

**APPENDIX 1A**  
**FUNCTIONAL PROGRAM**

**NEW WESTMINSTER**  
**SECONDARY SCHOOL**

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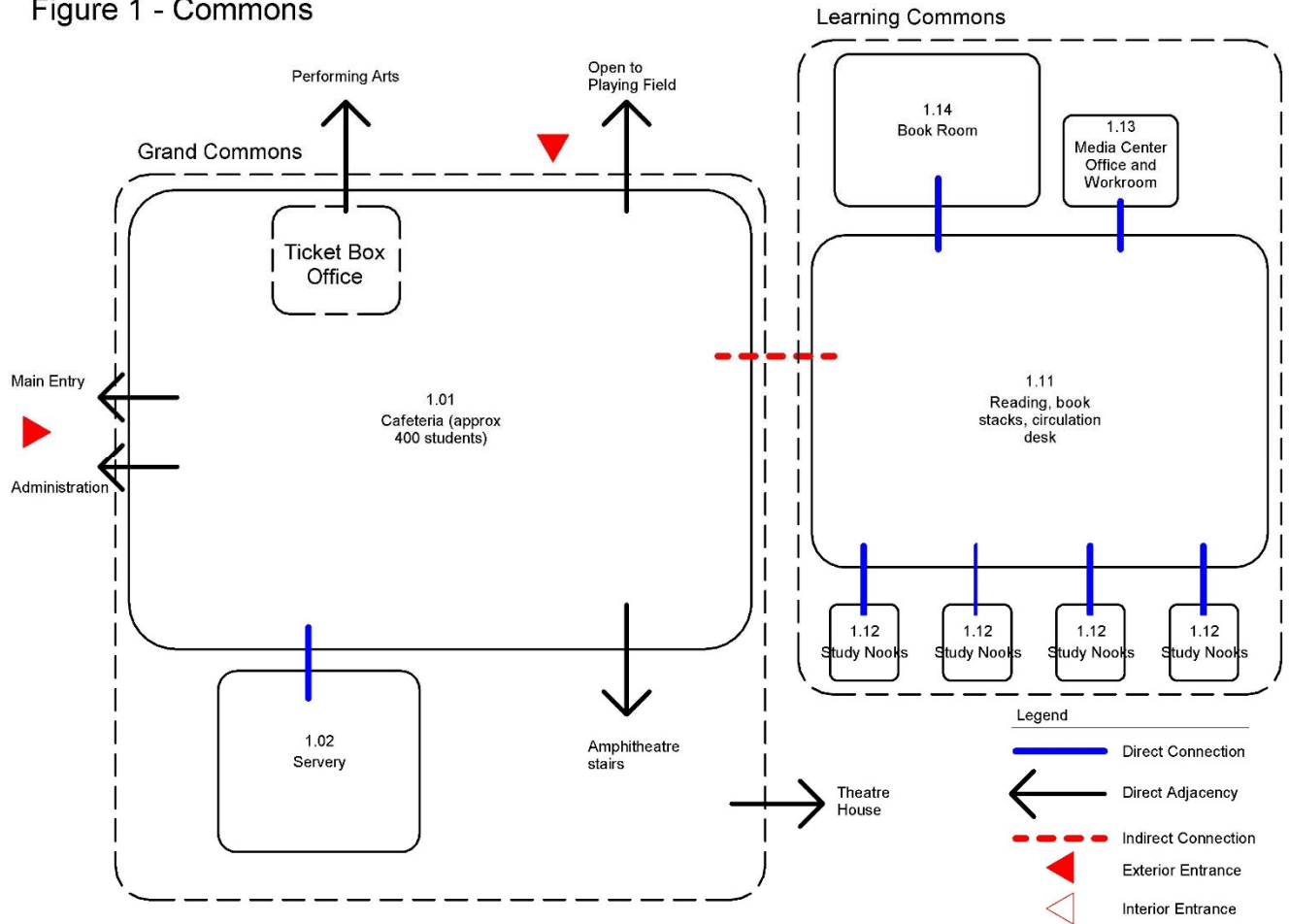
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# 1.0 COMMONS

Figure 1 - Commons



## 1.1 Grand Commons

Grand Commons		Qty.	Net M <sup>2</sup> per area	Total Net M <sup>2</sup>	Remarks
1.01	Cafeteria	1	550	550	Located near main entry and teaching kitchen. Allow for Flexible tables and seating for 400 students. Zoned for after-hours community access.
1.02	Servery	1	70	70	Direct access to cafeteria and teaching kitchen.
<b>Subtotal:</b>				<b>620</b>	

### 1.1.1 Activities and Functions

- .1 The Grand Commons is the “hub” of the School.

