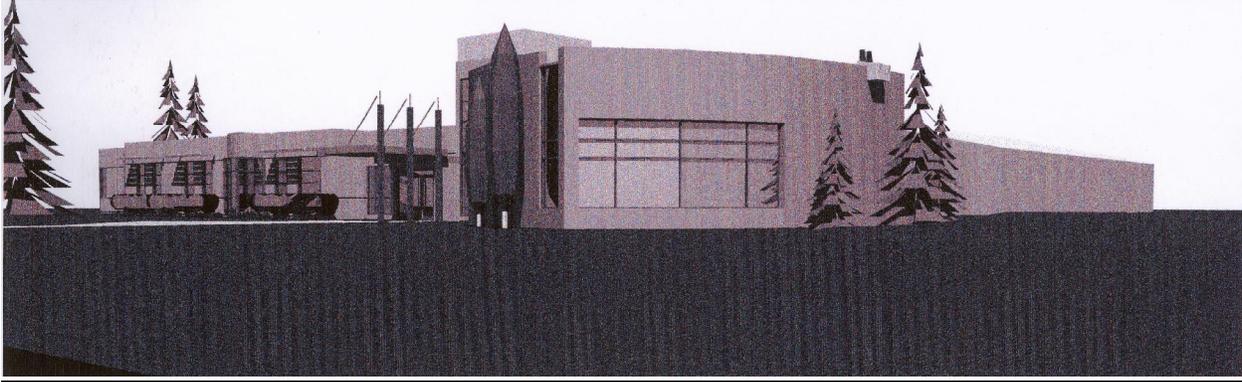


SCHOOL BUILDING

SPACE STANDARDS



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A. Introduction: Explanatory Notes

1. Historical Information

The Public Schools Finance Board (PSFB), established in 1967, is responsible for the implementation of the School Building Space Standards. Since then, approved school building projects have been fully funded by the Manitoba Government and that continues to be the policy. Local school jurisdictions and community groups have the option of financially supporting additional facilities.

In 1984, a major revision of the then Space Guidelines took place and a less extensive one in 1990, 1992, 1994, 1997, 2002 and 2018.

2. Various School Capital Projects

The attached Standards apply equally to new space and renovation projects, recognizing that certain building conditions in existing school facilities may impede the full application of some standards.

The Standards include major and minor capital projects. When school divisions/districts initiate their own minor alterations to school facilities, the standards should be taken into account.

Leased space agreements need to reflect the standard provisions.

3. Grade Levels and Schools

The Standards in this document refer to Kindergarten to grade 12 levels. Early Learning and Child Care areas are also referenced. Space requirements for those facilities are determined by the Manitoba Families/Child Care Section, which has the ultimate responsibility for funding the operation of Child Care facilities.

A. Introduction: Explanatory Notes

The Province encourages school programming based on Early, Middle and Senior groupings where possible. However, different grade designations and numerous combinations presently exist in Manitoba school divisions/districts, resulting in some standard implications. Various schools with different grade combinations include:

- i) traditional groupings of K-6, K-8, K-9, K-12, 7-9, 7-12, 9-12 and 10-12
- ii) relatively new and few groupings of K-4 (Early Years), 5-8 (Middle Years) and 9-12 (Senior Years)
- iii) various other groupings involving different grade levels such as K-5, K-7, 6-8 and 7-8

As a matter of principle, the Standards apply to all Manitoba public schools, irrespective of enrolments. Of course, in cases of smaller schools, double utilization or multi functionality of certain rooms is an obvious and acceptable reality, implying space adjustments.

Instructional and ancillary spaces in Hutterite Colony schools are determined by local colonies in order to meet combined and different community needs.

4. Terminology and Definitions

It is important to clearly understand certain terms commonly used in the present document. They refer to various educational components or specific areas and calculations.

Instructional spaces all school spaces where the teaching and learning process takes place

Classroom count a calculation which includes the number of regular classrooms, science labs and art rooms in a school building

Classroom requirement determination of the number of classrooms required in a school based on projected enrolments, student groupings and class compositions

School capacity a calculation which is based on the classroom count multiplied by an average enrolment of 25 students. This calculation applies to all schools with K-8.

