitchen, Skin Room, Multipurpose Room, Makerspace, Library/ Resource Room, Gymnasium, Small Group Learning, Administration
Natural Light:	Natural light, ideally direct light and views but can be borrowed light
Barrier-Free Access:	Yes
Potential Features:	Green living wall; Creative ways to showcase projects /artwork through low profile shelves, hanging systems, and display cases; Possible direct connection to stage that could open into gathering and into the gymnasium Direct connection to an outdoor learning space

Technical Requirements:

Floor Area:	160 - 390sqm (dependant on school capacity)
Min.Ceiling Height:	4200mm
Room Finishes:	Resilient sheet flooring, painted abuse-resistant GWB with min. 1200mm high wainscoting in high traffic areas, stainless steel corner guards at exposed corners, design dependent ceiling
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20 design special lighting to emphasize importance of this space
Power Requirements:	Quad and duplex power outlets; quad power required near digital signage, power in ceiling at locations of large diameter fans
Communications:	Network Outlets duplex (1V, 1D) at digital signage locations, Quads (2 Voice, 2 Data) in multiple locations, ceiling horn speakers for bell and overhead paging, soundfield equipment
Temperature:	min. 21C winter / max. 24C

Main Gathering / Flexible Learning Continued

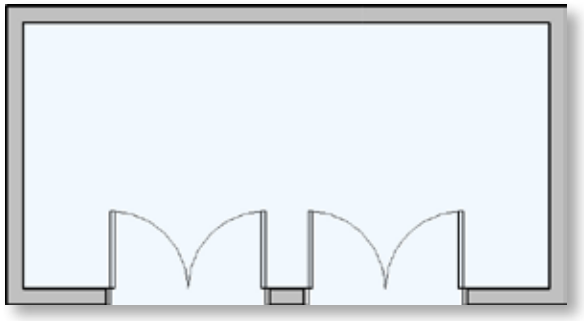


Technical Requirements Continued:

Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 above High volume low speed (HVLS) large diameter ceiling fans distributed to adequately circulate the air and help cool the space
Millwork:	Design dependent, cultural display lockable cabinets, low profile shelves for art /canvases, systems to easily hang creative projects Lower and upper lockable cabinets with durable solid surface counter
Plumbing:	Barrier free drinking fountain with bottle filling station w/ water filter and chiller required, two single bowl stainless steel sinks (460mm x 410mm bowl, 200mm deep) with sediment interceptor and hot / cold water shuts offs, 1 sink must be accessible
Window Coverings:	Blinds on any exterior windows for sun control must meet safety and lock-down requirements.
Fitments:	Easily moveable round tables, chairs, informal soft seating, folding cafeteria tables with built-in stools
Equipment:	Interactive projector on mobile cart, wall clock, wall mounted digital signage (TVs)

Lunch Tables Storage Room

- success of Main Gathering / Interactive learning space is dependant on the ease of moving and quickly storing the folding lunch tables; this allows the Gathering space to be used by students throughout the day for interactive learning and group work on easily moveable tables and chairs
- size of the lunch table storage room is dependant on the number of lunch tables required determined by approximate number of students eating lunch at once (about 1/2 of student capacity) minus the number of students that can be seated at the Gathering Space furniture (collaboration tables and chairs for student group work)
- design storage room to be long and shallow with double access doors on the long side so tables can be easily moved in and out of storage on a daily basis



Functional Requirements:

Space Use:	Storage of folding 'picnic' style lunch tables with intergated stools or benches
Adjacencies:	Main Gathering / Interactive Learning, Canteen / Servery, CTS Home Studies or Community Kitchen
Natural Light:	None
Barrier-Free Access:	No
Potential Features:	Opening must be large enough to get tables in and out easily on a daily basis; consider a larger opening secured by a grill partition

Technical Requirements:

Floor Area:	15-40sqm (size dependant on school capacity and number of lunch tables that need to be stored)
Min. Ceiling Height:	3600mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB (plywood backed), painted gypsum board ceiling
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20 occupancy sensor
Power Requirements:	Duplex outlets
Communications:	None
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1
Millwork:	None
Plumbing:	None
Window Coverings:	None
Fitments:	None
Equipment:	None

CTS Home Studies

- this space is used for a variety of activities including food preparation for the students (eg. daily school Breakfast and Lunch programs), to teach cooking, sewing and other life skills to students
- room lay out includes 2-3 standard size kitchen stations (about 12 sqm each), plus a larger kitchen station of about 16 sqm that also serves as the demonstration island
- design room so that the 3-4 kitchen stations are at one end with the remainder of the room open to a variety of activities, including demonstration and instruction
- all appliances to be a commercial grade and include stoves, high temperature dishwashers, microwaves, fridges and freezer
- provide stacked commercial washer / dryer; dryer must be directly vented to outside
- each kitchen station to include a 3 compartment sink as per health regulations; demonstration island / kitchen station to have an oversized 3 compartment sink to accomodate washing of the large community size pots
- must accommodate a variety of furnishings; open area will most likely be set up with standard work tables and chairs, but could also use taller stainless steel tables with stools, tables for sewing machines, deeper full height millwork storage cabinets for sewing supplies, teachers desk with chair, filing cabinets and moveable storage units
- cord reels hung from above in open area give flexibilty to the space

Refer to graphic on next page

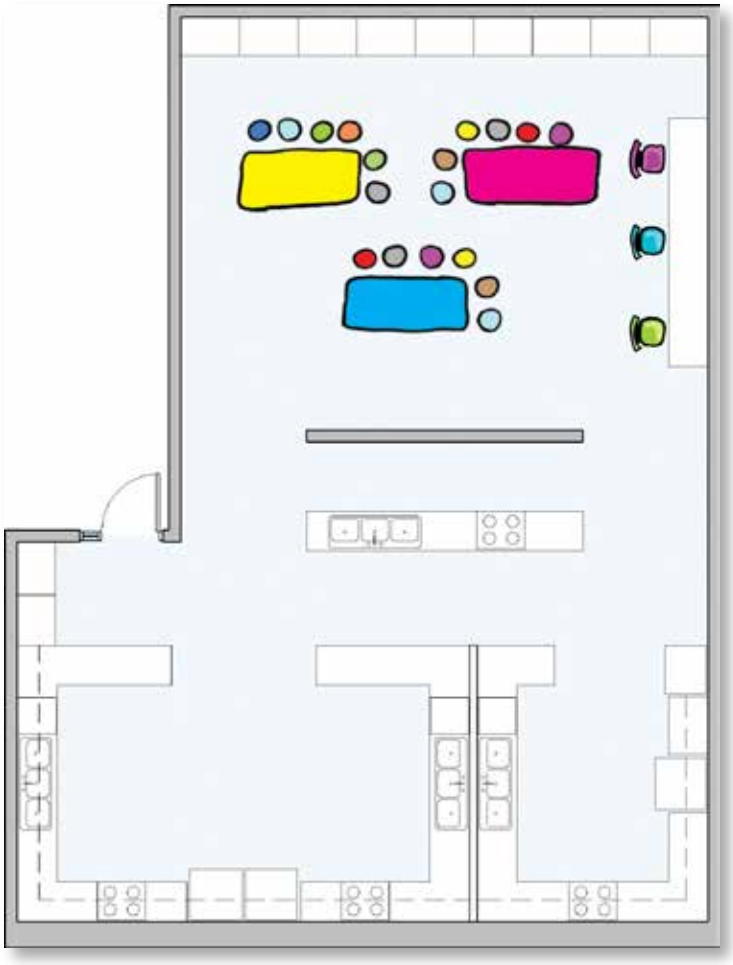
Functional Requirements:

Space Use:	Food preparation, teaching of cooking and sewing to students, Breakfast & Lunch Program food prep area
Adjacencies:	Canteen /Servery, Gymnasium, Gathering Area/ Flexible Learning, Skin Room, Cold Storage, Food Storage
Natural Light:	Access to natural light is preferred
Barrier-Free Access:	Yes
Potential Features:	Direct access to cold storage room

Technical Requirements:

Floor Area:	130sqm
Min. Ceiling Height:	3400mm
Room Finishes:	Resilient safety flooring, abuse-resistant GWB painted with washable durable wall paint, mylar coated ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20
Power Requirements:	3 GFCI duplex outlets at each standard kitchen station, quad outlets, wall mounted duplex outlets every 2m along perimeter, cord reels hung from ceiling
Communications:	Multiple network outlets Quads (2 Voice, 2 Data), recessed ceiling speakers for bell and overhead paging, sound field equipment
Temperature:	min. 21C winter / max. 24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 above hood fans (direct exhaust to outside) above all stoves, mechanical heat recovery, dryer vented to outside, operable window vents
Millwork:	Lower cabinets and shelves with solid surface chemical resistant counters, upper cabinets and shelves, demonstration island for kitchen areas, tall lockable storage with adjustable shelves for dry goods food storage, tall lockable project storage with deep shelving for sewing supplies

CTS Home Studies Continued



Technical Requirements Continued:

Plumbing:	3 compartment sinks with hot and cold water for each kitchen station, oversized 3 compartment sink for demonstration station (confirm size will accomodate washing of the large community size pots), hot / cold water shut offs under sinks, floor drain
Window Coverings:	Blinds on any exterior windows for sun control must meet safety and lock-down requirements. Provide covering for viewing panel on door
Fitments:	2m of white boards in kitchen area, 3m white boards in open teaching area, tack boards, room sign, soap dispensers, paper towel dispensers
Equipment:	3-4 high temp commercial dishwashers, 3-4 commercial stoves, 3-4 commercial fridges, 3-4 commercial microwaves, large commercial vertical freezer, stacked commercial washer /dryer mounted interactive projector, soundfield equipment, wall clock, telephone

Community Kitchen

- this space will be used to cook and prepare breakfast and lunch for the students; it can also be used to cook for community events
- the community kitchen will be included in schools designed for younger grades; in high schools CTS Home Studies will be used to cook and prepare breakfast and lunch
- this space can also be used to teach cooking with smaller groups of kids
- a well laid out kitchen with a 'home feel' is desired to encourge people to visit, share and enjoy the preparation of the food together
- design the kitchen with lots of counter space along the perimeter of the room and include taller moveable stainless steel tables (min 4) with a few stools placed in the middle of the room which can be reconfigered and changed as needed providing layout space for food preparation
- all appliances to be a commercial grade and include stoves, high temperature dishwashers, microwaves, fridges and freezer; space must include a commercial grade stacked washer and dryer directly vented to the outside
- include a 3 compartment sink as per health regulations, a double compartment sink and a handwashing sink; sink sizes of the 3 compartment sink must accomodate washing of extra large community pots
- retractable cord reels hung from above in open area give flexibilty to the space

Refer to graphic on next page

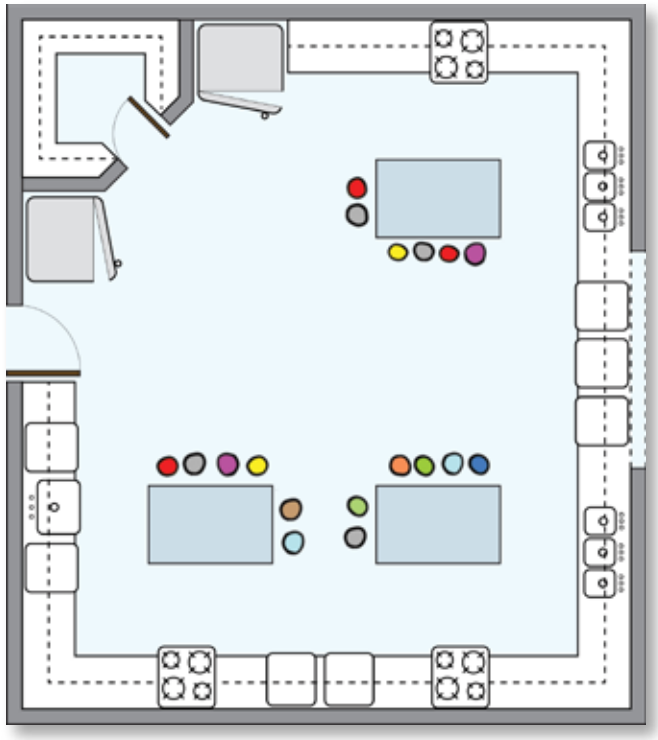
Functional Requirements:

Space Use:	Food preparation, breakfast and lunch program food prep area
Adjacencies:	Canteen /Servery, Gymnasium, Gathering Area/ Flexible Learning, Skin Room, Cold Storage, Food Storage
Natural Light:	Access to natural light is preferred
Barrier-Free Access:	Yes
Potential Features:	Servery could be directly attached to the community kitchen and still able to be separated by a locked door

Technical Requirements:

Floor Area:	85sqm
Min. Ceiling Height:	3400mm
Room Finishes:	Resilient safety flooring, abuse-resistant GWB painted with washable durable wall paint, mylar coated ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20
Power Requirements:	3 GFCI duplex outlets at each kitchen station, quad outlets wall mounted, duplex cord reels distributed in open space
Communications:	Multiple network outlets Quads (2 Voice, 2 Data), recessed ceiling speakers for bell and overhead paging
Temperature:	min. 21C winter / max. 24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 hood fans (direct exhaust to outside) above all stoves, mechanical heat recovery, dryer vented to outside, operable window vents
Millwork:	Lower cabinets with solid surface chemical resistant counters, upper cabinets and shelves, tall lockable storage with adjustable shelves for dry goods food storage
Plumbing:	oversized 3 compartment sink to accomodate washing of large community size pots, double compartment sink and handwashing sink, with hot and cold water shut offs under sinks, floor drain

Community Kitchen Continued

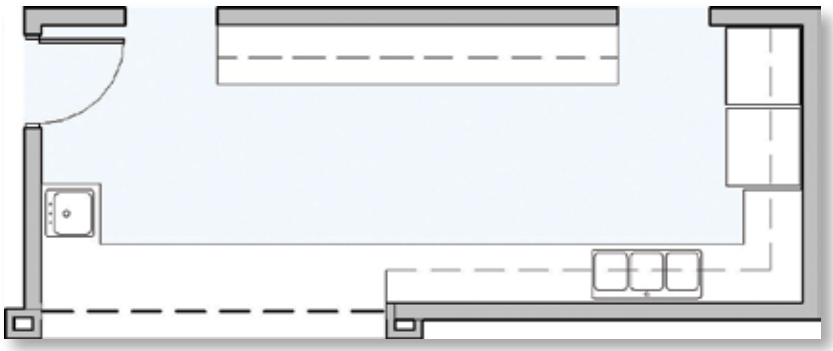


Technical Requirements Continued:

Window Coverings:	Blinds on any exterior windows for sun control must meet safety and lock-down requirements. Provide covering for viewing panel on door
Fitments:	counter height moveable stainless steel tables (min 4) with 4 stools per table, room sign, soap dispensers, paper towel dispenser
Equipment:	All appliances to be commercial grade and include 2 high temp dishwashers, 2-3 ranges, 2 fridges, 2 microwaves, large vertical freezer, stackable commercial washer / dryer, wall clock, telephone

Canteen / Servery

- operates as a servery /canteen to serve students (daily breakfast and lunch program) and it can be rented afterhours for small community events, sporting events etc
- a place to store, layout and warm food using counter top appliances such as microwave, hot plate, or grill, etc
- cafeteria style hot food wells and under counter hot food holding cabinets will be required to serve students warm lunches
- servery layout and location of serving window /pass thru and hot food wells must be designed to be functional and efficient to be able to serve a large group of people quickly; also allow storage of serving carts when not in use
- locate canteen /servery near CTS Home Studies (or Community Kitchen); allows breakfast, lunch and special events to be cooked in the full kitchen facilities and easily moved on carts to serve from the serving window
- only commercial appliances are to be used for their durability: commercial dishwasher, fridge, beverage cooler and microwave(s); also require a 3 compartment sink and a separate hand washing sink to meet safety regulations
- serving window needs to be located off the main gathering space where the students will eat their breakfast and lunch
- provide overhead lockable metal rolling shutter above counter to secure serving window



Functional Requirements:

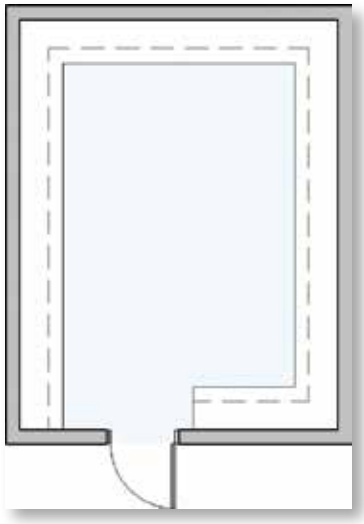
Space Use:	Servery to serve food to students and rented by community groups for afterhours use
Adjacencies:	CTS Home Studies or Community Kitchen, Gymnasium, Auxiliary Gymnasium, Main Gathering /Flexible Learning
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	secondary serving window into the gym for easier serving during events; bulkhead of rolling metal shutter needs to be on servery side, no protrusions allowed into the gym

Technical Requirements:

Floor Area:	27sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient safety flooring, abuse-resistant GWB painted, mylar coated ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, task lighting
Power Requirements:	Quad outlets wall mounted, counter height duplex GFCI outlets, outlets for commercial microwave(s), fridge and dishwasher, separate power for a coffee and tea station
Communications:	1 quad network outlet (2 voice, 2 data) recessed ceiling speakers for paging and bell system
Temperature:	min. 21C winter / max. 24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12
Millwork:	Upper and Lower cabinets lockable with chemical resistant counters, microwave shelf, serving window with counter space, tall lockable storage with adjustable shelves (food pantry)
Plumbing:	3 compartment sink and separate handwashing sink with hot / cold water shut offs, floor drain
Window Coverings:	None
Fitments:	Metal rolling shutter, room signage
Equipment:	All appliances to be commercial grade and include fridges, microwaves, high temp dishwasher, cafeteria style hot food serving wells units, under counterwarming cabinets, beverage cooler, coffee and tea station, telephone

Food Storage

- dedicated secure storage space for yearly supply of dry goods/ food provided for the Breakfast and Lunch Program for the students
- size of food storage room will vary depending on the student capacity of the school; number of students that will be fed relates to the amount of food that will be delivered
- partition walls and ceiling need to be well insulated to help keep the room cool even during the warmer months with 24 hour sun
- maximize storage with full height adjustable shelving around the perimeter
- ensure room is designed to be secure with proper locking hardware



Functional Requirements:

Space Use:	Food storage
Adjacencies:	Canteen / Servery, CTS Home Studies or Community Kitchen
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	None

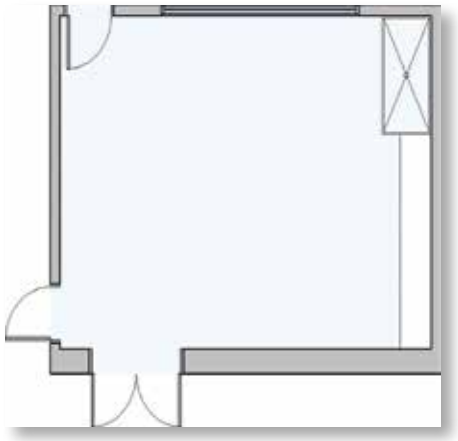
Technical Requirements:

Floor Area:	10-18sqm (area dependant on school capacity)
Min. Ceiling Height:	3400mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB (plywood backed), painted gypsum board ceiling
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	Duplex outlets
Communications:	Recessed ceiling speaker for bell and overhead paging
Temperature:	17-19C
Ventilation:	As per ASHRAE 62.1
Millwork:	None
Plumbing:	None
Window Coverings:	None
Fitments:	Adjustable metal storage shelving secured to the perimeter walls for safety
Equipment:	None

9.10 Shared Learning Space

Skin Room

- skinning demonstrations for ten to twenty students; preparing animal skins such as seal, caribou, fox, etc., filleting fish
- learning about the preparation of food from the animal; how to cut and properly remove the meat and fat so the skins can be used for clothing, footwear etc are all vital skills to learn
- Skin room should be visible and easily accessible from the Main Gathering space or at least near it; interior glazing into the skin room allows more students to observe, to be aware and become engaged with the activities taking place in the Skin room
- the learning that takes place in the Skin room is part of CTS Home Studies and should be located adjacent to it
- outdoor prep demonstration area is required with a grated area on the ground; bigger butchering will be done outside; door to exterior must be provided
- partition walls and ceiling needs to be well insulated to help keep the room cool even during the warmer months with 24 hour sun
- cold storage room should be near, ideally directly beside the skin room with a door connecting the two spaces
- important to include a hand wasking sink and a trough-floor tub for washing skins
- moveable stainless steel tables give flexibility and allow space to be reconfigured to create counter space and butchering table by placing 2 or more stainless steel tables together



Functional Requirements:

Space Use:	Skinning demonstrations to teach students how to prepare animal skins, remove the meat and fat, fillet fish, etc.
Adjacencies:	CTS Home Studies, Cold Storage Room, Main Gathering / Interactive Learning
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	Interior glazing into the Skin Room just off of the Main Gathering, direct access / door to Cold Storage
	Video camera equipment mounted inside Skin Room to allow more students to view the lessons being taught

Technical Requirements:

Floor Area:	20sqm - 40sqm (range depends on number of students room needs to accomodate)
Min. Ceiling Height:	3600mm
Room Finishes:	Epoxy painted concrete floor with 4" curb, PVC panels screwed to plywood backing, exposed structure above
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, room must be brightly lit
Power Requirements:	Minimum 4 GFCI duplex outlets
Communications:	1 Quad network outlet (2 voice 2 Data), horn speaker for bell and overhead paging
Temperature:	17-19C
Ventilation:	As per ASHRAE 62.1, ventilation fan to outside may be required
Millwork:	None
Plumbing:	Hand washing sink and trough-floor tub, hot and cold water with shut offs, floor drain
Window Coverings:	Blinds on inside of interior glazing to meet safety and lockdown requirements
Fitments:	Moveable stainless steel butcher's table, stainless steel narrow table / counter with storage shelf below, vertical seal skin drying racks, hose and attachments, storage cabinet / rack, room signage
Equipment:	Horizontal freezer, wall clock, telephone

Cold Storage Room

- cold storage room should be near, ideally directly beside the skin room with a door directly connecting the two spaces; cold storage room can also connect directly into CTS Home Studies
- door to the exterior must to be provided
- partition walls need to be well insulated to help keep the room cool even during the warmer months with 24 hour sun

  skins need to be kept cold so that they can be sewn; also to preserve the skins and prevent deterioration

Functional Requirements:

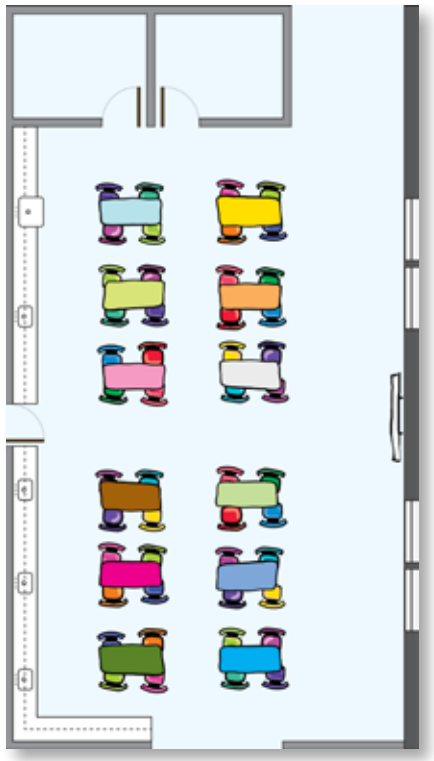
Space Use:	Storage of animal skins
Adjacencies:	Skin Room, CTS Home Studies
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	Direct connection into the Skin Room
	Direct connection into CTS Home Studies

Technical Requirements:

Floor Area:	20-25sqm
Min. Ceiling Height:	3600mm
Room Finishes:	Epoxy painted concrete floor with 4” curb, walls insulated PVC panels screwed to plywood backing, ceiling exposed structure painted
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, room must be brightly lit
Power Requirements:	2 GFCI duplex outlets, power for ventilation fan to outside (coordinate location during design)
Communications:	Horn speaker for bell and overhead paging
Temperature:	4 - 7 C
Ventilation:	As per ASHRAE 62.1, ventilation fan to outside may be required to help maintain cooler temperature range
Millwork:	None
Plumbing:	floor drain
Window Coverings:	None
Fitments:	Vertical seal skin drying racks, storage cabinet / rack, room signage
Equipment:	None

Makerspace

- this space is for collaborative and project-based learning, explorative learning either a clean more technology based learning or more of a building ‘dusty’ learning space
- the flooring should be either resilient or sealed concrete, easy to clean
- this space should be equipped with power /data in wall, and hung from the ceiling to provide for maximum flexibility
- a dedicated design skills and technologies materials storage room should be either directly connected or can be integrated into the room design through millwork
- minimum one set of double doors required into this space to facilitate material / equipment delivery
- space could benefit from a direct outdoor connection depending on the use of the space
- cord reels hung from ceiling in open area give flexibilty to the space



Functional Requirements:

Space Use:	Makerspace area for creative / collaborative project work
Adjacencies:	Materials storage, Multipurpose Room, Library / Resource Centre, Gathering / Interactive Learning, CTS Trades
Natural Light:	Direct natural light & views
Barrier-Free Access:	Yes
Potential Features:	2m wide overhead door with glazing panels opening onto Gathering / Interactive Learning Area Direct connection to an outdoor learning space

Technical Requirements:

Floor Area:	100sqm (including storage)
Min. Ceiling Height:	3600mm
Room Finishes:	Durable resilient sheet flooring, painted abuse-resistent GWB (wall with projector plywood backed), exposed structure with properly placed sound absorption panels or acoustic ceiling tiles
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20
Power Requirements:	Quad outlets wall mounted, counter height duplex GFCI outlets, 2 x 20A GFCI and ceiling hung cord reels
Communications:	Multiple network outlets Quads (2 Voice, 2 Data), Valcom horn speakers for bell and overhead paging, soundfield equipment
Temperature:	min. 21C winter / max. 24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12
Millwork:	Upper and lower storage cabinets lockable, with durable counter finish
Plumbing:	Larger art style sink, 2-3 single bowl stainless steel sinks (460mm x 410mm bowl, 200mm deep), 1 sink accessible; all sinks with sediment interceptors
Window Coverings:	Blinds on any exterior windows for sun control must meet safety and lock-down requirements. Provide covering for viewing panel on door
Fitments:	Magnetic white boards, tack boards
Equipment:	Mounted interactive projector, soundfield equipment, wall clock, telephone

CTS Trades

- this space needs to be flexible to teach a variety of activities including construction (woodworking), welding, electrical, plumbing, and mechanics /small engine repair including ATV maintenance; specific CTS modules will vary year to year, so the space must be suitable for a range of activities
- locate lockable storage room for materials and projects; locate near exterior double doors for ease of delivery
- provide exterior access using insulated double doors (no mullion) to accommodate ATV and skidoos; overhead doors on exterior often have maintenance issues due to arctic temperatures
- exterior enclosed (fenced) work yard would be beneficial in locations where site grading allows it and /or placement of a lockable seacan near exterior doors for easy access
- must be sound isolated from other classrooms
- furniture could include portable workbenches (6'-0" square) with vices, stools; lockable teacher's desk and chair
- adequate lockable storage for materials and tools is important
- it should be equipped with power /data around perimeter walls, power and air reels from ceiling to provide for maximum flexibility
- woodworking tools require a dust extraction system