- .2 The Grand Commons is a multi-purpose space that will also serve as a cafeteria space, accommodating student meals.
- .3 Additionally, the Commons is frequently the venue for social activities, presentations, performances and learning.
- .4 The Grand Commons receives frequent community use, and requires placement in the “public” area of the facility.
- .5 The Grand Commons will serve as a gallery and display area for student work.
- .6 A vestibule entry shall be provided as part of the Grand Commons to act as the main entry to the School. The vestibule shall have multiple doors to accommodate peak hour student and theatre traffic.

### 1.1.2 Location and Adjacencies

- .1 Servery adjacent to Teaching Kitchen (this is the School’s operational kitchen for preparing and serving school lunches).
- .2 Located near the Theatre and Box Office to allow the Grand Commons to serve as a Theatre lobby after-hours.
- .3 Zoned for after-hours community access.
- .4 Shall be in a central location to all components of the School and shall have a direct relationship to playing fields.

### 1.1.3 Design Features

- .1 Grand Commons shall allow for flexible seating arrangements.
- .2 Double-story height ceiling as per Appendix 1B Room Data Sheets.
- .3 Ample natural light and views to and from the main entry and playing fields.

### 1.1.4 Furniture, Fixtures and Equipment

- .1 Refer to Appendix 1B Room Data Sheets and Appendix 1E Furniture Fixtures & Equipment list for further details.

## 1.2 Learning Commons

Learning Commons		Qty.	Net M <sup>2</sup> per area	Total Net M <sup>2</sup>	Remarks
1.11	Reading area with book stacks & circulation desk	1	292	292	Centrally located near the building entry and Grand Commons (cafeteria). High ceilings. Direct view into Grand Commons. Zoned for after-hours community access. Glazed sliding walls between the Grand Commons and the Learning Commons and between the

<b>Learning Commons</b>		<b>Qty.</b>	<b>Net M<sup>2</sup> per area</b>	<b>Total Net M<sup>2</sup></b>	<b>Remarks</b>
					Learning Commons and the corridors. Stationary library shelving for book storage.
1.12	Study Nooks	4	10	40	Partial height walls on three sides and semi glazed for privacy.
1.13	Media Center Office/Workroom	1	20	20	Visibility to reading area/stacks. One (1) desk for staff. Multifunction copier and worktable. Supply storage. Book binding area.
1.14	Book Room	1	60	60	Stationary library shelving for textbook storage. Equipped with power and data to allow future conversion to a classroom or meeting room (once textbooks are electronic).
<b>Subtotal:</b>				<b>412</b>	

### 1.2.1 Activities and Functions

- .1 The Learning Commons shall be designed as a welcoming, open space to accommodate book stacks, look-up stations, work tables, comfortable reading areas, and resources for individual group work.
- .2 Study nook areas shall be able to accommodate a minimum of 4 students.
- .3 Media Center Office/Workroom and Book Room shall provide dedicated space for work and storage.

### 1.2.2 Location and Adjacencies

- .1 The Learning Commons shall be centrally located near the building entry and Grand Commons (cafeteria). Zoned for after-hours community access in conjunction with Zone 3.
- .2 Allow for the space to incorporate a portable “green screen” corner for production.

### 1.2.3 Design Features

- .1 Shelving for 21,000 books. Six (6) paperback book racks. Six (6) standing reference computer stations.
- .2 Shall be able to seat up to one hundred twenty (120) people in different arrangements.
- .3 Provide writeable, erasable, magnetic wall surfaces.
- .4 Dynamic space able to provide quiet areas as well as activity zones.
- .5 Ample natural light. Transparency to/from corridor.
- .6 Allow for varied and flexible student seating, including soft seating options.
- .7 Provide secure storage for computer equipment, laptops, and other valuable items.