For grades 9-12 schools, the capacity is determined differently, given the larger number of specialized facilities:

A. Introduction: Explanatory Notes

- i) the classroom count multiplied by an average enrolment of 23 students equals 75% of the capacity
- ii) all other instructional spaces total 25% of the capacity

Special consideration is provided for schools offering second language programs. In such cases, separate calculations are done for each program

<i>Smaller school</i>	a school with a population of less than 150 students
<i>Program/course</i>	a program is a cluster of courses; a series or group of courses leading to a statement of standing, i.e. Vocational Program; a course means one specific unit of study, i.e. grade 6 Mathematics course
<i>Special Education</i>	teaching and learning involving children with special needs who are physically and/or mentally challenged.
<i>Special services</i>	professional services provided to students with particular needs in order to improve their learning process; such services include speech, hearing, vision, psychology and social services
<i>Technology Education</i>	<p>courses and programs made up of practical education experiences in specialized vocational/industrial areas; those include:</p> <ul style="list-style-type: none"> i) heavy industrial courses/programs ii) light industrial courses/programs iii) human services courses/programs <p>Technology Education includes Vocational, Industrial Arts, Home Economics and Business Education</p>
<i>EAL</i>	English as an Additional Language (EAL) includes special teaching and educational experiences normally done individually or in small groups and designed to assist students for whom English is not a first language, making a transition into the English Program
<i>Phase d'Accueil</i>	a special Français language upgrading program (the equivalent of EAL) taught individually or in small groups, designed to assist students for whom Français is not a first language, making a transition into the Français Program

A. Introduction: Explanatory Notes

<i>Core facilities</i>	main instructional facilities which include central or larger teaching areas used by all students in a school building; in Manitoba, the term “core” applies to the gymnasium, the library and multipurpose space(s)
<i>Net instructional space</i>	the total area which includes all the combined instructional spaces in a school
<i>Ancillary space</i>	non-instructional space or auxiliary space which includes: <ul style="list-style-type: none">i) administrative areas (reception, administrative offices and staff room)ii) service areas (washrooms, mechanical/ electrical rooms, custodial areas)iii) circulation space (hallways, entrances/exits)iv) storage areas (paper supplies, teaching materials, equipment)v) wall thickness (total combined area of walls and interior partitions)
<i>Gross area</i>	the total building area resulting from the combined net instructional space and the ancillary space; in other words, it corresponds to all the outside wall measurements of a school building
<i>Ratio</i>	the relative size between two quantities, areas or spaces expressed in percentage; if 65% represents all instructional spaces and 35% all ancillary spaces in a school building, the ratio is then a 65/35 (total spaces representing 100%: 65% + 35%)
<i>Space determination</i>	<p>the calculation of the total school area or gross area, reflecting the net instructional spaces and ancillary spaces</p> <p><u>For new facilities</u>, the total net instructional area will constitute <u>65%</u> of the gross building area; the total ancillary space will be the remaining <u>35%</u></p> <p><u>For major additions</u> involving different instructional spaces, the total net instructional area will constitute <u>65%</u> of the gross building area; the total ancillary space will be the remaining <u>35%</u>. In exceptional cases where an existing building does not possess sufficient storage and/or service facilities, space may be awarded on a 60/40 basis</p>

A. Introduction: Explanatory Notes

For small additions involving one or very few instructional spaces, the ratio between net and ancillary spaces may vary as each case will be reviewed and determined based on its own merits and circumstances

5. Community Partnerships

A school always occupies a very important position in any community; in fact, many schools appropriately bear the name “community school”. Quite often, various community groups and organizations use school facilities for their own needs and thus maximize day and in particular evening use of such facilities.

The Province, municipalities, cities/villages, community groups and other organizations normally all require projects and facilities to accommodate their individual needs. Whenever feasible and acceptable to different parties and jurisdictions, it is logical to share facilities and make better use of important community facilities such as school buildings.

There are two main types or models of community schools in Manitoba:

- i) almost every school shares certain facilities with community groups by allowing them to use those school facilities which definitely belong to the school division/ district;
- ii) the school building contains either separate or enlarged spaces which are financially supported by community groups or other jurisdictions, constituting a community centre. In the latter case, a formal agreement between the group(s) involved and the school Board is required, addressing two main issues:
 - financial matters such as construction costs, maintenance and operation;
 - various aspects of facility utilization.