Refer to graphic on next page

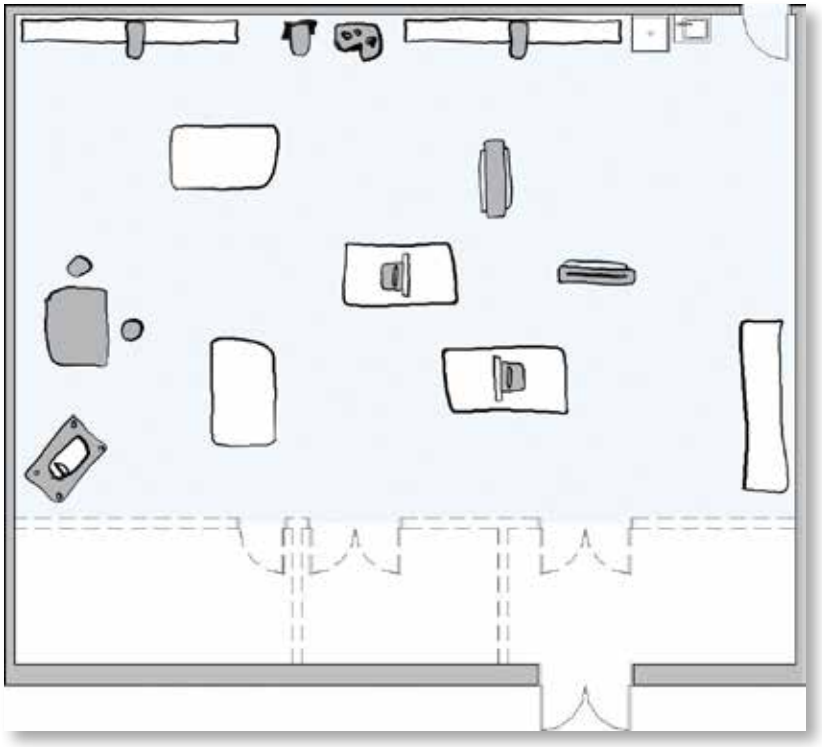
Functional Requirements:

Space Use:	Workshop area
Adjacencies:	Materials storage, Small engine repair
Natural Light:	Direct natural light achieved with higher windows to maximize wall space with some exterior views is preferred
Barrier-Free Access:	Yes
Potential Features:	None

Technical Requirements:

Floor Area:	155sqm or 310sqm
Min. Ceiling Height:	4200mm
Room Finishes:	epoxy painted concrete topping, abuse-resistant painted GWB, 2400mm high durable wall protection, stainless steel metal corner guards, exposed structure ceiling painted, accoustic treatment appropriate for dusty environments
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20
Power Requirements:	Duplex outlets every 1m at perimeter counters and benches; outlets required for specific equipment confirmed during design, 2+ counter GFCI outlets, overhead power reels distributed in middle of open shop space, multiple emergency shut off buttons
Communications:	Multiple network outlets Quads (2 Voice, 2 Data), Valcom horn speakers for bell and overhead paging and strobe lights, soundfield equipment
Temperature:	min. 21C winter / max. 24C
Ventilation:	As per ASHRAE 62.1, operable window vents. A dedicated ventilation system required, not connected to local systems. Dust extraction system with flexible pipe at metals/carving bench and woodworking area (could be portable dust extraction system if only a few tools required). Proper ventilation and CO monitor required in an engine repair room

CTS Trades Continued



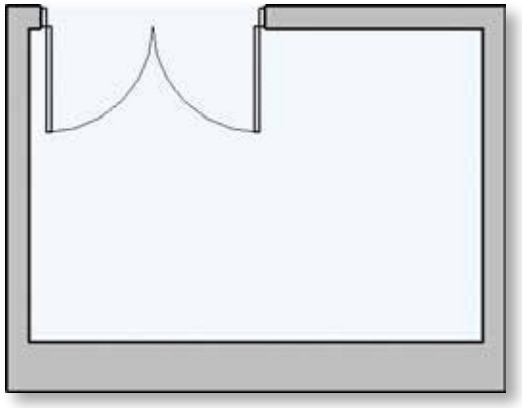
Technical Requirements Continued:

Millwork:	5m bench along perimeter, 5m lower cabinets, 5m upper shelves/pegboards in woodworking area confirmed during design, 2m tall lockable teacher's cabinet, lumber storage rack
Plumbing:	Stainless steel free-standing washbasin sink, 14 gauge (bowl size to be a minimum 610mm wide x 610mm long x 356mm deep) c/w water spout with lever handles, hand wash basin, hot / cold water shut off, separate eye wash station/ shower with floor drain located near entry / exit
	air reels hung from the ceiling, locations design dependant
Window Coverings:	Blinds on any exterior windows for sun control must meet safety and lock-down requirements. Provide covering for viewing panel on door
Fitments:	3m of white boards, tack boards, soap dispensers, paper towel dispensers, work benches, room signage
Equipment:	design dependant on CTS modules chosen to be taught during design consultations,
	Soundfield equipment, wall clock, telephone

9.14 Shared Learning Space

CTS Storage

- lockable storage for materials and tools, located within CTS Trades
- double doors into storage room help move larger pieces of materials in and out of the room



Functional Requirements:

Space Use:	Storage
Adjacencies:	CTS Trades
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	None

Technical Requirements:

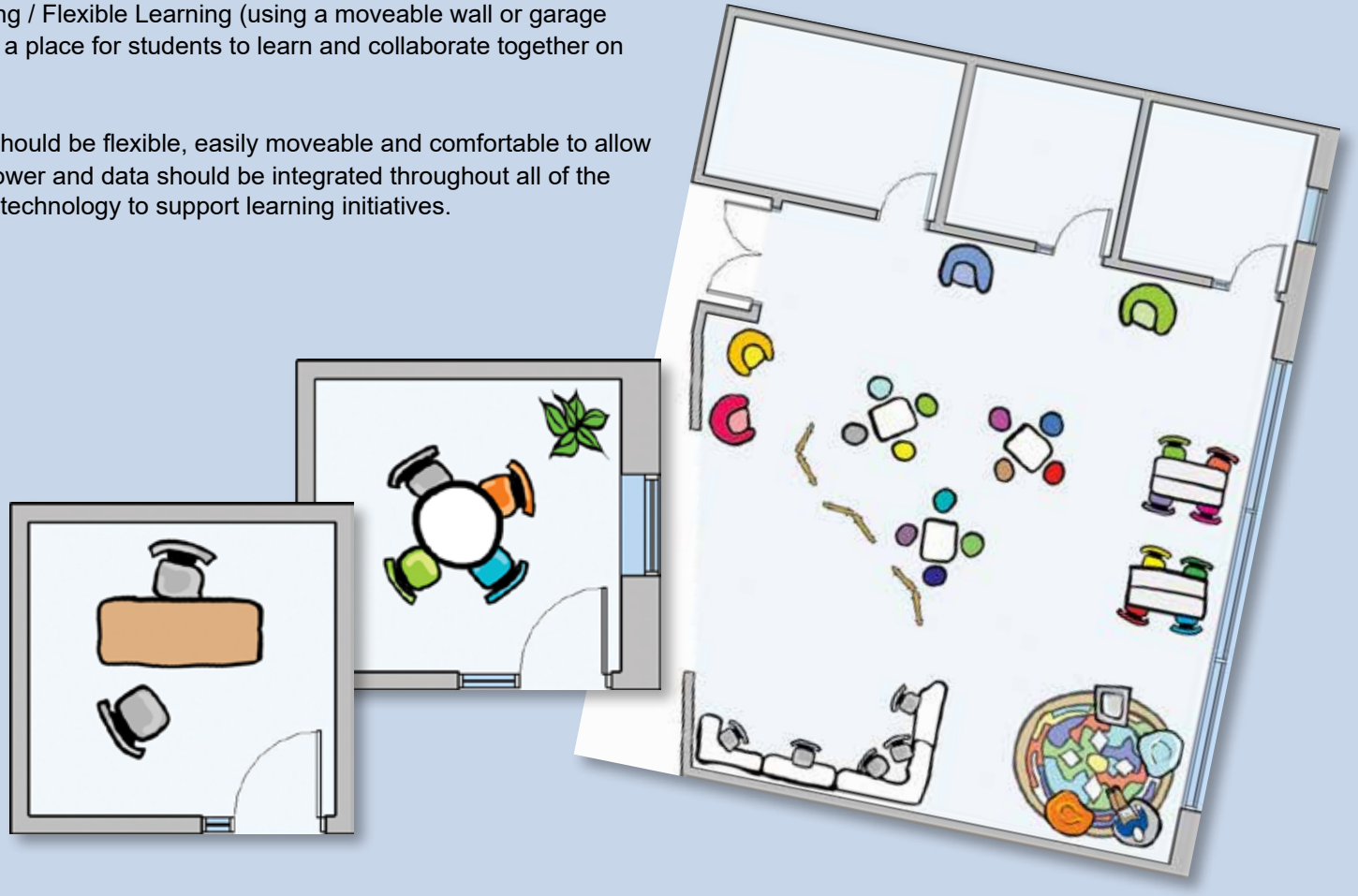
Floor Area:	10-12sqm (part of CTS Trades allocated area)
Min. Ceiling Height:	3600mm
Room Finishes:	Epoxy painted concrete topping, abuse-resistant painted GWB (plywood backed), painted gypsum board or exposed structure
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	Duplex outlets
Communications:	Horn speaker for bell and overhead paging
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1
Millwork:	None
Plumbing:	None
Window Coverings:	None
Fitments:	Storage shelving, 600mm deep metal storage shelving with base protectors, lumber storage racks
Equipment:	None

10.0 LIBRARY / RESOURCE CENTRE

The Library / Resource Centre should be part of the heart of the school, directly connecting to the Main Gathering / Flexible Learning area. This space should be located close to the main entrance and the administration suite with easy access to other shared learning areas. The Library / Resource Centre consists of a group of spaces intended to support collaborative learning and student literacy through various strategies including the integrated use of technology. Spaces that can be included are: an open area with stacks and racks along the perimeter for books, magazines, and digital resources along with an office, small group learning / meeting room and a variety of seating / work areas to support different learning types.

The feature of being able to open and create a large direct connection between the Library / Resource Centre and the Main Gathering / Flexible Learning (using a moveable wall or garage door) allows this whole area to become a place for students to learn and collaborate together on many different types of projects.

Furniture and fixtures in these spaces should be flexible, easily moveable and comfortable to allow for different configurations and uses. Power and data should be integrated throughout all of the spaces to encourage the use of mobile technology to support learning initiatives.



10.1 Library / Resource Centre

Library / Resource Centre

- locate the Library /Resource Centre as part of the heart of the school, with direct connection (larger opening) onto the school's Main Gathering /Interactive Learning; students working on group work can spill out of the Library into this larger space
- self-directed study, reading, group work, and occasional teacher direct instruction, internet research and instruction on desktop and/or laptop computers
- the design of this space does not necessarily have a conventional shape
- movable worktables and chairs as well as individual soft seating will contribute to the flexible and calming atmosphere
- also allow for different furniture configurations for technology and focused study including computer workstations for students and library staff along the perimeter or in clusters, study carrels and desks for laptops
- provide space for CISCO unit to live permanently in the Library / Resource Centre; provide required power and data
- varying flooring material and/or colours can help with spatial identification within the space and add an element of fun

Functional Requirements:

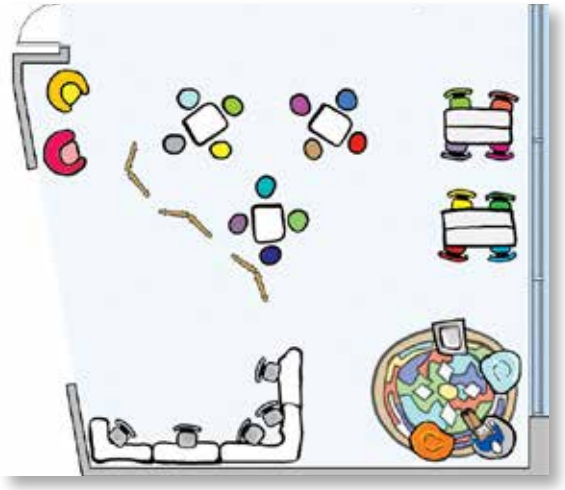
Space Use:	Shelves with books and other printed media, resource desk / circulation desk
Adjacencies:	Library / Resource Storage, Library Office, Small Group Learning, Main Gathering /Interactive Learning
Natural Light:	Direct natural light is preferred
Barrier-Free Access:	Yes
Potential Features:	An enclosed millwork seat, reading nook area, direct connection to adjacent Main Gathering / Interactive Learning area through use of double doors, sliding panel doors or glazed garage doors

Technical Requirements:

Floor Area:	60-255 sqm (dependent on school capacity)
Min. Ceiling Height:	4200mm
Room Finishes:	Resilient sheet flooring, wood wall panels and/ or painted abuse-resistant GWB, suspended wood slat ceiling and /or exposed structure with feature acoustic ceiling clouds
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, Direct /Indirect, feature lighting
Power Requirements:	Multiple quad power outlets distributed, power supply at all LAN outlets, power for CISCO Unit and Laptop cart charging stations
Communications:	Multiple network outlets Quads (2 Voice, 2 Data), horn ceiling speakers for bell and overhead paging, sound field equipment
Temperature:	min. 21C winter / max. 24C
Ventilation:	As per ASHRAE 62.1 * also refer to section 6.12, split air conditioning and condensing unit, large diameter ceiling fans
Millwork:	Library circulation desk, lockable cupboards or cabinet
Plumbing:	None
Window Coverings:	Blinds on any exterior windows for sun control and on interior glazing must meet safety and lock-down requirements. Covering for viewing panels on doors.
Fitments:	Movable partitions, 4m of white boards, room signage
Equipment:	Mounted Interactive Projector, possible location of CISCO unit (video conferencing, min 1 per school), wall mounted clock, soundfield equipment, telephone

Library Stacks and Racks

- the storage of books, magazines, and digital resources
- bookshelf units of various heights, some permanently fastened to the wall, others moveable on castors, distributed throughout the Library /Resource centre; provide some units with slopped shelves and storage behind for the display and storage of magazines
- desks and chairs, study carrels and individual soft comfortable seating can be located among the book stacks creating pockets of space for individual study and quiet reading



Functional Requirements:

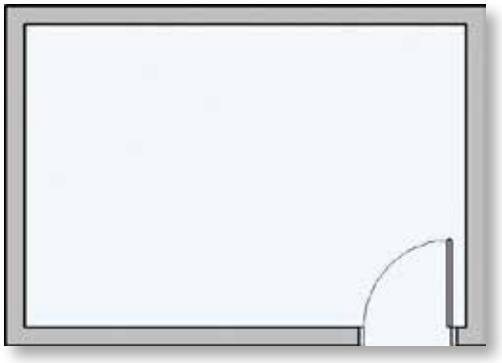
Space Use:	storage and display of printed material; quiet spaces for study among the library stacks
Adjacencies:	within the Library /Resource Centre
Natural Light:	Direct natural light and views
Barrier-Free Access:	Yes
Potential Features:	Green living wall

Technical Requirements:

Floor Area:	within the Library /Resource Centre
Min. Ceiling Height:	4200mm
Room Finishes:	coordinated with design of Library /Resource Centre as a whole
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, Direct / Indirect, feature lighting
Power Requirements:	coordinated with design of Library /Resource Centre as a whole
Communications:	coordinated with design of Library /Resource Centre as a whole
Temperature:	min. 21C winter / max. 24C
Ventilation:	As per ASHRAE 62.1 * also refer to section 6.12 split air conditioning and condensing unit, ceiling fans
Millwork:	combination of high and low, fixed and moveable bookselves including units with slopped shelves and storage behind for magazines
Plumbing:	None
Window Coverings:	Blinds on any exterior windows for sun control must meet safety and lock-down requirements. Provide covering for viewing panel on door
Fitments:	None
Equipment:	coordinated with design of Library /Resource Centre as a whole

Resource Centre Storage

- storage of books, supplies, laptop carts and digital equipment



Functional Requirements:

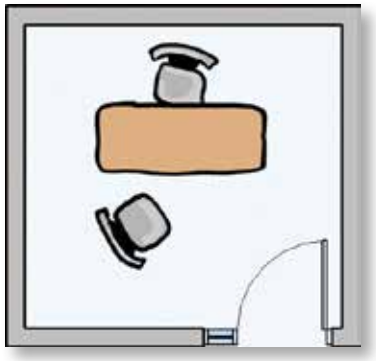
Space Use:	Storage of various resources
Adjacencies:	Library / Resource Centre
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	None

Technical Requirements:

Floor Area:	10-20sqm (dependent on school capacity)
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB (plywood backed), painted gypsum board ceiling or acoustic ceiling tiles
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	2 wall mounted duplex outlets, provide separate outlets (minimum 3) for laptop cart charging
Communications:	1 quad outlet (2Voice, 2Data), recessed ceiling speaker for bell and overhead paging
Temperature:	max 19C
Ventilation:	As per ASHRAE 62.1
Millwork:	None
Plumbing:	None
Window Coverings:	None
Fitments:	Perimeter metal shelving fastened securely to the walls, room sign
Equipment:	TBD

Library Office

- administrative work area for library technician; receiving, cataloguing, repair of books and other resources
- must be possible to see and supervise all of library from office glazing



Functional Requirements:

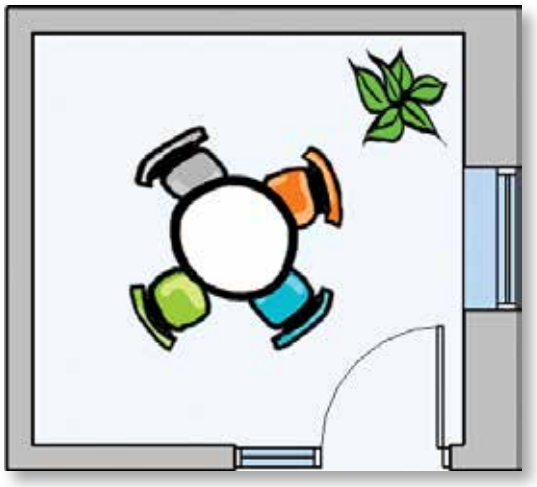
Space Use:	Library technician resource repair work area
Adjacencies:	within Library /Resource Centre, Resource Centre Storage, Small Group Learning
Natural Light:	Direct natural light & views are preferred, can be borrowed light & views
Barrier-Free Access:	Yes
Potential Features:	None

Technical Requirements:

Floor Area:	10sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB, acoustic ceiling tiles
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	2 quad outlets wall mounted
Communications:	1 Quad outlet (2Voice, 2Data), recessed ceiling speakers for bell and overhead paging
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12
Millwork:	None
Plumbing:	None
Window Coverings:	Blinds on any exterior windows for sun control and on interior glazing must meet safety and lock-down requirements. Provide covering for viewing panel on door.
Fitments:	Tack board, 1.5m desk with computer credenza and secretarial chair, an extra long and narrow table for resource repair work, 2 filing cabinets, bookshelf, 2 side chairs, room sign
Equipment:	Telephone

Small Group Learning

- a room to allow for small groups of students to brainstorm, research and work together within the Library /Resource Centre
- room needs to feel warm, comforting and safe, a place one can go to focus and regroup
- small group learning room should be located to have direct access to the open area of the Library /Resource Centre
- interior glazing into the small group learning room allows for passive supervision of the students
- a movable table and chairs to accommodate 4-6 students
- natural light is required in this space, yet it can be borrowed light



Functional Requirements:

Space Use:	Group learning, research, project space
Adjacencies:	within Library / Resource Centre, Resource Centre Storage, Library Office
Natural Light:	Direct natural light & views are preferred, can be borrowed light & views
Barrier-Free Access:	Yes
Potential Features:	Interior glazing into Library /Resource Centre for passive supervision

Technical Requirements:

Floor Area:	10sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB, acoustic ceiling tiles
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	2 quad outlets wall mounted
Communications:	1 Quad network outlet (2 Voice, 2 Data), recessed ceiling speaker for bell and overhead paging
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12
Millwork:	None
Plumbing:	None
Window Coverings:	Blinds on any exterior windows for sun control and on interior glazing must meet safety and lockdown requirements. Provide covering for viewing panel on door.
Fitments:	Magnetic white board, tack board
Equipment:	wall mounted clock, telephone

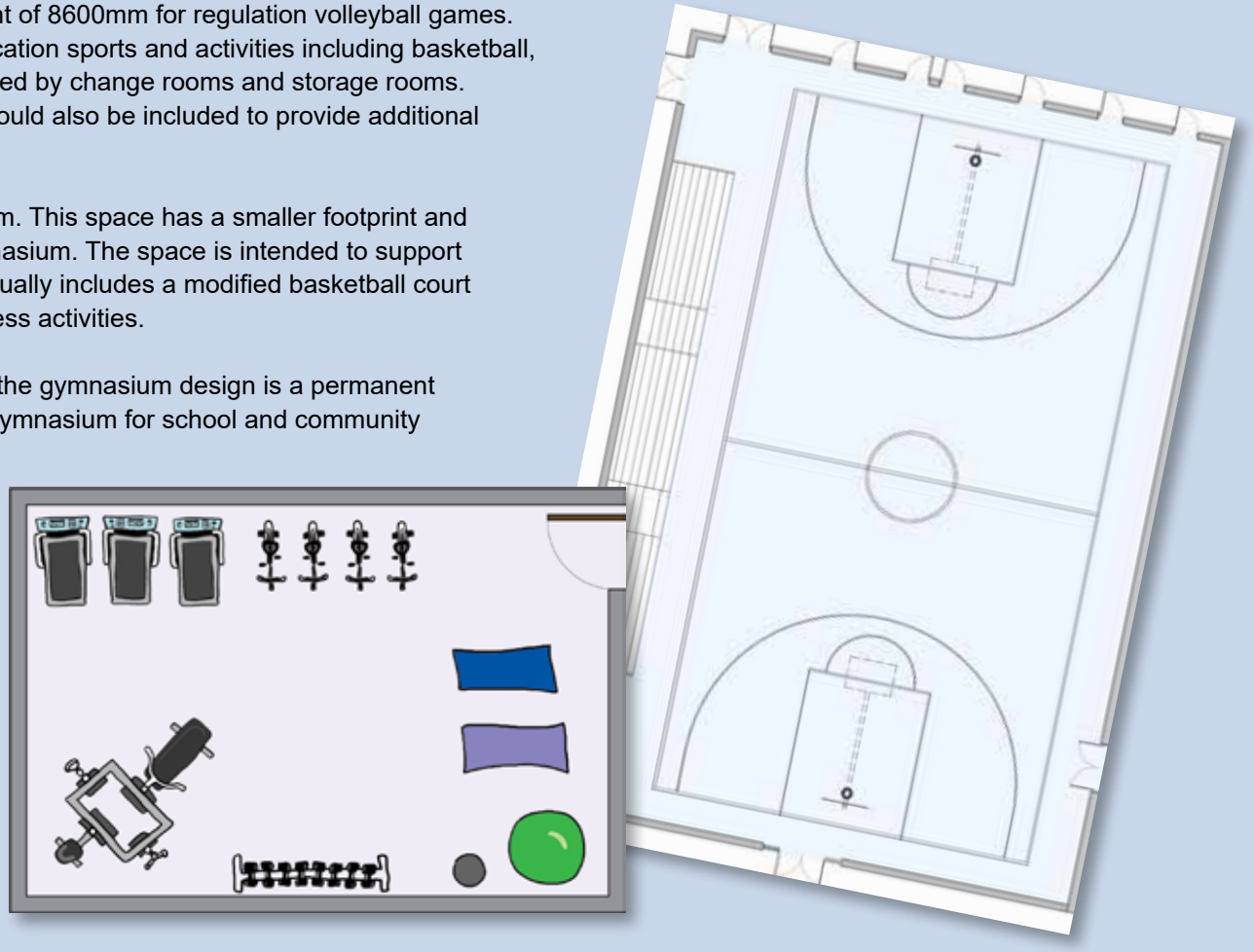
11.0 HEALTH & PHYSICAL FITNESS

Gymnasiums and their complementary spaces (i.e. change rooms, equipment storage, fitness centre etc.) are an important part of the school community and educational programming. This is particularly important in northern climates where the winter season lasts for a significant portion of the school year, and winter daylight hours are limited with temperatures dropping regularly to below -40C. In many Nunavut communities the school with its gymnasium is the only space that is available to the community for recreational activities and larger community gatherings.

Due to the important role that a gymnasium plays in both the school community and the surrounding community, all new schools will have a full-size gymnasium. This space follows the traditional understanding of a gymnasium with at least one (1) full size high school regulation basketball court with a safety run off zone and a minimum clear height of 8600mm for regulation volleyball games. The gymnasium will support traditional physical education sports and activities including basketball, volleyball, badminton etc. and would be complemented by change rooms and storage rooms. Depending on the school capacity, a fitness centre could also be included to provide additional physical education resources.

Larger schools will also have an Auxillary Gymnasium. This space has a smaller footprint and lower ceiling height (6000mm) than a standard gymnasium. The space is intended to support physical movement and recreation for students. It usually includes a modified basketball court and can be used for games, dance and physical fitness activities.

An optional space that can be considered as part of the gymnasium design is a permanent raised stage with a moveable wall opening into the gymnasium for school and community events. The stage would be used for assemblies, concerts, special school events as well as ceremonies and community presentations.



Gymnasium

- a versatile and flexible space used for physical education and recreation, school and community gatherings, community feasts and events, craft fairs and other after-hours use
- area allocated for the gymnasium is the same for all schools, no matter what the capacity; this allows high school regulation size courts for basketball and volleyball
- design gymnasium ceiling to achieve an unobstructred height of 8600mm (regulation clearance height for volleyball)
- gymnasium sized to include a minimum safety zone of 1060mm to 1200mm (preferably more) all around the gym game lines for run off plays; install demountable padding 3200mm long for middle half of wall at long ends of gym behind the main basketball hoops
- sporting events and tournaments can be held
- can be used as a music / performance space for band and drama
- requires a separate entry for after hours use; gymnasium usually accessible from the school's main gathering area
- design school's main gathering space to provide separation, lock off doors to the Learning Communities /Classrooms
- provide gym dividing curtain; must fully recess and fold up to hang above the minmum required height of 8600mm
- all protective casings for electrical receptacles and switches are not to protrude from wall
- no protrusions will be accepted; all protrusions up to a height of 3200mm need to be recessed including electrical receptacles / switches etc

Refer to graphic on next page

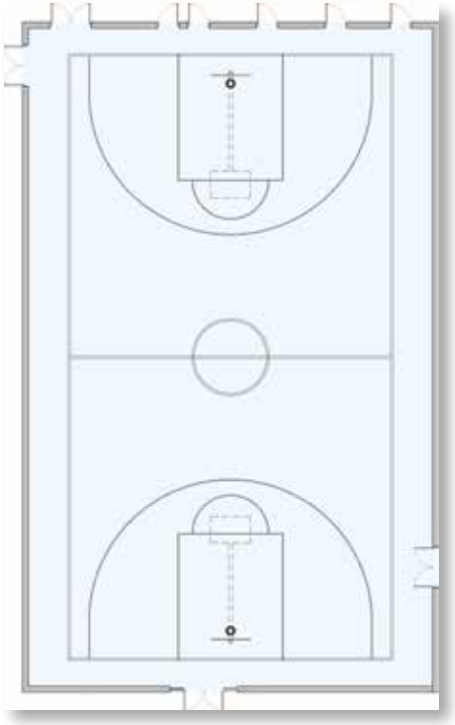
Functional Requirements:

Space Use:	physical education, recreation, school and community gatherings
Adjacencies:	Gym Office, Change Rooms, Stage, Main Gathering / Interactive Learning Space
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	Interior glazing into adjacent Main Gathering / Interactive Learning Space, animates this space and provides passive supervision, viewing

Technical Requirements:

Floor Area:	530 sqm (all schools get full size gymnasium) 645sqm and 845sqm (larger middle schools and high schools)
Min. Ceiling Height:	8600mm (No obstructions, gym equipment including gym divider curtain cannot hang below this minimum height)
Room Finishes:	Cushioned vinyl sports floor or sprung wood floor, wood / birch plywood wall panels with clear stain to 3.2m, abuse-resistant painted GWB above, exposed structure and acoustic wall and ceiling panels
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, Direct
Power Requirements:	Quad and duplex outlets as needed
Communications:	3 Quad network outlets (2 Voice, 2 Data) to accomodate CISCO unit, Valcom horn speakers for bell and overhead paging and strobe lights, gym sound system with stereo speakers (protected) mounted on the walls and jacks to connect to mobile amplifier, 1 cable TV outlet, outlet and control jack for scoreboard, provisions for projector hung from the ceiling and electrically operated large screen, mobile sound field equipment
Temperature:	Min 19C to Max 22C, recessed thermostat only accessible to staff

Gymnasium continued

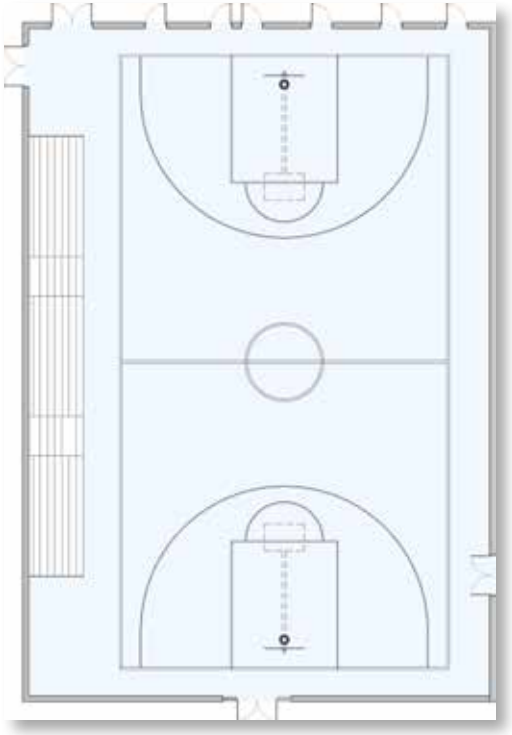


Technical Requirements continued:

Ventilation:	As per ASHRAE 62.1; requires dedicated AHU system, responsive ventilation, levels to increase for large gatherings, a separate override switch for after-hours use located in the Gym Office, high volume low speed (HVLS) large diameter ceiling fans distributed to adequately circulate the air
Millwork:	None
Plumbing:	Drinking fountain recessed into alcove
Window Coverings:	None
Fitments:	Demountable padding for middle half of wall at long ends of gym 3.2m, motorized divider curtain, optional telescopic bleachers (decided during design consultation), foldable / stackable chairs and tables
Equipment:	Floor sockets, standards and nets for badminton /volleyball, basketball back stops at long end of gym, side wall swing-back units
	Electronic scoreboard c/w protective covering (top of protective covering should be sloped away from the wall)
	Gymnasium sound system c/w speakers mounted on wall with protective covering and portable amplifier
	Electrically operated large screen mounted high up on one of the long gym walls (not on the bleacher wall) or if there is a stage above the opening; location to be finalized during design
	Mobile sound field equipment
	Wall mounted clock with a protective covering

Spectator Seating - Optional

- area added to the gymnasium to allow bleachers to be installed for spectators; bleachers will be used for watching sporting events, for school and community gatherings and other special events
- number of spectators accommodated will depend on area added and type of bleachers used
- coordinate with bleacher manufacturer any special reinforcing /blocking that may need to be designed within the flooring to distribute weight of the telescopic bleachers
- adding area to the gymnasium for spectator seating (bleachers) is an option and is part of the area allocated to 'School Community Enhancement Spaces'; the other option is adding a raised stage opening onto the gymnasium. The best choice for the community will be decided during the design consultation process.



