

# Appendix 3A

## Functional Program

### Project 2 – Saskatoon, Warman & Martensville Schools

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## 1.0 OVERVIEW

The Saskatchewan Joint Use School Project is an exciting opportunity to develop nine new joint use Schools across the province. While the project is large in scale, the process has been customized to directly utilize input from front-line educators, curriculum experts, facility representatives and students, to name only a few, through the Lean 3P process. The project will result in the opening of the new Schools in the fall of 2017 to meet population demands in the Cities of Regina, Saskatoon, Warman and Martensville.

The project has been composed of three phases. Phase 1 focused on the development of the base school designs; Phase 2 the modifications required for specific sites and schools; and Phase 3 development of documentation to support a P3 (Public Private Partnership) procurement delivery.

Phase 1 commenced in January 2014 and concluded on April 11 2014. Within this timeframe numerous meetings, workshops and Lean events were conducted including a Value Stream Mapping Workshop, Student/Teacher/Parent Interviews, 7 Ways Workshop, Lean 3P Event, 30 Day Review and 60 Day Review. In addition to the extensive user consultation, technical meetings have been held to advance engineering and architectural systems requirements as well as Site development.

Through the consultation process it has been determined that each site will accommodate two Schools (one public school and one Catholic school) and one Central Core shared space to form a single, cohesive joint use School. The Central Core shared area includes elements directly related to School programming and community use such as the gymnasias, multi-purpose rooms, and servery as well as a 90 seat Child Care Centre and a Community Resource Centre. The potential for collaborative and supportive uses which enhance opportunities for learners and the community has been a major consideration of this Student First project.

The original project for 9 joint use Schools has been divided into two separate projects; Project 1 and Project 2. Project 1 includes three joint use Schools in Regina, and Project 2 includes six joint use Schools in Saskatoon, Warman and Martensville. This Functional Program pertains only to Project 2-Saskatoon, Warman and Martensville Schools.

### 1.1 GUIDING PRINCIPLES

Early in the process, a Partnering Workshop conducted with the Strategic Issues Committee, resulted in the development of the Guiding Principles for the project. These principles serve to both guide the participants throughout the process and inform development of the facilities:

- Student First
- Collaboration
- Celebration
- Respect Diversity
- Integrity & Trust
- Innovative
- Open Communication

A key priority for the Saskatchewan Ministry of Education is a "Student First" approach. This means reorienting the educational system to focus on the student by individualizing and personalizing the experience and support for each student - by name, by strength and by need.

### 1.2 PROJECT OBJECTIVES

This project was anticipated by the Saskatchewan Ministry of Education in order to develop the educational model for Core School Designs for Schools that will:

- Meet the need of current students and future students,

- Address the current capacity of the School Boards,
- Consider the future state of education, and
- Provide the flexibility to enable differentiated learning.

## 2.0 PURPOSE OF THE FUNCTIONAL PROGRAM

The Functional Program describes the proposed services, activities and staffing of the Schools, together with a description of the Schools resources and space required to support them. It provides a comprehensive understanding of the activities and the functional needs of each program component, which must be accommodated in the Schools.

Functional Programs for the Core School Designs have been informed through the Phase 1 project activities, and significantly, the Lean 3P Event. The Saskatchewan Ministry of Education SA-1 tables and values form the basis for the functional program areas that are illustrated on subsequent pages and in the architectural layouts of the Indicative Design. While program names and area distribution has been modified, the total area allocated for each public school and Catholic school is maintained.

The Functional Program has been developed based upon the breakdown noted below:

- Saskatoon Schools – SPS Schools - 550 stable enrolment/750 peak enrolment and GSCS Schools - 450 stable enrolment/650 peak enrolment.
- Warman/Martensville Schools – PSSD Schools - 450 stable enrolment/650 peak enrolment and GSCS Schools - 250 stable enrolment/400 peak enrolment.

Specifically, the Functional Program:

1. Documents the scope of services, operational procedures and methods, projected workload and staffing assumptions, functional relationships, planning criteria, room-by-room space requirements and equipment for each program component.
2. Is a tool for management – it documents scope of service, objectives and basic operational methods of the specific component; and specifies the human, technical, and building resources necessary to function as intended.
3. Is a communication tool – it outlines what each component intends to do and why, and assists in securing the necessary resources and project approvals to proceed with the project.
4. Is the foundation for the Design – it provides instruction to the architectural and engineering team for the preparation of schematic design and later detailed design and construction documents.

This Functional Program uses the following terms and defines them as follows:

**“21st Century Learning Environment”** Describes a learning environment that promotes interaction and a sense of community, enabling formal and informal learning; spaces are flexible to accommodate the unique learning needs of every learner and encourage multiple modes of inquiry, all while supporting the positive human relationships required for effective learning;

**“BGSM” or “Building Gross Area or Building Gross Square Meters”** means the sum of all building floor areas measured to the outside face of exterior walls for all stories or areas having floor surfaces. Building gross area includes component gross areas, general circulation, mechanical and electrical space and exterior walls;

**“Central Core”** means the portions of the Schools that share a Central Core with a Child Care Centre, a Community Resource Centre, Gymnasiums and multipurpose rooms and is located centrally between the public school and the Catholic school;

**“CGSM” or “Component Gross Square Meters”** means that portion of a building assigned to a specific component, including net areas, internal circulation, partitions, building structure and small mechanical shafts. Component gross area is measured to the inside face of exterior walls and to the centre line of partitions adjoining other components or general circulation space;

**“Close Adjacency”** describes a direct or in-direct physical access between rooms or components through the use of a minimal amount of horizontal general or internal circulation such as directly across a corridor or within one room away (excluding the gymnasium);

**“Convenient Access”** means physical access between rooms or components through the use of extended horizontal and/or vertical general circulation, fits in well with persons needs, activities and plans, situated to provide easy access, involving little trouble or effort.;

**“Core School Design”** means the design developed from the input from the 5 School Boards and Ministry of Education, gathered through the Lean 3P process and concurrent technical meetings with School representatives;

**“Core Structure”** means the portion of the Schools composed of permanent construction. The Core Structure does not include portables. Bases are sized to accommodate the projected Peak Enrolment for the school and as such elements including gymnasia, washrooms, etc. are sized to accommodate the projected Peak Enrolment;

**“FLS”** means Functional Life Skills;

**“GSCS”** means Greater Saskatoon Catholic Schools;

**“Immediately Adjacent”** means a direct physical relationship between rooms;

**“LAT”** means Learning Assisted Teaching;

**“Martensville School & Warman School”** means the Core School Design for PSSD/GSCS School Boards, that approximates SA1 area allowances for 650 and 400 peak student populations;

**“NSM” or “Net Area or Net Square Metres”** means the horizontal area of space assignable to a specific function. The net area of rooms is measured to the inside face of wall surfaces;

**“Opening Enrolment”** means the enrolment which the school is designed to accommodate upon opening in Fall 2017;

**“Peak Enrolment”** means the enrolment for which the school is designed to accommodate with the addition of portables for a certain period of time. Peak Enrolment addresses the challenge of providing school infrastructure in new communities which typically experience a fluctuation in student enrolment based on the maturation of the community. Depending on the community, Peak Enrolment may occur at opening or at a future date, typically within 7 years of opening;

“PSSD” means Prairie Spirit School Division No. 206;

“Relocatable Classroom” - Also known as a portable classroom or modular classroom in other jurisdictions. Relocatable Classrooms are designed to be of a construction type that allows the unit to be relocated to another site after Peak Enrolment has subsided to a Stable Enrolment. Due to site constraints and site efficiency, Relocatable classrooms are to be two storeys. Design of the Relocatable classrooms is to accommodate customization for flexible learning environments (i.e. accommodate large openings between classrooms, circulation and adjacent break out areas);

“Saskatoon Schools” means the Core School Design for SPS and GSCS School Boards, that approximates SA1 area allowances for 750 and 650 peak student populations;

“Schedule of Accommodations” is a detailed list of spaces and the corresponding required net areas;

“SERT” means Special Education Resource Teacher;

“SPS” means Saskatoon Public School Division;

“Stable Enrolment” means the enrolment which the school is expected to accommodate after the Peak Enrolment has subsided. The Stable Enrolment reflects the maturation of the surrounding community;

“Traditional Classroom” means a learning environment which typically accommodates 30 students in desks arranged in a lecture style format.

## 3.0 SCOPE OF SERVICES

### 3.1 SCHOOL LOCATIONS – PROJECT 2

Location	School Boards	Project Type
City of Martensville	PSSD / GSCS	Joint-use Pre-K-8 Elementary School
City of Saskatoon - Evergreen	SPS / GSCS	Joint-use Pre-K-8 Elementary School
City of Saskatoon - Hampton Village	SPS / GSCS	Joint-use Pre-K-8 Elementary School
City of Saskatoon - Rosewood	SPS / GSCS	Joint-use Pre-K-8 Elementary School
City of Saskatoon - Stonebridge	SPS / GSCS	Joint-use Pre-K-8 Elementary School
City of Warman	PSSD / GSCS	Joint-use Pre-K-8 Elementary School

### 3.2 ENROLMENT

**Student Enrolment:** Indicates full time students enrolled in 2017 and at the planning horizon of 2025. Enrolment projections are based on the best information as available to the Authority at the time of preparation.

Note: Pre-Kindergarten is not included in enrolment numbers. The Project #2 enrolment plan is as follows:

Table 3.2.- Student Enrolment							
School Name	Grade	School Board	Opening Enrolment 2017	Peak Enrolment	First Year of Peak	Stable Enrolment	Design Capacity
Evergreen - Saskatoon	K-8	SPS	450	750	2025	550	750
	K-8	GSCS	350	650	2025	450	650
Hampton - Saskatoon	K-8	SPS	550	650	2021	500	750
	K-8	GSCS	450	550	2021	400	650
Rosewood - Saskatoon	K-8	SPS	450	700	2025	500	750
	K-8	GSCS	350	550	2025	400	650
Stonebridge - Saskatoon	K-8	SPS	850	850	2017	625	850
	K-8	GSCS	400	650	2022	450	650
Martensville	K-8	PSSD	450	600	2025	600	650
	K-8	GSCS	150	400	2025+	400	400
Warman	K-8	PSSD	450	600	2022	600	650
	K-8	GSCS	150	400	2025+	400	400

## 4.0 PRIMARY DESIGN CONSIDERATIONS

Each public school and Catholic school will have its distinct identity reflected in the design and operation of the School. The exterior design will create entrances to each public school and Catholic school that are separate and readily apparent as the facility is approached from the street. Specifically, the Catholic schools will have a demonstrably Catholic symbol/s recognizing their unique mandate. Within the Catholic Schools, the design will allow for displaying Catholic symbols, assisting in the School's delivery of Catholic faith-based education.

The public school and Catholic school are to be designed around smaller scale Learning Communities to allow flexible groupings. These areas may be utilized for a variety of groupings ranging from grade to learning style. The design will accommodate the addition of Relocatable classrooms connecting and feeding into the Learning Communities.

Learning Community Groupings:

Main Floor:

- Pre-Kindergarten, Kindergarten, Grade 1
- Grade 2, Grade 3 and Grade 4

Second Floor:

- Grade 5 and Grade 6
- Grade 7 and Grade 8

Learning Community Groupings (Rosewood and Hampton Village ONLY):

Main Floor:

- Pre-Kindergarten, Kindergarten
- Grade 1, Grade 2, Grade 3 and Grade 4

Second Floor:

- Grade 5 and Grade 6
- Grade 7 and Grade 8

Learning Community Groupings (Warman/Martensville GSCS Only):

Main Floor:

- Pre-Kindergarten, Kindergarten, Grade 1
- Grade 2, Grade 3 and Grade 4
- Grade 5 , Grade 6, Grade 7 and Grade 8
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Each Learning Community includes the following:

#### **Learning Commons (excludes PSSD)**

An open, flexible learning area that can support both instruction and project work but is tailored to be supportive of project work. The space is supported in this function by group work areas (zones and rooms) which may include the following:

- a small number of computer stations;
- various device charging areas;
- project sinks;
- project and materials storage;
- white boards;
- wall mounted display screens;
- flexible furnishings to be able to easily configure to meet the needs of learners; and
- lockable IT storage for IT carts, laptop storage, etc.