In order to illustrate some examples of direct community involvement, the following situations do exist in certain Manitoba schools:

- a larger library to house a municipal component;
- a larger physical education facility (gymnasium) and required separate storage in order to better meet the needs of community groups;
- certain schools include specific community rooms used by different groups for specific purposes; such rooms can also benefit student groups;
- Child Care facilities are now commonly included in new school projects; very important services are thus provided to younger families and the community at large;
- certain school programs need definite links with Business and Industry in the community at large, i.e. Technology Education and Alternative Programs;

A. Introduction: Explanatory Notes

- numerous adults upgrade their education by using the local school facilities, many well equipped with the latest technologies and computers.

The determination of various financial aspects relative to the provision of community spaces is specified in the Capital Support Program used by PSFB.

Wherever feasible, community groups should attempt to share required facilities with the local school division/district and the process should lead to positive and beneficial community partnerships.

It is the responsibility of the school division/district to encourage and support community involvement in school projects.

B. Space Standards

1. Instructional Spaces

- *All spaces and areas are identified in metric and imperial measurements.*
 - *All areas and sizes mentioned under instructional spaces constitute net space and normally total 65% of a complete school building; early learning and child care facilities are dealt with separately.*
 - *Most instructional spaces have a specified standard size and other variable sizes where warranted by certain factors.*
 - *Mezzanines are eligible for financial support only when used as mechanical/electrical service spaces. In such cases, mezzanine space and stairwell access are part of the approved total gross area which is not to be exceeded.*
 - *Certain types of facilities are not eligible for financial support, but still require the approval of the minister and/or PSFB in order to proceed:*
 - *various community spaces*
 - *cafeterias or lunchrooms (unless provided as part of multipurpose space or required as a vocational facility)*
 - *swimming pools*
 - *adult learning centres*
 - *performing arts facilities for presentations to the general public or large gatherings, i.e. theatres with fixed tiered seats.*
- **KINDERGARTEN ROOM:** standard size: 93 m²/1,000 sq. ft.
 - A standard 93 m²/1,000 sq. ft. room can accommodate 25 full-time pupils.
 - When enrolment ranges from 10 to 15 pupils, the room size is reduced to 70 m²/750 sq. ft.
 - When enrolment totals 9 pupils or less, the room size is further reduced to 46 m²/500 sq. ft. In such cases, permanency of the program must be fully documented.
 - In a combined class involving kindergarten and other elementary grades with an enrolment of at least 15, the room size is 80 m²/860 sq. ft. If the enrolment is less than 15, the classroom size is appropriately reduced.

B. Space Standards

- **CLASSROOMS:** standard size: 74.3 m²/800 sq. ft.
 - A standard 74.3 m²/800 sq. ft. classroom can accommodate 25 students at all grade levels.
 - Class size and class composition are the two key factors used to determine the classroom size.
 - Where the projected enrolment for a class does not exceed 20 students, the room size is reduced to 65 m²/700 sq. ft.
 - In smaller school situations where class enrolment is less than 15, the classroom size is reduced to 46 m²/500 sq. ft.
- **SPECIAL EDUCATION:** various sizes
 - While inclusion is always a first step to deal with students with special needs, they very often require special facilities.
 - All planned facilities for special needs students are developed in consultation with the Student Services Branch of the Department and require its recommended support.
 - Level I students are normally integrated and special needs are accommodated either in the Support Services area or in exceptional cases in a Special Education classroom with a low enrolment. The Alternative Program in a high school qualifies for a classroom of 70 m²/750 sq. ft.
 - Level II students often require access to small rooms in order to deal with particular problems, i.e. neurodevelopmental disorders such as autism spectrum, fetal alcohol spectrum and others characterized by overstimulation, distraction or defensive behaviour.
 - Level III students need a home base, a **Life Skills** and/or an **Adaptive Skills** facility which is provided to accommodate a minimum of six such students. A standard Life Skills/Adaptive Skills facility for elementary levels (K-6) measures 93 m²/1000 sq. ft. to 112 m²/1,200 sq. ft.; for upper grades (7-12), 112 m²/1,200 sq. ft. to 140 m²/1,500 sq. ft.; such facilities can accommodate 6-15 students.
 - Large regional facilities have their own special requirements and facility sizes will vary dependent primarily on the number of students and types of disabilities.

B. Space Standards

- **Autism** facilities vary significantly because of different disability levels and number of cases. Important factors need to be considered in all situations:
 - i) parental expectations
 - ii) specific levels of Autism and related problems
 - iii) various alternatives including access to a regional specialized facility

In schools where only one or two Autistic children are housed, minimally a quiet room or a 9 square metre/100 square foot office-type work area is required. In more serious cases of severe to profound disabilities (Level III), a special washroom facility (grooming room) may also be required.