Functional Requirements:

Space Use:	Bleachers to sit on to watch sporting events, school and community gatherings
Adjacencies:	within gymnasium
Natural Light:	None
Barrier-Free Access:	No
Potential Features:	None

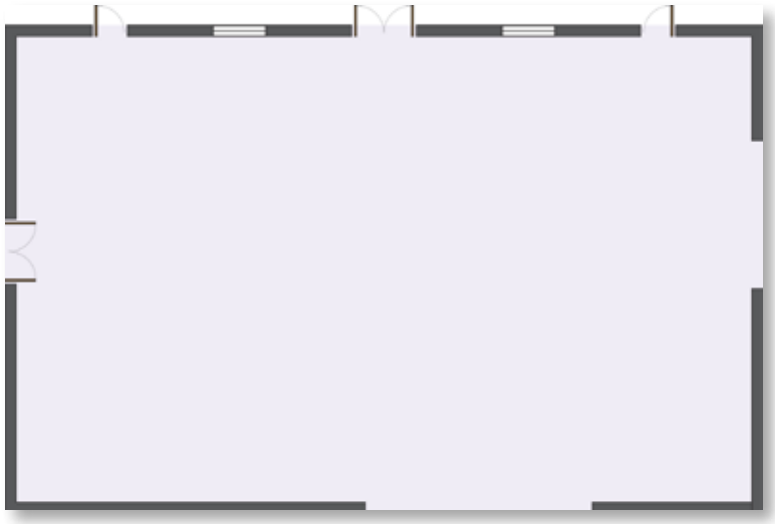
Technical Requirements:

Floor Area:	75 - 100sqm (dependant on number of seating required)
Min. Ceiling Height:	8600mm (no obstructions)
Room Finishes:	coordinate with design of gymnasium as a whole
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, direct
Power Requirements:	coordinate with design of gymnasium as a whole
Communications:	coordinate with design of gymnasium as a whole
Temperature:	Min 19C to Max 22C
Ventilation:	coordinate with design of gymnasium as a whole
Millwork:	None
Plumbing:	coordinate with design of gymnasium as a whole
Window Coverings:	None
Fitments:	coordinate with design of gymnasium as a whole
Equipment:	bleachers (manual operator handle)

11.3 Health & Physical Fitness

Auxiliary Gymnasium / Multi-purpose

- auxiliary gymnasium can be used for a variety of activities: it is dedicated primarily for physical education but it can also be used for all sorts of events, teaching, and other activities beyond the physical education piece
- design and use dependent on the needs of the specific school community
- Floor sockets, standards and nets for badminton, basketball back stops can be provided on a community basis
- no protrusions will be accepted; all protrusions up to a height of 3200mm need to be recessed including electrical receptacles, switches etc



Functional Requirements:

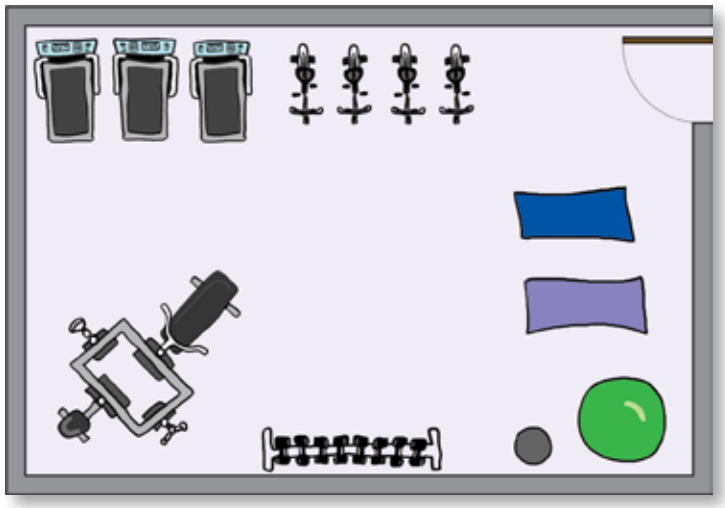
Space Use:	Physical education, events, and other
Adjacencies:	Main Gymnasium, Gym Office, Change Rooms, Main Gathering / Interactive Learning
Natural Light:	Direct light (clerestory glazing with low-e coating)
Barrier-Free Access:	Yes
Potential Features:	Interior glazing into adjacent Main Gathering / Interactive Learning, animates this space and provides passive supervision

Technical Requirements:

Floor Area:	230sqm
Min. Ceiling Height:	6000mm
Room Finishes:	Cushioned vinyl sports floor, wood / birch plywood wall panels with clear stain to 3.2m, abuse-resistant painted GWB above, exposed structure and acoustic wall and ceiling panels
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, Direct
Power Requirements:	Quad and duplex outlets as needed
Communications:	3 Quad network outlets (2 Voice, 2 Data) to accomodate CISCO unit, Valcom horn speakers for bell and overhead paging and strobe light, mobile sound field equipment
Temperature:	19-22C, recessed thermostat only accessible to staff
Ventilation:	As per ASHRAE 62, requires dedicated AHU system, responsive ventilation, levels to increase for larger gatherings, a separate override switch for after-hours use located in the Gym Office, high volume low speed large diameter ceiling fans
Window Coverings:	None
Fitments:	None
Equipment:	Floor sockets, standards and nets for badminton, basketball back stops side wall swing-back units Mobile sound field equipment, wall clock with a protective covering

Fitness Centre

- this space is used for physical education
- it is versatile and flexible
- a multi-use space for fitness, yoga, dance etc.
- weight room and/or cardio equipment
- minimize visibility from corridor for privacy
- include minimum 2440mm high mirrors installed on at least one of the longer walls



Functional Requirements:

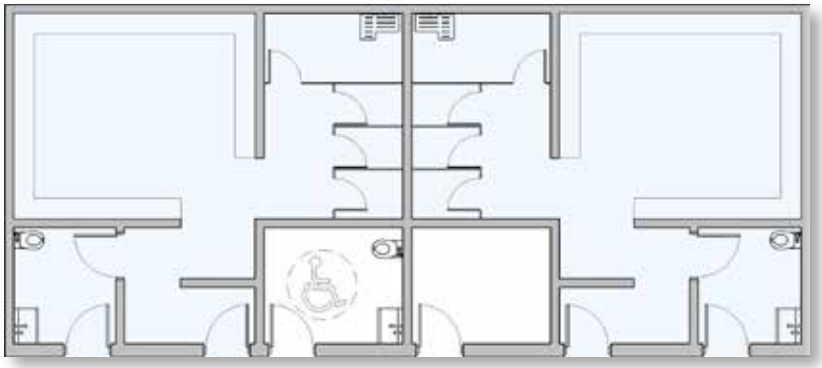
Space Use:	Multi-use space for fitness, yoga and dance studio
Adjacencies:	Gymnasium, Auxiliary Gym, Change rooms, Washrooms
Natural Light:	If possible but not necessary
Barrier-Free Access:	Yes
Potential Features:	None

Technical Requirements:

Floor Area:	40sqm
Min. Ceiling Height:	3600mm
Room Finishes:	Sports flooring, abuse-resistant painted GWB (wall with dance barre plywood backed), acoustic treatment on walls, acoustic ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, Direct/ Indirect
Power Requirements:	Power outlets 12 + 2 x 20A GFI, floor outlets x 3
Communications:	Double data drops x 4, recessed ceiling speaker for bell and overhead paging, sound system (connected to PA system)
Temperature:	19-22C
Ventilation:	As per ASHRAE 62.1, including exhaust
Millwork:	Counter with hand sink
Plumbing:	single bowl sink, floor drain, drinking fountain/ bottle filler with filter and chiller
Window Coverings:	Blinds on any exterior windows for sun control and on interior glazing must meet safety and lockdown requirements. Provide covering for viewing panel on door.
Fitments:	Mirrors on at least 1 long wall, dance barre, paper towel and soap dispensor by sink (coordinate proper plywood backing)
Equipment:	Fitness equipment to be determined, telephone

Change Rooms

- change rooms will serve the students and community members for after hour use
- provide two gender specific locker / change rooms with direct access from the gymnasium
- room finishes - floor, walls and ceiling must be durable and scrubbable
- all fixtures to be vandal proof
- urinals to also have paritions for privacy
- each change room will have a minimum of one shower stall and one washroom stall
- one or two gender inclusive fully accessible individual shower / washroom / change room need to be located within close proximity of gender specific change rooms
- an option for the Change Rooms is to include 30 half high lockers raised to bench height; this will be decided during the community consultation process



Functional Requirements:

Space Use:	Locker / Change rooms
Adjacencies:	Gymnasium, Auxiliary Gym, Fitness Centre, Washrooms
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	More private Gender Inclusive Washroom; accessible from the Main Change Room or from the corridor

Technical Requirements:

Floor Area:	60-94sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Non-slip resilient flooring, birch plywood wall panels with clear stain up to 2.4m in change rooms, moisture resistant GWB plywood backed in change rooms / washroom / shower area (c/w low profile shower pan and wall liner with wall tile finish or waterproof wall panels similar to Wetwall around shower), painted gypsum board ceiling
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	2 GFCI outlets at sink
Communications:	Recessed ceiling speakers for bell and overhead paging
Temperature:	21C
Ventilation:	As per ASHRAE 62.1, including exhaust
Millwork:	Wood benches with wood shelf above coat hooks
Plumbing:	Barrier-free shower stall, faucets, manual flush toilets, manual flush urinals (men's), floor drains
Window Coverings:	None
Fitments:	Vandal proof fixtures; sink mirror, hand dryers, breakaway coat hooks, soap dispensers, paper towel dispensers, fold down seating in shower stall, waste receptacles, towel bars, grab bars, napkin disposals, shower curtain, privacy curtain, room sign
Equipment:	Wall mounted clock, 30 half high lockers (optional)

Individual Gender Inclusive Shower / Change Room

- providing individual gender inclusive shower / change rooms near the gender specific change rooms provides students a choice based on individual needs
- accessible shower with folding bench and change area infront of the shower with wooden bench and 2 breakaway coat hooks above

Functional Requirements:

Space Use:	Individual student shower / change room
Adjacencies:	Change Rooms, Gymnasium, Auxiliary Gym, Fitness Centre
Natural Light:	None
Barrier-Free Access:	Provide one barrier free shower / change room
Potential Features:	Can include a barrier free washroom, sink and shower, size 8sqm

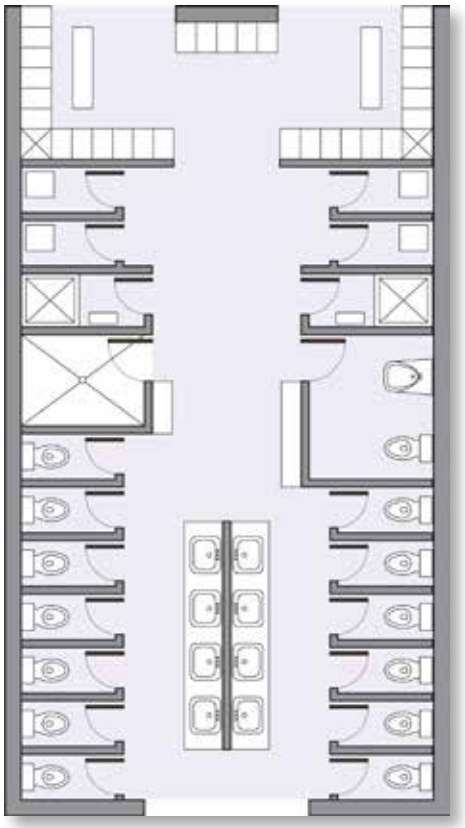
Technical Requirements:

Floor Area:	12sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Low profile shower pan with non-slip water resistant sheet flooring or small mosaic ceramic tile, moisture resistant GWB (plywood backed) c/w shower liner and 4x4 wall tiles or waterproof wall panel finish (similar to Wetwall) around shower, painted moisture resistant gypsum board ceiling
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, recessed, occupancy sensor
Power Requirements:	None
Communications:	Water resistant recessed ceiling speakers for bell and overhead paging
Temperature:	21C
Ventilation:	As per ASHRAE 62.1, including exhaust
Millwork:	None
Plumbing:	Vandal proof fixtures; sink, faucets and manual flush toilet, shower, shower head, floor drains
Window Coverings:	None
Fitments:	break away coat hooks with bench in change area
Equipment:	Fold down bench (within BF shower area)

11.7 Health & Physical Fitness

Gender Inclusive Locker / Change Rooms

- gender inclusive locker / change rooms will serve the students and community members that use the gym for after hour use; replace gender specific change rooms
- design to promote safety; students should feel safe when using the gender inclusive locker / change rooms
- important to provide full height walls and doors for change rooms, showers and toilet stalls providing users total privacy
- can combine locker / change rooms with gender inclusive washrooms (as shown below) and have two access points controled by a shutter depending on day or after-hours use



Functional Requirements:

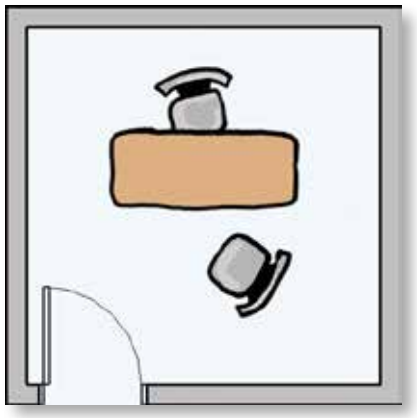
Space Use:	Locker / change rooms
Adjacencies:	Gymnasium, Auxiliary Gym, Fitness Centre, Washrooms
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	can combine locker / change rooms with gender inclusive washrooms that can have two access points that can be controled with a shutter

Technical Requirements:

Floor Area:	60-94sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Non-skid resilient flooring, birch plywood wall panels with clear stain up to 2.4m in change rooms, moisture resistant GWB plywood backed in change room / washroom / shower area (c/w low profile shower pan and wall liner with wall tile finish or waterproof wall panels similar to Wetwall around shower), painted gypsum board ceiling
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	2 GFCI outlets on each side of sinks
Communications:	Recessed ceiling speakers with bell and overhead paging
Temperature:	21C
Ventilation:	As per ASHRAE 62.1, including exhaust
Millwork:	benches
Plumbing:	Barrier-free shower stall, manual flush toilets, faucets, sinks, floor drains
Window Coverings:	None
Fitments:	Vandal proof fixtures; sink mirror, hand dryers, break away coat hooks, soap dispensers, paper towel dispensers, fold down seating, waste receptacles, towel bars, grab bars, napkin disposals, appropriate inclusive room signage
Equipment:	Wall mounted clock, 30 half high lockers optional

Gymnasium Office

- work space for physical education instructor(s)
- provide glazing into gymnasium for supervision



Functional Requirements:

Space Use:	Office
Adjacencies:	Gymnasium, Staff Washroom / Shower, Change Room
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	None

Technical Requirements:

Floor Area:	10sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB, acoustic ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	2 wall mounted quad outlets
Communications:	2 Quad network outlet (2 Voice, 2 Data), recessed ceiling speaker for bell and overhead paging
Temperature:	21C
Ventilation:	As per ASHRAE 62.1, location of HVAC override for afterhours use
Millwork:	None
Plumbing:	None
Window Coverings:	Blinds on interior glazing must meet safety and lock-down requirements. Covering for viewing panels on doors.
Fitments:	1.5m desk x 2 and 2 secretarial chair, 2 filling cabinets, bookshelf, 2 side chairs, tack board, room signage
Equipment:	Wall mounted clock, telephone

Staff Washroom / Staff Shower

- allows staff to have a dedicated change/ shower close to the gymnasium and close to the administration as well
- can be used by coaches and/ or referees for after school sporting events
- design to accomodate a separate room for an accessible staff shower with folding bench /change area and a separate accessible staff washroom opening onto a small area with a few double height lockers (exact number to respond to school's needs)

Functional Requirements:

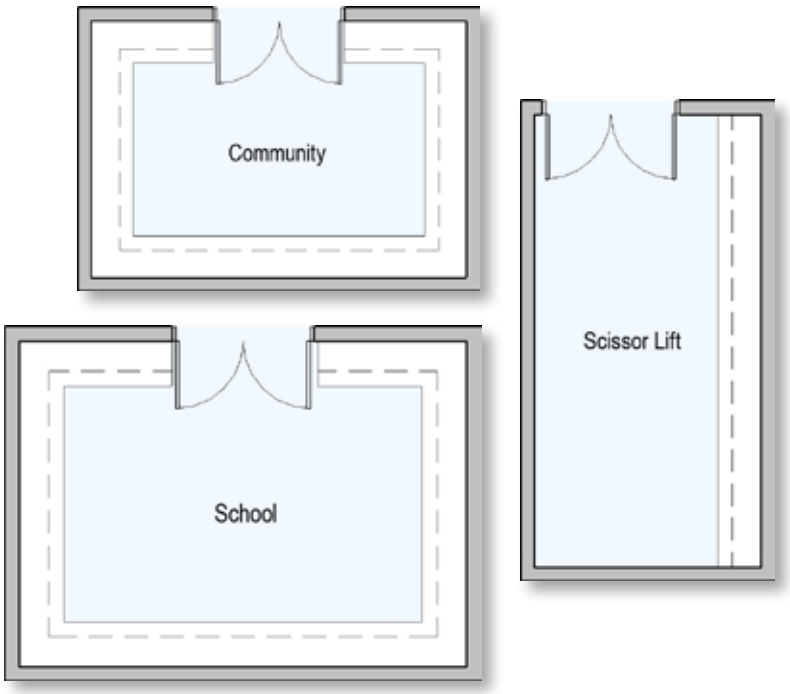
Space Use:	Staff washroom / shower
Adjacencies:	Gymnasium, Auxiliary Gym
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	Separate room for staff shower with folding bench / change area and staff washroom opening onto a small area with a few double height lockers

Technical Requirements:

Floor Area:	19sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Low profile shower pan with non-slip water resistant sheet flooring or small mosaic ceramic tile, moisture resistant GWB (plywood backed) c/w shower liner and 4x4 wall tiles or waterproof wall panel finish (similar to Wetwall) around shower, painted moisture resistant gypsum board ceiling
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, Recessed
Power Requirements:	Power outlets x 2, 1 x 20 A GFI
Communications:	Recessed ceiling speakers for bell and overhead paging
Temperature:	21C
Ventilation:	As per ASHRAE 62.1, including exhaust
Millwork:	None
Plumbing:	Vandal proof fixtures; sink, faucets and manual flush toilets, shower, shower head, floor drain
Window Coverings:	None
Fitments:	2 tier lockers, coat hooks (breakaway)
Equipment:	Fold down bench (within shower area)

Gymnasium Storage

- storage room for gym equipment including gym floor covering
- direct access into main gymnasium
- storage divided into 3 separate lockable spaces, school gym storage, community groups storage, scissor lift storage (only accessible to CGS maintenance staff)
- confirm school and community gym storage requirements during the community consultation process
- sissor lift storage room (8 sqm) designed for ease of moving sissor lift in and out. Maximize storage within room by adding metal shelving (safely secured to wall) on one side. Lockable room, keyed separately from the rest of the school, accessible only by CGS maintenance staff.



Functional Requirements:

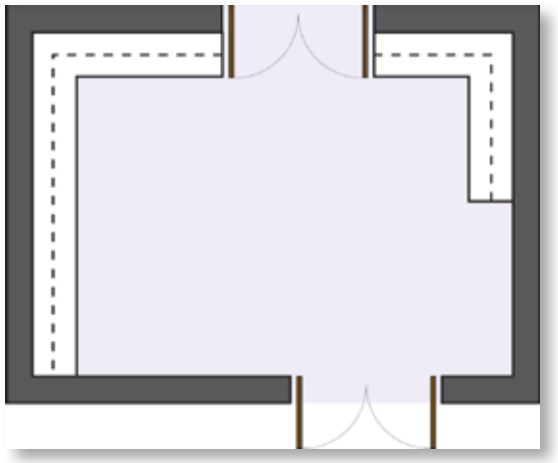
Space Use:	Gym storage rooms for school, community and scissor lift
Adjacencies:	Gymnasium, Auxiliary Gym, Fitness Centre
Natural Light:	None
Barrier-Free Access:	No
Potential Features:	None

Technical Requirements:

Floor Area:	68-78sqm (combined area)
Min. Ceiling Height:	3600mm
Room Finishes:	Flooring painted plywood, wood / birch plywood wall panels clear finish to 2.4m on abuse-resistant painted GWB, painted gypsum board ceiling
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensors
Power Requirements:	Duplex outlets, 27amp outlet in Scissor Lift Storage Room (confirm power requirements of scissor lift)
Communications:	1 network outlet (1 Voice, 1 Data) and recessed ceiling speaker for bell and overhead paging in each storage room
Temperature:	19C
Ventilation:	As per ASHRAE 62.1
Millwork:	Wall mounted pegs for storing nets
Plumbing:	None
Window Coverings:	None
Fitments:	Storage shelving, gym equipment shelving, specialty storage units, rack for storing gym standards, room signage
Equipment:	Electric scissor lift similar to JLG R3246, battery operated with a max. platform height of 9.75m. Must comply with A92.20 ANSI regulations. Regular certification of lift required to maintain safety of operation, telephone per storage room

Outdoor Equipment Storage

- storage room for outdoor sports and activity equipment for excursions on the land including overnight trips
- tarps, skins will need to be hung to dry; important for this room to be designed to maintain the cooler temperatures so skins do not deteriorate



Functional Requirements:

Space Use:	Storage for outdoor sports / activity equipment, tarps and skins, drying area for wet equipment before being stored
Adjacencies:	Gymnasium
Natural Light:	None
Barrier-Free Access:	None
Potential Features:	Direct access to exterior, double door with no centre mullion Install horizontal rails from the ceiling in strategic locations that could be used to hang tarps, tents and other equipment for drying

Technical Requirements:

Floor Area:	20-40sqm
Min. Ceiling Height:	3600mm
Room Finishes:	Epoxy painted concrete floor with 4" curb, walls insulated PVC panels screwed to plywood backing, ceiling exposed structure painted
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20
Power Requirements:	3 GFCI duplex outlets, power for ventilation fan to outside (coordinate location during design)
Communications:	recessed ceiling speaker for bell and overhead paging
Temperature:	4 - 7 C
Ventilation:	As per ASHRAE 62.1, ventilation fan to outside may be required to help maintain cooler temperature range
Millwork:	None
Plumbing:	Floor drain
Window Coverings:	None
Fitments:	Metal storage shelving, ceiling hung horizontal rails for drying equipment
Equipment:	None

12.0 SPECIALISTS / STUDENT SUPPORT

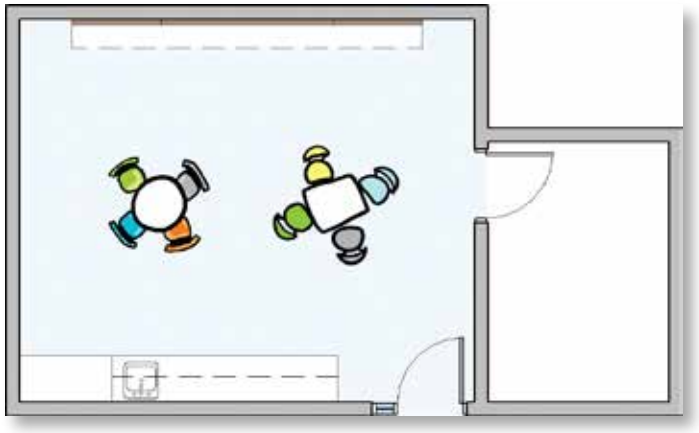
Education in Nunavut schools grounded in Inuit Qaujimajatuqangit (IQ) has an inherent belief that every child needs to be made able (inunnguiniq), and can learn within a positive environment of support, active encouragement, high expectations and meaningful relationships. Inclusive education builds on the strength of each individual student, providing individualized learning options and opportunities. The spaces described in this section all focus on providing the support needed for both students and teachers to be able to continuously learn / teach in an inclusive environment. An important part of inclusive education is the involvement of parents in helping determine the best supports needed for their children to achieve learning success.

The Student Support Classroom, Learning Coach Classroom, Counselor Office, and Sensory Room all form part of the Specialists / Student Support spaces whose purpose is to help provide the support students need. The spaces should feel warm and comfortable with flexible furniture options depending on the room's use.

Area allotted to school community enhancement spaces, allows communities to determine during the design consultation process, what other spaces could be of value such as more meeting or support spaces, or a parent room etc.