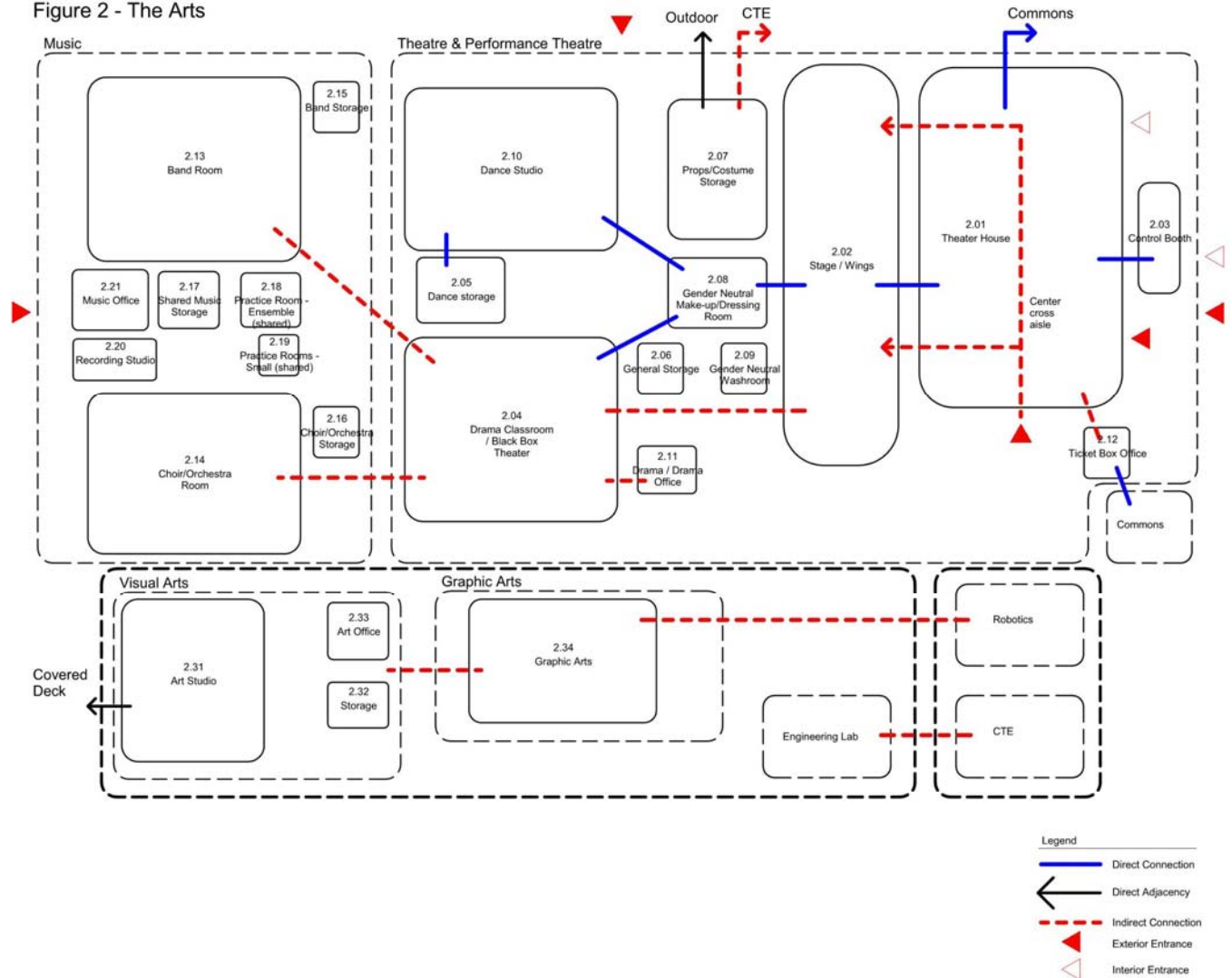
- .8 Provide display areas for posters and seasonal decorations. Built in cases for thematic displays.
- .9 Lighting controllability preferred.

**1.2.4 Furniture, Fixtures and Equipment**

- .1 Refer to Appendix 1B Room Data Sheets and Appendix 1E Furniture Fixtures & Equipment list for further details.

**2.0 THE ARTS**

Figure 2 - The Arts





## 2.1 Performing Arts

Theatre		Qty.	Net M <sup>2</sup> per area	Total Net M <sup>2</sup>	Remarks
2.01	Theatre House	1	300	300	Venue for performances, presentations, ceremonies, auditions, and practices. Fixed, raked seating with a minimum seating capacity of two hundred seventy (270) seats. Provide seating. Located adjacent to the Grand Commons. Provide light trap vestibules with double doors acoustically sealed. Allow for a minimum of five (5) students to be able to stand within the light trap vestibule during performances. Zoned for after-hours community access. Special acoustical requirements refer to Appendix 1C Acoustic and Noise Control Ratings. Access to loading aisle for movement of goods.
2.02	Stage / Wings	1	200	200	Accessible access to stage/wings from theatre house and back of house. The Stage shall be designed to the same dimensions as the Massey Theatre stage. Direct access to Black Box Theatre via double height/width doors.
2.03	Control Booth	1	20	20	Lighting and sound booth positioned in the back of Theater House. Lighting and control boards and follow spot positions. Provide universal accessibility to sound booth. Control booth equipment and layout shall be set-up internally similar to the Massey Theatre.
2.04	Drama Classroom / Black Box Theatre	1	170	170	Small-scale performance space. Versatile, easily reconfigured. Zoned for after-hours community access. Located near the Dance/Drama Instructor's Office. Black, painted walls. Double-door access with view panels. Special acoustical requirements refer to Appendix 1C Acoustic and Noise Control Ratings. Sheet vinyl/rubber black floor. Black curtain all four sides. Access to industrial sink for painting. Access to props and costume storage for set construction. Pipe grid for flexible lighting. Access to loading aisle. Shall have direct access to the stage and allow the movement of large band equipment in and out of the room to adjacent corridors and stage.
2.05	Dance Storage	1	25	25	Storage for dance costumes and props.
2.06	General Storage	1	10	10	General storage area for small props and equipment, serving drama program.