When three or four Autistic students are involved, the recommended facilities remain essentially the same, namely a special washroom facility and a more elaborate quiet room is equipped so as to provide a special calming environment (special lighting, soft muted colours, sound attenuation, etc.).

A minimum of 6 (levels II and III) autistic students are required for the provision of a special Autism suite. The suite accommodates all needs and activities to the extent possible as severe autistic students really cannot be integrated in other classes.

An Autistic suite contains:

- i) an office
- ii) a special (grooming room) washroom facility
- iii) a kitchen/eating area
- iv) an activity/teaching area, ideally with a degree of privacy
- v) a small technology area; 2-3 individual computer cubicles
- vi) a quiet room
- vii) ample storage

The total required area varies between 93 m²/1,000 sq. ft. and 112 m²/1,200 sq. ft. of space.

- **SUPPORT SERVICES:** various sizes

- There are three related components under Support Services:
 - i) Resource Teaching
 - ii) Guidance/Counselling
 - iii) Special Services
- While all grade levels qualify for Support Services space, extensive sharing of the facilities usually takes place, particularly in smaller elementary schools.
- Between 28 m²/300 sq. ft. and 93 m²/1,000 sq. ft. maximum space is awarded for the combined two areas of resource teaching and special services.

B. Space Standards

- Between 9 m²/100 sq. ft. and 46 m²/500 sq. ft. maximum space is awarded for guidance/counselling.
 - Space is awarded taking into consideration the total school population and student needs, the number of teachers/teacher aides involved, the resource teaching approaches, the nature of special services provided and the delivery mode of guidance/counselling to students.
 - A minimum of one private office must be included in the Support Services area; the office space being part of the net instructional space. In larger schools, more private offices are to be provided, reflecting on needs.
- **LANGUAGE PROGRAMS/SPECIAL COURSES:** various sizes
 - The Space Standards apply equally to all language programs.
 - In cases where two or even three language programs are offered in the same school building, special consideration is provided for student groupings relative to the determination of classroom requirements. Sharing of many instructional facilities is expected.
 - The sizes of the core facilities are based on total school populations.

English as an Additional Language

- Two key factors determine the size of the area:
 - i) the number of students involved
 - ii) the number of adults involved in the teaching process
- The minimum size for the area is 9 m²/100 sq. ft.; maximum size, 35 m²/375 sq. ft.
- In cases where the number of EAL students is high (at least 50), the EAL area can be enlarged to a classroom size of 800 sq. ft. (74.3 m²).

Phase d'Accueil

- The language upgrading course for Français schools may require dedicated space on the following basis:
 - i) the number of students involved
 - ii) the number of adults working with the students
- The minimum size for the area is 9 m²/100 sq. ft.; maximum size, 35 m²/375 sq. ft.

B. Space Standards

- In cases where the number of Phase d'Accueil students is high (at least 50), the area can be enlarged to a classroom size of 800 sq. ft. (74.3 m²).
- **SCIENCE LABS:** standard size: 93 m²/1,000 sq. ft.
 - The standard size of a science lab is 93 m²/1,000 sq. ft.
 - Science labs are provided only for grades 7-12. The K-6 science curriculum is taught in classrooms equipped with water and a sink.
 - The number of laboratories awarded is dependent upon the student population and course offerings. Typically, one science facility can meet the science needs of up to 150 students.
 - In smaller schools, the science facility can easily serve other instructional functions.
 - Subject to various course offerings and individual course enrolments in excess of 25 students, larger labs of 112 m²/1,200 sq. ft. are provided for grades 9-12.
 - Science labs are included in the classroom count.
- **COMPUTER ROOMS/STEM LABS (SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS)**
 - Standard sizes for computer rooms are 74.3 m²/800 sq. ft. for grades K-8 and 93 m²/1,000 sq. ft. for grades 9-12.
 - The total school population and courses offered determine the number of computer rooms or STEM labs.
 - One computer room or STEM lab is sufficient to meet the needs of the elementary school population as technology is readily available in other instructional spaces.
 - At the high school level, the number of computer rooms or STEM labs will be reviewed in conjunction with various courses, including Business Education and other curriculum requirements, in particular Mathematics.
 - Smaller schools with enrolments of less than 150 students will receive consideration on a case-by-case basis. In those cases, multi-utilization of the computer room will be reviewed in conjunction with other instructional needs, i.e. science, resource centre, etc.