#### **Multi-Purpose Da Vinci Studio (excludes SPS)**

Some of the Learning Communities will have a project lab (also referred to as a Da Vinci Studio for science or art) that can support a variety of project types and inquiry based learning. The design will provide the flexibility to open some project labs to common areas (Learning Community or Student Commons) to be utilized for larger scales of instruction. Each Da Vinci Studio is to have space for portable project storage carts or be adjacent to a storage room with capacity for the storage carts. Da Vinci Studio shall be open to corridor. On the second floor, provide direct access to outdoor learning space where possible . Flexible area located off of learning spaces, in the heart of the Learning Community.

#### **Instructional Areas**

Each Learning Community will have instructional areas ranging from traditional large Classrooms (Learning Spaces) to smaller Break Out spaces that open onto the Learning Commons or Student Commons and adjacent circulation space. These Instructional Areas allow teaching to happen in a variety of environments from traditional enclosed space to larger open areas all with access to technology, natural light and flexibly furnishings.

#### **Teacher Collaboration Areas**

Each Learning Community will utilize a dedicated area for staff to work, prepare and collaborate. The area will be positioned to support passive visual supervision of the Learning Commons and the possibility for students to access teachers when engaged in projects or inquiry.

Additional design criteria applicable to each joint use School shall include the following:



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## Community Access

Community access plays an important role in the development of the facilities. Consideration to access during the School Day and Outside the School Day has been accommodated with visibility of entrances as well as controlled areas of accessibility for Outside the School Day hours with doors and security grilles. When the Schools are in use after the School Day, amenities such as the Child Care Centre, Community Resource Centre, gymnasias, and multi-purpose spaces will be open to the community as appropriate.

## Child Care Centre

A 90 seat Child Care Centre is included in each facility within the shared Central Core. The Child Care Centre will accommodate infants, toddlers and preschoolers and have direct access to an outdoor play environment. The Child Care Centre will be operated in a lease arrangement to a third party operator.

## Distinct Identity

Each public school and Catholic school will have its distinct identity reflected in the design and operation of the facilities. The exterior design will create entrances to each public school and Catholic school that are separate and readily apparent as the facility is approached from the street. Specifically, the Catholic schools will have a demonstrably Catholic symbol/s recognizing their unique mandate. Within the Catholic schools, the design will allow for displaying Catholic symbols, assisting in the school's delivery of Catholic faith-based education.

In Saskatoon, the SPS main entrance is accented by a two storey glazed vertical element and a low horizontal canopy to create a human scale. The GSCS main entrance is accented by a horizontal canopy and curtainwall glazing, Catholic cross that is integrated into the building envelope, and Outdoor Learning Space above. The Community Core achieves its distinction with the use of a wood pergola entrance feature.

In Warman/Martensville, the PSSD main entrance is accented by a horizontal canopy and curtainwall glazing with the second floor Outdoor Learning Space located above. The GSCS main entrance is accented by a horizontal canopy and cross that is integrated into the building envelope. The Community Core achieves its distinction with the use of a wood pergola entrance feature.

The Public School, Catholic School, Community Core and Child Care Centre are each identified by their own distinct colour palette. The Catholic Schools are represented with warm colours: red on the exterior and warm yellows and oranges on the interior. The Public School is represented by cool colours: green on the exterior and blues and greens on the interior. The Community Core has its own distinct colour, creating a fun and playful façade while providing an identity for the Child Care Centre, while still maintaining the prominence and importance of each School. School identity and wayfinding is strengthened by continuing these colour strategies on the interior of the building.

## Flexible Construction

Special consideration will be given to areas that are more likely to evolve as education transitions to be more individualized and project based. The design of these areas will anticipate an adaption from more traditional spaces to flexible project areas.

This adaptive design will be provided by utilizing the following:

- Select walls designated for insertion of large openings with sliding doors or complete removal, which will impact floor and ceiling finishes, internal wiring distribution and lighting controls in subsequent phases.

- The use of flexible, large scale sliding or overhead doors will be considered in various areas to allow spaces to transition use and quickly expand project spaces.

### **Durable Construction**

The durability of the Schools both inside and out will be of a high priority. The focus of material selections will be durability, aesthetics and functionality.

### **Integration of Technology**

The School Boards develops a philosophy of accessibility to technology through integration both at the classroom and school wide levels. Traditional stand-alone computer laboratory facilities will not be conceived of as part of the central typical services for the school. Additional computer terminals will be considered for incorporation into the open areas throughout the School. The pervasive influence of computers and other technology devices will be incorporated into the other instructional spaces in the school, such as the Resource Centre. The influence of personal computing devices will require the consideration for charging stations as well as school wide wireless networking. Each public school and Catholic school will have multi-purpose or seminar rooms that have the capability for video / conference.

### **Daylighting and Views**

Fundamentally, this includes the admission of natural light into the internalized spaces (including the Learning Commons for each Learning Community) within the schools in addition to all Learning Spaces. Windows with glare control will also be considered for incorporation into the gymnasias to provide a controlled level of diffuse natural light.

### **Outdoor Learning Space**

Outdoor Learning spaces are to be located, at ground level, in Close Adjacency to School entrances for the various Learning Communities and at second floor level , on roof decks providing Convenient Access from interior and exterior learning environments. Roof deck learning spaces shall be accessed from common areas like the Learning Commons, Student Commons or from Multi-Purpose Art/Science spaces to allow enquiry based learning to happen both indoors and outdoors. Roof deck learning spaces shall be flexible in size and location and shall be designed to accommodate a minimum of one classroom of students at a time, depending on size, shall provide barrier free access from each public school and Catholic school and shall be designed for maximum occupancy based on area and appropriate exiting as required by Code. For the single storey Warman/Martensville GSCS school, in lieu of roof deck outdoor learning space, a ground level outdoor learning space will be provided accessed directly from a Multi-Purpose Da Vinci Room. This ground level outdoor learning space will incorporate hard surface paving similar to the required roof level outdoor learning spaces.

## **5.0 CHILD CARE CENTRE AND COMMUNITY RESOURCE CENTRE**

The Core School Design includes a shared central core with a Child Care Centre for 90 children and a Community Resource Centre. The placement and layout of these components will be developed in concert with each other to allow a common main entry access and exterior access to play areas. The incorporation of these spaces into the facility strengthens the community partnerships and commitment to learning at all ages.

The Child Care Centre shall be designed to accommodate 90 children and include spaces for Infants, Toddlers and Pre-school children. The breakdown of children for purposes of designing the space includes 12 infants, 25 toddlers, and 53 pre-school children. The centre shall be designed to accommodate flexibility to allow for a varying split between toddlers and preschoolers in the different communities.

The Child Care Centre shall be designed in accordance with the Government of Saskatchewan Child Care Centre Construction and Design Requirements and Considerations.

The Child Care Centre will be located in close proximity to the Community Resource Centre and the Community Entrance to the facility. At each site the Child Care Centre is to include the following spaces:

- An infant space accommodating an entry with cubbies, a general program space incorporating a food preparation area and a teacher preparation area, separate diaper change area, and 2 separate sleep rooms accommodating 6 cribs in each;
- A toddler space designed to accommodate 20 children;
- A toddler / preschool space accommodating 5 toddlers and 13 pre-school children;
- 2 pre-school rooms accommodating up to 40 children in total.

All program areas shall be designed to accommodate the appropriate space requirements per child in infant sleep areas. Shared washrooms shall be located between program areas incorporating change tables. All program areas to include a teacher preparation area and a child height hand washing sink. In addition, cubbies are to be provided within the program spaces or in an adjacent central alcove.

Toddler and pre-school program spaces have access to a shared vestibule that connects to the exterior enclosed play area.

The Child Care Centre is anticipated to be involved in the operation of before and after school care programs in a number of the Cities, utilizing the kitchen for preparation of snacks and multipurpose space within the shared Central Core of the facility. In addition, there is a strong synergy with the Community Resource Centre, through the desire to share space where possible and in the common goal of providing services for families within the communities.

Each Community Resource Centre site is anticipated to be unique in regards to programs and service offerings reflecting what is identified as needed in each respective community. The Community Resource Centre will provide student support spaces during the day and community support space Outside the School Day hours. This is viewed as a positive element to ensure that the new facilities are vibrant spaces during and after School hours providing holistic support for families and communities. The Community Resource Centre will be located in close proximity to the Community Entrance and the Child Care Centre at each Site.

## 6.0 LEARNING SUPPORTS

The Schools will have a variety of learning supports throughout the facility. These supports should be strategically placed throughout the plan to create clusters of activity to encourage spontaneous interaction and collaboration between students and staff in key areas of the School.

### **Administration**

A centralized area has been developed adjacent to the main entry for administrative functions. Adjacent to the administration suite is the Student Support Services area described as FLS for SPS, LAT for GSCS and SERT for PSSD. This allows interaction of the two functions and the shared use of meeting rooms, while providing the opportunity to have distinct entries for students to enhance the feeling of privacy while accessing supports.

## 7.0 GUIDING DESIGN PRINCIPLES

School design features determined through the functional programming process will inform the design parameters. Design of the Schools will incorporate the safety and efficiency of the delivery of education and the well-being of both staff and students, and will include the following nine characteristics:

1. The design of the Schools will include the following general aspects:
  - o ergonomic design features throughout all spaces in the Schools that specifically facilitate the physical activities of staff and students, including for example, appropriate millwork, lighting, security and safety elements;
  - o easily legible configuration for School circulation, and an interior way finding system that is simple, intuitive, and fully coordinated within the Schools;
  - o floor level transitions between schools (if required) shall occur only within the central shared core area and shall include barrier-free ramps or lower inclined transitions in the corridors.
  - o services distribution, building systems, footprint and room arrangements, that allow for efficient, economical and minimally-disruptive physical and operational changes throughout the life of the Schools; and
  - o provide a simple building perimeter and non-restrictive fenestration pattern that fits in a residential neighborhood.
  - o the SPSPD portion of the School is permissible to be up to 3 storeys in height, provided the following conditions are incorporated into the design:
    - design must meet all other performance specification requirements
    - Proponent is responsible for negotiations with the City of Saskatoon, regarding bylaw requirements relating to building height
    - Additional vertical circulation needs must be addressed with adequate stairs and elevators
    - Provision of up to 3 storey relocatable classrooms for SPSPD
    - Additional site area as a result of 3 storey to be accrued to SPSPD
    - Clearly articulate security zoning to accommodate School activities and publicly accessed after hours access
    - Provide direct access from the gymnasium to the outdoor play area for students and moving equipment
    - Provide direct exterior access to storage for small lawn and snow maintenance equipment
    - Community Resource Centre (D3.1) shall accommodate potential public access during School hours as well as after hours
    - Seryery (B1.0) to be located with Close Adjacency to gymnasium
    - FLS Classroom (G2.11) and LAT Instructional Space (G2.12) to be located in Close Adjacency to the main Administration area
  - o the GSCS portion of the Saskatoon Schools interior instructional areas must be on a maximum of two (2) floor levels; floor level transitions between schools (if required) shall occur only within the central shared core area and shall include barrier-free ramps or lower inclined transitions in the corridors.
2. **"Universal Design"** philosophies that address barriers to equitable access to education such as cultural diversity, physical capability and gender:
  - o Equitable use – the Schools will be easy to use by people with diverse abilities;