Student Support Team Classroom

- an important learning and support space designed to be welcoming, a place where students feel safe and comfortable; set up like a classroom, only smaller in area with a separate storage directly accessible to it for the storage of resource material
- space is used for collaborative staff and student support work, assessment of student's special needs, development of Individual Learning Profiles, academic study and assistance, and additional personalized student support
- furniture with a focus on comfortable, fun, easy to move and reconfigure to accommodate one on one work with a student or larger group meetings that could include a group of students and a team of staff such as: teachers, elder, community member, social worker, speech and language pathologist, counsellor etc
- beneficial to have a direct connection through a door between Student Support Team Classroom and Learning Coach Office



Functional Requirements:

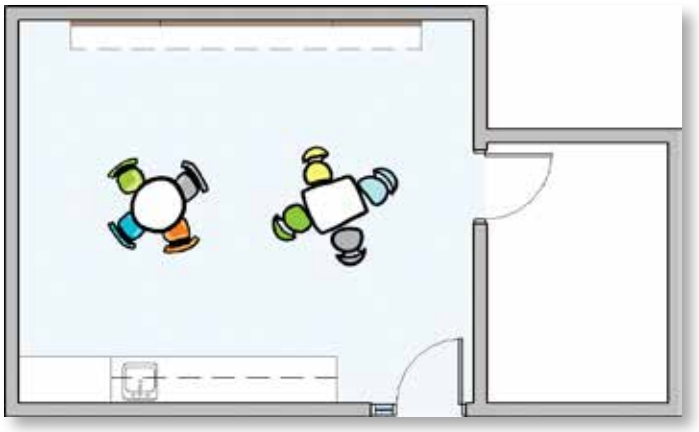
Space Use:	Collaborative staff and students support space
Adjacencies:	Main corridor
Natural Light:	Direct natural light is preferred
Barrier-Free Access:	Yes
Potential Features:	None

Technical Requirements:

Floor Area:	55sqm (+15sqm storage)
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB, exposed structure with properly placed sound absorption panels or acoustic ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20
Power Requirements:	Quad outlets, wall mounted and GFCI counter top duplex outlets as needed
Communications:	Network Outlets Quads (2 Voice 2 Data) in multiple locations, recessed ceiling speaker for bell and overhead paging, sound field equipment
Temperature:	min. 21C winter / max. 24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 above
Millwork:	2m lower cabinets, upper shelving, lockable teacher's cabinet, built-in shelving and cabinets for teaching resources
Plumbing:	None
Window Coverings:	Blinds on any exterior windows for sun control and on interior glazing must meet safety and lock-down requirements. Provide covering for viewing panel on door.
Fitments:	3m of white boards, 2m tack board, worktables, individual desks, chairs, benches, teacher's desk and chair, filing cabinet, bookshelves, movable storage cabinets, room signage
Equipment:	Mounted interactive projector, wall mounted clock, soundfield equipment, telephone

Learning Coach Classroom / Storage

- collaborative group work between the Learning Coach and school staff on developing educational Program Plans, Instructional Support Plans, sharing of materials, ideas and resources
- a space used to help build teacher capacity; a place to explore the use of research-based instructional strategies



Functional Requirements:

Space Use:	Collaborative group work area and Storage
Adjacencies:	Student Support Team Classroom
Natural Light:	Direct natural light is required
Barrier-Free Access:	Yes
Potential Features:	None

Technical Requirements:

Floor Area:	40sqm (+10sqm storage)
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB, exposed structure with properly placed sound absorption panels or acoustic ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	Quad outlets, wall mounted and GFCI counter top duplex outlets as needed
Communications:	Network Outlets Quads (2 Voice 2 Data) in multiple locations, recessed ceiling speaker for bell and overhead paging, sound field equipment
Temperature:	min. 21C winter / max. 24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 above
Millwork:	2m lower cabinets, upper shelving, lockable teacher's cabinet, built-in shelving and cabinets for teaching resources
Plumbing:	None
Window Coverings:	Blinds on any exterior windows for sun control and on interior glazing must meet safety and lock-down requirements. Provide covering for viewing panel on door.
Fitments:	3m of whiteboards, 2m tack board, worktables, individual desks, chairs, benches, teacher's desk and chair, filing cabinet, bookshelves, movable storage cabinets, room signage
Equipment:	Mounted interactive projector, wall mounted clock, telephone

Counsellor Office

- administrative work area for the counsellor within a school
- counsellor's office is often located just off of the general office area within the administration space; general office waiting room can be used when waiting
- cousellor's office can also be located off of a public corridor near the administration but not directly connected to it; provides students a more discrete access to the counsellor
- office configured to allow cousellor to meeting with 2-3 visitors that could be parents, teachers and/or students; for larger meetings the Student Support Team Classroom can be used

Functional Requirements:

Space Use:	Office and meeting space for school counsellor
Adjacencies:	Administration, general office area
Natural Light:	Direct natural light is preferred
Barrier-Free Access:	Yes
Potential Features:	None

Technical Requirements:

Floor Area:	14sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB, acoustic ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	Wall mounted duplex outlets
Communications:	2 Quad network outlet (2 Voice, 2 Data), recessed ceiling speaker for bell and overhead paging (programmed for emergency announcements only)
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 above
Millwork:	None
Plumbing:	None
Window Coverings:	Blinds on any exterior windows for sun control and on interior glazing must meet safety and lock-down requirements. Provide covering for viewing panel on door.
Fitments:	Tack board, 1.5m desk with computer credenza and secretarial chair, 2 filing cabinets, bookshelf, sofa and 2 side chairs, room signage
Equipment:	Wall mounted clock, telephone

Sensory Room

- therapy space for students with special needs or any child who needs a quiet space to re-centre themselves
- to provide a safe room for down and calming time; various types of sensory activities
- lighting needs to be dimmable to allow softening of the light and to be more soothing
- electrical outlets need to be secured. It is important that the room feels warm and safe through use of soft furnishings, removable wall mats and soothing lights
- room to have a sidelite beside the door for passive supervison if a child needs to be in there alone for a bit of time

Functional Requirements:

Space Use:	A quiet therapy space for students with special needs or any student who needs time to decompress from the distractions of an ordinary classroom.
Adjacencies:	Administration and /or Counselling Rooms
Natural Light:	Possibly borrowed light
Barrier-Free Access:	Yes
Potential Features:	Ball pit, glowing objects and activities, hanging swing

Technical Requirements:

Floor Area:	10sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Cushioned rubber sheet flooring, painted abuse resistent GWB, acoustic ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, Direct /Indirect, light must be dimmable
Power Requirements:	Power outlets x 4
Communications:	2 Quad network outlet (2 Voice, 2 Data), recessed ceiling speaker for bell and overhead paging (programmed for emergency announcements only)
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 above
Millwork:	None
Plumbing:	None
Window Coverings:	None
Fitments:	Mat for a wall, floor covering / area carpet
Equipment	To be confirmed during design process Possible options: activity centres with lights and bubble tubes, framed small mirrors, soft seating, swing chair structurally anchored to the ceiling, telephone

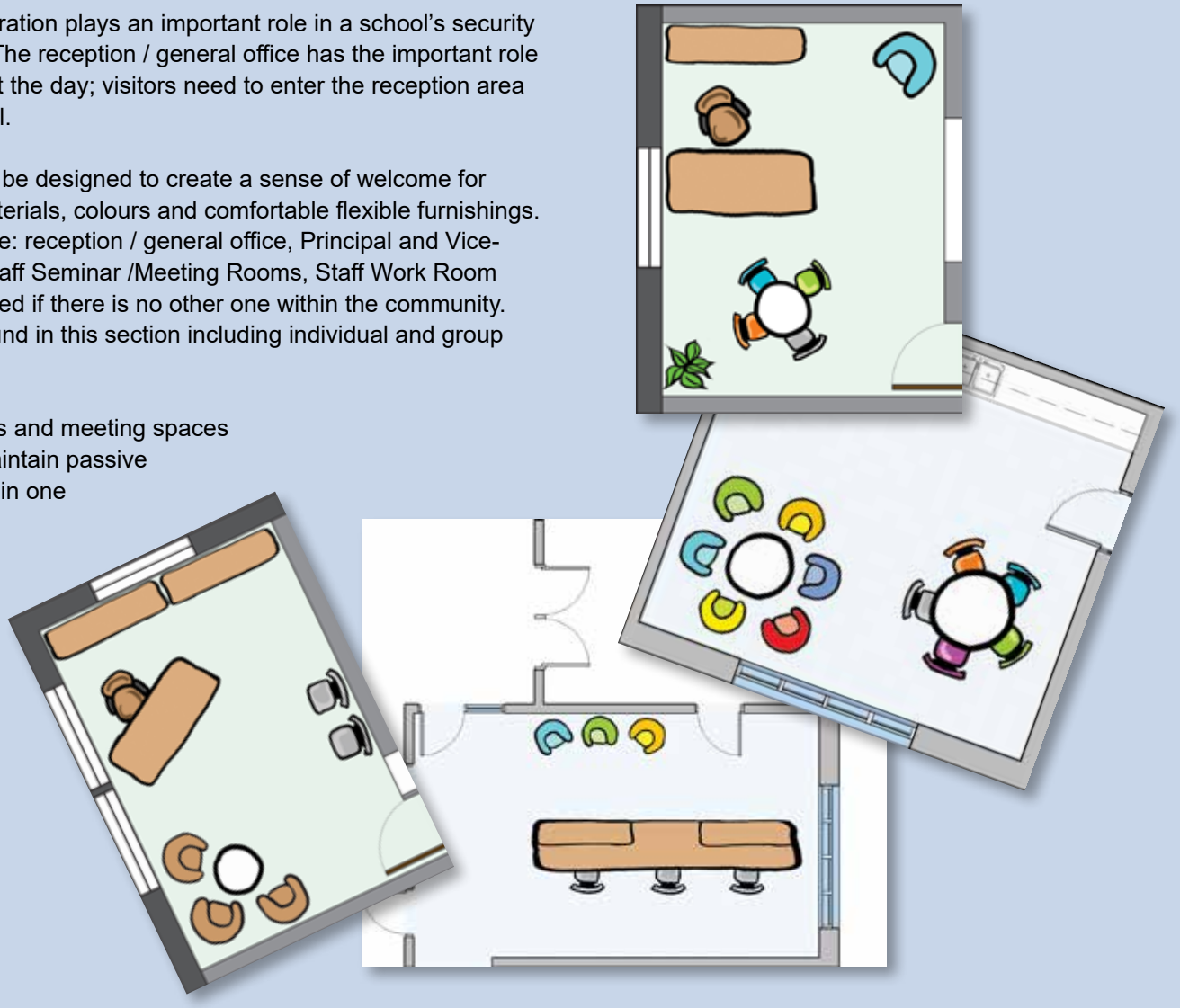
13.0 ADMINISTRATION

The administration suite includes spaces that support a school's educational and administrative staff. These spaces should be grouped together and centrally located near the school's main entrance in a way to increase direct and passive supervision of students and visitors coming into the school.

Strategic placement of spaces within the administration plays an important role in a school's security and helps maintain a safe learning environment. The reception / general office has the important role of controlling who can enter the school throughout the day; visitors need to enter the reception area from the main vestibule before entering the school.

The spaces within the administration suite should be designed to create a sense of welcome for students, staff, and visitors through the use of materials, colours and comfortable flexible furnishings. Spaces included within the administration suite are: reception / general office, Principal and Vice-Principal's Offices, Staff Office /Meeting Room, Staff Seminar /Meeting Rooms, Staff Work Room and Staff Lounge. A DEA Office will only be included if there is no other one within the community. Washrooms for both staff and students can be found in this section including individual and group gender inclusive washrooms.

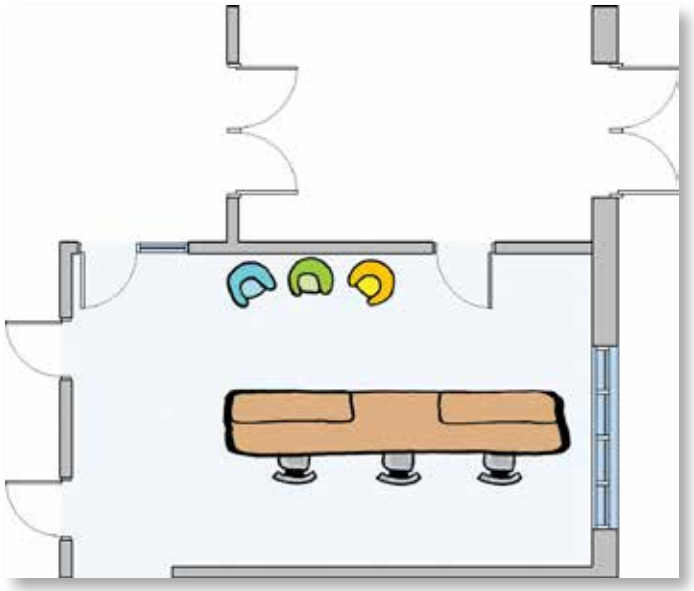
Satellite teacher collaboration spaces, work rooms and meeting spaces could also be located throughout the school to maintain passive supervision. Providing for a secondary copier within one of the main storage rooms closer to the learning communities benefits teachers who have limited time to come to the admin workroom in between classes.



13.1 Administration

General Office

- general administration, reception, and waiting area for visitors
- primary entry point for all parents and visitors to the school; all vistors are directed through the admin general office area before being allowed to enter into the school
- also acts as a control point to limit student / visitor access to the rest of the administration area
- reception desk can be custom millwork or purchased furniture, needs to accomodate 2 work spaces with an accessible portion



Functional Requirements:

Space Use:	Main administration office, reception into school
Adjacencies:	Entry vestibule, school lobby, main gathering, Principal and Vice-Principal's offices
Natural Light:	Borrowed natural light
Barrier-Free Access:	Yes
Potential Features:	None

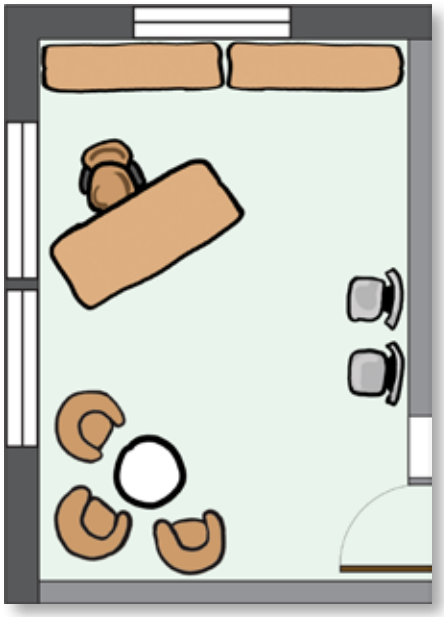
Technical Requirements:

Floor Area:	37sqm - 60sqm (depending on size of school)
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB, acoustic ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	Quad and duplex outlets, coordinate placement with reception desk, any work station locations and/or counters
Communications:	5 Quad network outlets (2 Voice, 2 Data), recessed ceiling speaker for bell and overhead paging, 1 cable TV outlet
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 above
Millwork:	Reception counter /desk, lockable drawers and cupboards, privacy screen, accessible portion
Plumbing:	None
Window Coverings:	Blinds on any exterior windows for sun control and on interior glazing must meet safety and lockdown requirements.
Fitments:	Reception desk (if furniture), separate work stations (if required in larger schools), filing cabinets, book shelves, seating up to 6 people in waiting area with end tables, possible coffee station, room signage
Equipment:	Security control of main entry /vestibule doors into office and school, emergency lockdown button easliy accessible from main desk locks all exterior doors and vestibule doors into office and school, class change timer, telephones, wall mounted clock, printers and fax

13.2 Administration

Principal's Office

- office should be located with good passive supervision
- one option is to place the principal's office on an exterior wall with a direct view of the school entry and main road / approach to the school or,
- the principal's office could have two access points, one from within the general office area but also have a direct entry from the school's main gathering /corridor allowing students easier, more discrete access to the principal
- office is sized to accommodate smaller meetings (up to 3 visitors) with the principal
- Provide side light or viewing panel within door to allow views into the general office area
- waiting alcove with 2 chairs outside the Principal's Office is required
- requires accoustic separation from adjacent spaces for privacy



Functional Requirements:

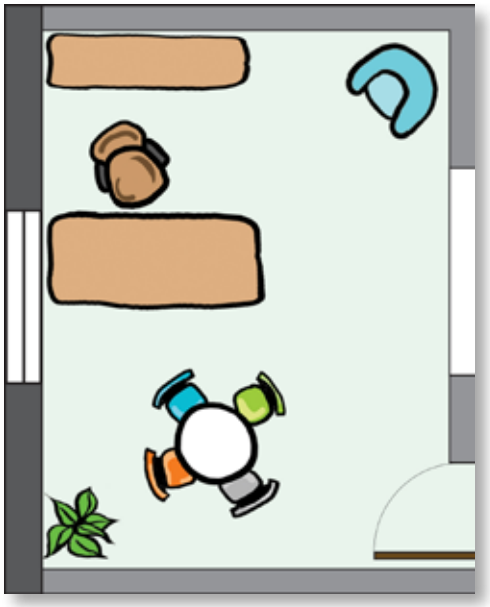
Space Use:	Office and meeting space for Principal
Adjacencies:	Vice-Principal's Office, general office /reception
Natural Light:	Direct natural light with views is preferred
Barrier-Free Access:	Yes
Potential Features:	Interior glazing and door into the school's gathering space / open interactive learning; easier access for students to the Principal

Technical Requirements:

Floor Area:	14sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistent painted GWB, acoustic ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	2 Quad outlets wall mounted
Communications:	2 Quad network outlets (2 Voice, 2 Data), recessed ceiling speaker for bell and overhead paging (programmed for emergency announcements only)
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 operable window vent with screen
Millwork:	None
Plumbing:	None
Window Coverings:	Blinds on any exterior windows for sun control and on interior glazing must meet safety and lock-down requirements. Provide covering for viewing panel on door.
Fitments:	1.5m desk with computer credenza and secretarial chair, 2 filing cabinets, bookshelf, side table, 3 guest chairs, tack board, white board, coat hooks, room signage
Equipment:	Wall mounted clock, telephone

Vice-Principal's Office

- office should be located with good passive supervision towards the school entry, main access roads as well as the main administration area
- access from general office located adjacent to Principal's Office
- office is sized to accommodate small meetings (up to 2 visitors) with the Vice-principal
- requires accoustic separation from adjacent spaces for privacy



Functional Requirements:

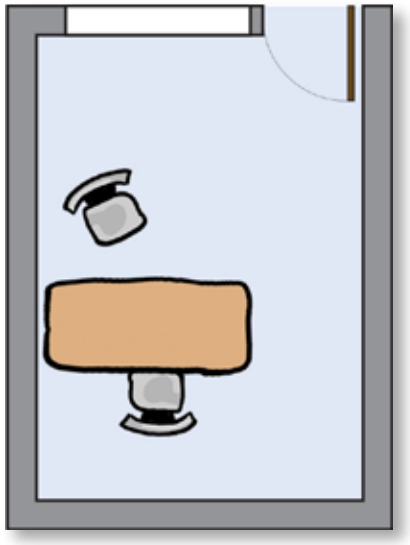
Space Use:	Office and meeting space for Vice-Principal
Adjacencies:	Principal's Office, general office /reception
Natural Light:	Direct natural light with views is preferred
Barrier-Free Access:	Yes
Potential Features:	None

Technical Requirements:

Floor Area:	10sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistent painted GWB, acoustic ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	2 Quad outlets wall mounted
Communications:	2 Quad network outlets (2 Voice, 2 Data), recessed ceiling speaker for bell and overhead paging (programmed for emergency announcements only)
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 operable window vent with screen
Millwork:	None
Plumbing:	None
Window Coverings:	Blinds on any exterior windows for sun control and on interior glazing must meet safety and lock-down requirements. Provide covering for viewing panel on door.
Fitments:	1.5m desk with computer credenza and secretarial chair, 2 filing cabinets, 2 guest chairs, bookshelf, tack board, white board, coat hooks, room signage
Equipment:	Wall mounted clock, telephone

District Education Authority (DEA) Office

- District Education Authority Administration and file storage
- DEA office should be located within administration area with views toward general office area
- only one DEA office is needed per community so it is not required in every school
- requires accoustic separation from adjacent spaces for privacy



Functional Requirements:

Space Use:	Office
Adjacencies:	General Office Area, Administration
Natural Light:	Direct natural light with views is preferred
Barrier-Free Access:	Yes
Potential Features:	None

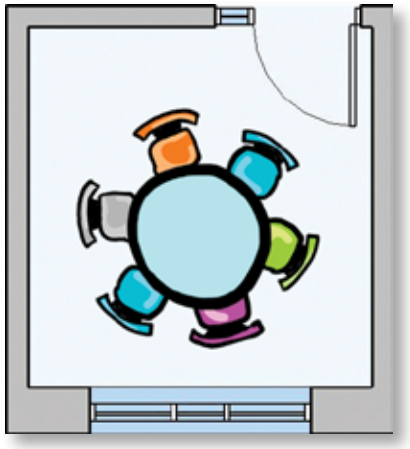
Technical Requirements:

Floor Area:	10sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB, acoustic ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	2 Quad outlets wall mounted
Communications:	2 Quad network outlet (2 Voice, 2 Data), recessed ceiling speaker for bell and overhead paging
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 operable window vent with screen
Millwork:	None
Plumbing:	None
Window Coverings:	Blinds on any exterior windows for sun control and on interior glazing must meet safety and lockdown requirements. Provide covering for viewing panel on door.
Fitments:	1.5m desk with computer credenza and secretarial chair, 2 filing cabinets, 2 guest chairs, bookshelf, tack board, white board, coat hooks, room signage
Equipment:	Wall mounted clock, telephone

13.5 Administration

Staff Office / Meeting Room

- Meeting Room within administration area for small group meetings of up to 6 people; could also serve as an extra office when required
- access from general office located adjacent to Vice-principal's and Principal's Office
- requires accoustic separation from adjacent spaces for privacy



Functional Requirements:

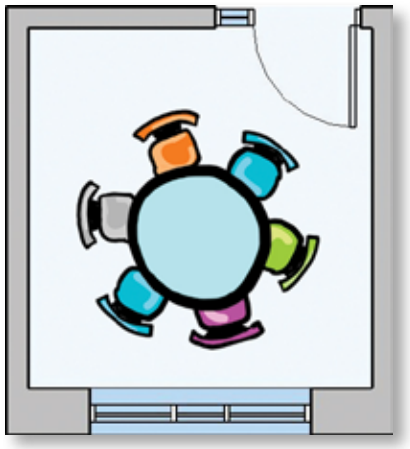
Space Use:	Small group meeting space within administration area; could also fulfill need of an office
Adjacencies:	General office, Vice-principal and Principal's Office
Natural Light:	Direct natural light is preferred
Barrier-Free Access:	Yes
Potential Features:	None

Technical Requirements:

Floor Area:	10sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB, acoustic ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	3 Quad outlets wall mounted
Communications:	3 Quad network outlet (3 Voice, 3 Data), recessed ceiling speaker for bell and overhead paging (programmed for emergency announcements only)
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12 operable window vent with screen
Millwork:	None
Plumbing:	Not required
Window Coverings:	Blinds on any exterior windows for sun control and on interior glazing must meet safety and lockdown requirements. Provide covering for viewing panel on door.
Fitments:	Meeting table, 6 chairs, white board, tack board room signage
Equipment:	Wall mounted clock, telephone

Staff Seminar / Meeting Rooms

- break-out quiet rooms for individual or small group meetings of up to 6 people
- Located within administration zone accessible from internal circulation and also from school public corridor or main gathering
- Glazing into school's main gathering can provide borrowed natural light, views to the exterior and create passive supervision of main gathering /interactive learning space
- Provides a space that could be booked out for many types of uses including small group meetings, small group learning, meetings with parents or after-hours community meeting use
- requires acoustic separation from adjacent spaces for privacy



Functional Requirements:

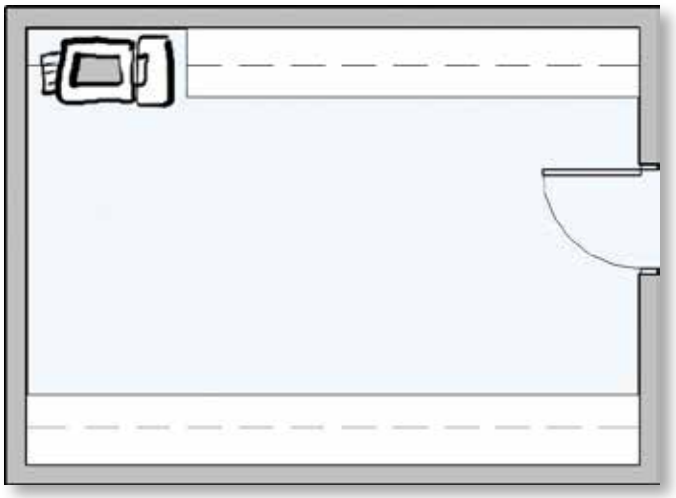
Space Use:	Small group meeting space
Adjacencies:	General Office, Staff Work Room, Main Gathering
Natural Light:	Access to natural light, can be borrowed from Main Gathering
Barrier-Free Access:	Yes
Potential Features:	Direct connection and views into the school's Main Gathering /Interactive Learning space

Technical Requirements:

Floor Area:	10sqm per room
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse resistant painted GWB, acoustic ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	3 Quad outlets wall mounted
Communications:	3 Quad network outlets (3 Voice, 3 Data), recessed ceiling speaker for bell and overhead paging (programmed for emergency announcements only)
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12
Millwork:	None
Plumbing:	Not required
Window Coverings:	Blinds on any exterior windows for sun control and on interior glazing must meet safety and lockdown requirements. Provide covering for viewing panel on door.
Fitments:	Meeting table, 6 chairs, minimum 1500mm White boards, tack board, room signage
Equipment:	Wall mounted clock, telephone

Staff Work Room

- design area so teachers and administrative staff are able to print and photocopy, layout, assemble and prepare teaching materials and lessons for students
- design millwork to provide ample counter layout space with a mixture of opened and closed (lockable) upper and lower storage cabinets for teaching supplies, textbooks, curriculum documents, paper and other teaching supplies
- staff mail slots are located here if required
- design space for free standing photopier, counter space for a laminator, fax and printer



Functional Requirements:

Space Use:	Work Room
Adjacencies:	Staff Lounge, General Office Area
Natural Light:	Direct natural light and views is preferred
Barrier-Free Access:	Yes
Potential Features:	Moveable wall, direct connection could be created between Staff Lounge and Staff Work Room

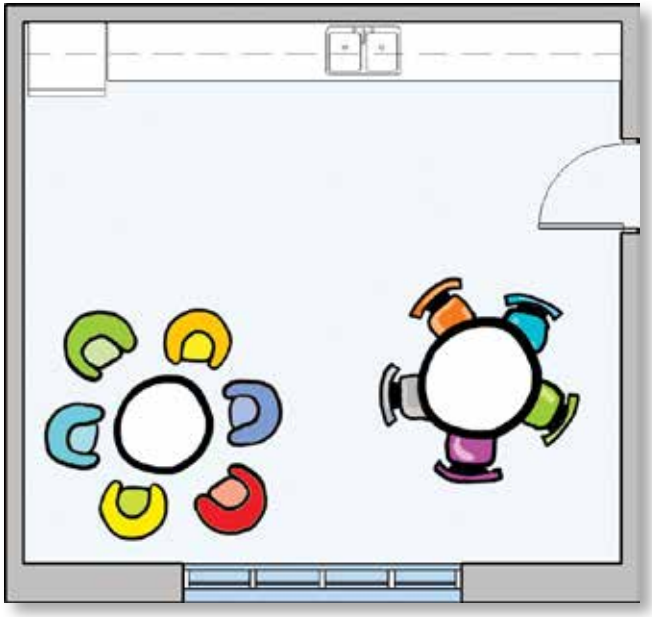
Technical Requirements:

Floor Area:	14-25sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB, acoustic ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	6 counter top duplex outlets, quad wall mounted outlet near layout table, confirm /provide power requirements for photocopier (may require 220v) and laminator
Communications:	Multiple network Quad outlets (2Voice, 2Data), recessed ceiling speaker for bell and overhead paging
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1 including exhaust requirements due to large photocopier
Millwork:	6m lower and upper cabinets (50% cabinets closed and lockable), open storage shelves reinforced for paper and books
Plumbing:	None
Window Coverings:	Blinds on any exterior windows for sun control and on interior glazing must meet safety and lockdown requirements. Provide covering for viewing panel on door.
Fitments:	Layout table with chairs, tack board above photocopier, room signage
Equipment:	XEROX photocopier (subscription & warranty), laminator, wall mounted clock, telephone