B. Space Standards

- **DISTANCE LEARNING:** various sizes
 - Space is awarded taking into consideration the number of courses, course enrolments, type of operation and equipment.
 - Separate Distance Learning space is provided only for grades 7-12.
 - Minimum size is 35 m²/375 sq. ft.; maximum size, 74.3 m²/800 sq. ft.
 - In smaller schools with enrolments of less than 150 students, the facility can be combined with another instructional area or the size reduced significantly.
- **RESOURCE CENTRE (LIBRARY):** various sizes
 - A minimum of 149 m²/1,600 sq. ft. and a maximum of 223 m²/2,400 sq. ft. apply to K-8 elementary schools or schools with some of those grade levels.
 - A minimum of 149 m²/1,600 sq. ft. and a maximum of 372 m²/4000 sq. ft. apply to grades 9-12 collegiates or schools with those grades.
 - Smaller schools with enrolments of less than 150 students will receive consideration on a case-by-case basis. In those cases, multi-utilization of the Resource Centre will be reviewed in conjunction with other instructional needs, i.e. computer instruction, resource teaching, etc.
- **PHYSICAL EDUCATION/HEALTH:** various sizes
 - The total space is awarded on the basis of:
 - i) the number of classes with an average enrolment of 25 students per class
 - ii) the total projected school population
 - iii) grade levels or groupings
 - iv) courses and learning outcomes
 - v) mandated time allotments for all K-12 students
 - vi) existing facilities in the neighbourhood
 - Physical/health facilities fall under two categories: K-8 and 9-12. Schools with some of the grade levels identified in either category qualify for facilities under that category.
 - Health instruction does not have its own dedicated space; it takes place in regular classrooms, the gymnasium or adjacent gymnasium space.
 - The net usable floor space specified includes the required safety zones. In a standard gymnasium, safety zones measure 1.8 m/6 ft. all around the perimeter.

B. Space Standards

- In smaller schools with populations of less than 100 students, the gymnasium/health space is combined with multipurpose space.
- Community space can be added to regular gym school space under certain conditions. Indeed community groups are definitely encouraged to consider joint-use agreements with school divisions/districts and schools whereby they can purchase additional facilities in school buildings to better meet their recreational and physical activity needs.
- The following table is a recommendation for the allocation of net usable floor space for gymnasia and fitness/wellness rooms:

Enrolments No. of classes	GYMNASIUM SPACE grade levels K-8 net usable floor space	GYMNASIUM SPACE grade levels 9-12 net usable floor space	FITNESS/WELLNESS grade levels 9-12 net usable floor space
up to 100	167 m ² /1,800 sq. ft.	223 m ² /2,400 sq. ft.	NONE
101 to 250	167 m ² /1,800 sq. ft. to 372 m ² /4,000 sq. ft.	223 m ² /2,400 sq. ft. to 502 m ² /5,400 sq. ft.	56 m ² /600 sq. ft.
251 to 400	372 m ² /4,000 sq. ft.	607 m ² /6,528 sq. ft. (68' x 96')	70 m ² /750 sq. ft.
401 to 750	372 m ² /4,000 sq. ft. to 521 m ² /5,600 sq. ft.	688 m ² /7,392 sq. ft. (77' x 96')	93 m ² /1,000 sq. ft.
over 750	special considerations	special considerations	special considerations

Notes: • Gymnasium ancillary spaces are specified under Ancillary Spaces, page 24.

- Definite dimensions are used to determine the specific sizes of certain gymnasia for grade levels 9-12. For a 6,528 sq. ft. gym, the dimensions are 68' x 96'; for a 7,392 sq. ft. gym, the dimensions are 77' x 96'. Those dimensions provide adequate space to accommodate all important games at grade levels 9-12 and in different floor configurations with required space for safety zones.
- The fitness/wellness separate area constitutes an additional station for physical education activities.
- The physical education/fitness stations identified above are not the only instructional spaces available. The school yard is another very important one as are some various community facilities which can be shared between school and community.