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- Flexibility in use – the Schools will accommodate a wide range of individual preferences and abilities;
  - Simple and intuitive – the Schools will be easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level;
  - Perceptible information – the Schools will communicate necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities;
  - Tolerance for error – the Schools will minimize hazards and the adverse consequences of accidental or unintended actions;
  - Low physical effort – the Schools will be capable of being used efficiently and comfortably and with a minimum of fatigue; and
  - Size and space for approach and use – provide appropriate size and space for approach, reach, manipulation, and use regardless of user's body size, posture or mobility.
3. The Schools will incorporate a **Pattern language** of schools including:
- self-contained space that serves daily needs of students attending there;
  - culturally neutral, appeal to youth and be non-institutional, home-like in appearance;
  - public foyer /entryway with appropriate security;
  - safe furniture, finishes, and accessories;
  - plentiful natural light and visual access to outdoor spaces;
  - physical access to outdoor playgrounds;
  - quiet spaces; and
  - invisible service areas (garbage, mechanical, electrical, IT, etc).
4. The Schools will integrate **Safety** including:
- safe-use and strategies to reduce the spread of infection;
  - fire and safety systems as required by code;
  - system which monitors entry and exit to the Schools;
  - smooth indoor and outdoor surface transitions with barrier free access; and
  - kitchen spaces which drive good sanitation practices.
5. The Schools will exemplify a **Learning /Holistic Space** that:
- is equitable and respectful - with all Facility Users valued, and student confidentiality and dignity maintained;
  - maximize, the use of natural daylight;
  - provides all season connection to the outdoors;
  - manages noise levels with acoustic treatments and design criteria;
  - includes art and recreation that is plentiful and interesting; and
  - promotes and supports the concept of sustainability (i.e. recycling, etc).
6. The Schools will demonstrate **Functional Competence** including the following elements:
- efficiency - reducing School Users' distances to travel within the School;
  - generation - of communication and knowledge transfer among teachers and between teachers, students and families, teachers and visitors, and students, and reasonably lively in its public spaces;
  - flexibility - to accommodate continuous programmatic change and growth;

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- lever door handles;
  - color contrast provided between:
    - floor /wall junctures;
    - wall covering /wall;
    - furniture/floor;
    - floor/lavatory fixtures;
    - door jamb/door (except front door);
  - signage with adequate sized lettering and color contrast;
  - window coverings that provide levels of light control that are secure; and
  - heating/cooling controls that are legible and easy to operate.
7. The Design will create an **Environment** that promotes staff efficiency and safety including:
- adjacencies which support efficiency;
  - universal room and floor plan design;
  - integrated wireless infrastructure and systems capable of supporting multiple and expanding technological systems including:
    - fire alarm systems;
    - telephone, television, for students, teachers and administration staff;
    - computers and handhelds devices for staff and students.
8. The Design will foster **Interconnectedness and Community** through incorporating:
- shared multipurpose group spaces;
  - visual connection to outdoor space from all teaching and public spaces; and
  - internal corridor connectivity to the administration offices.
9. Design of the **Site** will incorporate the following design principles:
- physical safety and security using CPTED design principles;
  - pedestrian and vehicular access and parking that are barrier free accessible, although there will not be the use of handicapped operators on all exterior doors;
  - students shall primarily enter the school from rear and side entrances located adjacent to their respective grade learning community;
  - visual access to nature from teaching areas, student areas and staff work areas;
  - management of micro-climatic effects on students, staff and visitor comfort and safety of building location and orientation, sheltering of building walkways and building entrances and access to light throughout the year in outdoor spaces;
  - regionally adapted environmental design will include restorative elements such as indigenous and drought tolerant planting;
  - provide safe and legible transitions between the Site and buildings, roadways and parking, and open space and public sidewalks;
  - provide appropriate access to the Site to meet the needs of emergency services vehicles to the Site for emergencies, school bus traffic, staff and visitor traffic, parent drop off and service and delivery vehicles during construction and operating periods;
  - safe and well lit spaces with appropriate exterior lighting levels near Building entrances and exits, walkways, public areas, and parking areas. Lighting will not cause glare, shadow, or high contrast with surrounding areas;

- outdoor learning environments be designed to provide a suitable environment that takes student learning into consideration; and
  - outdoor play spaces will include playground areas complete with safety surfacing and headers. Each play area will include play equipment suited to ages 2-12 and have a minimum capacity of 20 children, supplied and installed by the School Boards.
10. The design will recognize the importance of creating sacred space within the Catholic schools. This non-dedicated space may be accommodated in the Learning Commons, Resource – Cultural Room or Seminar spaces for religious gatherings or services.
11. Stonebridge Public Elementary School – It is expected that up to 75 -100 students (included within the projected enrolment numbers) that attend Stonebridge Public Elementary School will be coming from the Whitecap Dakota First Nation. They will be integrated into the general school population, more or less evenly distributed in grades 5-8 classrooms throughout the school. It is expected that language and cultural educational opportunities will be provided as part of the basic educational curriculum for these students. The design of this school should reflect the cultural diversity of many nations, including but not limited to the Whitecap Dakota First Nation culture. Amenities should include a space that can be used for a variety of cultural activities, during and after regular school hours, with separate ventilation control of the space, and lockable storage to be provided for cultural artifacts and other such items. There should be no other occupied space or rooms (ie. classrooms, offices, etc.) located above this space.
12. All Schools shall accommodate the flexibility to address the language and cultural educational opportunities of different cultures as part of the basic educational curriculum for these students

## 8.0 PROGRAM COMPONENTS INTRODUCTION

The following program component groups provide a range of services, amenities and support spaces that the Ministry of Education envisions will be required for each public school and Catholic school. These nine (9) components are consolidated on each site to provide enhanced quality of education.

The School services, amenities and support spaces have been organized on a component-by-component basis. A component is a cohesive grouping of activities or spaces related by function, and or service or physical arrangement. Within this Functional Program, the term component does not necessarily denote a department, as the term department refers to an administrative organization, but describes a functional organization of spaces and activities. Each component therefore constitutes a unique and definable building block within this Functional Program, that form the basis for the development options. It is envisioned that the component descriptions will be used as the foundation whereby the detailed design development will be developed at a later date.

### 8.1 COMPONENT GROUPS

The nine components are as follows:

1. General Instruction
2. Instructional Support
3. Resource Centre
4. Physical Activity
5. Program Arts / Science
6. Administration and Support Services
7. Program Flexibility
8. Building Services
9. Circulation

## 8.2 PROGRAM FRAMEWORK

A master program description of each component is detailed in parts 10 through 17, using the following in headings:

- Overview
- Functional Requirements

**Overview:** provides a general description of regional context of the program and planning parameters for development.

**Functional Evaluation includes:**

- Layout of space and location within Facility
- Proximity to related components
- Adequacy of space: Identifies issues in the quality of the environment. Room configuration and functionality issues are identified.
- Special requirements

**Internal Relationships** addresses key adjacencies and zoning within the component group. This high level information is found in the detailed Room Data Sheets and is used for master planning purposes establishing key relationships and client flow.

## 8.3 SCHEDULE OF ACCOMMODATIONS

**Schedule of Accommodations** provides the detailed list of spaces and their required areas. The schedules illustrate the number of projected rooms or spaces (units), the Net Square Meters per unit (NSM/unit), and the total Net Square Meters for each room or space (NSM). Net Square Meters (NSM) is stated to the nearest 0.1 m<sup>2</sup> and is considered the desired minimum. At the end of each space list the total net space is summarized. The component gross factor is considered indicative and may vary to suit the proposed design.

Subject to acceptance by the Authority, some rooms may be combined or resized to suit the design. The cumulative total net area must equal the total NSM for that room or space as identified in the Schedule of Accommodation. (i.e. 6 storage rooms @ 15 NSM/unit may be a combination of 6 storage rooms of varying sizes totaling 90 NSM).

**Refer to Attachment 1 for Schedule of Accommodations for Saskatoon Schools**

**Refer to Attachment 2 for Schedule of Accommodations for Warman School and Martensville School**

## 8.4 ROOM DATA SHEETS

**Room Data Sheets** establish specific physical and functional requirements, including furniture and equipment for each component.

**Refer to Appendix 3B.1 for Functional Program Room Data Sheets for Saskatoon Schools**

**Refer to Appendix 3B.2 for Functional Program Room Data Sheets for Warman School and Martensville School**



## 9.0 FUNCTIONAL DESCRIPTION BY AREA

1. **Pre K-8 School Program:** student and staff designated amenities include:

- **General Instruction:**
  - G1.0 General Instruction
    - G1.1 Learning Space Grades 2-8
    - G1.2 Learning Space Kindergarten – Grade 1
- **Instructional Support:**
  - G2.0 Instructional Support
    - G2.1 Activity Room
    - G2.2 Break Out Room
    - G2.3 Resource – Cultural Room
    - G2.4 Seminar
    - G2.5 Tutorial
    - G2.6 Learning Commons
    - G2.7 Counselling
    - G2.8 Personal Care W/C
    - G2.9 Sensory Room
    - G2.10 EAL Classroom
    - G2.11 FLS Classroom
    - G2.12 LAT Instructional Space / SERT Work Area
    - G2.13 LAT / SERT Office
    - G2.14 Laundry
    - G2.15 Laundry / Storage
    - G2.16 Storage
    - G2.17 IT Closet
    - G2.18 Not Used
    - G2.19 IT Storage
    - G2.20 FLS Kitchen
    - G2.21 LAT
    - G2.22 Therapy Room
    - G2.24 Student Commons
    - G4.0 Relocatable Classrooms
- **Resource Centre:**
  - R1.0 Resource Centre
    - R1.1 Library
    - R1.2 Resource/Library Office
    - R1.3 Resource Centre
    - R1.4 Library Seminar
    - R1.5 Storage
    - R1.6 Resource Room
    - R2.1 Library Mezzanine
- **Physical Activity:**
  - P1.0 Gymnasiums
    - P1.1 Gymnasium
    - P2.11 Multi-Purpose Physical Activity
- **Program Arts / Science:**
  - P2.0 Program Arts / Science
    - P2.1 Multi-Purpose Da Vinci / Science Studio
    - P2.2 Multi-Purpose Home Economics
    - P2.3 Multi-Purpose Industrial Arts
    - P2.4 Multi-Purpose Music
    - P2.6 Multi-Purpose Performance
    - P2.7 Multi-Purpose Flex / Drama
    - P2.8 Multi-Purpose Visual Arts
    - P2.10 Multi-Purpose Band
    - P2.12 Multi-Purpose Audio Room
    - P2.13 Multi-Purpose IA Office