13.8 Administration

Staff Lounge

- this space provide an area to meet and socialize for staff throughout the day
- designed to be a comfortable, welcoming environment with a soft seating area, a kitchenette area and a larger table where staff can gather, share and have informal meetings around
- Kitchenette area to have upper and lower kitchen cabinets, a full size fridge, 1-2 microwaves, double sink, commercial dishwasher and a coffee station (no stove)
- locate whiteboard to maximize size of group that can view it
- can be combined with Staff Work Room in smaller schools for efficiencies



Functional Requirements:

Space Use:	Informal meetings, heating up and eating lunch, coffee station, relaxation
Adjacencies:	General Office, Staff Work Room
Natural Light:	Direct natural light and views required
Barrier-Free Access:	Yes
Potential Features:	Direct connection with Staff Work Room, Private phone call booth

Technical Requirements:

Floor Area:	20-70sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB, acoustic ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	8 wall mounted outlets, plus an outlet at coffee station, 2 GFCI counter top duplex outlets, microwave outlet, fridge and dishwasher outlets
Communications:	4 Quad network outlets (2 Voice, 2 Data), recessed ceiling speaker for bell and overhead paging
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1, operable window vent with screen
Millwork:	2.5m lower cabinets and upper shelving, microwave shelf
Plumbing:	Double bowl sink with hot and cold water, hot and cold water supply for dishwasher
Window Coverings:	Blinds on any exterior windows for sun control and on interior glazing must meet safety and lock-down requirements. Provide covering for viewing panel on door.
Fitments:	2.5m of white boards, tack board, coat hooks, chairs, sofas and/or kitchen/ meeting tables, bookcase with magazine rack, room signage
Equipment:	Full size fridge, microwave(s), commercial dishwasher, mobile CISCO unit (at least 1 per school), wall mounted clock, telephone

Staff Gender Inclusive Washrooms

- staff gender inclusive washrooms located within the administration suite for personal hygiene and grooming; must be barrier free
- opening off internal circulation near staff lounge within adminstration suite; screened from public areas and views
- important to have appropriate inclusive signage

Functional Requirements:

Space Use:	Washroom
Adjacencies:	Within the administration suite
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	None

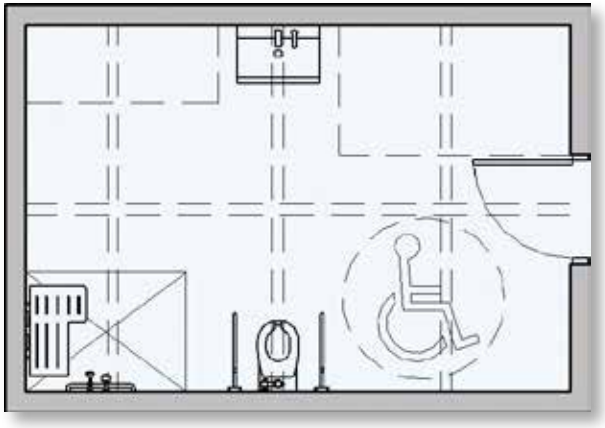
Technical Requirements:

Floor Area:	6.5sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB (plywood backed on all walls), painted gypsum board ceiling or acoustic ceiling tile
Lighting:	LED Area light
Power Requirements:	1 GFCI outlet at vanity
Communications:	recessed ceiling speaker for bell and overhead paging
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1, including exhaust
Millwork:	Vanity accessible
Plumbing:	Sink with hot and cold water, water shut offs under sink, levered faucet and manual flush toilet, floor drain
Window Coverings:	None
Fitments:	Mirror above sink, soap dispensers paper towel dispensers, waste receptacles, coat hooks, soap dispensers, room signage
Equipment:	None

13.10 Administration

Special Needs Washroom

- this space provides a fully accessible washroom for special needs students and a caregiver /staff
- the space is equipped with a washroom, roll in shower, adult change table, patient care lift, and a hospital bed
- all fixtures to be vandal proof



Functional Requirements:

Space Use:	Accessible washroom for special needs students
Adjacencies:	General office /reception
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	Provide double door configuration so accessible from inside administration and from school corridor

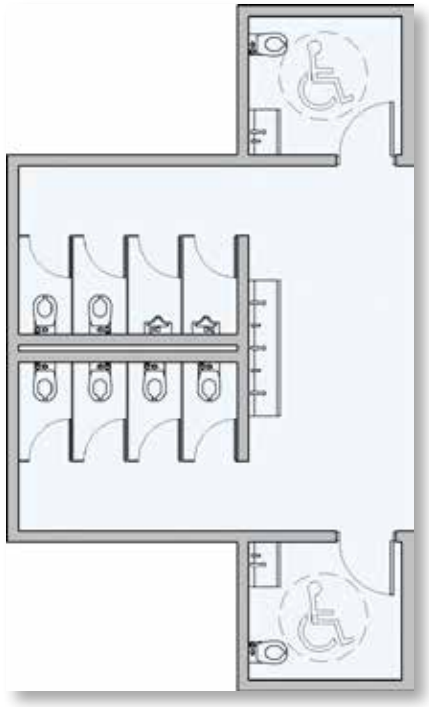
Technical Requirements:

Floor Area:	20sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Non-slip water resistant sheet flooring, low profile shower pan or small ceramic mosaic tile roll in shower, moisture resistant painted GWB (plywood backed) c/w shower liner and 4x4 wall tiles or waterproof wall panel finish (similar to Wetwall) around shower area, painted moisture resistant gypsum board ceiling
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	GFCI outlets
Communications:	Network outlet (1V, 1D), recessed ceiling speaker for bell and overhead paging
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1, separate exhaust
Millwork:	Counter top accessible
Plumbing:	Vandal free fixures; sink accessible, faucet wth levers, water shut off under sink, barrier-free toilet manual flush, roll in shower, floor drain
Window Coverings:	None
Fitments:	Barrier-free fixtures, tilted mirror, grab bars, adult change table, hospital bed, room signage
Equipment:	Overhead patient care lift, telephone

13.11 Administration

Washrooms

- washrooms should be designed to promote safety; students should feel safe using the washrooms
- these washrooms will serve students and vistors to the school during an open house or large after-hours public events in the gymnasium
- design configuration for sinks or longer trough sink to be more public, open to the corridor, to allow for increased supervision; it can be one wash area for everyone, or separate wash areas but open to the corridor
- include stalls for all water closets and urinals providing privacy for everyone
- use signage that promotes acceptance and inclusion in gender specific washrooms
- all fixtures to be vandal proof



Functional Requirements:

Space Use:	Washrooms
Adjacencies:	Change Room, Gymnasium, Main Gathering / Flexible Learning
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	Individual gender inclusive accessible washrooms located within close proximity

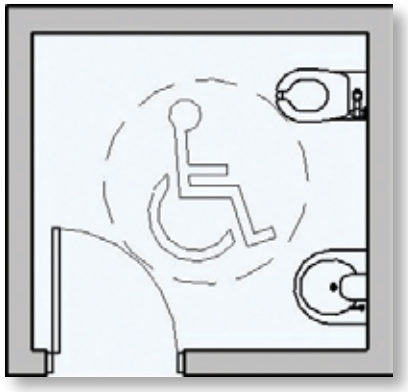
Technical Requirements:

Floor Area:	49-105sqm (total allocated group washroom areas dependent on student capacity and distribution)
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB (plywood backing on all walls with hung fixtures), waterproof wall panel (similar to Wetwall) or ceramic tiles around urinals, painted gypsum board ceiling
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	1 wall mounted GFCI duplex outlet (away from sinks), power for hand dryers
Communications:	Recessed ceiling speakers for bell and overhead paging
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1, separate exhaust
Millwork:	Vanity counter
Plumbing:	Vandal proof fixtures; sinks, water shut offs under sinks, faucets with levers, manual flush wall mount toilets, manual flush urinals (men's), floor drains
Window Coverings:	None
Fitments:	Toilet partitions including for urinals, mirrors, soap dispensers, paper towel dispensers or electric hand dryers, waste receptacles, inclusive room signage Note: all hung fitments to be mounted on appropriate plywood backing
Equipment:	electric hand dryers

13.12 Administration

Student Gender Inclusive Washrooms (Individual)

- student gender inclusive washrooms for personal hygiene and grooming, located near gender specific washrooms to give students choice; must be barrier free
- all fixtures to be vandal proof
- important to have appropriate inclusive signage



Functional Requirements:

Space Use:	Student gender inclusive individual washrooms
Adjacencies:	Washrooms, Change Room, Gymnasium, Main Gathering / Flexible Learning
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	None

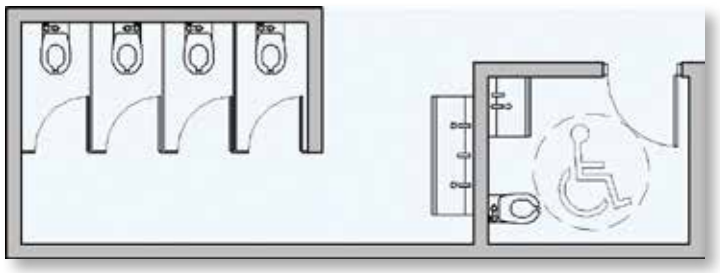
Technical Requirements:

Floor Area:	6.5sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB (plywood backing on all walls), painted gypsum board ceiling
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3 20, occupancy sensor
Power Requirements:	1 wall mounted GFCI duplex outlet (away from sinks), power for hand dryers
Communications:	Recessed ceiling speaker for bell and overhead paging
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1, separate exhaust
Millwork:	Vanity accesible
Plumbing:	Vandal proof fixtures; sink accessible with hot and water shut offs under sink, faucets with levers, manual flush toilet, floor drain
Window Coverings:	None
Fitments:	Mirror above sink, soap dispensers, paper towel dispensers, waste receptacles, break away coat hooks, soap dispensers, room signage
Equipment:	None

13.13 Administration

Student Gender Inclusive Washrooms (Group)

- student gender inclusive washrooms (group) for personal hygiene and grooming, replaces gender specific washrooms
- design to promote safety; students should feel safe using the washrooms
- important to provide full height walls and doors for each toilet stall providing total privacy
- design configuration for sinks or longer trough sink to be more public, open to the corridor, to allow for increased supervision
- all fixtures to be vandal proof
- important to have appropriate inclusive signage
- discussion to include gender inclusive group washrooms will form part of the community consultation process



Functional Requirements:

Space Use:	Washrooms
Adjacencies:	Change Room, Gymnasium, Main Gathering / Flexible Learning
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	None

Technical Requirements:

Floor Area:	49-105sqm (total allocated group washroom area dependent on student capacity and distribution of washrooms)
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB (plywood backing on all walls with hung fixtures), painted gypsum board ceiling
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	1 wall mounted GFCI duplex outlet (away from sinks), power for hand dryers
Communications:	Recessed ceiling speakers for bell and overhead paging
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1, separate exhaust
Millwork:	Vanity counter
Plumbing:	Vandal proof fixtures; sinks or water trough sinkwater, hot / cold shut offs under sinks, faucets with levers, manual flush wall mounted toilets, floor drains
Window Coverings:	None
Fitments:	Full height toilet partitions, mirrors, soap dispensers, paper towel dispensers or electric hand dryers, waste receptacles, inclusive room signage Note: all hung fitments to be mounted on appropriate plywood backing
Equipment:	electric hand dryers

14.0 DAYCARE

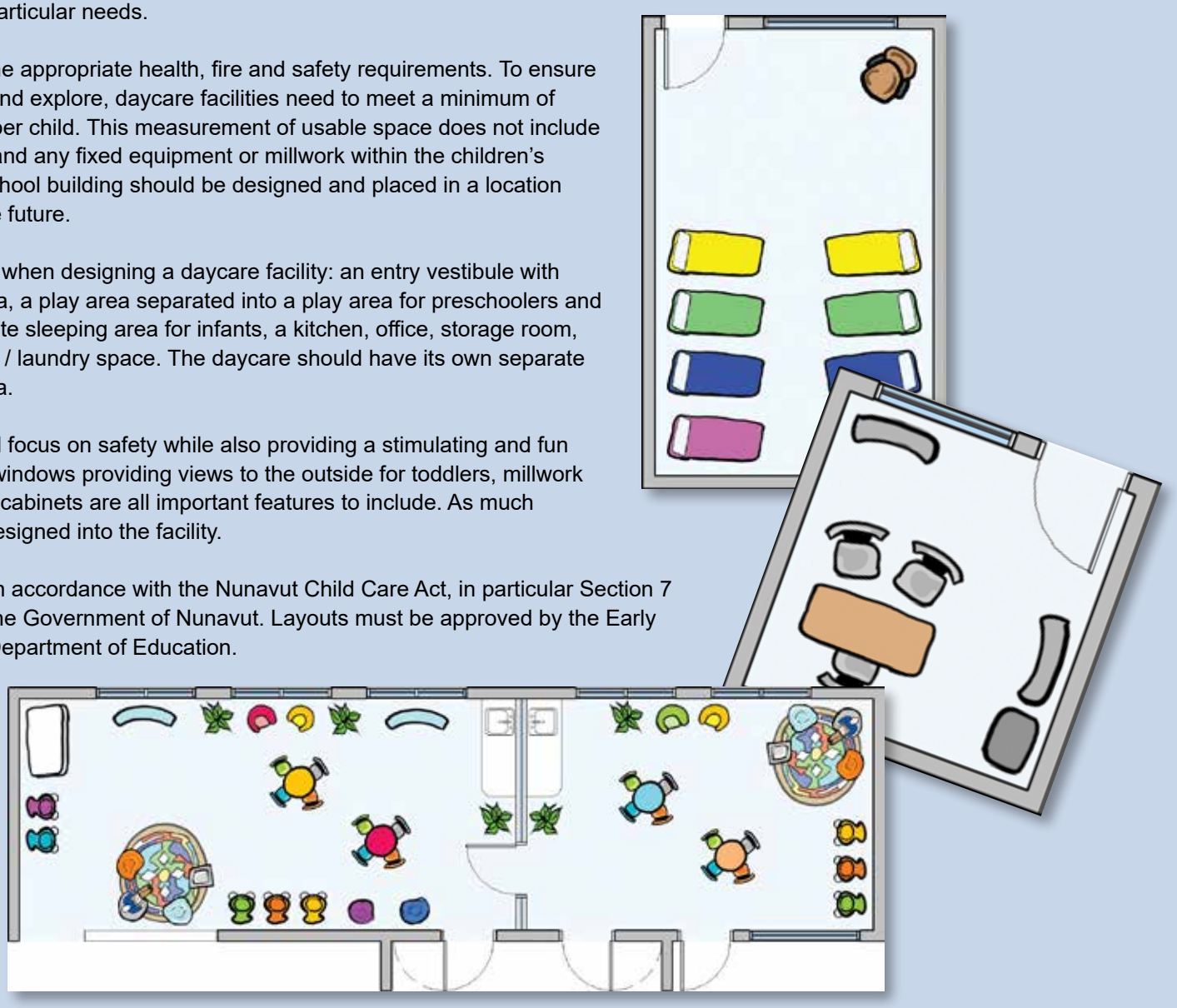
Access to flexible and inclusive childcare / early childhood education is valued and recognized as an essential contributor to childrens' wellbeing. Helping young children explore their natural curiosity at their own pace in a safe environment honors the Inuit Qajimajatuqangit (IQ) principle pilimmaksarniq. Daycares are included during the planning stages of a new school design based on a community's particular needs.

A daycare facility must meet or exceed the appropriate health, fire and safety requirements. To ensure that children have enough room to play and explore, daycare facilities need to meet a minimum of 2.75 sqm of unobstructed usable space per child. This measurement of usable space does not include the area of spaces not used by children and any fixed equipment or millwork within the children's spaces. The daycare facility within the school building should be designed and placed in a location that allows it to be easily expanded in the future.

The following spaces should be included when designing a daycare facility: an entry vestibule with direct access to the exterior, a cubby area, a play area separated into a play area for preschoolers and a play area for infants /toddlers, a separate sleeping area for infants, a kitchen, office, storage room, custodial, staff washroom and washroom / laundry space. The daycare should have its own separate entry and if possible, its own drop off area.

The design of the daycare spaces should focus on safety while also providing a stimulating and fun environment. Stimulating colours, lower windows providing views to the outside for toddlers, millwork with rounded corners and lockable lower cabinets are all important features to include. As much creative storage as possible should be designed into the facility.

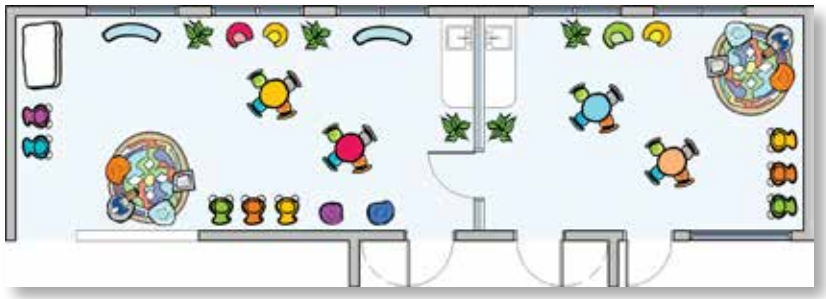
Note: New Daycares must be designed in accordance with the Nunavut Child Care Act, in particular Section 7 of the Daycare Handbook published by the Government of Nunavut. Layouts must be approved by the Early Childhood Development Director at the Department of Education.



14.1 Daycare

Play Area

- an open play area designed to be welcoming and safe accessed through the cubby area with an exterior entry
- Play Area divided into a Main Play Area and a Small Play Area by a half height wall with glazing above providing good sight lines and visual connection
- both play areas are flexible spaces that can be easily reconfigured to allow different activities that promote group and individual exploration and play
- the play areas are used for eating snacks and lunch and the preschoolers will nap in the larger Main Play Area on cots
- Windows need to be placed lower so younger children and toddlers have views to the outside; levers / opening windows must be place higher so children can't reach
- safety and comfort is a priority - use rubber sheet flooring (soft and easily cleaned), millwork in each play area to have a sink, lockable lower cabinets and any exposed corners must be rounded
- creative, purposeful and well thought out storage is a must; specific needs must be coordinated during design. i.e. the cots require an appropriately designed storage solution
- all furniture must be moveable (no fixed furniture) and should include child size tables and chairs to accomodate 16 preschools, 8 high chairs (or kidney tables with high chairs built in); also could include small soft seating, storage shelves, toy storage boxes/bins, floor pillows, play mats etc



Functional Requirements:

Space Use:	Group and individual play, eating snacks and lunch, naps for preschoolers
Adjacencies:	Cubby Area, Office, Kitchen, Washroom /Laundry and Sleeping Area
Natural Light:	Direct natural light required
Barrier-Free Access:	Yes
Potential Features:	None

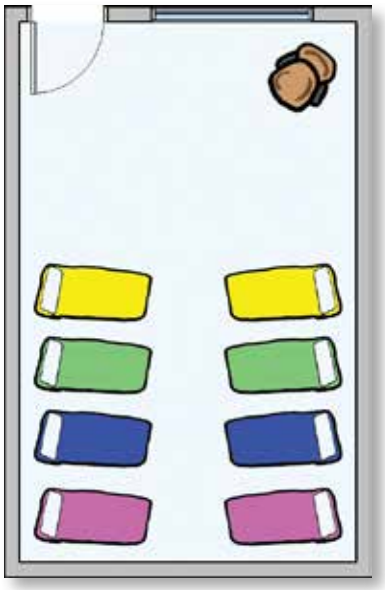
Technical Requirements:

Floor Area:	70sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse resistant painted GWB, accoustic ceiling tiles
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, dimable, 2 level switching, separate switches between Main and Small Play Area, emergency lighting
Power Requirements:	Quad outlets wall mounted and GFCI counter top duplex outlets as needed
Communications:	3 quad network outlets (2 voice, 2 data) one in each play area, recessed ceiling speakers for overhead paging (programmed for emergency announcements only)
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12
Millwork:	1.5 to 2m of lower lockable cabinets at height suitable for young children and upper shelves in each play area
Plumbing:	2 Single basin sinks, water shut-off under each sink, hot and cold water
Window Coverings:	Blinds on any exterior windows for sun control and on interior glazing must meet safety (internalized or break away cords) and lock-down requirements. Provide covering for viewing panel on door.
Fitments:	Children's worktables and chairs, small soft seating, storage shelves, toy storage boxes/bins, floor pillows, play mats, room sign
Equipment:	Wall mounted clock, telephone in each play area

14.2 Daycare

Sleeping Area

- Dedicated sleep area for infants only (typically 8 children, aged 0-23 months); infants need their own dedicated sleep area since they have different sleeping schedules
- Important to have glazing for visibilty between small play area and sleep area. Staff need to be able to view the infants sleeping when they are in the small play area
- furniture to include 8 cribs (1 per infant) and at least 1 rocking chair



Functional Requirements:

Space Use:	Sleep area for infants (0-23 months)
Adjacencies:	Daycare Small Play Area
Natural Light:	Natural light can be borrowed
Barrier-Free Access:	Yes
Potential Features:	None

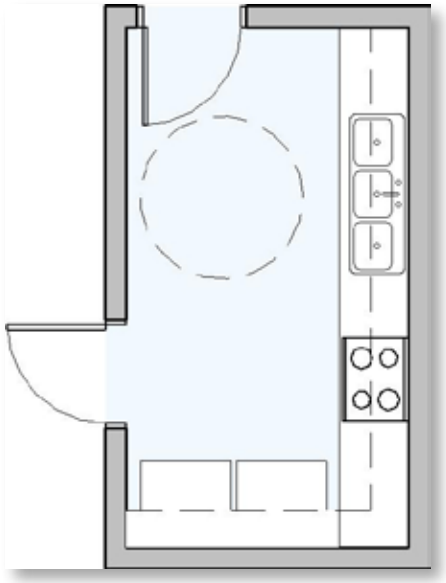
Technical Requirements:

Floor Area:	28sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB, accoustic ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, dimable
Power Requirements:	Quad outlets wall mounted as needed
Communications:	1 Quad network outlet (2 voice, 2 data), recessed ceiling speakers for overhead paging (programmed for emergency announcements only)
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12
Millwork:	Storage cabinet for bedding, etc.
Plumbing:	None
Window Coverings:	Blinds on any exterior windows for sun control and on interior glazing must meet safety (internalized or break away cords) and lock-down requirements. Provide covering for viewing panel on door.
Fitments:	Cribs, rocking chair, room signage
Equipment:	Wall mounted clock, telephone

14.3 Daycare

Kitchen

- A kitchen for the daycare where food is safely stored, warmed up / cooked and then served. Staff can always arrange to use CTS Home Studies kitchen if require access to a full kitchen to cook for a special occasion
- Kitchen serves snacks and lunches to the daycare children
- All health regulations must be met for sanitization - 3 compartment sink and commercial dishwasher; also require a stove with hood fan (vented to outside), fridge, freezer and microwave
- millwork cabinets lockable, especially important for the lower ones for safety
- Bottle filler fountain (same model as in the school) located in the kitchen area to prevent children from playing with it
- Hot liquids around young children are dangerous; industrial coffee makers should not be installed



Functional Requirements:

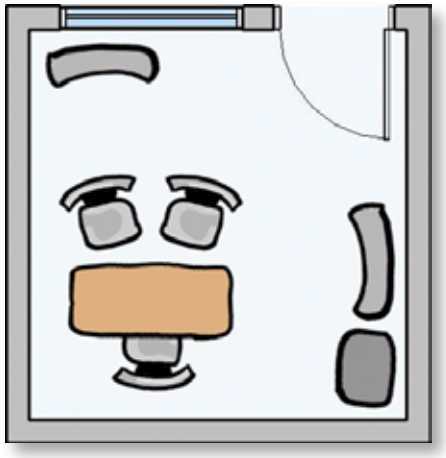
Space Use:	Kitchen, store, heat up and/or cook and serve food
Adjacencies:	Daycare Main Play Area
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	None

Technical Requirements:

Floor Area:	12sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse resistant painted GWB, painted gypsum board ceiling
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, task lighting
Power Requirements:	8+ wall-mounted outlets, 2 GFCI counter top duplex outlets, microwave, fridge and dishwasher outlets
Communications:	1 quad network outlet (2 voice, 2 data), recessed ceiling speakers for overhead paging (programmed for emergency announcements only)
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1, dedicated exhaust
Millwork:	5m lower and upper cabinets, lockable, microwave shelf
Plumbing:	3 basin sink with hot and cold water, hot and cold water supply for dishwasher, water shut offs
Window Coverings:	None
Fitments:	Room sign
Equipment:	Full size fridge, freezer, commercial stove with directly vented range hood, microwave, commercial dishwasher and water bottle filler fountain c/w filter and chiller, wall mounted clock, telephone

Office

- A place for the daycare office manager; needs to accomodate small meetings with up to 2 visitors
- Accoustic privacy important; requires accoustic separation from adjacent spaces
- Important to have windows /sidelite into the adjacent Main Play Area for supervision
- No-builts ins required; furniture to include 1.5m computer desk, adjustable office chair, 2 filing cabinets, bookshelf and 2 side chairs for visitors



Functional Requirements:

Space Use:	Administration, meetings, interviews
Adjacencies:	Daycare Main Play Area
Natural Light:	Natural light maybe borrowed
Barrier-Free Access:	Yes
Potential Features:	None

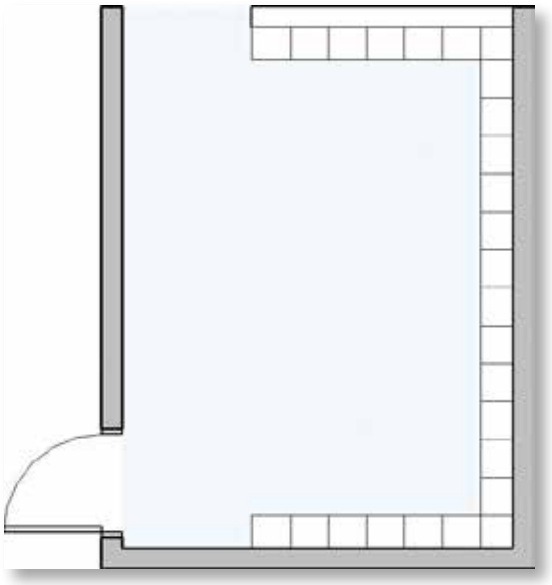
Technical Requirements:

Floor Area:	10sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse resistant painted GWB, acoustic ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	2 quad outlets wall mounted
Communications:	2 quad network outlets (2 voice, 2 data), recessed ceiling speakers for overhead paging (programmed for emergency announcements only)
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1* also refer to section 6.12
Millwork:	None
Plumbing:	None
Window Coverings:	Blinds on any exterior windows for sun control and on interior glazing must meet safety and lock-down requirements. Provide covering for viewing panel on door.
Fitments:	1.5m computer desk, adjustable office chair, 2 filing cabinets, bookshelf, 2 side chairs, tack board, room signage
Equipment:	telephone

14.5 Daycare

Cubby Area

- a place for each child attending the daycare to put their coats, boots, mits and hats, and other personal items that they might need
- requires a direct connection to the exterior for ease of parent drop off and pick up
- important to have a visual connection between the Cubby Area and the Main Play Area so staff can observe when someone enters the space
- each child requires a separate full length cubby with 3 hooks (one on each side) and a shelf on the bottom high enough for boots to be placed below and a high shelf above the coat hooks for hats and mits. Total number of cubbies required equals the capacity at the daycare. Currently based on a 24 child capacity (16 toddlers and 8 infants)
- entry mats need to be incorporated in the corridor leading directly to the exterior to limit moisture and dirt that is brought into this space



Functional Requirements:

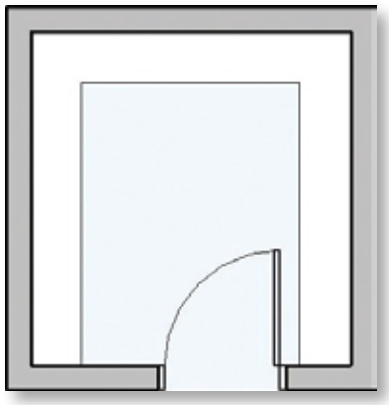
Space Use:	Putting on / taking off boots and coats
Adjacencies:	Daycare Main Play Area
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	None

Technical Requirements:

Floor Area:	10sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB, painted gypsum board ceiling
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, emergency lighting
Power Requirements:	Duplex outlets wall mounted
Communications:	Recessed ceiling speakers for bell and overhead paging
Temperature:	20-24C
Ventilation:	As per ASHRAE 62.1
Millwork:	Securely mounted cubbies and coat hooks (3 in each cubby) for children's coats, boots and backpacks, include a shelf above coat hooks and a lower shelf placed high enough for boots to fit below
Plumbing:	None
Window Coverings:	None
Fitments:	Room sign
Equipment:	None

Storage

- Storage of daycare equipment and supplies easily accessible by daycare staff
- Storage space can be accessed through another space such as the office



Functional Requirements:

Space Use:	Storage
Adjacencies:	Daycare Play Area, Office
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	None

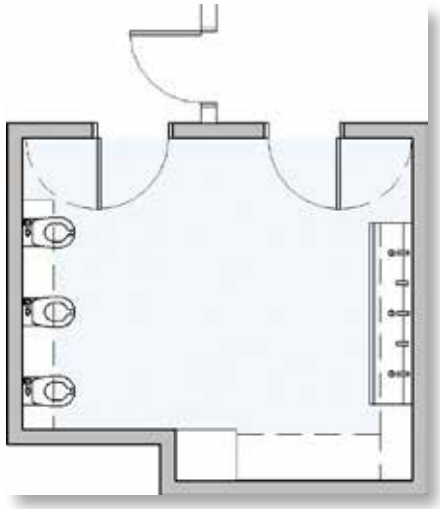
Technical Requirements:

Floor Area:	6sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB with plywood backing, painted gypsum board ceiling
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3-20, occupancy sensor
Power Requirements:	1 duplex outlet
Communications:	None
Temperature:	19C
Ventilation:	As per ASHRAE 62.1
Millwork:	None
Plumbing:	None
Window Coverings:	None
Fitments:	Storage shelving, 600mm metal storage shelving with base protectors secured to the wall, room signage
Equipment:	None

14.7 Daycare

Washrooms / Laundry

- A space for personal hygiene and grooming for the preschoolers and infants and also acts as a laundry area
- Located directly off of Main Play Area with a direct connection; must also include a direct connection to the Small Play Area for ease of use, safety and supervision for staff in this area
- Doors into this space must be designed to be fully open (180deg) for safety reasons
- Washing area to have multiple faucets to accomodate a few preschools at once, trough type sink works well. Important that top of trough mounted at height to suit pre-school children. Upper millwork cabinets hung at higher level above trough sink for extra storage
- Adjust total number of toilets to follow occupancy code regulations, but should have a minimum of 3 child size toilets within the space; open with no partitions. Include open shelving /storage cubbies, hung at higher level, securely fastened above the toilets for extra storage of diapers, change of clothes etc
- Include a removeable change table that is integrated (covers) a wash tub; station at standing height for ease of bathing and changing infants
- Stacked washer and dryer; allow for lockable millwork cabinets close to laundry for storing washing and cleaning supplies



Functional Requirements:

Space Use:	Washrooms and laundry space
Adjacencies:	Daycare Main Play Area and Small Play Area
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	None

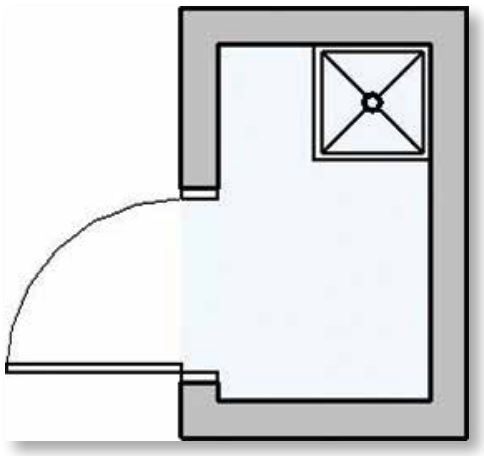
Technical Requirements:

Floor Area:	14sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, painted waterproof gypsum with ceramic tile finish, painted waterproof gypsum board ceiling
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3 20, occupancy sensor
Power Requirements:	2 wall mounted duplex outlets, 2 GFCI duplex outlets at change table / counter, power for hand dryer if required, power for washer and dryer
Communications:	1 quad outlet (2 voice, 2 data), recessed ceiling speakers for overhead paging (programmed for emergency announcements only)
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1, separate exhaust, outside direct vent /exhaust for dryer
Millwork:	Infant change table that is integrated (covers) raised infant wash tub, open storage with adjustable shelving hung over child size toilets, closed storage with adjustable shelving hung above trough sink / or individual sinks, lockable cabinet for laundry supplies
Plumbing:	Child size toilets (manual flush), long trough sink / or multiple individual child sized sinks , water shut offs under sinks, faucets, small tub for toddlers, plumbing lines for washer as required by code, floor drain.
Window Coverings:	None
Fitments:	Mirrors, paper towel dispensers, waste receptacle all hung at toddler height, room signage
Equipment:	Commercial grade stackable washer and dryer, telephone

14.8 Daycare

Custodial Room

- Storage of cleaning equipment and supplies
- Include a mop sink in the corner, protect walls around mop sink with tile surround / or washable solid surface wall panel to 1200mm AFF



Functional Requirements:

Space Use:	Storage for custodial equipment and supplies
Adjacencies:	Cubby Area or Play Area
Natural Light:	None
Barrier-Free Access:	No
Potential Features:	None

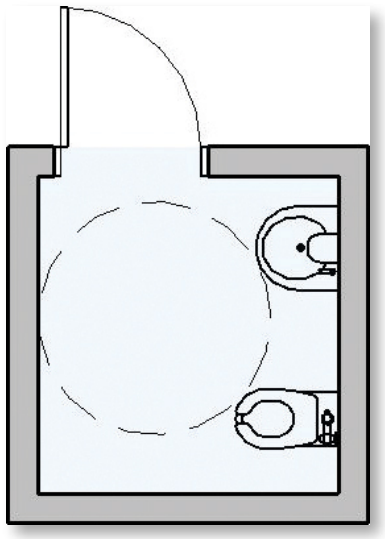
Technical Requirements:

Floor Area:	2sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, impact resistant painted GWB plywood backed with waterproof wall panels mechanically fastened (similar to Wetwall) as splash back at mop sink, painted gypsum board ceiling
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3 20, occupancy sensor with switch override
Power Requirements:	1 GFCI duplex outlet
Communications:	recessed ceiling speaker for bell and overhead paging (programmed for emergency announcements only)
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1
Millwork:	None
Plumbing:	Mop sink with hot and cold water supply with water shut offs, floor drain
Window Coverings:	None
Fitments:	wall mounted shelving for storage of cleaning supplies, room signage
Equipment:	None

14.9 Daycare

Staff Washroom

- A space for personal hygiene and grooming for the staff
- For privacy it should be screened from public areas and views
- Staff Washroom can be accessed through another space such as Washrooms /Laundry if required
- must be barrier-free



Functional Requirements:

Space Use:	Washroom
Adjacencies:	Daycare Play Area or Washrooms /Laundry Area
Natural Light:	None
Barrier-Free Access:	Yes
Potential Features:	None

Technical Requirements:

Floor Area:	6.5sqm
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB (plywood backing on all walls), painted gypsum board ceiling
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3 20, Area light
Power Requirements:	1 GFCI duplex outlet at vanity
Communications:	recessed ceiling speaker for bell and overhead paging (programmed for emergency announcements only)
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1, including exhaust
Millwork:	Vanity accessible
Plumbing:	Sink accessible, hot and cold water shut offs under the sink, faucets with levers, water efficient toilet (manual flush), floor drain
Window Coverings:	None
Fitments:	Mirror above sink, soap dispensers, paper towel dispenser, waste receptacle, break away coat hoots, room signage
Equipment:	None

15.0 OTHER SPACES / BUILDING SERVICE SPACES

An important feature of a collaborative, flexible learning environment are active corridors, used not only for circulation, cubbies and /or lockers, but as an active and animated learning space with small group zones where students can collaborate and learn. Designing schools with the approach that learning can happen everywhere minimizes circulation and increases flexible spaces for learning.

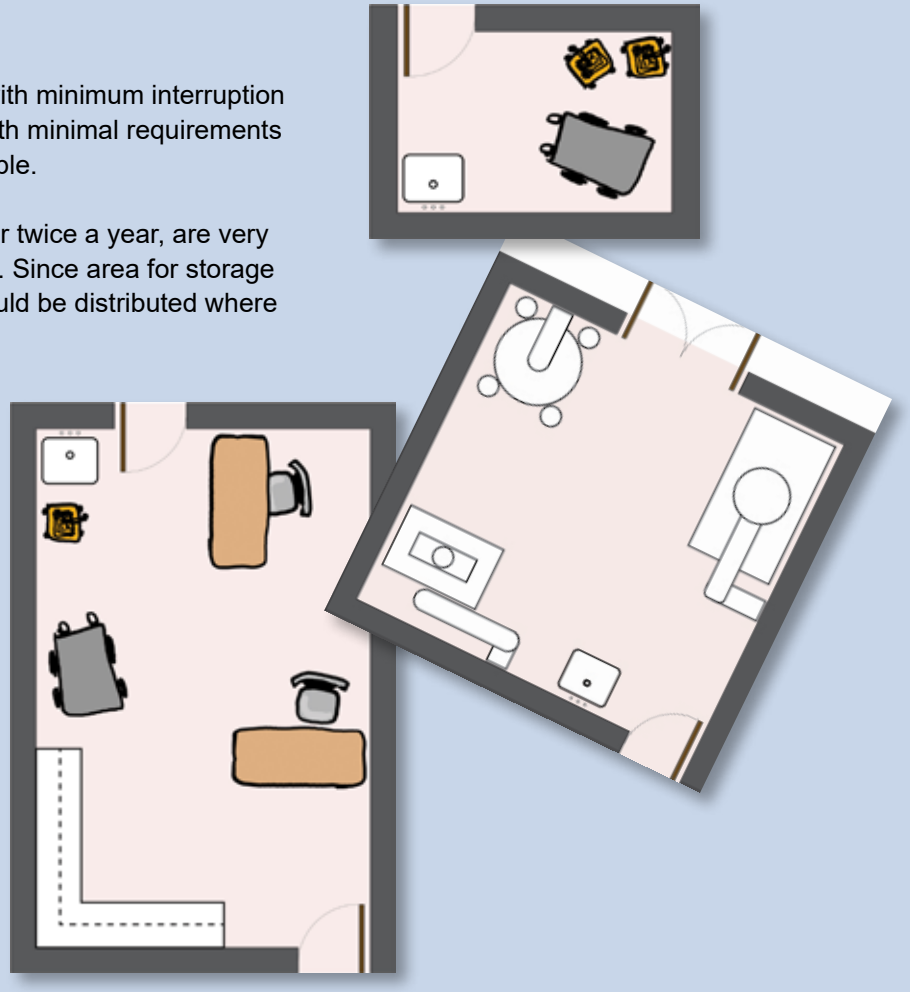
The systems that support and maintain a building's operations are important to the comfort of the building occupants and the lifespan of the building. Most schools in Nunavut are located in remote communities with limited access to building systems expertise and repair / replacement components. In addition, these buildings are exposed to significant weather systems and temperature fluctuations. It is important to consider these factors in the design of any Nunavut school.

Maintenance rooms should be designed to be easily accessible within the interior (with minimum interruption to students). Building systems selected should be easily serviced and maintained with minimal requirements for specialized products, components or training as these may not be easily accessible.

Storage, especially in remote communities where supplies are delivered only once or twice a year, are very important. Storage rooms need to be secure and designed to maximize the shelving. Since area for storage is limited, and more is always needed, creative storage solutions using millwork should be distributed where appropriate throughout the school.

Elevator and machine room requirements will be dependent on the specific model and equipment specifications and should be verified during the design phase. Elevators will be included in the proposed building area if a two storey design is required due to the overall size and capacity of a school.

Depending on the school location, a generator may be required. This requirement will be determined during the design process. The generator will be located either as part of the school building or as a separate self contained unit. All code requirements and safety regulations must be taken into account.



Entry Vestibules / Active Corridors

- design entry vestibules at every major entrance into the school providing a cold air buffer especially important in a northern climate; include entrance mat systems that are easy to maintain and help absorb moisture and prevent dirt from being treked into the school
- locate boot racks along walls near main student entries; provide painted impact resistent drywall with plywood backing at all boot rack locations for secure fastening
- design active corridors that are wider and use fun easily reconfigered furnishings, interactive surfaces, student display areas and small group zones so that they are a place of collaboration and learning
- design with the intention that learning can happen everywhere; active corridors reduce actual area used just for circulation and increase flexible spaces that can be used for learning
- placement of small group zones in strategic locations allows for easy passive supervision from adjacent learning spaces; active corridors can blend into a Learning Community's Common Learning Area
- stategic placement of cubbies (for younger grades), half lockers (for middle grades) and full lockers (for high school grades) within a school's active corridor environment can help solve bottlenecks and potentially increase passive supervison of these areas

Functional Requirements:

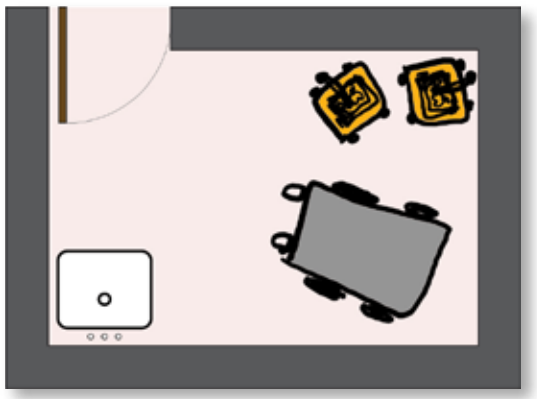
Space Use:	Exiting, circulation, collaborative learning
Adjacencies:	Learning Communities and Shared Learning spaces
Natural Light:	Indirect natural light
Barrier-Free Access:	Yes
Potential Features:	Areas that widen allowing the placement of furnishings to encourage group work

Technical Requirements:

Floor Area:	Design dependent
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring, entrance mat systems in entry vestibules, abuse-resistant painted GWB (plywood blacked in vestibules and walls with boot racks and cubbies), wainscoting on corridor walls to a min of 1200mm, waterproof wall protection at water filling stations, stainless steel corner guards at all exposed corners, acoustic ceiling tile in corridors and painted gypsum board ceiling in entry vestibules
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3 20
Power Requirements:	Install a duplex power outlet above ceiling at each WAP outlet, wall-mounted duplex outlets, quad outlets in wider corridor break out areas
Communications:	Network outlets (double) above ceiling for WAP distributed to provide proper wireless coverage to entire school. Total of 5 to 10 WAP depending on the infrastructure. Recessed ceiling speakers for bell and overhead paging distributed throughout corridors (locate 1 speaker near each entry to washrooms)
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1
Millwork:	For younger students securely mounted cubbies with 3 breakaway coat hooks, w/ shelf above coat hooks and a lower shelf placed high enough for boots to fit below
Plumbing:	Water bottle filling station w/water filter / chiller required
Window Coverings:	None
Fitments:	Stacked half high metal lockers and /or full height lockers, boot racks at entry vestibules
Equipment:	None

Custodial Room / Storage

- storage of cleaning equipment and supplies accessible to custodial staff
- to help with efficiency and safety, locate custodial rooms so mop sinks are distributed evenly within the school for easier cleaning
- provide 1 larger custodial room, centrally located, to act as the main storage for cleaning supplies and storage for larger cleaning equipement i.e. floor cleaner
- provide smaller custodial rooms /closets on each floor and/ or either end of the school for larger schools, to avoid long distances of walking to get water, cleaning chemicals and supplies
- locate one of the smaller custodial rooms near the Gymnasium to facilitate cleaning from after hour events; there might be a total of 2 or 3 smaller custodial rooms plus the larger custodial storage depending on the size of the school
- each custodial room to have a mop sink with a hot and cold water supply, a free-standing eye wash station and a floor drain
- main storage custodial room to have chemical resistant counter area with a stainless steel tub sink next to it to ease mixing / diluting solutions for cleaning (bleach), as well as a floor mop sink, and a free-standing eye wash station



Functional Requirements:

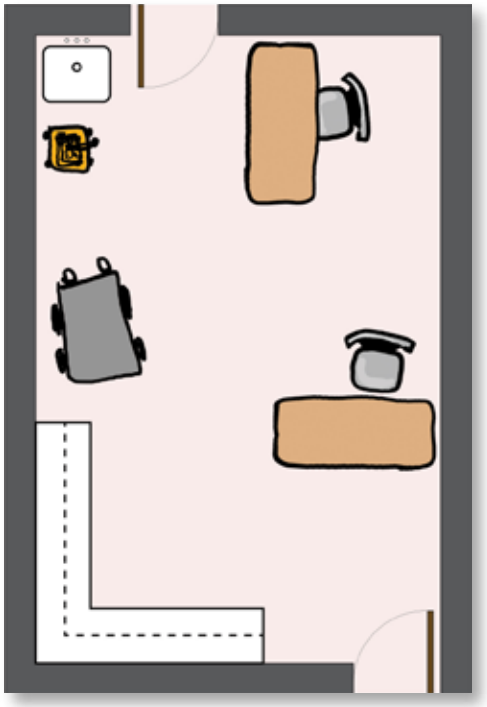
Space Use:	storage of cleaning equipment and supplies
Adjacencies:	Student Washrooms, Gymnasium
Natural Light:	None
Barrier-Free Access:	None
Potential Features:	None

Technical Requirements:

Floor Area:	15-30sqm total area
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring or epoxy sealed concrete, abuse-resistant painted GWB with plywood backing, durable splash back around mop sink (waterproof wall panels mechically fastened similar to Wetwall), painted gypsum board ceiling or acoustic ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3 20, occupancy sensor
Power Requirements:	2 GFCI duplex outlets, 1 20amp GFCI outlet
Communications:	1 quad outlet (2 voice, 2 data) in main custodial room, recessed ceiling speaker for overhead paging (programmed for emergency announcements only)
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1, separate ventilation
Millwork:	1.5m millwork storage cabinets with chemical resistant countertop in larger custodial storage room
Plumbing:	Mop sink(s), hot and cold water supply with hot and cold shut offs, floor drain, stainless steel deep tub sink in larger custodial storage room, free standing eye wash stations in each custodial room
Window Coverings:	None
Fitments:	600mm deep metal storage shelving with base protectors bolted into the wall, room signage
Equipment:	Floor cleaners, telephone

Building Maintenance Office / Storage

- Office / storage space for CGS building maintenance staff only; room will not be accessible to school administration / staff or custodial staff
- design space to accomodate an office desk / computer station and storage area with adjustable metal shelving
- inclusion of this room will be determined during stakeholder engagement; size will be determined based on CGS needs, if community has any other CGS maintenance storage facility
- important for building maintenance staff to have their own separate entrance into the building as well as door / direct connection from inside the school building; system in place so school administration staff is informed when CGS building maintenance staff is within the building during school hours



Functional Requirements:

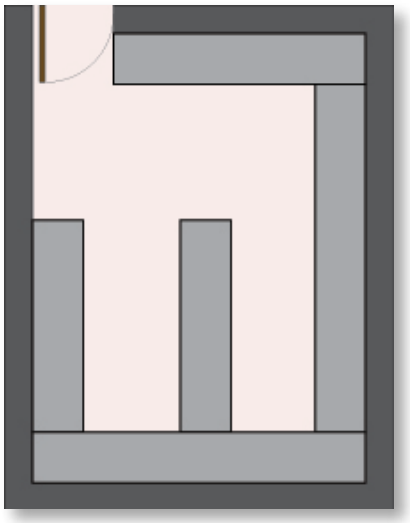
Space Use:	Office and storage for CGS building maintenance staff
Adjacencies:	Mechanical / Electrical Room
Natural Light:	None
Barrier-Free Access:	None
Potential Features:	None

Technical Requirements:

Floor Area:	15sqm to 25sqm dependant on CGS need, storage capabilities within community
Min. Ceiling Height:	3050mm
Room Finishes:	Resilient sheet flooring or epoxy sealed concrete floor, abuse-resistant painted GWB with plywood backing, durable splash back around washbasin sink (waterproof wall panels mechically fastened), ceiling painted GWB
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3 20, occupancy sensor
Power Requirements:	2 GFCI duplex outlets, 1 20amp GFCI outlet
Communications:	1 quad outlet (2 voice, 2 data), recessed ceiling speaker for overhead paging (programmed for emergency announcements only)
Temperature:	21-24C
Ventilation:	As per ASHRAE 62.1, including exhaust
Millwork:	Work bench with stainless steel top
Plumbing:	Stainless steel free-standing washbasin sink, 14 gauge (bowl size to be a minimum 610mm wide x 610mm long x 356mm deep) c/w water spout with lever handles and a pullout wand washing sprayer, floor drain, free-standing eye wash station
Window Coverings:	None
Fitments:	Adjustable metal shelving
Equipment:	Telephone

General Storage

- storage space is critical in the north; many communities only get a yearly sea drop with all of their school supplies and equipment
- storage rooms should be planned to maximize storage shelving in layout and height (must be securely mounted to the wall)
- storage area should be divided between two or three lockable rooms that are distributed in convienient locations within the school with direct access from the corridor
- Providing for a secondary copier within one of the main storage rooms closer to the learning communities benefits teachers who have limited time to come to the admin workroom in between classes
- creative storage / millwork throughout the school will supplement the general storage rooms



Functional Requirements:

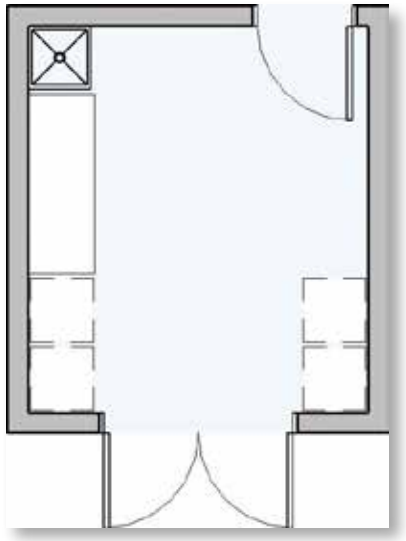
Space Use:	Storage of school equipement and supplies
Adjacencies:	Active Corridors, Learning Communities
Natural Light:	None
Barrier-Free Access:	None
Potential Features:	None

Technical Requirements:

Floor Area:	42-58sqm total area
Min. Ceiling Height:	3600mm
Room Finishes:	Resilient sheet flooring, abuse-resistant painted GWB plywood backed, painted gypsum board ceiling
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3 20, occupancy sensor
Power Requirements:	Duplex outlets, power for a photocopier (in storage room closest to learning communities), laptop cart charging outlets
Communications:	recessed ceiling speakers for bell and overhead paging
Temperature:	17-19C
Ventilation:	As per ASHRAE 62.1
Millwork:	None
Plumbing:	None
Window Coverings:	None
Fitments:	Storage shelving, metal storage shelving 600mm deep with base protectors, room sign
Equipment:	None

Recycling Room

- future space that wil be included as part of new school designs in communities where there is an ability to recycle (paper, metal, plastics and possibly organics)
- design room to be able to receive, sort and rinse recyclables and place into appropriate recycling bins; bins will be stored here until taken to recycling facility within community
- direct door (single or double) to exterior, located close to a loading zone in the parking lot will allow ease of loading bins
- design room so that walls and floors are durable with scrubable finishes that will resist impact from recycling bins/carts at various heights throughout the room



Functional Requirements:

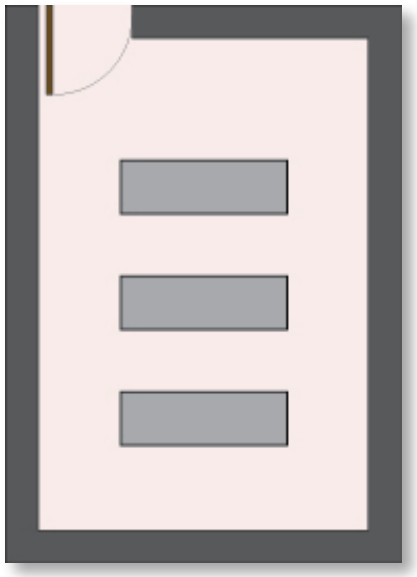
Space Use:	Sorting and storage of recycling bins
Adjacencies:	Custodial Room/ Storage, located close to exterior bins and / or parking lot for ease of loading
Natural Light:	None
Barrier-Free Access:	None
Potential Features:	Double door to exterior, space can also be used as an area to receive deliveries /supplies and act as a sorting / organizing room

Technical Requirements:

Floor Area:	11sqm
Min. Ceiling Height:	3600mm
Room Finishes:	Sealed concrete floor, walls durable, scrubable and impact resistant finish plywood backed, ceiling painted gypsum board
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3 20, occupancy sensor
Power Requirements:	2 GFCI duplex outlets, 1 20amp GFCI outlet
Communications:	1 Quad (2 Voice, 2 Data), recessed ceiling speakers for bell and overhead paging
Temperature:	19C
Ventilation:	As per ASHRAE 62.1, including exhaust
Millwork:	Durable stain resistant counter top with lockable lower millwork cabinets
Plumbing:	Stainless steel free-standing washbasin sink, 14 gauge (bowl size to be a minimum 610mm wide x 610mm long x 356mm deep) c/w water spout with lever handles and a pullout wand washing sprayer
Window Coverings:	None
Fitments:	Waste and Recycling Bins
Equipment:	Telephone

Network Closet / LAN Room

- LAN room is shared by Education IT Planning division and Community & Government Services (CGS) Division of Informatics Planning & Services who together coordinate design requirements of all Communications, IT, and phone requirements
- designs need to follow the GN Structured Cabling Guidelines Version 2.0 September 2021; both Education IT and CGS IPS follow these standards
- provide dedicated split systems air-conditioning unit to all network closets / LAN room to keep the temperature at a maximum of 21C; provide floor drains in every room to drain condensate from split system AC units
- provide 19mm G1S fire resistant plywood wall finish to a minimum of 2440mm above finished floor on all walls for ease of mounting equipment and racks



Functional Requirements:

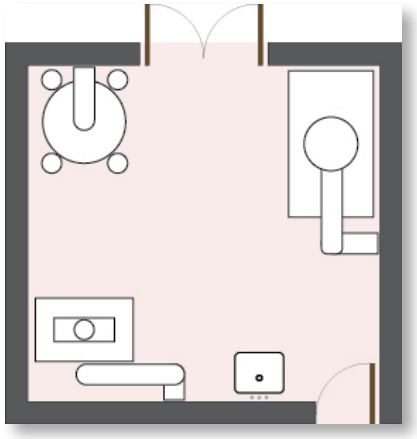
Space Use:	Access to file servers, computer networks, telephone panels, security connections and equipment
Adjacencies:	Library /Resource Centre, Administration
Natural Light:	None
Barrier-Free Access:	None
Potential Features:	None

Technical Requirements:

Floor Area:	10-20sqm (design dependant)
Min. Ceiling Height:	3050mm
Room Finishes:	Anti-static flooring, plywood backed painted gypsum board walls, painted gypsum board ceiling or acoustic ceiling tile
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3 20, occupancy sensor
Power Requirements:	As required
Communications:	PA system unit, CCTV system unit, Valcom hardware
Temperature:	max 21C (evaluated based on the wiring guidelines)
Ventilation:	As per ASHRAE 62.1, dedicated A/C
Millwork:	None
Plumbing:	Floor drain
Window Coverings:	None
Fitments:	Network Racks, shelving - design dependent
Equipment:	Telephone
	Note: All network equipment will be provided by IM/IT and EDU-IT.