<b>Theatre</b>		<b>Qty.</b>	<b>Net M<sup>2</sup> per area</b>	<b>Total Net M<sup>2</sup></b>	<b>Remarks</b>
2.07	Props/Costume Storage	1	60	60	Full height storage for oversized theatre production props and costumes. Double door access with view panels. Located near Theatre and Black Box.
2.08	Gender Neutral Make-up/Dressing Room	1	30	30	Shall be Gender-neutral with a minimum of six (6) changing cubicles. Provide Counter/mirror /lights (low heat) around sides of room to seat a minimum of ten (10). Shared between dance and drama, with easy access from both programs (without disturbing classes). Direct access to gender neutral washroom.
2.09	Gender Neutral Washroom	2	10	20	Direct access to/from Make-up/Dressing room.
2.10	Dance Studio	1	150	150	Used for Dance/Performing Arts instruction. Sprung maple wood floor. High ceilings. Floor to ceiling mirrors mounted on long wall (fourteen (14) m minimum length). Zoned for after-hours community access.
2.11	Dance / Drama Instructors' Office	1	12	12	Three (3) desks for the Dance and Drama instructors. Adjacent to Dance Studio and/or Black Box Theatre.
2.12	Ticket Box Office	1	10	10	Located in Commons, in close proximity to Theatre House. Also used to sell spirit wear.
<b>Subtotal:</b>				1007	

### 2.1.1 Activities and Functions (Theatre)

- .1 Performing Arts spaces serve as instructional areas, as well as venues for performances, presentations, ceremonies, auditions, and practices.
- .2 Certain Performing Arts spaces, such as the Theatre and Black Box, will receive frequent community use.
- .3 Black Box Theatre to accommodate portable green screen set-up, lighting set-up.
- .4 The Dance Studio provides an instructional venue for the School's Dance Program, providing a dedicated space for students to develop fundamental dance and choreography skills, and expand their knowledge and experience in a variety of dance genres.

### 2.1.2 Location and Adjacencies (Theatre)

- .1 Grand Commons to double as a lobby for the theatre after-hours.
- .2 All Performing Arts areas shall be grouped together to allow shared use of facilities.

- .3 Theatre shall be adjacent to the Grand Commons, with direct access to and from the Grand Commons.
- .4 Provide access to gender neutral washrooms.
- .5 Dance/Drama Office to be located adjacent to the Black Box Theatre; provide large interior window to allow supervision of area.
- .6 Dance/Drama Office to be located adjacent to the Dance Studio; provide large interior window to allow supervision of area.

### 2.1.3 Design Features (Theatre)

- .1 Performing Arts venues shall be designed as inspirational spaces that are a source of pride for the school and community.
- .2 Performing Arts spaces have very specialized sound insulation, acoustical, power and lighting requirements. All Performing Arts spaces shall be designed by a Theatre/Acoustic/Sound/Lighting specialist to ensure intended uses are being met.
- .3 Theater
  - a) Venue for performances, presentations, ceremonies, auditions, and practices.
  - b) Zoned for after-hours community access.
  - c) Specialized sound insulation / acoustical requirements.
  - d) Direct access to Black Box Theatre via double height/width doors for transfer of sets.
  - e) Wide doorways at stage to accommodate sets, props, and instruments. Multiple entry points to stage.
  - f) Professional stage lighting and integrated sound system.
  - g) Control Booth with lighting (ETC Ion) and sound (Yamaha QL5) digital control boards and two (2) follow spots, and microphones for performance stage and control.
  - h) Provide wire tension grid stage rigging system (7 m/23 ft) ceiling height over the stage and theatre house complete with a suspension grid that can accommodate lighting and drops complete with traveling rails to hang drops that can be swept stage right or left. System shall have ability to be raised and lowered for use. System shall be accessible by students and staff.. Loading gallery, catwalk for first lighting position on house side. Main stage drape opens at center stage with hand pull, three (3) black travelers, three (3) borders and legs and soft cyclorama, and lighting including front, area, top, side and back wash lighting as well as ellipsoidals including dimmers and racks.
  - i) Provide light trap vestibules to the Theatre house including a minimum of two located at each end of a dedicated cross-aisle located midway between house seating and a minimum of two at back of house. Direct access from adjacent corridor and Grand Common shall be provided to cross-aisles without the use of ramps.
- .4 Make-up/Dressing Room
  - a) Gender-neutral Make-up Room with changing cubicles.
  - b) Counter/mirror/lights (low heat lights) around sides of room.

- c) Makeup stations shall have appropriate color temperature lighting on either side of mirror.
- d) Shared between Dance and Drama, with easy access from both programs (without disturbing classes).
- e) Direct access to gender neutral washroom.

