

NWT SCHOOLS CAPITAL STANDARDS AND CRITERIA

**Department of Education Culture and Employment
Government of the NWT**

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1.0 Introduction

1.1 Purpose

The Department provides funding for school building projects including new construction, renovations, and upgrading of facilities and equipment. Infrastructure is developed and maintained based on need demonstrated by student enrolment levels and existing building condition assessments. The Standards and Criteria are based on the principle of providing suitable and equitable education facilities across the NWT:

- Criteria are used to assess and determine needs
- Standards describe the space characteristics considered adequate to meet those needs

Standards and Criteria need to be revised from time to time to reflect current delivery of education programs. This document will replace the Standards and Criteria currently in place.

Guidelines or “best practices” for school spaces will be developed as a companion document to the revised Standards and Criteria.

1.2 Changes from previous Standards and Criteria.

The proposed new standards calculate space allowance to a category level only. The previous standards required detailed calculations to determine each room a school was eligible for, and the area for each room. The proposed change is intended to make the standards simpler to use, and to allow schools to be designed to better meet individual needs of different communities.

Although the new standards allow for more flexibility, they also require more effort during detailed planning to determine what is appropriate for each project. In practice this always has occurred when planning new schools or renovations to existing schools.

The proposed new standards are suitable for all schools. The previous standards included a separate set of standards to be used for schools with enrolments under 44 students.

In some cases spaces have been re-categorized. For example, some spaces that were considered “administrative”, such as storage, have been moved into instructional or learning support categories.

3.0 Overview of Proposed Standards and Criteria

3.1 Organization

School space requirements are organized into seven space categories:

- Instructional
- Resource
- Recreation and Leisure
- Circulation and Gathering
- Learning Support
- Administration
- Building Services

3.2 Space Allowances by Category

- the space **allowance** for each category is based on a **target enrolment**
- the size and attributes of individual rooms and areas are not prescribed in the standards - guidelines will be available as a separate document.
- before renovations or new buildings are designed detailed space requirements are determined in consultation with users, and documented in a **functional program**.

3.3 Target Enrolment

Typically planning is done 5 to 10 years in advance of the actual construction or renovation of a school. Because the space allowance is based on a **target enrolment**, determining this number is critical to the application of the standards. Factors that need to be taken into consideration are more completely explained in Appendix A.

3.4 Modifications to Standards

Space allowances in any category area may be increased only as outlined in these standards, or with the approval of the Minister of Education Culture and Employment. The approval of the Minister is also required where a long term **joint-use partnership** is formed and funding is available from other agencies such as community associations, First Nations, or private donors. Any modifications must be documented in the functional program.

4.3 Recreation and Leisure Areas Allowance

Space is provided under this category to accommodate both **school and community** sports, recreation and leisure activities in spaces such as recreation rooms, gymnasias, fitness studios, game rooms, performance stages and seating areas, change rooms, as well as spaces used for the storage of equipment directly associated with activities, and spaces used for the preparation or sales of snacks and refreshments. Also included in this category are any spaces required for staff offices or workroom needed to operate recreation or leisure programs.

Space Allowance:	target enrolment 50 – 150	70 m2
	target enrolment 150 – 300	550 m2
	target enrolment 300 – 600	850 m2

Modifications: In communities where there is more than one school, and total target enrolment is greater than 200, an additional **300m2** is allowed if needed to provide at least one **full size gym** in the community.

In communities with schools enrolments under 150 the Department will work with the Department of Municipal and Community Affairs and the community so that a gymnasium is available in the community for school use.

4.4 Learning Support Area Allowance

Space is provided under this category to accommodate student counseling, community program assistants, medical or dental facilities, and storage for personal belongings during the school day such as school supplies, coats and boots.

Space allowance: **0.4 m2**/students in all grades
plus **0.1 m2**/ student grades 7 to 12

Tables - Area Allowance

These tables that show total area allowances described in the preceding section by increments of 25 FTE for K to 12 Schools.

Student Capacity (60% K-6, 40% 7-12)

FTE	25	50	75	100	125	150	175	200	225	250
K-6	15	30	45	60	75	90	105	120	135	150
Space Category 7-12	10	20	30	40	50	60	70	80	90	100
General Instruction	88	175	263	350	438	525	613	700	788	875
Special Instruction	23	45	68	90	113	135	158	180	203	225
Resource	13	25	38	50	63	75	88	100	113	125
Recreation/Leisure	0	0	70	70	70	550	550	550	550	550
Learning Support	11	22	33	44	55	66	77	88	99	110
Administration	15	15	45	70	70	70	70	70	120	120
<i>subtotal</i>	150	282	517	674	809	1,421	1,556	1,688	1,873	2,005
Circulation/Gathering	45	85	155	202	243	426	467	506	562	602
Building Services	14	25	47	61	73	128	140	152	169	180
Total Useable Space	209	392	719	937	1,125	1,975	2,163	2,346	2,604	2,787
Gross Area	226	423	777	1,012	1,215	2,133	2,336	2,534	2,812	3,010