B. Space Standards

- Gym change rooms must include provision for a gender neutral change room (which can be combined with an adjacent gender neutral washroom).
- **MULTIPURPOSE SPACE:** various sizes
 - Space is awarded on the basis of .37 m²/4 sq. ft. per student, including all grade levels K-12.
 - Each school with a population of a minimum of 150 students, regardless of grade levels, is entitled to minimum multipurpose space of 93 m²/1,000 sq. ft.
 - Space is awarded to a maximum of 3,000 sq. ft. (278 m²) for K-8 schools and to a maximum of 3,800 sq. ft. (353 m²) for grades 9-12 schools.
 - School divisions/districts have the option of deciding locally which additional purposes such space will serve. The discretionary space is reviewed in conjunction with various programs/courses offered and general space needs; the space can be allocated to more than one room or area.
 - Multipurpose space can include a combination of instructional and ancillary spaces, i.e. lunch room/cafeteria, study area, assembly area or even a supplementary physical education/health facility.
 - In smaller schools with enrolments of less than 100 students, multipurpose space is combined with physical education/health space. The sizes are specified under physical education/health space standards.
- **MUSIC FACILITIES:** various sizes
 - The regular music course for K-8 schools, with less than 450 students, has no additional space allocation; dedicated space for music is claimed under the multipurpose space allocation.
 - In larger elementary schools, of over 450 students, where specialized music courses are offered at the grade 5-8 levels (guitar or band as examples), a band room of 120 m²/1,300 sq. ft. is provided.
 - In schools housing grades 9-12, specialized music courses qualify for dedicated spaces (band and choral).
 - The minimum size of a grades 9-12 band room is 120 m²/1,300 sq. ft. and the maximum size is 223 m²/2,400 sq. ft. Practice rooms are included in the net instructional area.

B. Space Standards

- Specialized music facilities are awarded based upon the student population, course offerings, individual course enrolments and the utilization rate, which must exceed 50% of the instructional day.
- All music rooms are not included in the classroom count.

ART ROOMS: various sizes

- An art facility can be approved to serve students in grades 7-12. The K-6 art courses are taught in classrooms, equipped with water and a sink.
 - The number of art facilities awarded is dependent upon the student population, course offerings, individual course enrolments, time tabling and the utilization rate. It must be demonstrated that the utilization rate of the art facility will exceed 50% of the instructional day.
 - In smaller schools, the art room can serve other instructional functions or the teaching of art can be combined with the teaching of other courses, i.e. science.
 - The minimum size of an art facility is 93 m²/1,000 sq. ft.; the maximum size, 149 m²/1,600 sq. ft.
 - Art rooms are included in the classroom count.
- **PERFORMING ARTS:** standard size for dance and drama: 93 m²/1,000 sq. ft.
 - Performing Arts include three main components:
 - i) Music
 - ii) Dance
 - iii) Drama
 - Subject to course offerings, enrolments and long term plans, instructional space is provided for the teaching of individual components only.
 - Music facility requirements are addressed under Music Facilities.
 - A maximum of 93 m²/1,000 sq. ft. is provided for a dance studio.
 - A maximum 93 m²/1,000 sq. ft. is provided for drama.
 - The utilization of those special facilities must exceed 50% of the instructional day.

B. Space Standards

- **TECHNOLOGY EDUCATION:** standard and various sizes
 - There are numerous courses and different programs included under Technology Education. Consequently, guidelines are only provided here for certain main courses/programs.
 - In all cases involving Technology Education facilities, the areas are determined in consultation with Program Development Branch of the Department.
 - Important factors will be considered in the justification of the facilities:
 - i) Grade levels
 - ii) Student enrolments in the programs/courses
 - iii) Present and future program/course offerings
 - iv) Number of teachers/instructors
 - v) A minimal 50% projected utilization rate of the labs
 - vi) Existing facilities in neighbouring schools and the possibility of sharing such facilities
 - vii) Commitment relative to long-term utilization plans and course/program offerings
 - viii) Equipment and materials

Business Education/Marketing Education

- Business Education labs will be reviewed in conjunction with the number of computer labs in a school.
- The standard size of a Business Education lab is 93 m²/1,000 sq. ft.
- The standard size of a Marketing Education lab is 130 m²/1,400 sq. ft.

Home Economics

- The standard size of a Food and Nutrition lab is 130 m²/1,400 sq. ft.
- The standard size of a Clothing and Housing/Design lab is 130 m²/1,400 sq. ft.
- The standard size of a Family Studies lab is 130 m²/1,400 sq. ft.
- The standard size of an all-purpose home economics lab is 148 m²/1,600 sq. ft. for Middle Years, grades 7-8; 167 m²/1,800 sq. ft. for Senior Years, grades 9-12.