.5 Drama classroom/ Black Box Theater

- a) Small-scale performance space. Versatile, easily reconfigured.
- b) Black, painted walls, black flooring.
- c) Specialized sound insulation / acoustical requirements.
- d) Access to theatre via double height/width doors for transfer of sets. Indirect, close proximity access between the Theatre House and the Black box is acceptable to maintain acoustic separation.
- e) Double-door access with view panels to corridor.
- f) Zoned for after-hours community access.
- g) Located near theatre and drama instructor's office.
- h) Special acoustical requirements.
- i) Access to industrial sink for painting.
- j) Double door access to props and costume storage for set construction.
- k) 1.5 m x 1.5 m lighting and theatrical pipe grid at ceiling, perimeter operable drapes, lighting and sound controls and devices.
- l) Access to exterior service aisle for movement of goods.

.6 Dance Studio

- a) Used for Dance/Performing Arts instruction.
- b) Sprung floor, high ceilings.
- c) Large mirrors mounted on walls
- d) Zoned for after-hours community access.

#### 2.1.4 Furniture, Fixtures and Equipment (Theatre)

- .1 Refer to Appendix 1B Room Data Sheets and Appendix 1E Furniture Fixtures & Equipment list for further details.

Music		Qty.	Net M <sup>2</sup> per area	Total Net M <sup>2</sup>	Remarks
2.13	Band Room	1	170	170	The Band Room shall be spacious enough to accommodate the use and storage of instruments while still allowing student movement. The Band Room shall be clustered near other Performing Art spaces, such as the choir room, storage rooms, practice rooms, and theatres. Special acoustical requirements. Interior double-door access from corridor. Exterior double-door access to vehicle-accessible service aisle for loading purposes.
2.14	Choir/Orchestra Room	1	148	148	The Choir/Orchestra room shall be clustered near other Performing Art spaces, such as the Band Room, storage, Practice Rooms, and Theatres. Special acoustical requirements. Double-door access.

<b>Music</b>		<b>Qty.</b>	<b>Net M<sup>2</sup> per area</b>	<b>Total Net M<sup>2</sup></b>	<b>Remarks</b>
2.15	Band Storage	1	10	10	Will be used to store printed music, and music stands. Instrument storage units will be placed against the walls.
2.16	Choir/Orchestra Storage	1	10	10	Will be used to store robes, printed music, and stands. School will use portable risers on choir room floor. All storage will be placed against the walls.
2.17	Shared Music Storage	1	15	15	Shared storage room positioned between band and choir programs.
2.18	Practice Room - Ensemble (shared)	1	14	14	Acoustically-specialized enclosed performance areas by individuals and/or ensembles. Will be used as recording venues. Visibility from band and choir rooms. Minimums 4 students.
2.19	Practice Rooms - Small (shared)	1	7	7	Acoustically-specialized enclosed performance areas by individuals and/or ensembles. Will be used as recording venues. Visibility from band and choir rooms.
2.20	Recording Studio	1	15	15	Shall be located between band and choir rooms, with visibility into band room. Provide two (2) computer workstations in studio.
2.21	Music Office	1	20	20	Shared office for Band and Choir teachers (minimum of four (4) teaches). Shall be located to allow for supervision of both Music Rooms with large windows. Will have up to four (4) workstations.
<b>Subtotal:</b>				<b>409</b>	

### 2.1.5 Activities and Functions (Music)

- .1 Performing Arts spaces serve as instructional areas, as well as venues for performances, presentations, ceremonies, auditions, and practices.
- .2 Certain Performing Arts spaces, such as the Theatre and Black Box, will receive frequent community use.

### 2.1.6 Location and Adjacencies (Music)

- .1 All Performing Arts areas shall be grouped together to allow shared use of facilities.
- .2 Band and Choir rooms shall be located adjacent to each other to accommodate shared use of Music Office, Music Storage, Practice Rooms, and Recording Studio.
- .3 Locate Music Office between Band and Choir rooms, with large interior windows to allow supervision of both areas.

- .4 Provide Band Room with exterior double-door access to vehicle-accessible lane for loading purposes.

**2.1.7 Design Features (Music)**

.5 Band Room

- a) Band and Choir Rooms support a class size of a minimum of forty (40) students. The band room shall be spacious enough to accommodate the use and storage of instruments, while still allowing student movement.
- b) The Band Room will provide an instructional venue for students playing a wide variety of instruments, including brass, woodwind, strings, and percussion.
- c) Double door access (with view panels) to corridor and storage rooms.
- d) Provide sound insulation and acoustical treatments. All doors to be acoustic assemblies (room acoustics .6 reverb) refer to Appendix 1C Acoustic and Noise Control Ratings.
- e) Provide Interior window with view to music office and practice/ensemble rooms.
- f) Access to Music Storage room for music stands, printed music, and other items.
- g) Deep sink with countertop for cleaning instruments, and spit valves,
- h) Provide instrument storage units in the band room, rather than in a separate instrument storage room. Instrument storage units shall accommodate each of the following in its own storage unit:
  - o Tubas (4)
  - o Bass Trombones (3)
  - o Trombones (18)
  - o Baritone/euphonium (4)
  - o French Horns (6)
  - o Trumpets (18)
  - o Flugelhorns (4)
  - o Baritone Saxophones (5)
  - o Tenor Saxophones (10)
  - o Alto Saxophones (18)
  - o Bass Clarinets (4)
  - o Bassoons (2)
  - o Clarinets (20)
  - o Flutes (25)
  - o Piccolos (2)
  - o Oboes (4)
  - o Percussion Workstation (Basic) (1)
- i) The following is a list of equipment in the current band room. This equipment will be moved from the current building into the new School. Ensure all band equipment can easily pass through doors.