Mechanical Room

- design the mechanical system for ease of Operation and Maintenance (O&M) in a northern environment; specify equipment and systems that are reliable, with parts that are easy to find, easy to service and are able to withstand the harsh cold climate conditions
- location of the mechanical room depends on the land; it can be located in a lower level basement floor, on the main level or on the second level in a 2 storey school
- important to make sure airhandling vents are not located low to the ground, near walkways where kids can climb them; they must be placed on the roof for safety and security. Airhandling units themselves should be located inside, close to the gym
- coordinate placement of fresh air intakes; do not locate them on the same side as the bus drop off zone
- adequate ventilation and fresh air intake is very important to the health and wellbeing of students and staff
- mechanical system needs to be designed to account for the 24 hour continuous sunlight that occurs for up to 4 months (depending on location) to prevent uncomfortable temperatures and overheating of the spaces



Functional Requirements:

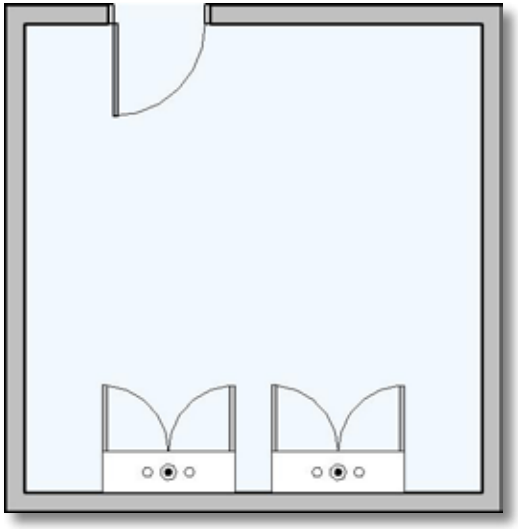
Space Use:	Mechanical systems & controls, electrical panels & equipment
Adjacencies:	Building Maintenance Office / Storage
Natural Light:	None
Barrier-Free Access:	None
Potential Features:	Double doors with no centre mullion to exterior for ease of servicing and /or replacement of mechanical equipment in the future

Technical Requirements:

Floor Area:	108-189sqm (design dependant)
Min. Ceiling Height:	3600mm
Room Finishes:	Sealed concrete floor, walls impact resistant finish, ceiling painted GWB
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3 20
Power Requirements:	As required; mechanical design dependant
Communications:	1 quad network outlet (2 voice, 2 data), ceiling speaker (programmed for emergency announcements only)
Temperature:	21C
Ventilation:	As per ASHRAE 62.1
Millwork:	None
Plumbing:	Floor drains, free standing eye wash station
Window Coverings:	None
Fitments:	Roof ladder
Equipment:	Mechanical equipment, telephone
Required:	Motor Control Centres (MCC)
	1. MCC's have the added benefit that you can rack out the breakers in the wrapper unit without shutting down the complete MCC. vs. a CDP where you will have to shut down the complete CDP to change a breaker
	2. All motor control centres will be of the same manufacturer as the distribution equipment. Motor control centres (MCC) complete with circuit breakers and/or combination starters as required will be in the mechanical service rooms.

Electrical Room

- main electrical distribution equipment locate adjacent to mechanical room
- provide 19mm G1S fire resistant plywood wall finish to a minimum of 2440mm above finished floor on all walls for ease of mounting electrical pannels
- all exposed plywood to be painted with fire retardent paint
- provide recessed ceiling speaker overhead paging (programmed for emergency announcements only)



Functional Requirements:

Space Use:	Electrical panels and equipment
Adjacencies:	Mechanical Room, Building Maintenance Office / Storage
Natural Light:	None
Barrier-Free Access:	None
Potential Features:	None

Technical Requirements:

Floor Area:	11-22sqm (design Dependant)
Min. Ceiling Height:	3600mm
Room Finishes:	Sealed concrete floor, walls impact resistant finish G1S fire resistant plywood wall finish to min 2.4m AFF on all walls (painted with fire retardant paint), painted gypsum board ceiling
Lighting:	LED lighting in compliance w/ ANSI/IES RP-3 20
Temperature:	max 21C
Ventilation:	As per ASHRAE 62.1

Electrical Service & Distribution:

1. New School building to be serviced from QEC via pad mounted transformer. Point of connection (demarcation) point is at the transformer. Transformer secondary conductors will be supplied and installed underground by the contractor. Separate utility metering will be provided within the new main electrical room.

2. New School Building distribution system to consist of a single indoor switchboard line-up consisting of wireway section, main breaker/ metering/CPT section and branch CDP section (total of 3 sections) Switchboard to be complete with tin plated copper bus and include the typical sections:

a) Main feeders wire-way section.

b) Digital customer metering sections (customer CT's) including V, A, W, THD.

c) PF VARs, Data outputs and connection points for computerized management. Remote metering hardware and programming to be required.

d) Distribution section to utilize insulated-case type breakers with electronic trip.

Generator - Emergency Power

- Locate the self-contained generator outdoors adjacent to the mechanical and electrical rooms
- choose generator size for full load: the new school facilities will have an emergency diesel power system capable of providing complete standby back-up power
- outdoor walk-in style, self-contained enclosure: generator to be enclosed in a walk-in style, self-contained, insulated, weather-proof and sound attenuated enclosure c/w critical grade muffler.

Functional Requirements:

Space Use:	Provide emergency standby back-up power
Adjacencies:	Mechanical and Electrical Rooms
Natural Light:	None
Barrier-Free Access:	None
Potential Features:	Outdoor walk-in style, self-contained enclosure

Technical Requirements:

Floor Area:	Generator size determined by size of school / power load requirements
Enclosure:	Generator will be enclosed in a walk-in style, self-contained, insulated, weather-proof and sound attenuated enclosure c/w critical grade muffler
Load Bank:	Load bank and load bank controller will be incorporated into the outdoor generator enclosure and will be prewired by the generator manufacturer. The load bank will provide for load sharing and testing / exercising of the generator set.
Fuel Tank:	Under-skid double wall fuel tank sized for minimum 48 hours at full load, leak detection and low fuel alarm. Tank to act as a day tank with fuel transfer from bulk fuel storage tank used for heating systems.
Transfer Switches:	The system will be comprised of dedicated transfer switches for the life safety systems and separate transfer switches for non-life safety loads.
Surge Protector:	An independant Surge Protector to be provided for the complete school.

16.0 SUMMARY

The Government of Nunavut has identified a need to update their existing School Design Guidelines to reflect current education curriculum and to provide spaces that support the delivery of an integrated IQ based learning model. In consultation with government representatives and education stakeholders, Colliers Project Leaders in collaboration with Oystryk Taff Architecture and Livingstone Architect have identified educational, administrative and support spaces which will provide flexibility for existing and future educational programming as well as foster opportunities for **Communication, Collaboration, Critical Thinking, Creativity, Culture and Community.**

As part of this mandate, it was important to recognize that schools can be at the heart of a community and act as an educational space as well as a community gathering place. As part of the updated design guidelines, consideration was given to support an inclusive and diverse community. Where appropriate, we have identified specific standards that should be met. In other cases, we have provided examples of “best practices” from across Canada for reference during the community consultation process.

The identified spaces are outlined in this report and can be combined in various configurations to meet a school’s educational programming needs based on its location, grade structure and student capacity. These “building blocks” will maintain a consistent standard for educational spaces across Nunavut and can be used in conjunction with Inuit Qaujimajatuqangit Education Framework for Nunavut Curriculum to support students on their educational journey.

17.0 SOURCES

Inuit Qaujimajatuqangit Education Framework for Nunavut Curriculum. Nunavut Department of Education, 2007

Inuglugijaittuq: Foundation for Inclusive Education in Nunavut Schools. Nunavut Department of Education, 2008

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The Language of School Design: Design Patterns for 21st Century Schools. Prakash Nair, Randall Fielding and Jeffrey Lackney. DesignShare.com (USA), 2013

Fielding International: Design Patterns for Creative Learning Environments. 2003-2022 https://fieldingintl.com/design-patterns/

Good Building Practices Guidelines (Third Edition). Technical Services Division, Department of Community and Government Services, Government of Nunavut. January 2020

Structured Cabling Guildlines. Information Management / Information Technology. Community and Government Services. Version 2.0 September 2021

Government of Alberta. Alberta Education. School Capital Manual. Edmonton: 2015

Province of British Columbia. Ministry of Education. Area Standards. Victoria: 2012

APPENDIX A - NUNAVUT SCHOOLS SPACE REQUIREMENTS MATRIX

Nunavut Schools Space Requirements Matrix

	K-12 Schools			K- 5/6 Schools				6-8 Schools			6/7 - 12 Schools			9/10 - 12 Schools			
	School Capacity			School Capacity				School Capacity			School Capacity			School Capacity			
	75 - 150	150 - 350	350 - 475	75 - 150	150 - 350	350 - 475	475 - 550	150 - 350	350 - 475	475 - 550	150 - 350	350 - 475	475 - 550	150 - 350	350 - 475	475 - 550	550 - 675
Learning Community																	
Kindergarten Classroom	√	√	√	√	√	√	√										
Kindergarten Washroom	√	√	√	√	√	√	√										
Classroom Learning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Small Group Learning / Quiet Room	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Common Learning Area	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
STEAM Learning Lab	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
STEAM Art Storage / Science Prep	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Science Classroom			√									√	√		√	√	√
Shared Learning Spaces																	
Language Classroom	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Multipurpose Room	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Stage / Drama Learning*																	
Main Gathering / Flexible Learning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Lunch Tables Storage Room	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
CTS Home Studies		√	√								√	√	√	√	√	√	√
Community Kitchen	√			√	√	√	√	√	√	√							
Canteen / Servery	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Food Storage	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Skin Room	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Cold Storage Room	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Makerspace / Storage	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
STEAM Art Storage / Science Prep	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
CTS Trades / Storage		√	√								√	√	√	√	√	√	√
Library / Resource Centre																	
Library / Resource Centre	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Resource Storage	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Library Office	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Small Group Learning / Quiet Room	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
School Community Enhancement Spaces																	
Health & Physical Fitness																	
Gymnasium	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Spectator Seating*																	
Auxillary Gym / Multipurpose			√			√	√										
Fitness Centre		√	√								√	√	√	√	√	√	√
Change Rooms	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Gender Inclusive Shower / Change Room (Individual)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Student Gender Inclusive Washrooms (Individual)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Gender Inclusive Change Room**																	
Gymnasium Office	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Staff Washroom / Staff Shower	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Gymnasium Storage	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Outdoor Equipment Storage	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Specialists / Student Support																	
Student Support Team Classroom + Storage	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Learning Coach Office + Storage	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Counsellor Office	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Sensory Room	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Administration																	
General Office	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Principal's Office	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Vice Principal's Office	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
District Education Authority Office	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Workstation / Quiet Room	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Staff Office / Meeting Room	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Staff Seminar / Meeting Rooms	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Staff Workroom	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Staff Lounge	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Staff Gender Inclusive Washrooms (Individual)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Special Needs Washroom	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Washrooms	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Student Gender Inclusive Washrooms (Individual)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Student Gender Inclusive Washrooms (Group)**																	

Nunavut Schools Space Requirements Matrix

	K-12 Schools			K- 5/6 Schools				6-8 Schools			6/7 - 12 Schools			9/10 - 12 Schools			
	School Capacity			School Capacity				School Capacity			School Capacity			School Capacity			
	75 - 150	150 - 350	350 - 475	75 - 150	150 - 350	350 - 475	475 - 550	150 - 350	350 - 475	475 - 550	150 - 350	350 - 475	475 - 550	150 - 350	350 - 475	475 - 550	550 - 675
Daycare Space																	
Play Area	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Sleeping Area	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Kitchen	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Daycare Office	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Cubby Area	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Storage	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Washrooms / Laundry	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Custodial Room	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Staff Washroom	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Other Spaces / Building Service Spaces																	
Entry Vestibules / Active Corridors	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Custodial Rooms / Storage	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Building Maintenance Office & Storage**																	
General Building Storage	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Recycling Room**																	
Network Closet / LAN Room	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Mechanical Room	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Electrical Room	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Elevator & Machine Room**																	
Generator Room**																	

* Part of the 'Community Enhancement Spaces' - confirm inclusion / area during Community Consultation process

**Optional - Confirm during the design process if these spaces are to be included

APPENDIX B - NUNAVUT SCHOOLS AREA MATRIX

Nunavut Schools Area Matrix

	K-12 Schools			K- 5/6 Schools				6-8 Schools			6/7 - 12 Schools			9/10 - 12 Schools			
School Capacity	75 - 150 sq.m.	150 - 350 sq.m.	350 - 475 sq.m.	75 - 150 sq.m.	150 - 350 sq.m.	350 - 475 sq.m.	475 - 550 sq.m.	150 - 350 sq.m.	350 - 475 sq.m.	475 - 550 sq.m.	150 - 350 sq.m.	350 - 475 sq.m.	475 - 550 sq.m.	150 - 350 sq.m.	350 - 475 sq.m.	475 - 550 sq.m.	550 - 675 sq.m.
Learning Community																	
Kindergarten Classroom	85	170	170	85	170	170	255										
Kindergarten Washroom	6	12	12	6	12	12	18										
Classroom Learning	350	910	1190	420	910	1260	1470	980	1330	1540	910	1260	1470	910	1190	1400	1680
Small Group Learning /Quiet Room	10	20	30	10	20	30	40	20	30	40	20	30	40	20	30	40	50
Common Learning Area**	140	280	420	140	280	420	560	280	420	560	280	420	560	280	420	560	700
STEAM Learning Lab	90	90	90	90	90	90	180	90	90	180	90	90	180	90	90	180	180
STEAM Art Storage / Science Prep	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Science Classroom			93									93	186		93	186	279
Shared Learning Spaces																	
Language Classroom	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
Multipurpose Room	70	140	140	70	140	140	140	70	140	140	70	140	140	70	140	140	140
Stage / Drama Learning (Area part of 'School Community Enhancement Spaces' below)																	
Main Gathering / Flexible Learning**	160	250	330	160	250	330	360	250	330	360	250	330	360	250	330	360	390
Lunch Tables Storage Room	15	25	30	15	25	30	35	25	30	35	25	30	35	25	30	35	40
CTS Home Studies		130	130								130	130	130	130	130	130	130
Community Kitchen	85			85	85	85	85	85	85	85							
Canteen / Servery	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
Food Storage	10	12	14	10	12	14	15	12	14	15	12	14	15	12	14	16	18
Skin Room	20	25	30	20	25	30	35	25	30	35	25	30	35	25	30	35	40
Cold Storage Room	20	20	25	20	20	25	25	20	25	25	20	25	25	20	25	25	25
Makerspace /Storage	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
CTS Trades /Storage		155	155								155	155	310	155	155	310	310
Learning / Resource Centre																	
Library / Resource Centre	60	90	126	60	90	126	165	90	126	165	90	126	165	90	126	165	255
Resource Storage	10	12	14	10	12	14	16	12	14	16	12	14	16	12	14	16	18
Library Office	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Small Group Learning	0	10	10	0	10	10	10	10	10	10	10	10	10	10	10	10	10
School Community Enhancement Spaces	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110
Health & Physical Fitness																	
Gymnasium	530	530	530	530	530	530	530	530	645	645	645	840	840	645	840	840	840
Spectator Seating (Area part of 'School Community Enhancement Spaces' above)																	
Auxiliary Gym / Multipurpose			230			230	230										
Fitness Centre		40	40								40	40	40	40	40	40	40
Change Rooms*	60	74	94	60	74	94	94	74	94	94	74	94	94	74	94	94	94
Gender Inclusive Shower & Washroom (Individual)	8	8	16	8	8	16	16	8	16	16	8	16	16	8	16	16	16
Student Gender Inclusive Washrooms (Individual)	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	13	13	6.5	13	13	13	13	13	13
Gender Inclusive Change Room																	
Gymnasium Office	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Staff Washroom / Staff Shower	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
Gymnasium Storage*	68	68	68	68	68	68	68	68	73	73	73	78	78	73	78	78	78
Outdoor Equipment Storage	20	25	30	20	25	30	35	25	30	35	25	30	35	25	30	35	40
Specialists / Student Support																	
Student Support Team Classroom + Storage	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
Learning Coach Office + Storage	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
Counsellor Office	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
Sensory Room	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Administration																	
General Office	37	54	59	37	54	54	59	54	54	59	54	54	59	54	54	59	59
Principal's Office	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
Vice Principal's Office	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
District Education Authority Office*****	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Staff Office / Meeting Room	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Staff Seminar / Meeting Rooms		30	30		30	30	30	30	30	30	30	30	30	30	30	30	30
Staff Workroom	14	17	20	14	17	20	23	17	20	23	17	20	23	17	20	23	25
Staff Lounge	20	27	42	20	27	42	58	27	42	58	27	42	58	27	42	58	70
Staff Gender Inclusive Washrooms (Individual)*	13	13	22	13	13	22	22	13	22	22	13	22	22	13	22	22	22
Special Needs Washroom	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Washrooms**	49	74	91	36	75	89	99	79	99	105	62	91	101	64	73	78	86
Student Gender Inclusive Washrooms (Individual)*	13	13	19.5	13	13	19.5	19.5	13	19.5	19.5	13	19.5	19.5	13	19.5	19.5	19.5
Student Gender Inclusive Washrooms (Group)																	

Nunavut Schools Area Matrix

	K-12 Schools			K- 5/6 Schools				6-8 Schools			6/7 - 12 Schools			9/10 - 12 Schools			
Student Occupancy	75 - 150 sq.m.	150 - 350 sq.m.	350 - 475 sq.m.	75 - 150 sq.m.	150 - 350 sq.m.	350 - 475 sq.m.	475 - 550 sq.m.	150 - 350 sq.m.	350 - 475 sq.m.	475 - 550 sq.m.	150 - 350 sq.m.	350 - 475 sq.m.	475 - 550 sq.m.	150 - 350 sq.m.	350 - 475 sq.m.	475 - 550 sq.m.	550 - 675 sq.m.
Daycare Space																	
Play Area	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
Sleeping Area	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
Kitchen	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
Daycare Office	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Cubby Area	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Storage	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Washrooms / Laundry	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
Custodial Room	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Staff Washroom	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5
Other Spaces / Building Service Spaces																	
Entry Vestibules / Acitve Corridors																	
Custodial Rooms / Storage***	15	20	25	15	20	25	30	20	25	30	20	25	30	20	25	30	30
Building Maintenance Office & Storage*****	15	25	25	15	25	25	25	25	25	25	25	25	25	25	25	25	25
General Building Storage****	42	46	50	42	46	50	54	46	50	54	46	50	54	46	50	54	58
Recycling Room*****	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Network Closet / LAN Room	10	15	15	10	15	15	15	15	15	15	15	20	20	15	20	20	20
Mechanical Room	108	108	162	108	108	162	162	108	162	162	108	162	162	108	162	162	189
Electrical Room	11	22	22	11	22	22	22	22	22	22	22	22	22	22	22	22	22
Elevator & Machine Room*****																	
Generator Room*****																	
Area Sub-Total	**2916**	**4312**	**5351.5**	**2973**	**4073**	**5081.5**	**5752.5**	**3895**	**4876**	**5452**	**4168**	**5336**	**6164**	**4176.5**	**5248**	**6072**	**6787**
Wall Area (6%)	175	259	321	178	244	305	345	234	293	327	250	320	370	251	315	364	407
Circulation (18%)	525	776	963	535	733	915	1035	701	878	981	750	960	1110	752	945	1093	1222
Area Total	**3616**	**5347**	**6636**	**3687**	**5051**	**6301**	**7133**	**4830**	**6046**	**6760**	**5168**	**6617**	**7643**	**5179**	**6508**	**7529**	**8416**

*Room areas may vary from Room Information Sheets; may need to be adjusted during design due to student capacity and/or community needs.

**Washrooms total fixture count must meet latest National Building Code minimum requirements for maximum school occupant load. Washroom Area / fixture count must be adjusted to posted gymnasium occupancy load (Refer to Appendix C - Summary of Required Washroom Fixtures)

***Common Learning Area and Main Gathering / Flexible Learning may be combined in schools with less than 150 students

****Reflects total area distributed through school

*****Optional - confirm during design if these spaces are to be included

APPENDIX C - SUMMARY OF REQUIRED WASHROOM FIXTURES

Summary of Washroom Fixture Calculations

As per the newest National Building Code that will be adopted in 2023

Note: NBC interpretation – in calculations below Gender Inclusive Individual Washrooms have not been included in fixture count. If Gender Inclusive Individual Washrooms can be included in the fixture count, area allocated to Washrooms can be reduced (Architect of Record needs to confirm as per the latest NBC)

The code to be adopted in 2023 is used for washroom calculations to ensure the future proofing of schools and exclusivity.

K-12 Schools

Occupant Load: 75 – 150

STUDENTS KINDERGARTEN

18 STUDENTS – EACH KINDERGARTEN HAS ITS OWN WASHROOM

STUDENTS 1-6

66 PERSONS / 2 = 33 PERSONS OF EACH SEX REQUIREMENTS PER 3.7.2.2.5

1. MALES: 2 WATER CLOSETS REQUIRED

2. FEMALES: 2 WATER CLOSETS REQUIRED

TWO - 7 SQ M B.F. ACCESSIBLE WASHROOMS FOR MALES. TWO - 7 SQ M B.F. ACCESSIBLE WASHROOMS FOR FEMALES.

STUDENTS 7-9

66 PERSONS / 2 = 33 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 1 WATER CLOSETS REQUIRED

2. FEMALES: 2 WATER CLOSETS REQUIRED

ONE - 7 SQ M B.F. ACCESSIBLE WASHROOM FOR MALES. TWO - 7 SQ M B.F. ACCESSIBLE WASHROOMS FOR FEMALES.

GYMNASIUM

OCCUPANT LOAD - 707 PEOPLE BASED ON SPACE WITH NON-FIXED SEATING CALCULATION OF 530m2/0.75m2 OF 707 PEOPLE

707 PERSONS / 2 = 354 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 6 WATER CLOSETS REQUIRED

2. FEMALES: 12 WATER CLOSETS REQUIRED

ONE 30 SQ M GANG WASHROOM WITH ONE B.F. ACCESSIBLE STALL FOR MALES. TWO - 30 SQ M GANG WASHROOM WITH ONE B.F. ACCESSIBLE STALL EACH FOR FEMALES

Summary of Washroom Fixtures Provided

Males: 3 water closets
Female: 4 water closets

Gender Inclusive Individual Washroom: 2 water closets (Not included)

Change Room: Male - 1 water closet
Female - 1 water closet

Gender inclusive shower / washroom – 1 water closet (Not included)
Gender inclusive individual change / washroom – 1 water closet (Not included)

Required for Gymnasium 707 Occupant Load (530m2)

Male: 6 water closets
Females: 12 water closets

Gap in Required Fixtures to meet Gym Occupancy of 707

Male: 2 water closets
Female: 7 water closets
Additional Area Required: **48m2**

Occupant Load: 150 – 350

STUDENTS KINDERGARTEN

36 STUDENTS – EACH KINDERGARTEN HAS ITS OWN WASHROOM

STUDENTS 1-6

157 PERSONS / 2 = 79 PERSONS OF EACH SEX REQUIREMENTS PER 3.7.2.2.5

1. MALES: 3 WATER CLOSETS REQUIRED

2. FEMALES: 4 WATER CLOSETS REQUIRED

ONE GANG WASHROOM PROVIDED FOR EACH SEX REQUIREMENT. 18 SQ M WITH ONE B.F. ACCESSIBLE STALL FOR MALES. 21 SQ M WITH ONE B.F. ACCESSIBLE STALL FOR FEMALES.

STUDENTS 7-9

157 PERSONS / 2 = 79 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 2 WATER CLOSETS REQUIRED

2. FEMALES: 4 WATER CLOSETS REQUIRED

ONE GANG WASHROOM PROVIDED FOR EACH SEX REQUIREMENT. 14 SQ M WITH ONE B.F. ACCESSIBLE STALL FOR MALES. 21 SQ M WITH ONE B.F. ACCESSIBLE STALL FOR FEMALES.

GYMNASIUM

OCCUPANT LOAD - 707 PEOPLE BASED ON SPACE WITH NON-FIXED SEATING CALCULATION OF 530m2/0.75m2 OF 707 PEOPLE

707 PERSONS / 2 = 354 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 6 WATER CLOSETS REQUIRED

2. FEMALES: 12 WATER CLOSETS REQUIRED

ONE 30 SQ M GANG WASHROOM WITH ONE B.F. ACCESSIBLE STALL FOR MALES. TWO - 30 SQ M GANG WASHROOM WITH ONE B.F. ACCESSIBLE STALL EACH FOR FEMALES

Summary of Washroom Fixtures Provided

Males: 5 water closets
Female: 8 water closets

Gender Inclusive Individual Washroom: 2 water closets (Not included)

Change Room: Male - 1 water closet
Female - 1 water closet

Gender inclusive individual shower / washroom – 1 water closet (Not included)
Gender inclusive individual change / washroom – 1 water closet (Not included)

Required for Gymnasium 707 Occupant Load (530m2)

Male: 6 water closets
Females: 12 water closets

Gap in Required Fixtures to meet Gym Occupancy of 707

Male: 0 water closets
Female: 3 water closets
Additional Area Required: 1**8m2**

Occupant Load: 350 – 475

STUDENTS KINDERGARTEN

36 STUDENTS – EACH KINDERGARTEN HAS ITS OWN WASHROOM

STUDENTS 1-6

220 PERSONS / 2 = 110 PERSONS OF EACH SEX REQUIREMENTS PER 3.7.2.2.5

1. MALES: 4 WATER CLOSETS REQUIRED

2. FEMALES: 5 WATER CLOSETS REQUIRED

ONE GANG WASHROOM PROVIDED FOR EACH SEX REQUIREMENT. 21 SQ M WITH ONE B.F. ACCESSIBLE STALL FOR MALES. 26 SQ M WITH ONE B.F. ACCESSIBLE STALL FOR FEMALES.

STUDENTS 7-9

219 PERSONS / 2 = 110 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 3 WATER CLOSETS REQUIRED

2. FEMALES: 5 WATER CLOSETS REQUIRED

ONE GANG WASHROOM PROVIDED FOR EACH SEX REQUIREMENT. 18 SQ M WITH ONE B.F. ACCESSIBLE STALL FOR MALES. 26 SQ M WITH ONE B.F. ACCESSIBLE STALL FOR FEMALES.

GYMNASIUM

OCCUPANT LOAD - 707 PEOPLE BASED ON SPACE WITH NON-FIXED SEATING CALCULATION OF 530m2/0.75m2 OF 707 PEOPLE

707 PERSONS / 2 = 354 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 6 WATER CLOSETS REQUIRED

2. FEMALES: 12 WATER CLOSETS REQUIRED

ONE 30 SQ M GANG WASHROOM WITH ONE B.F. ACCESSIBLE STALL FOR MALES. TWO - 30 SQ M GANG WASHROOM WITH ONE B.F. ACCESSIBLE STALL EACH FOR FEMALES

Summary of Washroom Fixtures Provided

Males: 7 water closets
Female: 10 water closets

Gender Inclusive Individual Washroom: 3 water closets (Not included)

Change Room: Male - 1 water closet

Female - 1 water closet

Gender inclusive individual shower / washroom – 2 water closets (Not included)
Gender inclusive individual change / washroom – 1 water closet (Not included)

Required for Gymnasium 707 Occupant Load (530m2)

Male: 6 water closets
Females: 12 water closets

Gap in Required Fixtures to meet Gym Occupancy of 707

Male: 0 water closets
Female: 1 water closets
Additional Area Required: 6**m2**

K-6 Schools

Occupant Load: 75 – 150

STUDENTS KINDERGARTEN

18 STUDENTS – EACH KINDERGARTEN HAS ITS OWN WASHROOM

STUDENTS 1-6

132 PERSONS / 2 = 66 PERSONS OF EACH SEX REQUIREMENTS PER 3.7.2.2.5

1. MALES: 3 WATER CLOSETS REQUIRED

2. FEMALES: 3 WATER CLOSETS REQUIRED

ONE GANG WASHROOM PROVIDED FOR EACH SEX REQUIREMENT. 18 SQ M EACH WITH ONE B.F. ACCESSIBLE STALL IN EACH.