Note: The home economics lab is an excellent area to make a better connection to Health Education and use it to teach nutrition and other related health components.

B. Space Standards

Industrial Arts

- The standard size of Graphic Communications lab is 186 m²/2,000 sq. ft.
- The standard size of a Power/Energy lab is 223 m²/2,400 sq. ft.
- The standard size of a Manufacturing/Construction lab is 223 m²/2,400 sq. ft.

Note: It is feasible in smaller high school situations, to offer some Home Economics or Industrial Arts programs or courses in smaller facilities of 93 m²/1,000 sq. ft.

Technical/Vocational

- In light of an ongoing review of Vocational Facilities throughout the province and on-hold curriculum revisions, definite space standards are not provided at the present time. However, requests for such facilities will be considered on a case-by-case basis, involving Program Development Branch and Business/Industry.

- **HEALTH SERVICES:** standard sizes

- There are two components under Health Services:
 - i) A special washroom facility, grooming room
 - ii) A health room, doubling as a sick bay
- The washroom facility/grooming room measures 26 m²/280 sq. ft.; the health room, 9 m²/100 sq. ft.

- **EARLY LEARNING AND CHILD CARE FACILITIES**

- Space requirements are determined by the Department of Families.
- Regulations made under The Child and Family Services Act stipulates space requirements per child for various ages and programs.

B. Space Standards

2. Ancillary Spaces

- *The kitchenette, the mechanical/electrical rooms, the adjacent gymnasium space (where applicable) and vertical circulation space (where applicable) have their own separate space awards beyond the net to gross space calculations and are to be identified separately in an award.*
- *If community spaces are provided, they are also identified separately and are financially supported by the community or the school division/district.*
- *All the other ancillary spaces are claimed against the 35% of the total building area.*

Note: The following information does not include all ancillary spaces provided under the 35% allocation. The intent here is not to tell divisions/districts and their consultants how to design or determine all spaces. Although recognizing important space requirements for specific areas, flexibility does exist relative to the distribution and sizes of ancillary spaces under the 35% allocation.

- **KITCHENETTE: space provided beyond the 60/40 space calculations**
 - A 28 m²/300 sq. ft. kitchen facility is sufficiently large enough for two pass-thru with overhead shutters.
 - Schools with populations of up to 750 students are provided with a 19 m²/200 sq. ft. kitchen facility. Schools with populations exceeding 750 students are provided with a 27.8 m²/300 sq. ft. kitchen facility. Smaller schools (with less than 150 students) qualify for a smaller kitchenette or a facility with various functions.
 - A kitchenette area is a non-instructional space and falls under ancillary space as a separate award beyond the net to gross space calculations.
- **GYMNASIUM ANCILLARY SPACES**
 - 10% X the net usable floor space is for storage; recommended minimum size is 37 m²/400 sq. ft.
 - 25% X the net usable floor space is for the change rooms, the shower area, the toilet/washroom and the instructor's office space.
 - The office space is normally 11 m²/120 sq. ft. and the toilet/washroom space is the same, 11 m²/120 sq. ft.

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- **ADJACENT GYMNASIUM SPACE: space provided beyond the 65/35 space calculations**

- New grades 9-12 gymnasias qualify for main floor adjacent gymnasium space, totalling between 93 m²/1,000 sq. ft. and 167 m²/1,800 sq. ft., dependent upon the school size. A minimum population of 250 students is required at levels 9-12.
- The main purposes for this additional space include spectator seating, health, possibly fitness and other related physical education functions.
- This space constitutes a separate space award beyond the net to gross space calculations.