- **Administration and Staff Support Services:**
  - A1.0 Reception
    - A1.0 Reception
    - A1.1 Waiting
  - A2.0 Infirmary
    - A2.0 Infirmary
    - A2.1 Counselling / First Aid
  - A3.0 Administration Offices
    - A3.1 Principal's Office
    - A3.2 Vice Principal's Office
    - A3.3 Office
    - A3.4 Not Used
    - A3.5 Itinerant Space
    - A3.6 Not Used
    - A3.7 Building Services Work Space
  - A4.0 Staff Support
    - A4.1 Staff Room
    - A4.2 Teacher Collaboration
    - A4.3 Work Room
    - A4.4 Storage
- **Program Flexibility:**
  - Program Flex Space
    - P3.1 Learning Space - Pre-Kindergarten
    - P3.2 Pre-Kindergarten W/C
  - Child Care Centre
    - D1.2 Toddler/Preschool
    - D1.3 not used
    - D1.4 Infant Sleep
    - D1.5 Staff Room
    - D1.6 Office
    - D1.7 Cubbies
    - D2.1 Kitchen
    - D2.2 Pantry
    - D2.3 Tub Room
    - D2.4 Change Room
    - D2.5 Laundry
    - D2.6 Storage
    - D2.7 Vestibule
    - D2.8 W/C
    - D2.9 Corridor
    - D2.10 not used
    - D2.11 Janitor
    - D2.12 Infant Room
  - Community Resource Centre
    - D3.1 Community Resource Centre
    - D3.2 Meeting Room
    - D3.3 Office
    - D3.4 Washroom
    - D3.5 Community Storage
- **Building Services:**
  - B1.0 Served
  - B2.0 Washrooms / Change rooms
    - B2.1 Girls Change Room
    - B2.2 Boys Change room
    - B2.3 Kindergarten Washroom
    - B2.4 Student Washroom
    - B2.5 Unisex Barrier Free WC for staff and students
    - B2.6 Staff Washrooms

- B2.7 Shower
  - B4.0 Recycling Room
    - B4.1 Not Used
  - B5.0 Janitor Rooms
  - B6.0 Mechanical / Electrical Rooms
  - B7.0 Elevators
    - B7.1 Elevators
    - B7.2 Elevator Machine Room
  - B8.0 Gym Services
    - B8.1 Gym Office
    - B8.2 Gymnasium Storage
- **Circulation**
  - C1 Corridor
  - C2 Stairs
  - C3 Boot Room
  - C4 Vestibule / Entry

## 10.0 GENERAL INSTRUCTION

### 10.1 OVERVIEW

The intent of the General Instruction areas is:

- All classrooms will be sized in accordance with the Schedule of Accommodation and teaching areas most appropriate to their offered curriculum;
- The majority of general instruction classrooms will be of the same area and dimensions;
- All grade classrooms, considerations shall include:
  - Natural lighting;
  - Resource storage;
  - Display area (tack boards, white boards);
  - Furniture flexibility for individual or group projects;
  - Provision for A/V viewing;
  - Cable drops for networked computer work terminals and peripherals;
  - Appropriate power accommodation on each wall;
  - Provision for sink(s) within the classroom.

Pre-Kindergarten, Kindergarten and Grade 1, considerations shall include:

- Natural lighting;
- Ease of providing nutritional meals (Pre-Kindergarten program only);
- Pre-Kindergarten & Kindergarten Convenient Access to an outside exit;
- Pre-Kindergarten & Kindergarten Wet Areas and Storage;
- Dedicated access to toilets and sinks appropriately sized and located for young children. This washroom is to be included as part of the washroom fixture counts for the general student population, as indicated in Section 17 – Building Services. Shared washroom areas for adjacent rooms is allowable as this enhances teacher supervision but must not reduce the required fixture count;
- Storage areas will include open shelving units accessible to the students as well as lockable cabinets for equipment storage; and
- Provision for sink(s) within the classroom.

### 10.2 FUNCTIONAL REQUIREMENTS

#### 1. G1.1 Learning Space Grades 2-8

- General instructional space, located on Main floor or Second floor within Learning Community adjacent to School entrance or stairs;
- Ceiling Height – 3000 AFF;
- Learning Spaces, Washrooms, Break Out rooms, Teacher Collaboration space, IT Closet, Learning Commons and Lockers Immediately Adjacent;
- Library, Student Commons, Stairs, Outdoor roof deck (Ground Level Outdoor Learning Spcae – WMMV GSCS) in Close Adjacency;
- Exceptions:
  - Saskatoon School – GSCS – include Multi-Purpose Da Vinci studio, EAL Classroom Immediately Adjacent and exclude Learning Commons;
  - Warman/Martensville School – PSSD - include Industrial Arts Lab, Multi-Purpose Da Vinci studio Immediately Adjacent and exclude Learning Commons;

**Program Component 11.0**

**Instructional Support**

- Warman/Martensville School – GSCS – include Multi-Purpose Da Vinci studio Immediately Adjacent.  
Incorporate sliding barn doors on common walls between adjoining Learning Spaces (classrooms), Learning Commons, Multi-Purpose Da Vinci; and Breakout Rooms. No more than 1 set of sliding barn doors per Learning Space.
- 2. **G1.2 Learning Space Kindergarten and Grade 1**
  - Kindergarten and Grade 1 instructional space, located on Main floor within Learning Community adjacent to school main entrance;
  - Ceiling Height – 3000 AFF;
  - Grade 1 and Kindergarten Washrooms Immediately Adjacent;
  - Pre-Kindergarten, Break Out rooms (GSCS/PSSD), Teacher Collaboration, Learning Commons (SPS) and access to common entrance in Close Adjacency.
  - Sliding barn doors are not required between classrooms or Learning Commons/corridors
- 3. Each student shall be provided with a cubby or locker. Type and location noted in Schedule 3 and Appendix 2D Furniture & Equipment..
- 4. Sinks are to be incorporated where indicated on the Functional Program Room Data Sheets.
- 5. Every classroom shall have current technology with power, data and telephone cabling as indicated in the Functional Program Room Data Sheets.
- 6. Solid backing shall be incorporated into the School perimeter wall design allowing for the fastening of electronic whiteboards, whiteboards and tack boards.
- 7. Classroom millwork requirements are indicated on the Functional Program Room Data Sheets.
- 8. Natural light shall be incorporated into the School for each classroom.
- 9. Lighting control in instructional and learning spaces shall consist of:
  - A master ON/OFF switch located at the classroom entrance to provide control of all of the classroom lighting luminaires;
  - A 5-button (Bright/Dim/ON/OFF/Preset) switch located at the front of the classroom within 300 mm of the whiteboard or at the primary teaching location to provide dimming control of the classroom general lighting luminaires;
  - An ON/OFF switch located adjacent to the 5-button switch at the front of the classroom to provide control of the whiteboard luminaire;
  - Dual technology (PIR and ultrasonic) motion sensor(s), ceiling or corner wall mounted. Upon detection of occupancy, the sensor shall turn on all lights for a minimum period of 30 minutes. Manual switches within the classroom shall override the motion sensor control;
  - A daylight sensor to provide continuous dimming of the classroom general lighting luminaires relative to the natural light available via the dimming control/interface module. Fixtures shall be grouped in up to 3 zones with the first zone being closest to the windows. Each zone shall be individually dimmed proportionally to the daylight sensor input;
  - A dimming control/interface module. Control module shall interface with all switches, occupancy sensors, and daylight sensors to provide individual lighting control within each classroom. Control module shall be capable of providing either manual ON/automatic OFF, or automatic ON/automatic OFF control of room lighting.
- 10. Classroom ceiling heights (3000 mm) may be varied over up to 25% of the room area with dropped ceiling finishes, to provide for enhanced learning spaces or to allow for concealed building services. Underside of dropped ceilings shall be a minimum of 2600 mm above finished floor.

**11.0 INSTRUCTIONAL SUPPORT**

## 11.1 OVERVIEW

Each School Board refers to its student support services program differently – FLS (SPS), LAT (GSCS), and SERT (PSSD) but the intent for each is similar. Approximately 15–20% of the student population will require assistance and/or specific services to meet their individual education needs. Wherever possible, students requiring intensive supports will be integrated with the general student population. Provide area for student support services such as:

- Tutoring, resource/learning assistance, small group instruction rooms;
- Life skills area;
- Occupational Therapy/physiotherapy.

The spaces that constitute these student support services programs are collocated together in a 'suite' located near the front of the School and the main administration area.

The Counselling / First Aid / Itinerant spaces should be able to accommodate the following possible services:

- Social Worker, Resource Police Officer;
- Public Health Nurse or medical rest area;
- Family Support Worker.

## 11.2 FUNCTIONAL REQUIREMENTS

- G2.1 Activity Room**
  - A small group activity room for general use as part of FLS suite;
  - FLS Classroom, Storage, Sensory Room, Personal Care W/C, FLS Kitchen, Laundry Immediately Adjacent;
  - Counselling/First Aid, Itinerant Space, Reception, Waiting, Vestibule in Close Adjacency.
- G2.2 Break Out Room**
  - A small group room for general use and to be used as a break-out space or small meeting room;
  - Learning Spaces, Corridor, Learning Commons Immediately Adjacent;
  - Teacher Collaboration, Washrooms, IT Storage, school entries, Stairs in Close Adjacency;
  - Located between or Immediately Adjacent to Learning Spaces;
  - When located between Learning Spaces incorporate sliding barn doors on common walls;
  - Common wall from Break Out Room to Corridor/Learning Commons to be glazed except for SPS side of Saskatoon School which requires no wall between Break Out and Corridor/Learning Commons.
- G2.3 Resource – Cultural Room**
  - A small group room for general use and to be used as a break-out, small meeting room or room for cultural and/or spiritual celebration/events;
  - In SPS Schools, Immediately Adjacent to Students Commons;
  - In Close Adjacency to Library Mezzanine, Learning spaces, Tutorial.
  - Second floor location with no enclosed space above
- G2.4 Seminar**
  - A small group room for general use and could be used as a break-out or small meeting room or room
  - Can be used as a room for cultural and/or spiritual celebration/events (GSCS only);
  - Immediately Adjacent to Student Commons;
  - In Close Adjacency to Library.
  - Second floor location with no enclosed space above (GSCS only)
- G2.5 Tutorial**
  - A small group room for general use and to be used as a break-out or small meeting room with video conference capability;

**Program Component 11.0**

**Instructional Support**

- Main Floor location: Close Adjacency to Library and Student Commons;
  - Second Floor location: Close Adjacency to Student Commons, Resource-Cultural Room and Learning Spaces;
  - Main Floor location: Close Adjacency to Washrooms;
  - Second Floor location: Close Adjacency to Library Mezzanine.
6. **G2.6 Learning Commons (excluding PSSD)**
- Shared instructional space used for project based learning, large group activities and presentations;
  - The conceptual 'heart' of the Learning Community. Supports learning, socialization, and play among peers, contributing to a shared sense of identity and belonging among students and across grades;
  - To be divisible with furniture for various simultaneous group activities;
  - Ceiling Height – 3000 AFF minimum;
  - Learning Spaces, Break Out , Washrooms, IT Storage in Immediate Adjacency;
  - In Close Adjacency to Teacher Collaboration, Storage, Stairs, School entries.
  - Provide Learning Commons areas of varying size and quantity as defined in the Schedule of Accommodations. Provide space adjacent to classrooms within each Learning Community to facilitate active, project based and collaborative work, supporting a range of learning groupings, from individual study to large projects across classes.
  - NSM of Learning Commons does not include circulation space required for access to adjacent learning spaces. The design shall meet the required number of Learning Commons spaces and the total net area shall meet the area allocated area in the Schedule of Accommodations.
7. **G2.7 Counselling**
- Counselling intended for office/small seminar space for single or group Counselling, plus accommodation for a Speech and Language Pathologist, Educational Psychologist and other similar services;
  - Immediately Adjacent Itinerant Space;
  - Closely adjacent to Library, LAT Office, LAT Instructional Space, Personal Care Washroom.
8. **G2.8 Personal Care Washroom**
- Fully accessible Washroom for students requiring assistance, complete with shower, ceiling track lift, and storage for personal care items. Shower not required for PSSD;
  - Centrally located within each public school and Catholic school I for ease of access to all students;
  - Immediately Adjacent LAT spaces (GSCS), SERT spaces (PSSD) and FLS spaces (SPS);
  - In Close Adjacency to Library, Waiting, Reception and main Administration area.
  - Immediately Adjacent Therapy Room (PSSD)
  - Immediately Adjacent FLS Classroom (SPS)
  - Direct access to the Therapy Room and the corridor(PSSD)
  - Direct access to the LAT suite and not the corridor (GSCS)
9. **G2.9 Sensory Room (excluding PSSD)**
- Therapeutic instructional space for children with limited communication skills utilizing special lighting, music, and objects as teaching tools;
  - Immediately Adjacent LAT spaces (GSCS), FLS spaces (SPS) and Personal Care Washroom;
  - In Close Adjacency to Library, Waiting, Reception and main Administration area.
  - Room may be divided into a maximum of two rooms
  - Provide direct access to the corridor and not the LAT suite (GSCS)
  - Immediately Adjacent FLS Classroom (SPS)
10. **G2.10 EAL Classroom**
- Learning space for English as Additional Language instruction;
  - Immediately Adjacent to Learning Spaces;