Timpani	813 mm (32")
Timpani	737 mm (29")
Timpani	660 mm (26")

Timpani	584 mm (23")
Marimba	1594 mm x 788 mm (61" x 31")
Chimes/ Tubular Bells	914 mm x 305 mm (3' x 1')
Glockenspeil	457 mm x 305 mm (1.5' x 1')
Vibraphone	130 mm x 711 mm (51" x 28")
Concert Bass Drum	838 mm (33") bass drum (fits through a regular door)
Snare	minimal floor space
Piano	Yamaha P22SW
Drum set	1524 mm x 1524 mm (5' x 5')
Congas/Bongos	610 mm x 610 mm (2'x2')
Bass Amp	minimal floor space
Guitar Amp	minimal floor space
Xylophone	1270 mm x 660 mm (50" x26")

#### .6 Choir Room

- a) The Choir Room will provide an instructional venue for vocal instruction – individual, group and ensemble.
- b) Portable risers to accommodate up to fifty (50) students
- c) Provide floor space for an upright piano.
- d) Double door access (with view panels) to corridor and storage rooms.
- e) Sound insulation and acoustical treatments.
- f) All doors to be acoustic assemblies.
- g) Interior window with view to music office and practice/ensemble rooms. An interior view from a shared Band/Choral vestibule and the Music Office to the Practice Room Ensemble (shared) is acceptable.
- h) Access to storage room for music stands, printed music, and other items.
- i) The Choir/Orchestra Room storage shall accommodate the following:
  - o Acoustic Bass Instruments four (4)
  - o Cellos four (4)
  - o Violas/Violins sixteen (16)
  - o Acoustic Guitars two (2) racks to accommodate twenty (20) guitars each)
- j) The Choir/Orchestra room will be required to hold the following equipment:
  - o Acoustic Piano
  - o Bass Amp and Guitar Amp
  - o Drum Set
  - o Twenty four (24)-channel Allan and Heath audio board + two (2) power amps.
  - o Six (6) Wenger Tourmaster (or approved equivalent) choral risers with ball rails.

.7 Practice Rooms and Recording Studios

- a) Practice Rooms are acoustically-specialized enclosed areas for music activities by individuals or ensembles. Practice Rooms may be used as recording venues for the purpose of performance assessments. All doors to be acoustic assemblies.
- b) Practice Rooms may be shared by band and choir programs. Recording studio for music compositions, ensemble performances, self-assessment exercises. Also, to be used by Graphic Arts students for video production/animation.
- c) Practice Rooms shall include ample interior window glazing for supervision purposes.

.8 Band Storage

- a) Minimum twenty nine (29) four-drawer filing cabinets for printed music. This encompasses the entire Music Library for Band, Orchestra and Choir.
- b) Music is printed on irregular paper sizes (typically 305 mm x 229 mm (12" x 9") and 318 mm x 242 mm (12.5" x 9.5").

**2.1.8 Furniture, Fixtures and Equipment (Music)**

- .1 Refer to Appendix 1B Room Data Sheets and Appendix 1E Furniture Fixtures & Equipment list for further details.

**2.2 Visual Arts**

Visual Arts		Qty.	Net M <sup>2</sup> per area	Total Net M <sup>2</sup>	Remarks
2.31	Art Studio	2	100	200	Flexible project-based space to accommodate painting and drawing activities. Provide moveable, acoustic wall (with writable erasable surface) between art studios. Direct access to art storage and art office. Exterior access required. Provide outdoor space (minimum of 25 m2) with 15% covered for protection from weather. Special ventilation requirements for the Art Studio is required.
2.32	Storage	1	12	12	Shared storage of art supplies, media and student projects. Special ventilation requirements. Directly accessible from both Art Studios.
2.33	Art Office	1	15	15	Shared office for Art teachers (with storage). Positioned for supervision of both Art Studios with windows. Two (2) desks.
2.34	Graphic Arts	1	100	100	Will accommodate thirty (30) desks with desktop computers. To support curriculum activities in the arts and CTE components.
<b>Subtotal:</b>				<b>327</b>	



### 2.2.1 Activities and Functions

- .1 Visual Arts/Graphic Arts spaces support a variety of classes, such as drawing, painting, computer graphics, animation, and film studies.
- .2 Sufficient space in art rooms for students, upright painting easels, and circulation.

### 2.2.2 Location and Adjacencies

- .1 Direct access to Art Storage and Art Office.
- .2 Locate Art Office between Art Studios, with interior windows to allow supervision of both areas.
- .3 Exterior access required.
- .4 Digital photography, video, computer design share Lab with music compositions.