- **STORAGE AREAS**

- The following instructional areas require separate storage rooms:
 - i) kindergarten 14 m²/150 sq. ft.
 - ii) special education various sizes dependent on total facility sizes
 - iii) science 19 m²/200 sq. ft. preparation/storage for one lab; 28 m²/300 sq. ft. preparation/storage for two adjacent labs
 - iv) computer/STEM 14 m²/150 sq. ft., including space for the server
 - v) resource centre/ library 19 m²/200 sq. ft. minimum
 - vi) physical education/ health 10% of the gymnasium size (refer to gymnasium ancillary spaces in this section); minimum size: 37 m²/400 sq. ft.
 - vii) multipurpose 9 m²/100 sq. ft. minimum
 - viii) music 19 m²/200 sq. ft. minimum for specialized courses/programs
 - ix) art 14 m²/150 sq. ft. for a kiln room
 - x) technology education 9 m²/100 sq. ft. for Business Education
19 m²/200 sq. ft. for Marketing Education
14 m²/150 sq. ft. for all Home Economics labs
19 m²/200 sq. ft. for Industrial Arts shops
37 m²/400 sq. ft. for Manufacturing/Construction
- Beyond the separate storage areas adjacent to instructional spaces, every school should have some dedicated storage areas for various materials, equipment and janitorial storage, each with a minimal size of 14 m²/150 sq. ft.

- **OFFICE SPACES**

- Office spaces have a minimal size of 9.3 m²/100 sq. ft.
- Office spaces are normally provided for the following instructional areas:
 - i) Special Education
 - ii) Support Services

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- iii) Science (teacher preparation area)
- iv) Resource Centre/Library
- v) Physical Education
- vi) Technology Education

• SCHOOL ADMINISTRATION

- i) Principal's Office
 - The office should have a minimal size of 11 m²/120 sq. ft. and should not exceed 14 m²/150 sq. ft.
- ii) Secretarial/Reception Area
 - The area should have a minimal size of 70 m²/750 sq. ft.; larger schools require larger areas and smaller schools, smaller areas.
- iii) Staff Room
 - The key factor to determine the size of the room is the number of adults working in the school.
 - A minimum of 1.4 m²/15 sq. ft. of space per adult should be provided.

• MECHANICAL/ELECTRICAL ROOMS: space provided beyond the 65/35 space calculations

- The sizes vary subject to the school gross area and types of installed systems.

DESCRIPTION	PERCENTAGE of the GROSS SCHOOL AREA			
	(up to 10,000 ft. ²) 930 m ²	(10,000-40,000 ft. ²) 930 m ² – 3,722 m ²	(40,000-60,000 ft. ²) 3,722 m ² – 5,583 m ²	(60,000 + sq. ft.) 5,583 m ² +
Boiler room	4% (minimum 200 ft. ²)	4 – 1%	1%	0.75%
Air handling units	3% (minimum 150 ft. ²)	3 – 2.5%	2.5%	2.5%
Electrical room	1% (minimum 100 ft. ²)	1 – 0.5%	0.5%	0.5%
SUBTOTAL	8% (minimum 450 ft. ² with hydronic heat) (minimum 250 ft. ² without hydronic heat)	8 – 4%	4%	3.5%
EXTRA ITEMS (ADD)				
Chiller room	N/A	400 ft. ²	500 ft. ²	600 ft. ²
Cooling tower indoors	N/A	150 ft. ²	150 ft. ²	200 ft. ²
HRV indoors (heat recovery)	150 ft. ²	200 ft. ²	300 ft. ²	400 ft. ²

- This space constitutes a separate space award beyond the net to gross space calculations.

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- **CUSTODIAL/MAINTENANCE AREAS**

- A minimum of 1% of the building gross area should be set aside for custodial/maintenance purposes.

- **COMMUNITY SPACES** (supported financially by the community or the school division/district and optional)

- i) Community/parents' room
 - The recommended size is 28 m²/300 sq. ft.
- ii) Community gymnasium storage room
 - The recommended size is 28 m²/300 sq. ft.

- **VERTICAL CIRCULATION SPACE: space provided beyond the 65/35 space calculations**

- In order to allow required space for stairs and proper access in school buildings with more than one level or storey, an additional allowance will be made on a case-by-case basis and fully justified calculations.
- This space constitutes an additional space beyond the net to gross space calculations.

- **WASHROOMS**

- There are definite code requirements relative to the number of girls and boys in a school building. The building code specifies the number of water closets, hand basins and access provisions. Normally, the number of closets and hand basins corresponds to 1 closet and 2 hand basins for every 30 boys or part of and the same for every 25 girls or part of.
- There must be a sufficient number of separate washrooms for each sex to accommodate staff members and adults; unisex washrooms are not generally recommended.
- One water closet or a small one-stall washroom is provided in standard kindergarten areas and is included under ancillary space.
- A gender neutral washroom must be provided on each level of the school and in/or adjacent to the gymnasium.