**Program Component 11.0**

**Instructional Support**

- Close Adjacency to Break Out, Multi-Purpose Da Vinci studio, and Washrooms.
- 11. **G2.11 FLS Classroom**
  - Open area for general instruction, group work and physical therapy relating to FLS services;
  - Immediately Adjacent to Sensory Room, Storage, Activity Room, Personal Care Washroom, and Laundry;
  - In Close Adjacency to Library, Waiting, Reception and main Administration area.
- 12. **G2.12 LAT Instructional Space (GSCS)/SERT Work Area (PSSD)**
  - Open area for general instruction, group work and physical therapy relating to LAT or SERT services;
  - Immediately Adjacent to Sensory Room (GSCS), LAT Office/SERT Office, Storage, Itinerant Space, Personal Care Washroom;
  - In Close Adjacency to Library, Waiting, Reception and main Administration area.
- 13. **G2.13 LAT Office (GSCS - Saskatoon)/SERT Office (PSSD)**
  - Office for LAT / SERT staff;
  - LAT Office: Immediately Adjacent to LAT Instructional Space, Storage, Itinerant Space, and Personal Care Washroom;
  - In Close Adjacency to Library, Waiting, Reception and main Administration area.
  - Provide visual supervision to the LAT Instructional Space
  - SERT offices – centrally locate 2 on main floor and 1 on second floor.
  - Main floor SERT Offices: Immediately Adjacent to Work Area, Storage, Itinerant Space, and Personal Care Washroom; In Close Adjacency to Library, Waiting, Reception and main Administration area.
  - Second floor SERT Office: In Close Adjacency to LibraryMezzanine.
- 14. **G2.14 Laundry**
  - Laundry Room for FLS suite;
  - Immediately Adjacent to FLS Classroom, Storage, Activity Room, Personal Care Washroom, and Laundry;
  - In Close Adjacency to Library, Waiting, Reception and main Administration area.
- 15. **G2.15 Laundry / Storage**
  - Centrally located Laundry Room;
  - Close Adjacency to LAT/SERT spaces.
  - Provide direct access to main circulation corridor
- 16. **G2.16 Storage (GSCS Saskatoon School)**
  - Storage room for LAT suite;
  - Close Adjacency to Sensory Room, LAT Instructional Space, Itinerant, Personal Care Washroom, and LAT Office;
  - In Close Adjacency to Library, Waiting, Reception and main Administration area.
- 17. **G2.17 IT Closet**
  - Communications room centrally located within each public school and Catholic school on both floors.
- 18. **G2.18 Not Used**
- 19. **G2.19 IT Storage**
  - Storage closet for Laptop carts and other IT equipment, accessible by students with permission;
  - Centrally located within each learning community;
  - Immediately Adjacent to Learning Commons, Learning Spaces and circulation areas;
  - Close Adjacency to Break Out and Teacher Collaboration rooms, shared equally between Learning Communities, per floor, per public school and Catholic school.



**20. G2.20 FLS Kitchen**

- Kitchen area for FLS instruction and general School use;
- Immediately Adjacent to FLS suite and main circulation;
- In Close Adjacency to Library, Waiting, Reception and main Administration area.

**21. G2.21 LAT (GSCS Warman/Martensville)**

- Open area for general instruction, group work and physical therapy relating to LAT services;
- Immediately Adjacent to Sensory Room , Itinerant Space, Personal Care Washroom;
- In Close Adjacency to Library, Waiting, Reception and main Administration area.

**22. G2.22 Therapy Room**

- General instruction associated with SERT suite;
- Immediately Adjacent to SERT Work Area, SERT Office and Personal Care Washroom (provide barrier free door access from Therapy Room to Personal Care Washroom, and from Therapy to main circulation);
- in Close Adjacency to main circulation, Library, Waiting, Reception and main Administration area.

**23. G2.23 Not Used**

**24. G2.24 Student Commons**

- Signature gathering place for school, used at all times for instruction, independent student work, special events, large group activities and presentations;
- The conceptual 'heart' of the School;
- To be divisible with furniture for various simultaneous group activities;
- Ceiling Height – 3000 AFF;
- Library/Library Mezzanine, Staff Room, and Student Washrooms in Immediate Adjacency
- In Close Adjacency to Learning Spaces, Resource Room, and Multi-Purpose Da Vinci (GSCS)

## 12.0 RESOURCE CENTRE

### 12.1 OVERVIEW

Resource Centre areas should be designed to accommodate the following criteria:

- Attractive space located in the hub of activity, with two entrances to meet functional needs of program;
- House media collection centrally;
- Allow for adaptation and co-ordination of instructional media placement throughout school;
- Provide work and study areas for students and teachers;
- Sound absorbent surfaces and carpet;
- Good lighting, bright, and warm temperature;
- Sufficient electrical outlets throughout to allow flexible room layout; and
- Security system.

The Resource Centre will include a core area, service areas and adjacent seminar, break out and resource rooms.

The core area shall include:

- Story telling area on the first floor for the younger grades. Either as part of Presentation Stair (SPS/PSSD) or as part of raised tiered area (GSCS) - no sunken pit through floor structure;
- Individual study;
- Reference/periodical/display – movable free standing adjustable shelves;
- Reading - tack board, tables and seating;
- Information/Check out desk (1 located in the main floor Library and 1 located on the second floor Library Mezzanine (Saskatoon GSCS only) - adjacent to entrance;
- Cable drops for networked computer work stations; internet and Ethernet ready;
- Photocopier; and
- Book trolleys with under counter storage space.

### 12.2 FUNCTIONAL REQUIREMENTS

- 1. R1.1 Library:**
  - Central Resource Centre for school resources and related story telling, individual study and small group work areas;
  - Centrally located within school, Story corner adjacent to interior wall;
  - Ceiling Height – 3000 AFF;
  - Immediately Adjacent to the Resource Office or Library Office and main Administration suite;
  - Close Adjacency to Washrooms, Tutorial, Seminar Room, and Student Commons.
  - GSCS - Raised storytime platform to accommodate 25 students, maximum 2 levels, fixed.
- 2. R1.2 Resource/Library Office:**
  - Teacher Librarian office for private work and small meetings;
  - Immediately Adjacent to Library;
  - Close Adjacency to Work Room, and main Administration suite;
  - Located for visual control, security and supervision.
  - Located for visual supervision of Library Mezzanine (PSSD)
- 3. R1.3 Not Used**
- 4. R1.4 Library Seminar (SPS only)**
  - A small group study room for general use, resource teaching and as a break-out space, can open directly to Student Commons space;
  - Immediately Adjacent to Library, and Student Commons;

5. **R1.5 Storage:**
  - o General Library storage room;
  - o Locate Immediately Adjacent to Library;
  - o Close Adjacency to main Administration suite.
  
6. **R1.6 Resource Room:**
  - o A small group study room for general use, resource teaching and as a break-out space, can open directly to Student Commons space;
  - o When located on main level a Close Adjacency is required to Library and Student Commons;
  - o When located on second level a Close Adjacency is required to the Library Mezzanine and Student Commons;
  - o Closely adjacent to the Resource Office and IT Storage.
  
7. **R1.7 Not Used**
  
8. **R2.1 Library Mezzanine:**
  - o 2nd level of Library for school resources and related story telling, individual study and small group work areas;
  - o Ceiling Height – 3000 AFF;
  - o Immediately Adjacent to Library on main floor, Student Commons, and Stairs;
  - o Close Adjacency to Washrooms, Seminar Room, and Student Commons in all Schools;
  - o SPS School - Close Adjacency to Science, Tutorial Room, Work Room and Learning Spaces;
  - o PSSD School - Close Adjacency to Staff Room and Break Out.
  
9. Libraries shall be flexible enough to allow various options for the arrangement of furniture, bookcases and computer workstations.
  
10. Except for GSCS Warman/Martensville School, Library to be located on 2 levels with 2nd floor overlooking main floor to ensure view and physical connections between levels.
  
11. Library may be located either on an exterior wall or centrally within building plan, provided there is significant natural light penetration into core of School through Curtain Wall glazing.
  
12. **Enclosed Library:** Library spaces for GSCS and PSSD are to be enclosed from the rest of the School spaces with interior glazed partitions from all levels and accessed through multiple lockable door locations. Consideration should be given to a curved feature wall for GSCS Library.
  - o **Open Library:** Library spaces for SPS to be open to the adjacent spaces (circulation and Student Commons) and able to be closed off (securing the stacks and circulation desk) on main floor only via coiling grill during non-school hours.
  
13. **Presentation Stair (SPS/PSSD):** Circulation between floors in Library to be accommodate via large presentation stair. Presentation stair to allow direct movement from floor to floor and also act as social space and informal tiered amphitheater. Space for a Break Out or Tutorial Room could be accommodated under the stair where ceiling height is sufficient. Presentation stairs are to allow clear vistas from the second floor to the main floor level, suitable for presentations to all-school student assemblies.
  
14. Presentation stair to provide convenience stair on both sides of the dividing wall between the library and the corridor (PSSD).
  
15. Presentation stair to act as theatre seating for projection screen or wall (PSSD).
  
16. Library shall be designed to allow for clear sight lines for ease of supervision.

## 13.0 PHYSICAL ACTIVITY

### 13.1 OVERVIEW

Physical Activity spaces should be designed to accommodate the following criteria:

- Located within the shared Central Core of the facility;
- Provide a minimum of 4 linear metres of continuous glazed views (may not include glazed doors but may be considered continuous if wrapped around a corner) from adjacent Central Core circulation space into each gymnasium. Glazing shall be from floor to 2200 mm height minimum, however the Authority will accept a maximum 200 mm high window sill at the floor;
- Spaces will be shared between School Boards;
- Provide efficient access to shared change rooms and gym offices;
- Provide access to the Multi-Purpose Performance room (Warman/Martensville Schools).
- Public corridor space adjacent to Gymnasium and Multi-Purpose Rooms shall be suitably sized to provide crush space to accommodate the varied flow of large gatherings of occupants (minimum 350 people) utilizing the Gymnasiums for special events. Consideration shall be provided to student first design principals and balancing the access from both Schools.