GYMNASIUM

OCCUPANT LOAD - 707 PEOPLE BASED ON SPACE WITH NON-FIXED SEATING CALCULATION OF 530m2/0.75m2 OF 707 PEOPLE

707 PERSONS / 2 = 354 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 6 WATER CLOSETS REQUIRED

2. FEMALES: 12 WATER CLOSETS REQUIRED

ONE 30 SQ M GANG WASHROOM WITH ONE B.F. ACCESSIBLE STALL FOR MALES. TWO - 30 SQ M GANG WASHROOM WITH ONE B.F. ACCESSIBLE STALL EACH FOR FEMALES

Summary of Washroom Fixtures Provided

Males: 3 water closets
Female: 3 water closets

Gender Inclusive Individual Washroom: 2 water closets (Not included)

Change Room: Male - 1 water closet
Female - 1 water closet

Gender inclusive shower / washroom – 1 water closet (Not included)
Gender inclusive individual change / washroom – 1 water closet (Not included)

Required for Gymnasium 707 Occupant Load (530m2)

Male: 6 water closets
Females: 12 water closets

Gap in Required Fixtures to meet Gym Occupancy of 707

Male: 2 water closets
Female: 8 water closets
Additional Area Required: **48m2**

Occupant Load: 150 – 350

STUDENTS KINDERGARTEN

36 STUDENTS – EACH KINDERGARTEN HAS ITS OWN WASHROOM

STUDENTS 1-6

314 PERSONS / 2 = 157 PERSONS OF EACH SEX REQUIREMENTS PER 3.7.2.2.5

1. MALES: 6 WATER CLOSETS REQUIRED

2. FEMALES: 7 WATER CLOSETS REQUIRED

TWO GANG WASHROOM PROVIDED FOR EACH SEX REQUIREMENT CONSISTING OF TWO – THREE STALL WASHROOMS (18 sq m) FOR MALES AND ONE – THREE STALL WASHROOM (18 sq m) AND ONE – FOUR STALL WASHROOM (21 sq m) FOR FEMALES.

GYMNASIUM

OCCUPANT LOAD - 707 PEOPLE BASED ON SPACE WITH NON-FIXED SEATING CALCULATION OF 530m2/0.75m2 OF 707 PEOPLE

707 PERSONS / 2 = 354 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 6 WATER CLOSETS REQUIRED

2. FEMALES: 12 WATER CLOSETS REQUIRED

ONE 30 SQ M GANG WASHROOM WITH ONE B.F. ACCESSIBLE STALL FOR MALES. TWO - 30 SQ M GANG WASHROOM WITH ONE B.F. ACCESSIBLE STALL EACH FOR FEMALES

Summary of Washroom Fixtures Provided

Males: 6 water closets
Female: 7 water closets

Gender Inclusive Individual Washroom: 2 water closets (Not included)

Change Room: Male - 1 water closet
Female - 1 water closet

Gender inclusive individual shower / washroom – 1 water closet (Not included)
Gender inclusive individual change / washroom – 1 water closet (Not included)

Required for Gymnasium 707 Occupant Load (530m2)

Male: 6 water closets
Females: 12 water closets

Gap in Required Fixtures to meet Gym Occupancy of 707

Male: 0 water closets
Female: 4 water closets
Additional Area Required: 21**m2**

Occupant Load: 350 – 475

STUDENTS KINDERGARTEN

36 STUDENTS – EACH KINDERGARTEN HAS ITS OWN WASHROOM

STUDENTS 1-6

439 PERSONS / 2 = 220 PERSONS OF EACH SEX REQUIREMENTS PER 3.7.2.2.5

1. MALES: 8 WATER CLOSETS REQUIRED

2. FEMALES: 9 WATER CLOSETS REQUIRED

TWO GANG WASHROOM PROVIDED FOR EACH SEX REQUIREMENT CONSISTING OF TWO – FOUR STALL WASHROOMS (21 sq m) FOR MALES AND ONE – FOUR STALL WASHROOM (21 sq m) AND ONE – FIVE STALL WASHROOM (26 sq m) FOR FEMALES.

GYMNASIUM

OCCUPANT LOAD - 707 PEOPLE BASED ON SPACE WITH NON-FIXED SEATING
CALCULATION OF 530m2/0.75m2 OF 707 PEOPLE

707 PERSONS / 2 = 354 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 6 WATER CLOSETS REQUIRED

2. FEMALES: 12 WATER CLOSETS REQUIRED

ONE 30 SQ M GANG WASHROOM WITH ONE B.F. ACCESSIBLE STALL FOR MALES. TWO - 30 SQ M GANG WASHROOM WITH ONE B.F. ACCESSIBLE STALL EACH FOR FEMALES

Summary of Washroom Fixtures Provided

Males: 8 water closets
Female: 9 water closets

Gender Inclusive Individual Washroom: 3 water closets (Not included)

Change Room: Male - 1 water closet
Female - 1 water closet

Gender inclusive individual shower / washroom – 2 water closets (Not included)
Gender inclusive individual change / washroom – 1 water closet (Not included)

Required for Gymnasium 707 Occupant Load (530m2)

Male: 6 water closets
Females: 12 water closets

Gap in Required Fixtures to meet Gym Occupancy of 707

Male: 0 water closets
Female: 2 water closets
Additional Area Required: **12m2**

Occupant Load: 475 – 550

STUDENTS KINDERGARTEN

54 STUDENTS – EACH KINDERGARTEN HAS ITS OWN WASHROOM

STUDENTS K-6

496 PERSONS / 2 = 248 PERSONS OF EACH SEX REQUIREMENTS PER 3.7.2.2.5

1. MALES: 9 WATER CLOSETS REQUIRED

2. FEMALES: 10 WATER CLOSETS REQUIRED

TWO GANG WASHROOM PROVIDED FOR EACH SEX REQUIREMENT CONSISTING OF ONE – FOUR STALL (21 sq m) AND ONE - FIVE STALL WASHROOM (26 sq m) FOR MALES AND TWO – FIVE STALL WASHROOM (26 sq m) FOR FEMALES.

GYMNASIUM

OCCUPANT LOAD - 707 PEOPLE BASED ON SPACE WITH NON-FIXED SEATING CALCULATION OF 530m2/0.75m2 OF 707 PEOPLE

707 PERSONS / 2 = 354 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 6 WATER CLOSETS REQUIRED

2. FEMALES: 12 WATER CLOSETS REQUIRED

ONE 30 SQ M GANG WASHROOM WITH ONE B.F. ACCESSIBLE STALL FOR MALES. TWO - 30 SQ M GANG WASHROOM WITH ONE B.F. ACCESSIBLE STALL EACH FOR FEMALE.

Summary of Washroom Fixtures Provided

Males: 9 water closets
Female: 10 water closets

Gender Inclusive Individual Washroom: 3 water closets (Not included)

Change Room: Male - 1 water closet
Female - 1 water closet

Gender inclusive individual shower / washroom – 2 water closets (Not included)
Gender inclusive individual change / washroom – 1 water closet (Not included)

Required for Gymnasium 707 Occupant Load (530m2)

Male: 6 water closets
Females: 12 water closets

Gap in Required Fixtures to meet Gym Occupancy of 707

Male: 0 water closets
Female: 1 water closets
Additional Area Required: 6**m2**

6-8 Schools

Occupant Load: 150 – 350

STUDENTS 6

115 PERSONS / 2 = 58 PERSONS OF EACH SEX REQUIREMENTS PER 3.7.2.2.5

1. MALES: 2 WATER CLOSETS REQUIRED

2. FEMALES: 3 WATER CLOSETS REQUIRED

TWO - 7 SQ M B.F. ACCESSIBLE WASHROOMS FOR MALES. THREE - 7 SQ M B.F. ACCESSIBLE WASHROOMS FOR FEMALES.

STUDENTS 7-8

235 PERSONS / 2 = 118 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 3 WATER CLOSETS REQUIRED

2. FEMALES: 5 WATER CLOSETS REQUIRED

ONE GANG WASHROOM PROVIDED FOR EACH SEX REQUIREMENT CONSISTING OF ONE ONE - 3 STALL WASHROOMS (18 sq m) FOR MALES AND ONE – FIVE STALL WASHROOM (26 sq m) FOR FEMALES.

GYMNASIUM

OCCUPANT LOAD - 707 PEOPLE BASED ON SPACE WITH NON-FIXED SEATING CALCULATION OF 530m2/0.75m2 OF 707 PEOPLE

707 PERSONS / 2 = 354 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 6 WATER CLOSETS REQUIRED

2. FEMALES: 12 WATER CLOSETS REQUIRED

ONE 30 SQ M GANG WASHROOM WITH ONE B.F. ACCESSIBLE STALL FOR MALES. TWO - 30 SQ M GANG WASHROOM WITH ONE B.F. ACCESSIBLE STALL EACH FOR FEMALES

Summary of Washroom Fixtures Provided

Males: 5 water closets
Female: 8 water closets

Gender Inclusive Individual Washroom: 2 water closets (Not included)

Change Room: Male - 1 water closet
Female - 1 water closet

Gender inclusive Shower / Washroom – 1 water closet (Not included)
Gender inclusive individual Change / Washroom – 1 water closet (Not included)

Required for Gymnasium 707 Occupant Load (530m2)

Male: 6 water closets
Females: 12 water closets

Gap in Required Fixtures to meet Gym Occupancy of 707

Male: 2 water closets

Female: 8 water closets
Additional Area Required: **54m2**

Occupant Load: 350 – 475

STUDENTS 6

158 PERSONS / 2 = 79 PERSONS OF EACH SEX REQUIREMENTS PER 3.7.2.2.5

1. MALES: 3 WATER CLOSETS REQUIRED

2. FEMALES: 4 WATER CLOSETS REQUIRED

GANG WASHROOMS PROVIDED CONSISTING OF ONE – 3 STALL WASHROOM (18 sq m) FOR MALES AND ONE – 4 STALL WASHROOM (21 sq m) FOR FEMALES.

STUDENTS 7-8

317 PERSONS / 2 = 159 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 4 WATER CLOSETS REQUIRED

2. FEMALES: 7 WATER CLOSETS REQUIRED

GANG WASHROOMS PROVIDED CONSISTING OF ONE – 4 STALL WASHROOM (21 sq m) FOR MALES AND ONE – THREE STALL WASHROOM (18 sq m) AND ONE – 4 STALL WASHROOM (21 sq m) FOR FEMALES.

GYMNASIUM

OCCUPANT LOAD – 860 PEOPLE BASED ON SPACE WITH NON-FIXED SEATING CALCULATION OF 645m2/0.75m2 OF 860 PEOPLE

860 PERSONS / 2 = 430 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 7 WATER CLOSETS REQUIRED

2. FEMALES: 13 WATER CLOSETS REQUIRED

GANG WASHROOMS PROVIDED CONSISTING OF ONE – 3 STALL WASHROOM (18 sq m) & ONE – 4 STALL WASHROOM (21 sq m) FOR MALES AND ONE – 6 STALL WASHROOM (30 sq m) AND ONE – 7 STALL WASHROOM (34 sq m) FOR FEMALES.

Summary of Washroom Fixtures Provided

Males: 7 water closets
Female: 11 water closets

Gender Inclusive Individual Washroom: 3 water closets (Not included)

Change Room: Male - 1 water closet
Female - 1 water closet

Gender inclusive individual shower / washroom – 2 water closets (Not included)
Gender inclusive individual change / washroom – 2 water closets (Not included)

Required for Gymnasium 860 Occupant Load (645m2)

Male: 7 water closets
Females: 13 water closets

Gap in Required Fixtures to meet Gym Occupancy of 860

Male: 0 water closets
Female: 1 water closets
Additional Area Required: **6m2**

Occupant Load: 475 – 550

STUDENTS 6

183 PERSONS / 2 = 92 PERSONS OF EACH SEX REQUIREMENTS PER 3.7.2.2.5

1. MALES: 4 WATER CLOSETS REQUIRED

2. FEMALES: 4 WATER CLOSETS REQUIRED

ONE 21 SQ M GANG WASHROOM WITH ONE B.F. ACCESSIBLE STALL FOR MALES. ONE - 21 SQ M GANG WASHROOM WITH ONE B.F. ACCESSIBLE STALL EACH FOR FEMALES

STUDENTS 7-8

367 PERSONS / 2 = 184 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 4 WATER CLOSETS REQUIRED

2. FEMALES: 8 WATER CLOSETS REQUIRED

GANG WASHROOMS PROVIDED CONSISTING OF ONE – 4 STALL WASHROOM FOR MALES AND TWO – 4 STALL WASHROOM FOR FEMALES. ONE 21 SQ M WITH ONE B.F. ACCESSIBLE STALL FOR MALES. TWO 21 SQ M WITH ONE B.F. ACCESSIBLE STALL FOR FEMALES

GYMNASIUM

OCCUPANT LOAD – 860 PEOPLE BASED ON SPACE WITH NON-FIXED SEATING CALCULATION OF 645m2/0.75m2 OF 860 PEOPLE

860 PERSONS / 2 = 430 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 7 WATER CLOSETS REQUIRED

2. FEMALES: 13 WATER CLOSETS REQUIRED

GANG WASHROOMS PROVIDED CONSISTING OF ONE – 3 STALL WASHROOM (18 sq m) & ONE – 4 STALL WASHROOM (21 sq m) FOR MALES AND ONE – 6 STALL WASHROOM (30 sq m) AND ONE – 7 STALL WASHROOM (34 sq m) FOR FEMALES.

Summary of Washroom Fixtures Provided

Males: 8 water closets
Female: 12 water closets

Gender Inclusive Individual Washroom: 3 water closets (Not included)

Change Room: Male - 1 water closet
Female - 1 water closet

Gender inclusive individual shower / washroom – 2 water closets (Not included)
Gender inclusive individual change / washroom – 2 water closets (Not included)

Required for Gymnasium 860 Occupant Load (645m2)

Male: 7 water closets
Females: 13 water closets

Gap in Required Fixtures to meet Gym Occupancy of 860

Male: 0 water closets
Female: 0 water closets
Additional Area Required: **0m2**

6/7-12 Schools

Occupant Load: 150 – 350

STUDENTS 6

50 PERSONS / 2 = 25 PERSONS OF EACH SEX REQUIREMENTS PER 3.7.2.2.5

1. MALES: 1 WATER CLOSETS REQUIRED

2. FEMALES: 1 WATER CLOSETS REQUIRED

ONE - 7 SQ M B.F. ACCESSIBLE WASHROOMS FOR MALES. ONE - 7 SQ M B.F. ACCESSIBLE WASHROOMS FOR FEMALES.

STUDENTS 7-12

300 PERSONS / 2 = 150 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 3 WATER CLOSETS REQUIRED

2. FEMALES: 6 WATER CLOSETS REQUIRED

ONE GANG WASHROOM PROVIDED FOR EACH SEX REQUIREMENT CONSISTING OF ONE ONE - 3 STALL WASHROOMS (18 sq m) FOR MALES AND ONE –SIX STALL WASHROOM (30 sq m) FOR FEMALES.

GYMNASIUM

OCCUPANT LOAD – 860 PEOPLE BASED ON SPACE WITH NON-FIXED SEATING CALCULATION OF 645m2/0.75m2 OF 860 PEOPLE

860 PERSONS / 2 = 430 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 7 WATER CLOSETS REQUIRED

2. FEMALES: 13 WATER CLOSETS REQUIRED

GANG WASHROOMS PROVIDED CONSISTING OF ONE – 3 STALL WASHROOM (18 sq m) & ONE – 4 STALL WASHROOM (21 sq m) FOR MALES AND ONE – 6 STALL WASHROOM (30 sq m) AND ONE – 7 STALL WASHROOM (34 sq m) FOR FEMALES.

Summary of Washroom Fixtures Provided

Males: 4 water closets
Female: 7 water closets

Gender Inclusive Individual Washroom: 2 water closets (Not included)

Change Room: Male - 1 water closet
Female - 1 water closet

Gender inclusive individual shower / washroom – 1 water closet (Not included)
Gender inclusive individual change / washroom – 1 water closet (Not included)

Required for Gymnasium 860 Occupant Load (645m2)

Male: 7 water closets
Females: 13 water closets

Gap in Required Fixtures to meet Gym Occupancy of 860

Male: 2 water closets
Female: 5 water closets
Additional Area Required: 38**m2**

Occupant Load: 350 – 475

STUDENTS 6

75 PERSONS / 2 = 38 PERSONS OF EACH SEX REQUIREMENTS PER 3.7.2.2.5

1. MALES: 2 WATER CLOSETS REQUIRED

2. FEMALES: 2 WATER CLOSETS REQUIRED

TWO - 7 SQ M B.F. ACCESSIBLE WASHROOMS FOR MALES. TWO - 7 SQ M B.F. ACCESSIBLE WASHROOMS FOR FEMALES.

STUDENTS 7-12

400 PERSONS / 2 = 200 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 4 WATER CLOSETS REQUIRED

2. FEMALES: 8 WATER CLOSETS REQUIRED

GANG WASHROOM PROVIDED FOR EACH SEX REQUIREMENT CONSISTING OF ONE - 4 STALL WASHROOMS (21 sq m) FOR MALES AND TWO – FOUR STALL WASHROOM (21 sq m) FOR FEMALES.

GYMNASIUM

OCCUPANT LOAD – 1120 PEOPLE BASED ON SPACE WITH NON-FIXED SEATING CALCULATION OF 840m2/0.75m2 OF 1120 PEOPLE

1120 PERSONS / 2 = 0 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 7 WATER CLOSETS REQUIRED

2. FEMALES: 14 WATER CLOSETS REQUIRED

GANG WASHROOMS PROVIDED CONSISTING OF ONE – 3 STALL WASHROOM (18 sq m) & ONE – 4 STALL WASHROOM (21 sq m) FOR MALES AND TWO – 7 STALL WASHROOM (34 sq m) FOR FEMALES.

Summary of Washroom Fixtures Provided

Males: 6 water closets
Female: 10 water closets

Gender Inclusive Individual Washroom: 3 water closets (Not included)

Change Room: Male - 1 water closet
Female - 1 water closet

Gender inclusive individual shower / washroom – 2 water closets (Not included)

Gender inclusive individual change / washroom – 2 water closets (Not included)

Required for Gymnasium 1120 Occupant Load (840m2)

Male: 7 water closets
Females: 14 water closets

Gap in Required Fixtures to meet Gym Occupancy of 1120

Male: 0 water closets
Female: 3 water closets
Additional Area Required: 18**m2**

Occupant Load: 475 – 550

STUDENTS 6

75 PERSONS / 2 = 38 PERSONS OF EACH SEX REQUIREMENTS PER 3.7.2.2.5

1. MALES: 2 WATER CLOSETS REQUIRED

2. FEMALES: 2 WATER CLOSETS REQUIRED

TWO - 7 SQ M B.F. ACCESSIBLE WASHROOMS FOR MALES. TWO - 7 SQ M B.F. ACCESSIBLE WASHROOMS FOR FEMALES.

STUDENTS 7-12

475 PERSONS / 2 = 238 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 5 WATER CLOSETS REQUIRED

2. FEMALES: 9 WATER CLOSETS REQUIRED

GANG WASHROOM PROVIDED FOR EACH SEX REQUIREMENT CONSISTING OF ONE - 5 STALL WASHROOMS (26 sq m) FOR MALES AND ONE – FOUR STALL WASHROOM (21 sq m) AND ONE – FIVE STALL WASHROOM (26 sq m) FOR FEMALES.

GYMNASIUM

OCCUPANT LOAD – 1120 PEOPLE BASED ON SPACE WITH NON-FIXED SEATING CALCULATION OF 840m2/0.75m2 OF 1120 PEOPLE

1120 PERSONS / 2 = 0 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 7 WATER CLOSETS REQUIRED

2. FEMALES: 14 WATER CLOSETS REQUIRED

GANG WASHROOMS PROVIDED CONSISTING OF ONE – 3 STALL WASHROOM (18 sq m) & ONE – 4 STALL WASHROOM (21 sq m) FOR MALES AND TWO – 7 STALL WASHROOM (34 sq m) FOR FEMALES.

Summary of Washroom Fixtures Provided

Males: 7 water closets
Female: 11 water closets

Gender Inclusive Individual Washroom: 3 water closets (Not included)

Change Room: Male - 1 water closet
Female - 1 water closet

Gender inclusive individual shower / washroom – 2 water closets (Not included)
Gender inclusive individual change / washroom – 2 water closets (Not included)

Required for Gymnasium 1120 Occupant Load (840m2)

Male: 7 water closets
Females: 14 water closets

Gap in Required Fixtures to meet Gym Occupancy of 1120

Male: 0 water closets
Female: 0 water closets
Additional Area Required: **0m2**

9/10-12 Schools

Occupant Load: 150 – 350

STUDENTS 9-12

350 PERSONS / 2 = 175 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 4 WATER CLOSETS REQUIRED

2. FEMALES: 7 WATER CLOSETS REQUIRED

ONE - 7 SQ M B.F. ACCESSIBLE WASHROOM FOR MALES. GANG WASHROOMS PROVIDED CONSISTING OF ONE - 3 STALL WASHROOM (18 sq m) FOR MALES AND ONE – 4 STALL WASHROOM (21 sq m) AND ONE – 3 STALL WASHROOM (18 sq m) FOR FEMALES.

GYMNASIUM

OCCUPANT LOAD – 860 PEOPLE BASED ON SPACE WITH NON-FIXED SEATING CALCULATION OF 645m2/0.75m2 OF 860 PEOPLE

860 PERSONS / 2 = 430 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 7 WATER CLOSETS REQUIRED

2. FEMALES: 13 WATER CLOSETS REQUIRED

GANG WASHROOMS PROVIDED CONSISTING OF ONE – 3 STALL WASHROOM (18 sq m) & ONE – 4 STALL WASHROOM (21 sq m) FOR MALES AND ONE – 6 STALL WASHROOM (30 sq m) AND ONE – 7 STALL WASHROOM (34 sq m) FOR FEMALES.

Summary of Washroom Fixtures Provided

Males: 4 water closets
Female: 7 water closets

Gender Inclusive Individual Washroom: 2 water closets (Not included)

Change Room: Male - 1 water closet
Female - 1 water closet

Gender inclusive individual shower / washroom – 1 water closet (Not included)
Gender inclusive individual change / washroom – 1 water closet (Not included)

Required for Gymnasium 860 Occupant Load (645m2)

Male: 7 water closets
Females: 13 water closets

Gap in Required Fixtures to meet Gym Occupancy of 860

Male: 2 water closets
Female: 5 water closets
Additional Area Required: 38**m2**

Occupant Load: 350 – 475

STUDENTS 9-12

475 PERSONS / 2 = 238 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 5 WATER CLOSETS REQUIRED

2. FEMALES: 9 WATER CLOSETS REQUIRED

GANG WASHROOM PROVIDED FOR EACH SEX REQUIREMENT CONSISTING OF ONE - 5 STALL WASHROOMS (26 sq m) FOR MALES AND ONE – FOUR STALL WASHROOM (21 sq m) AND ONE – FIVE STALL WASHROOM (26 sq m) FOR FEMALES.

GYMNASIUM

OCCUPANT LOAD – 1120 PEOPLE BASED ON SPACE WITH NON-FIXED SEATING CALCULATION OF 840m2/0.75m2 OF 1120 PEOPLE

1120 PERSONS / 2 = 0 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 7 WATER CLOSETS REQUIRED

2. FEMALES: 14 WATER CLOSETS REQUIRED

GANG WASHROOMS PROVIDED CONSISTING OF ONE – 3 STALL WASHROOM (18 sq m) & ONE – 4 STALL WASHROOM (21 sq m) FOR MALES AND TWO – 7 STALL WASHROOM (34 sq m) FOR FEMALES.

Summary of Washroom Fixtures Provided

Males: 5 water closets
Female: 9 water closets

Gender Inclusive Individual Washroom: 3 water closets (Not included)

Change Room: Male - 1 water closet
Female - 1 water closet

Gender inclusive individual shower / washroom – 2 water closets (Not included)
Gender inclusive individual change / washroom – 2 water closets (Not included)

Required for Gymnasium 1120 Occupant Load (840m2)

Male: 7 water closets
Females: 14 water closets

Gap in Required Fixtures to meet Gym Occupancy of 1120

Male: 1 water closets
Female: 4 water closets
Additional Area Required: **21m2**

Occupant Load: 475 – 550

STUDENTS 9-12

550 PERSONS / 2 = 275 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 5 WATER CLOSETS REQUIRED

2. FEMALES: 10 WATER CLOSETS REQUIRED

GANG WASHROOM PROVIDED FOR EACH SEX REQUIREMENT CONSISTING OF ONE - 5 STALL WASHROOMS (26 sq m) FOR MALES AND TWO – FIVE STALL WASHROOM (26 sq m) FOR FEMALES.

GYMNASIUM

OCCUPANT LOAD – 1120 PEOPLE BASED ON SPACE WITH NON-FIXED SEATING CALCULATION OF 840m2/0.75m2 OF 1120 PEOPLE

1120 PERSONS / 2 = 0 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 7 WATER CLOSETS REQUIRED

2. FEMALES: 14 WATER CLOSETS REQUIRED

GANG WASHROOMS PROVIDED CONSISTING OF ONE – 3 STALL WASHROOM (18 sq m) & ONE – 4 STALL WASHROOM (21 sq m) FOR MALES AND TWO – 7 STALL WASHROOM (34 sq m) FOR FEMALES.

Summary of Washroom Fixtures Provided

Males: 5 water closets
Female: 10 water closets

Gender Inclusive Individual Washroom: 3 water closets (Not included)

Change Room: Male - 1 water closet
Female - 1 water closet

Gender inclusive individual shower / washroom – 2 water closets (Not included)
Gender inclusive individual change / washroom – 2 water closets (Not included)

Required for Gymnasium 1120 Occupant Load (840m2)

Male: 7 water closets
Females: 14 water closets

Gap in Required Fixtures to meet Gym Occupancy of 1120

Male: 1 water closets
Female: 3 water closets
Additional Area Required: **24m2**

Occupant Load: 550 – 675

STUDENTS 9-12

675 PERSONS / 2 = 338 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 6 WATER CLOSETS REQUIRED

2. FEMALES: 11 WATER CLOSETS REQUIRED

GANG WASHROOM PROVIDED FOR EACH SEX REQUIREMENT CONSISTING OF ONE - 6 STALL WASHROOMS (30 sq m) FOR MALES AND ONE– FIVE STALL WASHROOM (26 sq m) AND ONE - 6 STALL WASHROOMS (30 sq m) FOR FEMALES.

GYMNASIUM

OCCUPANT LOAD – 1120 PEOPLE BASED ON SPACE WITH NON-FIXED SEATING CALCULATION OF 840m2/0.75m2 OF 1120 PEOPLE

1120 PERSONS / 2 = 0 PERSONS OF EACH SEX REQUIREMENTS PER GROUP A2 OCCUPANCY (TABLE 3.7.2.2.A):

1. MALES: 7 WATER CLOSETS REQUIRED

2. FEMALES: 14 WATER CLOSETS REQUIRED

GANG WASHROOMS PROVIDED CONSISTING OF ONE – 3 STALL WASHROOM (18 sq m) & ONE – 4 STALL WASHROOM (21 sq m) FOR MALES AND TWO – 7 STALL WASHROOM (34 sq m) FOR FEMALES.

Summary of Washroom Fixtures Provided

Males: 6 water closets
Female: 11 water closets

Gender Inclusive Individual Washroom: 3 water closets (Not included)

Change Room: Male - 1 water closet
Female - 1 water closet

Gender inclusive individual shower / washroom – 2 water closets (Not included)
Gender inclusive individual change / washroom – 2 water closets (Not included)

Required for Gymnasium 1120 Occupant Load (840m2)

Male: 7 water closets
Females: 14 water closets

Gap in Required Fixtures to meet Gym Occupancy of 1120

Male: 0 water closets
Female: 2 water closets
Additional Area Required: **12m2**