### 2.2.3 Design Features

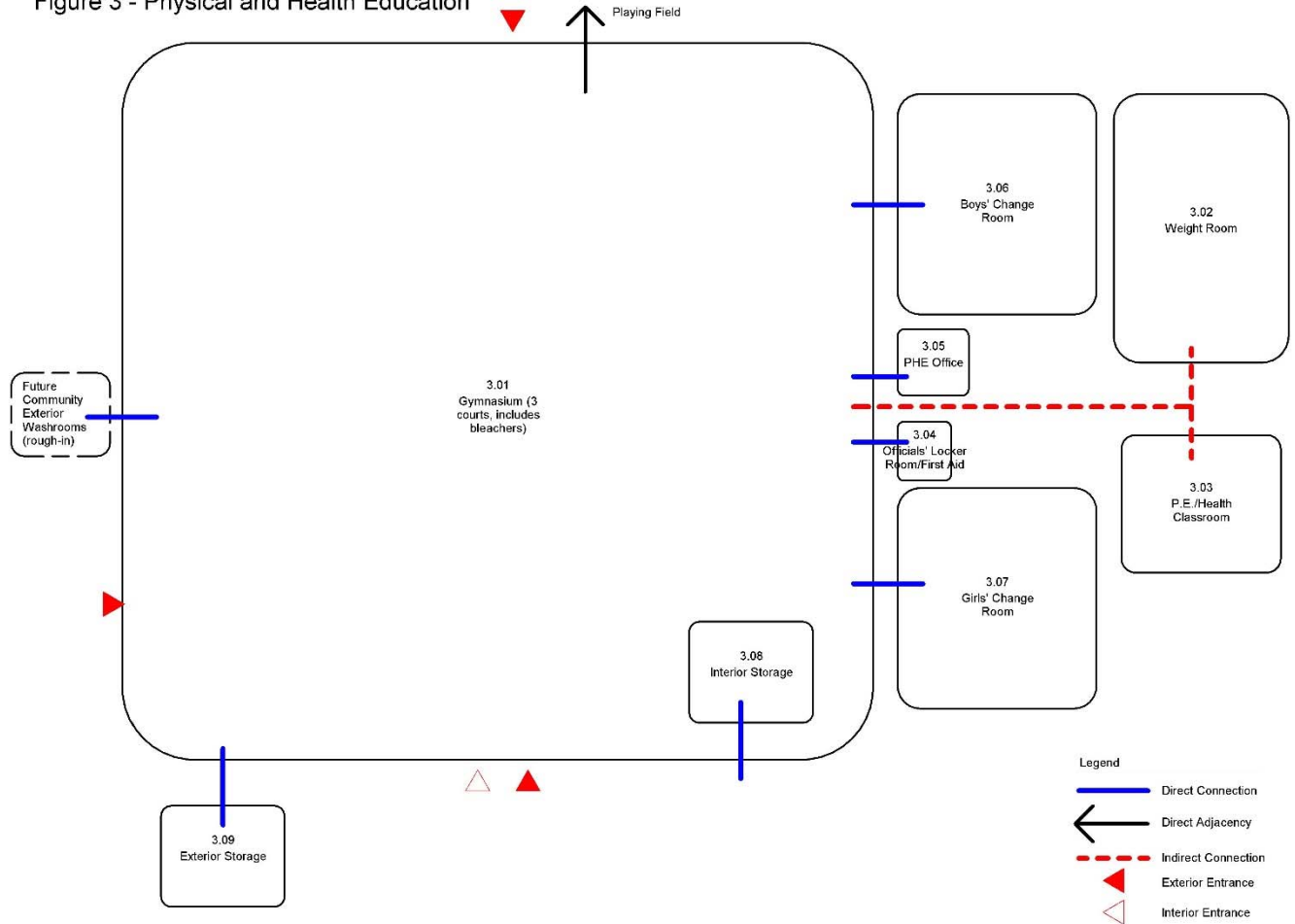
- .1 Art Studios
  - a) Art Studios provide flexible project-based space to accommodate painting and drawing activities.
  - b) Visual connection to/from corridor.
  - c) Minimum two (2) deep, industrial trough sinks. Special plumbing considerations (disposal of paint and thinners). Trough sinks with several faucets,
  - d) Ventilation, storage, and drying racks (portable).
  - e) Ample natural light. Provide windows, clerestory exposure to north light preferred. All windows shall be equipped with blackout blinds. Northern faced clearstory windows do not require blackout blinds).
  - f) Allow for use of table top light tables, dimension 355 mm.
  - g) Overhead power in art studios.
- .2 Direct access to paint spray booth – to be located within the room Graphic Arts
  - a) Computer Lab set-up for 30 student desks with desktop computers.
  - b) Lockable storage for camera equipment. Access to photo printer.
  - c) Lockable storage units for student projects.
  - d) Ample natural light.