### 13.2 FUNCTIONAL REQUIREMENTS

1. **P1.1 Gymnasium:**
  - Physical education;
  - Ceiling Height – clear 7500 AFF;
  - Immediately Adjacent to Gym Storage, Change Rooms, Gym Office, Multi-Purpose Performance (Warman/Martensville school), shared public corridor with view into Gymnasium and access to the exterior;
  - Close Adjacency to Servery, Gymnasiums, and Multi-Purpose Physical Activity spaces;
  - Provide Velcro gym mat hangers on gym walls;
  - Warman/Martensville Schools:
    - 1 large gymnasium set in between 2 smaller gymnasias. The change rooms, gym offices and storage rooms are each accessed by both the large and 1 small gymnasium;
    - The Multi-Purpose Performance room is located on the exterior back wall of the large gym with access provide from the large gymnasium and the 2 small gymnasias through the gym storage room.
    - Large gymnasium to be separated from smaller gymnasium / multi-purpose Performance room by masonry wall.
  - Saskatoon Schools:
    - Each public school and Catholic school to have 1 gymnasium with Change Rooms, Gym Office and Storage.
    - Large gymnasium to be separated from adjacent gymnasium by masonry wall.
2. **P2.11 Multi-Purpose Physical Activity (Saskatoon Only):**
  - Multi-Purpose rooms shall be suitably designed to be used as mini-gymnasium/multi-purpose rooms as well as general school and community use such as but not limited to: art presentations, stage productions, community dance class, exercise class, band, theatre arts, yoga, large meeting, civic polling stations or other similar functions;
  - Ceiling Height – minimum 7500 mm AFF;
  - Rooms to be separated via movable walls between the 2 Multi-Purpose rooms and the public corridor, located such that they can work together to act as 1 larger room with access to the Multi-Purpose Performance space located at one end. Multi-Purpose Performance space to be open to one Multi-Purpose Physical Activity room;
  - Immediately Adjacent to shared public corridor, Gymnasium, and Multi-Purpose Performance;
  - Close Adjacency to Servery, Change Rooms, Gym Storage and Gym Office.
  - Multi-Purpose Physical Activity area shall have direct access to some storage closet space for movable equipment bins.

**Program Component 13.0**

**Physical Activity**

3. Gymnasium will have mullion-less double doors or with a removable mullion, from the interior as well as from the exterior to handle large volume of people and over-sized objects.
4. The Gymnasium unobstructed ceiling height (7500 mm) shall take into consideration allowances for ceiling mounted items such as retracted basketball stops, dividing curtains and other building components.
5. Gymnasium will have two electric winch controlled ceiling mounted full court glass basketball backboards with keyed access and safety straps and four wall-mounted, swing-side, height adjustable, manually- operated cross court basketball backboards.
6. Gymnasium floor design shall be designed to Good Industry Practice and shall include without limitation:
  - o basketball full-court (21.95 m x 12.8 m) and two cross-court layouts, volleyball full-court (18.0 m x 9.0 m) and two cross-court layouts (15.0 m x 9.0 m), and three badminton cross-courts (13.4 m x 6.1 m);
  - o heavy duty recessed floor sockets for the badminton and volleyball layouts complete with flush-mounted covers.
  - o The Authority with Project Co will coordinate appropriate game lines for the gymnasium spaces during Design Development phase. The 300 sq.m. gymnasium shall accommodate full court volleyball, with a minimum width of 12 m.
7. Gymnasium storage room shall be flexible enough to allow various options for the arrangement of equipment and include without limitation:
  - o gymnasium equipment shall be supplied by the School Boards;
  - o Solid backing shall be incorporated into perimeter wall design;
  - o floor sockets without covers of same style as gymnasium floor sockets for volleyball and badminton poles.
8. Lighting control in the Gymnasium shall consist of:
  - o A 5-button (Bright/Dim/ON/OFF/Preset) switch located at each gymnasium entrance for control of each half of the gymnasium, if gymnasiums have a natural light source;
  - o Dual technology (PIR and ultrasonic) motion sensor(s), wall mounted. Upon detection of occupancy, the sensor shall turn on all lights for a minimum period of 30 minutes. Manual switches within the gymnasium shall override the motion sensor control;
  - o A daylight sensor to provide continuous dimming of each half of the gymnasium lighting relative to the natural light available via the dimming control/interface module. Fixtures shall be grouped in up to 3 zones with the first zone being closest to the windows. Each zone shall be individually dimmed proportionally to the daylight sensor input.

## 14.0 PROGRAM ARTS / SCIENCE

### 14.1 OVERVIEW

**Program Arts / Science Spaces** contains shared amenities including:

- Da Vinci / Science Studios
- Home Economics
- Industrial Arts
- Music
- Band
- Performing Arts
- Flex / Drama
- Visual Arts
- Activity Room

### 14.2 FUNCTIONAL REQUIREMENTS

1. **P2.1 Multi-Purpose DaVinci / Science Studio:**
  - Flexible instructional space for arts and science project based learning, can be used as Learning Commons as well;
  - Ceiling Height – 3000 AFF;
  - Centrally located within Learning Community;
  - Immediately Adjacent to Learning Spaces;
  - In Close Adjacency to Teacher Collaboration Room.
  - GSCS and PSSD – Open to adjacent corridor
2. **P2.2 Multi-Purpose Home Economics:**
  - Instructional space for culinary arts;
  - Shared between Schools;
  - Ceiling Height – 3000 AFF;
  - Immediately Adjacent to Public circulation space ;
  - Home Economics and Servery to be intergrated together to provide program flexibility with lockable sliding glass door
  - Close Adjacency to Gymnasia, Washrooms, Community Resource Centre and Child Care Centre;
  - Classroom includes 4 residential scale kitchen arrangements.
3. **P2.3 Multi-Purpose Industrial Arts (PSSD):**
  - Flexible instructional space for industrial arts: wood and metal;
  - Located on an exterior wall with exterior garage door for deliveries;
  - 2 Storey space with a clear Ceiling Height of 3000 AFF on 2<sup>nd</sup> level;
  - Immediately Adjacent to IA Office, Storage and Learning Spaces;
  - Close Adjacency to student entry and washrooms.
  - Project storage shall be located on a mezzanine level within the room, accessible from within the IA room.
  - Industrial Arts shall be isolated from other instructional spaces by storage rooms or other non-instructional spaces, in addition to the required STC ratings.
4. **P2.4 Multi-Purpose Music (Saskatoon Schools):**
  - Flexible instructional space for music education;
  - Ceiling Height – 3000 AFF minimum;
  - Centrally located within School;
  - Classroom includes audio and small instrument storage within furniture cabinets;
  - Locate away from quiet areas.

5. **P2.6 Multi-Purpose Performance:**
  - o Flexible instructional space for performing arts and physical education;
  - o Immediately Adjacent to Gymnasium, Storage, Multi Purpose Physical Activity;
  - o Close Adjacency to Boys Change Room, Girls Change Room, Servery, main circulation corridor;
  - o Saskatoon School
    - Separated from Multi-Purpose Physical Activity via folding movable wall.
    - Ceiling Height – 7500 AFF;
  - o Warman /Martensville School
    - Ceiling Height – 6300 AFF;
    - Raised accessible floor with storage underneath 1200 mm AFF;
    - Immediately Adjacent Performance Vestibules with access to the exterior;
    - in Close Adjacency to 2 small Gymnasias;
    - Large durable overhead door dividing the raised Multi-Purpose Performance room and Gymnasium;
    - Horizontal climbing wall on back wall of room.
  
6. **P2.7 Multi-Purpose Flex / Drama (Saskatoon Schools):**
  - o Flexible instructional space;
  - o Ceiling Height – 3000 AFF;
  - o Centrally located within School.
  
7. **P2.8 Multi-Purpose Visual Arts (Saskatoon Schools):**
  - o Flexible instructional space for arts project based learning including art, graphic arts, pottery and ceramics;
  - o Ceiling Height – 3000 AFF;
  - o Centrally located within School;
  - o Closely adjacent to Multi-Purpose Drama, Band and Music.
  
8. **P2.9 Not Used:**
  
9. **P2.10 Multi-Purpose Band (Warman/Martensville Schools):**
  - o Flexible instructional space for band education;
  - o Ceiling Height – 3000 AFF;
  - o Centrally located within School;
  - o Immediately Adjacent and visually and physically connected to the Audio Room (PSSD);
  - o Locate away from quiet areas.
  
10. **P2.11 Multi-Purpose Physical Activity**
  - o See 13.0 Physical Activity
  
11. **P2.12 Multi-Purpose Audio Room (PSSD)**
  - o Immediately adjacent PSSD Band Room
  - o Direct access to corridor and PSSD Band Room
  - o Ceiling Height – 3000 AFF;
  
12. **P2.13 Multi-Purpose IA Office**
  - o Office space for Industrial Arts teacher;
  - o Immediately adjacent Multi-Purpose Industrial Arts
  - o Ceiling Height – 3000 AFF;

## 15.0 ADMINISTRATION AND STAFF SUPPORT SERVICES

### 15.1 OVERVIEW

**Administration Spaces** contains amenities including:

- Counselling / First Aid
- Administration
- Work Room
- Itinerant Office/Space
- Principal's Office
- Vice Principal's Office
- Staff Office
- Infirmary

### 15.2 FUNCTIONAL REQUIREMENTS

1. **A1.0 Reception:**
  - Reception desk control point with good visual surveillance of main entry vestibule/corridor and Waiting areas;
  - Reception area to provide passive supervision to Library and Student Commons
  - Reception desk to accommodate barrier-free access and parent, teacher and student enquiries;
  - Immediately Adjacent to Waiting Area, Work Room, Principal's Office, Vice Principal's Office, Staff Office and Itinerant Office (PSSD);
  - In Close Adjacency to Teacher collaboration room, SERT suite (PSSD), LAT suite (GSCS), FLS suite (SPS), Library and Library Office.
  - Receptionist is to have direct supervision views of the main entrance
2. **A1.1 Waiting:**
  - Immediately Adjacent to Front Entry, Reception, SERT suite (PSSD), LAT suite (GSCS), FLS suite (SPS);
  - Good visibility to the exterior and main entry.
3. **A2.0 Infirmary (PSSD only):**
  - Flexible space for use as Nurse's station, additional office space or space for sick students to wait for parents;
  - Immediately Adjacent reception for supervision;
  - Allow visual supervision from the administration area.
4. **A2.1 Counselling/First Aid:**
  - Flexible space for use as Nurse's station, counselling meeting room with AV capabilities;
  - Provide door to main corridor and LAT Suite;
  - Immediately Adjacent LAT Suite (Warman/Martensville School - GSCS) and Waiting Area (Warman/Martensville - GSCS);
  - In Close Adjacency to Administration (Saskatoon School – SPS and GSCS) and LAT/FLS Suite (Saskatoon School – SPS and GSCS).
5. **A3.1 Principal's Office:**
  - Principal's Office for private work and small meetings with students, parents and staff;
  - Immediately Adjacent Reception, Vice Principals Office and Work Room;
  - In Close Adjacency to entry and SERT suite (PSSD), LAT suite (GSCS), FLS suite (SPS);
  - Provide door to main corridor and Reception (PSSD and SPS).
  - Door to reception/work room only for GSCS



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Administration and Staff Support Services

6. **A3.2 Vice Principal's Office:**
  - o Vice Principal's Office for private work and small meetings with students, parents and staff;
  - o Immediately Adjacent Reception, Principals Office and Work Room;
  - o In Close Adjacency to entry, Pre-Kindergarten/Kindergarten/Grade 1 Learning Community, SERT suite (PSSD), LAT suite (GSCS), FLS suite (SPS);
  - o Provide door to main corridor and Reception.
  - o Vice Principal office is to have direct supervision views to the Corridor.
  
7. **A3.3 Office:**
  - o Additional office space located within main administration area;
  - o Immediately Adjacent to Reception, Principal's Office, Vice Principal's Office and Work Room;
  - o In Close Adjacency to main entry and Library.
  
8. **A3.4 Not Used:**
  
9. **A3.5 Itinerant Space:**
  - o Flexible office/meeting space for Itinerant staff;
  - o Immediately Adjacent Reception and Work Room (PSSD) with access door to Administration Area and public corridor;
  - o In Close Adjacency to Reception (Saskatoon School- GSCS and SPS).
  