FTE	275	300	325	350	375	400	425	450	475	500
K-6	165	180	195	210	225	240	255	270	285	300
Space Category 7-12	110	120	130	140	150	160	170	180	190	200
General Instruction	963	1,050	1,138	1,225	1,313	1,400	1,488	1,575	1,663	1,750
Special Instruction	248	270	293	315	338	360	383	405	428	450
Resource	138	150	163	175	188	200	213	225	238	250
Recreation/Leisure	550	850	850	850	850	850	850	850	850	850
Learning Support	121	132	143	154	165	176	187	198	209	220
Administration	120	120	120	120	120	120	180	180	180	180
<i>subtotal</i>	2,140	2,572	2,707	2,839	2,974	3,106	3,301	3,433	3,568	3,700
Circulation/Gathering	642	643	677	710	744	777	825	858	892	925
Building Services	193	231	244	256	268	280	297	309	321	333
Total Useable Space	2,975	3,446	3,628	3,805	3,986	4,163	4,423	4,600	4,781	4,958
Gross Area	3,213	3,722	3,918	4,109	4,305	4,496	4,777	4,968	5,163	5,355

Gross Area Calculation

Although not a program area, an allowance for structural area is included to calculate the gross area to be used to determine construction costs. An increase of 8% is shown here to account for typical structural space, however this will vary depending on building configuration and construction.

6.0 Working with Standards and Criteria

Although the Department of Education Culture and Employment has a primary responsibility for the design and construction of school facilities in the NWT, a number of different people and organizations are involved in the planning, design and use of school buildings. The following sections describe briefly the process and roles of these participants.

6.1 Participants

Department of Education Culture and Employment (ECE)
District Education Authorities (DEA)
Divisional Education Councils (DEC)
School Staff, Students and Parents
Community Groups
Department of Public Works and Services (PW&S)
Architectural Design Consultants

6.2 Needs Assessment

The following points summarize the needs assessment process followed by ECE for NWT Schools.

- ECE maintains a space inventory, school floor plans, and building condition reports for all schools
- DEC's provide annual enrolment
- ECE produces enrolment projections annually
- DEC's communicate all building concerns to ECE annually (typically in May or June) and review ECE inventory information
- ECE forecasts 5 and 20 year capital needs annually for NWT Schools based on target enrolments and building conditions (typically in June and July).
- ECE requests building condition reports from PW&S where work is anticipated in the next 5 years OR when specific problems need to be assessed.
- PW&S assists ECE to finalize the scope and estimated cost of construction projects to be identified as part of the GNWT annual Needs Assessment process (typically in June and July).

Glossary of Terms

Allowance	total space that can be used
Allocation	division of allowance into discreet areas
Capacity	the number of students that can be enrolled in a school
Capital Plan	funding approved by the Legislative Assembly for capital projects
Criteria	conditions that must be met before the Department will support a course of action
Enrolment	the number of students registered and attending school as of September 30 th each year
FTE	Full time equivalent
Functional program	a written description of program operation and related space requirements
NBC	National Building Code of Canada
Projected enrolment	estimated future enrolment, calculated annually and subject to change
Target enrolment	the number of students a school should be designed to accommodate (see appendix A)
Technical assessment	a comprehensive review of the condition of a building. It may be produced by PW&S or Professional Architects or Engineers. The report usually indicates the remaining life of building systems such as structure, interior and exterior finishes, windows, doors, heating, plumbing, ventilation, lighting, power supplies and communication systems.
User groups	students, teachers, administrative staff, parents and other community members who regularly attend school or other activities in the school
Utilization	a measure of how well space is being used, calculated by dividing current enrolment by capacity

APPENDIX B

NWT School Building Profiles

As of July, 2003 there were 48 public schools in 32 NWT communities. The majority of communities have only one school building where grades K-12 programs are delivered. Multi-grade classrooms are normal. Only 6 communities have more than one school where grades are divided into separate elementary, middle or high school buildings.

Size of Schools

The majority of schools in the NWT had enrolments under 400 FTE as of September 30, 2003.

- 22% of NWT schools had enrolments under 50 FTE
- 27% of NWT schools had enrolments between 50 and 150 FTE
- 18% of NWT schools had enrolments between 150 and 250 FTE
- 25% of NWT schools had enrolments between 250 and 400 FTE
- 8% of NWT schools had enrolments over 400 FTE

In 27 of the 32 NWT communities total enrolment was under 250 FTE.

The majority of schools in the NWT have a design capacity adequate to accommodate projected enrolments to the year 2010. The gross area of many schools exceeds the space that would be allocated using the standards: this has occurred either because schools were initially built for a larger enrolment, or were designed prior to standards.

Ages and Types of School Buildings

Approximately 58% of the schools buildings in use in the NWT were constructed after 1982. The remaining 42% date from between 1956 to 1982 and half of these have been extensively renovated since 1990. Most school buildings are of wood frame construction and range in size from 150 to 6,000 m².