10. **A3.6 Not Used**
  
11. **A3.7 Building Services Office (Saskatoon Schools) / Maintenance Office (Warman/Martensville Schools):**
  - o Office for Authority Building Services staff;
  - o Saskatoon Schools - Close Adjacency to main Administration Area with access door to the main corridor;
  - o Warman/Martensville Schools - location to be on the main floor in Close Adjacency to main Administration Area.
  
12. **A3.8 Not Used**
  
13. **A4.1 Staff Room:**
  - o Staff lunch room, gathering space and informal meeting space;
  - o Centrally located in the School;
  - o Provide passive supervision to exterior play areas;
  - o Accommodate lockable storage lockers for personal affects for itinerant staff;
  - o Immediately Adjacent to Staff Storage, Staff Washrooms, Student Commons, and Staff Shower on the main floor;
  - o Immediately Adjacent to the Student Commons on the second floor (PSSD).
  
14. **A4.2 Teacher Collaboration:**
  - o Collaboration workroom provides a think-tank type space for teachers to be able to relax, collaborate and share ideas and research materials;
  - o Can also be used as small meeting rooms;
  - o Located within each Learning Community;
  - o Immediately Adjacent learning spaces to allow for passive supervision;
  - o Close Adjacency to storage, entrances, stairs IT Closet, Break Out and Learning Commons.
  
15. **A4.3 Work Room:**
  - o Central staff work area for teachers and administration staff to layout and assemble materials related to their daily duties as well as office supply storage;
  - o GSCS & PSSD: Located in Close Adjacency to main Administration Area with access from main corridor;
  - o SPS: Located in Close Adjacency to main Administration Area
  - o Immediately Adjacent to Reception, Principal's Office, Vice Principal's Office;

**Program Component 15.0**

**Administration and Staff Support Services**

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- In Close Adjacency to Library , Library Office (Warman/Martensville Schools) and Resource Office (Saskatoon Schools);
  - For SPS School 2<sup>nd</sup> Floor location required for 2<sup>nd</sup> Work Room – Immediately Adjacent to the Library Mezzanine centrally located within the School.
16. **A4.4 Storage:**
- Storage for teacher resource material;

## 16.0 PROGRAM FLEXIBILITY

### 16.1 OVERVIEW

**Program Flexibility Spaces** contains shared amenities including:

- Learning Space – Pre-Kindergarten
- Child Care Centre
  - Toddler/Preschool
  - Infant Sleep
  - Staff Room
  - Office
  - Cubbies
  - Kitchen
  - Pantry
  - Tub Room
  - Change Room
  - Laundry
  - Storage
  - Vestibule
  - Washrooms
  - Janitor
  - Infant Room
- Community Resource Centre
  - Community Resource Centre
  - Meeting Room
  - Office
  - Washroom
- Community Storage

### 16.2 FUNCTIONAL REQUIREMENTS

1. **P3.1 Learning Space – Pre-kindergarten:**
  - Pre-Kindergarten instructional space, located on Main floor within Learning Community adjacent to school main entrance;
  - Ceiling Height – 3000 AFF;
  - Pre-kindergarten Washroom Immediately Adjacent;
  - In Close Adjacency Kindergarten, Grade 1, Break Out rooms (GSCS/PSSD), Teacher Collaboration, Learning Commons (SPS) and access to common entrance.
  - Large door openings are not required between classrooms or learning commons/corridors
2. **P3.2 Pre-kindergarten W/C:**
  - Student washroom with direct access from the Pre-Kindergarten Learning Space;
  - May be shared without reducing fixture counts between adjacent Pre-kindergarten rooms;
  - Assume Pre-Kindergarten enrolments to be 50% boys and 50% girls.
3. **D1.2 Child Care Centre – Toddler / Preschool Program Space:**
  - Flexible program space for:
    - 13 preschool children and 5 toddlers with appropriate dividers;
    - 20 toddlers with appropriate partial walls subdividing the space into two maximum group size of 10 for toddlers;
    - 2 rooms for 20 pre-school children with appropriate dividers;
  - Ceiling Height – 3000 AFF;
  - Immediately Adjacent to teacher prep area, washrooms with changing station and hand wash sink;
  - Close Adjacency to storage cubbies and Convenient Access to corridor, exterior play

space.

4. **D1.4 Child Care Centre – Infant Sleep:**
  - o Infant sleep room for maximum six cribs per room;
  - o Opening into Infant Program Space.
5. **D1.5 Child Care Centre – Staff Room:**
  - o Child Care Centre Staff lunch room and gathering space, informal meeting space.
  - o Daylighting requirements are not applicable to the staff room.
6. **D1.6 Child Care Centre – Office:**
  - o Office or small meeting space with a Close Adjacency to main entry for surveillance.
7. **D1.7 Child Care Centre – Cubbies:**
  - o Storage cubbies centrally located within Toddler and Preschool Program space, Immediately Adjacent to main corridor and program spaces.
  - o Ceiling Height – 3000 AFF;
8. **D2.1 Child Care Centre – Kitchen:**
  - o Child Care Centre Kitchen for food preparation for children enrolled in the program;
  - o Close Adjacency to the School servery for efficiency.
9. **D2.2 Child Care Centre – Pantry:**
  - o Pantry for storing dry goods, located Immediately Adjacent to the Kitchen.
10. **D2.3 Child Care Centre – Tub Room:**
  - o Tub room and Barrier free staff and visitor washroom located Immediately Adjacent to the main corridor.
11. **D2.4 Child Care Centre – Change Room:**
  - o Infant diaper change room Immediately Adjacent to the Infant program space.
12. **D2.5 Child Care Centre – Laundry:**
  - o Child Care Centre laundry room with Close Adjacency to the Kitchen.
13. **D2.6 Child Care Centre – Storage:**
  - o Child Care Centre storage Immediately Adjacent to main corridor with Close Adjacency to the Community entrance.
14. **D2.7 Child Care Centre – Vestibule:**
  - o Main entrance vestibule Immediately Adjacent to the community entrance vestibule
15. **D2.8 Child Care Centre – W/C:**
  - o Pre-school/Toddler washroom area Immediately Adjacent to and accessed from child care program spaces with change table area.
16. **D2.11 Child Care Centre – Janitor:**
  - o Child Care Centre janitor room with mop sink;
  - o Immediately Adjacent to main corridor;
  - o Electrical outlet for recharging of equipment.
17. **D2.12 Child Care Centre – Infant Room:**
  - o Infant program space with one play area for 12 infants with appropriate dividers and teacher preparation area, food preparation area and cubbies;
  - o Ceiling Height – 3000 AFF;

**Program Component 16.0**

**Program Flexibility**

- Immediately Adjacent to and with direct access to Infant Sleep Rooms and Change Room;
  - Close Adjacency to Child Care Centre main corridor.
18. **D3.1 Community Resource Centre:**
- Multipurpose space to be utilized by school staff and outside resources during the day and the community after School hours;
  - Ceiling Height – 3000 AFF;
  - Accessed from the community entrance with Close Adjacency to the Child Care Centre and conveniently accessed from the school administration area.
19. **D3.2 Community Resource Centre – Meeting Room:**
- Flexible meeting space;
  - Immediately Adjacent to Community Resource Centre, Meeting room and Washroom;
  - In Close Adjacency to Community entrance and main corridor.
20. **D3.3 Community Resource Centre – Office:**
- Immediately Adjacent to Community Resource Centre, Meeting Room and washroom;
  - In Close Adjacency to Community entrance.
21. **D3.4 Community Resource Centre – Washroom:**
- Barrier Free washrooms with baby change table;
  - Immediately Adjacent Community Resource Centre, Meeting room;
  - In Close Adjacency to office and Community Entrance.
22. **D3.5 Community Storage**
- Area is specifically for community use and access
  - Locate within B8.2 Gymnasium Storage
  - Separated Community Storage area with a chain link fence complete with lockable gate.

## 17.0 BUILDING SERVICES

### 17.1 FUNCTIONAL REQUIREMENTS

The following are building services provided to support services of the Facility.

#### 1. B1.0 Servery

- Fully accessible prep kitchen used primarily for instruction, lunch-hour and special events, shared with partner School;
- The servery area shall allow for the sale and distribution of snacks and refreshments and include without limitation: to enable use by the public and students;
- Ceiling Height – 3000 AFF;
- Warman/Martensville School - Immediately Adjacent to Multi-Purpose Home Economics and public circulation corridor; could be easily converted into a noon hour eating/assembly area. Space may be opened/closed with operable walls or large doors.
- Close Adjacency to Community Resource Centre and Multi-Purpose Performance space, gymnasias, washrooms, change rooms and main community entrance.
- Saskatoon: The Kitchen/Servery shall be located adjacent to the circulation area to create a multi-purpose teaching space designed for instructional purposes for students, preparing simple foods which could be easily converted into a noon hour eating/assembly area. Space may be opened/closed with operable walls or large doors.
- Kitchen/Servery shall include locked storage furniture item for consumable goods
- Opening to servery must be Immediately Adjacent to the crush space.
- Must be accessible for after-hour use by Community users.

#### 2. B2.1 Girls Change Room

- Girls change room for Gym classes and special evening events, Immediately Adjacent to the gymnasium (P1.1)
- Provide direct access to gymnasium (P1.1) from change rooms for Martensville/Warman.
- Provide at least 1 accessible WC per change room. Space for designated change room washroom fixtures is included in change room space allocation
- Student Washrooms and Change Rooms located within the Central Core shall be sized to suit the occupant load of the Central Core area during after School hours when the Schools are not accessible to Public.
- Provide two phenolic partition change cubicles complete with partition door, fixed bench and 2 heavy-duty robe hooks. Toilet stall is not to be considered as a change cubicle.

#### 3. B2.2 Boys Change Room

- Boys change room for gym classes and special evening events, Immediately Adjacent to the gymnasium (P1.1)
- Provide direct access to gymnasium (P1.1) from change rooms for Martensville/Warman.
- Provide at least 1 accessible WC per change room. Space for designated change room washroom fixtures is included in change room space allocation
- Student Washrooms and Change Rooms located within the Central Core shall be sized to suit the occupant load of the Central Core area during after School hours when the Schools are not accessible to Public.
- Provide two phenolic partition change cubicles complete with partition door, fixed bench and 2 heavy-duty robe hooks. Toilet stall is not to be considered as a change cubicle.

4. **B2.3 Kindergarten Washroom**
  - o Kindergarten Washroom located within Kindergarten Learning Space.
  - o 1 washroom per Kindergarten Classroom
  - o Unisex washroom
  
5. **B2.4 Student Washroom**
  - o For every 19 girls, or part include 1 WC and 1 hand basin for every 2 WC
  - o For every 23 boys, or part include 1 WC and 1 hand basin for every 2 WC
  - o Up to ½ of boys' WCs may be replaced by urinals
  - o Distribute student washrooms in each Learning Community with Close Adjacency to the future Relocatable Classrooms.
  - o All student washrooms shall be individual stalls with floor to ceiling partition walls and standard privacy locking doors and a shared boys sink area and a shared girls sink area
  - o Circulation space outside of the toilet cubicles and sink areas shall be clearly visible from the adjacent corridor area for passive supervision
  
6. **B2.5 Unisex Barrier Free Washroom for Staff and Students**
  - o Accessible washrooms shall include 1 WC and 1 hand basin
  - o Provide unisex barrier free washrooms in each Learning Community with Close Adjacency to the future Relocatables;
  - o Provide unisex barrier free washrooms in Close Adjacency to Student Commons, Library and Library Mezzanine.
  - o Doors to staff and unisex barrier-free staff/student washrooms shall be located off of the corridor. Access from student washrooms is not permitted.
  
7. **B2.6 Staff Washroom**
  - o Designated staff washrooms are to be unisex.
  - o Staff washrooms shall have Close Adjacency to the Staff room.
  - o Doors to staff and unisex barrier-free staff/student washrooms shall be located off of the corridor. Access from student washrooms is not permitted.
  
8. **B2.7 Shower**
  - o Shower room for staff use;
  - o Located Immediately Adjacent to 1 Staff Washroom and Staff Room;
  - o With Close Adjacency to main administration area.
  
9. **B4.0 Recycling Room**
  - o The recycling room shall be located at ground level;
  - o Interior finishes should support easy clean up and floor drainage. Water should be available within the room.
  - o One room may be shared by both School Boards.
  
10. **B4.1 Deliveries**
  - o Not Used
  
11. **B5.0 Janitor**
  - o Provide space for typical janitors' closets distributed within each public school and Catholic school., that include slop sinks and broom/mop storage, and cleaning supply storage and floor cleaning equipment;
  - o Interior finishes should support easy clean up and floor drainage;
  - o Provide 1 centrally located janitor room per School Board within the central shared Central Core, to accommodate School Board supplied janitorial equipment including without limitation auto floor scrubbers, wet dry vacuums, and floor polishers;

**Program Component 17.0**

**Building Services**

- Provide service connections for auto floor scrubbers with dedicated power.
- 12. B6.1 Electrical Room**
  - Provide adequate area for all electrical equipment not associated with computer cabling or telecommunications equipment.
- 13. B6.2 Mechanical Room**
  - Provide adequate area for all furnace or boiler rooms, air duct service areas (but not wall-enclosed air ducts that pass through floor assemblies), all mechanical installations associated with meeting the selected LEED® Certification.
- 14. B6.3 Mechanical / Electrical Room**
  - Provide adequate combined mechanical/electrical area to suit system design.
- 15. B6.4 Water Meter Room**
  - Located on exterior wall with exterior access door as well as interior access door.
- 16. B6.5 Mechanical Room Stairs (Saskatoon Schools)**
  - Located to provide Convenient Access to mechanical room equipment and provide roof access.
- 17. B7.1 Elevators**
  - Passenger 2 Stop Elevator, 3500# capacity, with side opening;
  - Must fit stretcher, have capacity for floor scrubber, and be key operated for safety;
  - One for each public school and Catholic school.
- 18. B7.2 Elevator Machine Room**
  - Elevator machine room located adjacent to elevator as required by elevator manufacturer.
- 19. B8.1 Gym Office:**
  - Physical Education Teacher office;
  - Immediately Adjacent to Gymnasium, Boys/Girls Change Rooms, Gym Storage.
- 20. B8.2 Gymnasium Storage:**
  - Gym equipment storage for indoor & outdoor Physical Education program;
  - Equipment located with fenced area, shared space with partner School;
  - Immediately Adjacent to Gymnasium and exterior;
  - Provide access door to the exterior via double doors;
  - Provide separated space within for gas powered exterior maintenance equipment storage to accommodate not withstanding small scale snow removal and lawn care equipment.
  - D3.5 Community Storage area is located within the B8.2 Gymnasium Storage area.
  - Saskatoon: Allocate space for storage closets in Multipurpose Physical Activity P2.11

## 17.2 WASHROOM REQUIREMENTS

The following washroom requirements are provided to guide the design of the Schools.

Student Washrooms and Change Rooms located within the Central Core shall be sized to suit a maximum occupant load of 350 people in the Central Core area (excluding the Child Care and Community Resource Centre area) during after School hours when the Schools are not accessible to the Public. After



Program Component 17.0

Building Services

School Hours events that have a higher occupancy load will require permission and coordination with the School Boards to provide access to additional washrooms.

Based on the room layouts provided in the Technical Submission, Project Co design included washroom counts that exceed the minimum requirements of the NBC and Table 17.2 below. . Technical Submission for Saskatoon Schools includes a total of 72 toilets (16 above the minimum); a total of 16 urinals (5 more than the minimum); and a total of 69 sinks (30 above the minimum). Technical Submission for Warman & Martensville Schools includes a total of 60 toilets (4 above the minimum); a total of 13 urinals (2 more than the minimum); and a total of 59 sinks (20 above the minimum). Barrier free stall shall be provided to each boys & girls change room as scheduled below

17.2 MINIMUM WASHROOM FIXTURE REQUIREMENTS

Room Type	Project 2 - Saskatoon						Project 2 - Warman / Martensville						Comments:
	Public (750)			Catholic (650)			Public (650)			Catholic (400)			
	WC	Urinal	Sink	WC	Urinal	Sink	WC	Urinal	Sink	WC	Urinal	Sink	
B2.1 Girls Change Room	2		1	2		1	2		1	2		1	at least 1 accessible WC per change room
B2.2 Boys Change Room	1	1	1	1	1	1	1	1	1	1	1	1	at least 1 accessible WC per change room
*B2.4 Student Washroom - Girls	20	9	17		6	17	8	11	5				for every 19 girls 1 WC is required.
*B2.4 Student Washroom - Boys	8	8	7	7	7	6	7	7	6	5	4	4	for every 23 boys 1 WC is required.
B2.6 Staff Washroom	2		2	2		2	2	2	2		2	2	unisex staff washrooms required on each floor
P3.2 Pre-Kindergarten Washroom	1		1				1	1					1 unisex washroom per Pre-K classroom
D3.2 Child Care Washroom	6		6				6	6					for every 15 children 1 WC is required
D3.4 Unisex Washroom	1		1				1	1					
<b>Total Fixture Count:</b>	<b>41</b>	<b>9</b>	<b>28</b>	<b>29</b>	<b>8</b>	<b>16</b>	<b>37</b>	<b>8</b>	<b>26</b>	<b>21</b>	<b>5</b>	<b>13</b>	

\*Below are the Functional Program Washrooms that are to be included in the B2.4 Student Washroom calculations (not in addition to)

B2.3 Kindergarten Washroom	3		3	3		3	2		2	1		1	1 unisex washroom per Kindergarten classroom
B2.5 Unisex Barrier Free Washroom for Staff and Students	8		8	8		8	8		8	4		4	All unisex barrier-free washrooms shall be accessible for use by staff and students when required.
G2.8 Personal Care Washroom	1		1	1		1	1		1	1		1	unisex

18.0 CIRCULATION

18.1 FUNCTIONAL REQUIREMENTS

- Provide water fountains with bottle filler in close proximity to each student washroom or at key locations within the public circulation areas, Student Commons and within each Learning Community.
- Provide sufficient power and data within public circulation areas to accommodate notwithstanding the following:
  - Flat screen monitors for schools announcements and information;
  - Use of and charging of student technological devices;
  - General receptacles for teacher and staff use.
- Within each Learning Community provide tackboards above lockers for student work display.
- For Grade 2-8 Learning Communities provide lockers noted under G1.1 within circulation spaces.
- School configuration and global circulation shall take into consideration the following requirements:
- C3 Boot Room:**
  - Boot rooms shall act as the vestibule (SPS/GSCS);
  - Boot rooms shall be separate rooms Immediately Adjacent to the student vestibule (PSSD);

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- Boot rooms shall accommodate the directional volume flow of students entering/exiting each Learning Community. Dead ends are not permitted.
  - Consideration shall be given to the traffic flow and interaction of primary and middle years in the boot room and may be accommodated by subdividing the allocated area for the boot rooms.
  - Boot rooms shall include boot racks of sufficient quantity to accommodate the footwear of the stable school enrolment within the Learning Community. Boot racks shall be sufficiently robust to support climbing.
  - Boot rooms may include a stair but the area allocation for the stair must be in addition to the boot room area allocation.
  - Provide glazing in vestibule doors and sidelights to allow for passive supervision.
  - Equip the interior and exterior vestibule doors with locking door security system.
  - Boot rooms shall facilitate ease of cleaning mud, sand and dirt.
7. **C4 Vestibule / Entry:**
- Main entry vestibules shall be provided to each public school, Catholic school and Community Resource Centre/Child Care Centre of a size to accommodate School Users;
  - Student vestibules shall be provided Immediately Adjacent to the boot rooms (PSSD only);
  - All entries into the School from the exterior shall be protected from snow and rain by canopies, building overhangs or the like;
  - Main entry vestibules shall provide complete transparency from the interior immediately in front of the vestibule, and from habited spaces adjacent the vestibule;
  - Main entry vestibules shall be configured and sized with adequate distance between the sets of doors, with a minimum depth of 2400 mm;
  - Main entry vestibules to each public school and Catholic school and the Child Care Centre/Community Resource Centre entrance, provide automatic doors activated by handicapped accessible push-button controls located on the inside and outside of both sets of doors. Doors shall be configured for push-pull manual operation in addition to automatic operation. Equip the interior and exterior vestibule doors with locking door security system;
  - Main entry vestibules shall facilitate ease of cleaning mud, sand and dirt;
  - Main entry vestibules shall include boot racks of sufficient quantity to accommodate the footwear of the visitors;
8. **C1 Corridors:**
- Provide the following minimum clear width student circulation corridors:
    - 2400 mm clear width corridors without lockers;
    - 2700 mm clear width corridors with lockers on one side;
    - 3000 mm clear width corridors with lockers on both sides;
    - 1800 mm clear width corridors when adjacent to open areas on one side (with lockers, includes locker area)
    - 1500 mm clear width corridors when adjacent to open areas on one side (without lockers)
    - 1200 mm clear width corridors when adjacent to open areas on both sides
    - 1500 mm wide corridors in non-student areas;
    - 3200 mm wide corridor in front of Gymnasium and Multi-purpose Physical Activity
  - Corridor circulation space shall be additional to the programmed open instructional space such as Learning Commons, Student Commons, etc.
  - Corridor circulation space shall be allocated to the primary entries to all instructional spaces
  - Ceiling Height – 3000 AFF minimum;
  - Design corridor ceiling space to accommodate all mechanical and electrical services. Corridor ceilings to be accessible type.
9. Primary student entry from the exterior for Grades 1 to 8 shall be from the side and rear entrances located with Close Adjacency to their respective Learning Community. Boot rooms shall be Immediately Adjacent to the exterior entry.

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10. Main entry interior vestibule doors shall prevent access to the Learning Commons and Administration office area, except during programmed student access times . Access shall be granted through remote access from the Reception desk.
11. Provide lockable doors between Central Core area and each public school and Catholic school on all floors, to provide after-hour security to public school and Catholic schools.

**ATTACHMENT 1 - SCHEDULE OF ACCOMODATIONS  
FOR SASKATOON SCHOOLS**

**ATTACHMENT 2 - SCHEDULE OF ACCOMODATIONS  
FOR WARMAN SCHOOL AND  
MARTENSVILLE SCHOOL**

## APPENDIX 3B.1 - FUNCTIONAL PROGRAM ROOM DATA SHEETS FOR SASKATOON SCHOOLS

## APPENDIX 3B.2 - FUNCTIONAL PROGRAM ROOM DATA SHEETS FOR WARMAN SCHOOL AND MARTENSVILLE SCHOOL

### JOINT USE SCHOOLS PROJECT - ROOM DATA SHEETS

#### *Legend of Abbreviations*

Floor Finishes	
CT	Carpet Tile
EP	Epoxy Flooring
RSF	Resilient Sheet Flooring
CONC	Sealed Concrete

Ceiling Types	
ACT	Acoustic Ceiling Tile
GWB	Gypsum Wall Board
ES	Exposed Structure

Door Types	
PSF	Pressed Steel Frame

See attached Document

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