### 2.2.4 Furniture, Fixtures and Equipment

- .1 Refer to Appendix 1B Room Data Sheets and Appendix 1E Furniture Fixtures & Equipment list for further details.

### 3.0 PHYSICAL AND HEALTH EDUCATION

Figure 3 - Physical and Health Education



### 3.1 Physical and Health Education

Physical and Health Education		Qty.	Net M <sup>2</sup> per area	Total Net M <sup>2</sup>	Remarks
3.01	Gymnasium (3 courts)	1	1720	1720	Multiple sets of double doors with view panels (leading to corridors, storage, and exterior access). Floor striping/paint requirements to suit court layouts. Zoned for after-hours community access. Provide two fully, automated retractable bleachers to accommodate a minimum five hundred (500) students comfortably.
3.02	Weight Room	1	150	150	Accommodate weights and exercise equipment from current facility with ample circulation between stations. Zoned for after-

<b>Physical and Health Education</b>		<b>Qty.</b>	<b>Net M<sup>2</sup> per area</b>	<b>Total Net M<sup>2</sup></b>	<b>Remarks</b>
					hours community access. Access to an exterior covered area minimum 20 m <sup>2</sup> , flexible learning space.
3.03	Physical and Health Education (PHE) Classroom	1	70	70	General Classroom used for health instruction.
3.04	Officials' Changing Room/First Aid	1	10	10	Individual changing area for visiting athletic officials. Provide two (2) lockers, dressing bench and toilet.
3.05	PHE Office	1	15	15	Shall be at gym-level and separate from changing rooms.
3.06	Boys' Changing Room	1	140	140	Provide dressing benches, six changing stalls and six changing stalls with showers. Lockers to be located outside of the changing rooms with passive supervision from the gymnasium. Provide a minimum one enclosed unit washroom per change room area and locate the change room adjacent to and with direct access to a group of washrooms. Washroom counts to accommodate total 180 students -six (6) classes of thirty (30) students (90 male).
3.07	Girls' Changing Room	1	140	140	Provide dressing benches, six changing stalls and six changing stalls with showers. Gymnasium lockers to be located outside of the changing rooms with passive supervision from gymnasium. Provide a minimum one enclosed unit washroom per change room area and locate the change room adjacent to and with direct access to a group of washrooms. Washroom counts to accommodate total 180 students -six (6) classes of thirty (30 students) each (90 female).
3.08	Interior Storage	1	40	40	Storage of tall and bulky physical education equipment, balls, and uniforms. Double-door access (with view panels). High ceilings.
3.09	Exterior Storage	1	40	40	Equipment storage for physical and health education activities on outdoor courts and fields. Provide exterior and interior access.
	<b>Subtotal:</b>			<b>2325</b>	

### 3.1.1 Activities and Functions

- .1 Physical and Health Education areas support the curriculum set out by the ministry of education. Physical and Health Education is required in grades 9 and

10, and is an elective in grades 11 and 12. Games played within the gym include basketball, volleyball, indoor soccer, and badminton. Design shall be to FIBA court standards including all floorcourt markings.

- .2 The basketball courts shall also have floor court markings for volleyball, and badminton.
- .3 Physical and Health Education areas receive extended use, from approximately 6:00 a.m. to 10:00 p.m. many days.

### **3.1.2 Location and Adjacencies**

- .1 Zoned for community use, with easy after-hours access.
- .2 Adjacent interior/exterior storage.
- .3 Direct access to playing fields

### **3.1.3 Design Features**

- .1 Gym
  - a) Ability to divide Gymnasium into three full size basketball courts with the use of dividers/walls. Flexibility highly desirable. Ensure Gymnasium has a variety of court lines to accommodate all activities.
  - b) Multiple sets of double doors with view panels (leading to corridors, storage, and exterior access).
  - c) Bleachers shall retract into a wall. When bleachers are retracted into the wall they shall not interfere with playing courts. When Bleachers are in use, one full court at regulation size shall be provided for direct viewing from bleachers and a second basketball court shall be available for use without interference from the bleachers.
  - d) Maple wood floor with durable finish in Gymnasium. Durable wall protection to 2.4m high with acoustic panels above to 7320.
  - e) Electric scoreboard, time clock, and retractable basketball hoops for each playing court.
  - f) Minimum three (3) electrical outlets per basketball court (recessed). Centre basketball court with floor outlet located off centre. Provide lockable outlets.
  - g) Telephone (one (1) per court).
  - h) Integrated sound system.
  - i) Effective ventilation.
  - j) Acoustic deck above.
  - k) Ability to control lighting.
  - l) Windows with blinds to control glare.
  - m) Viewing window/area for sightlines / filming.
  - n) Water fountain bottle filler located outside/adjacent to gymnasium.
  - o) Access to storage room equipped with cupboards, racks.
- .2 Weight Room
  - a) Accommodate weights and exercise equipment from current facility, with ample circulation between stations.
  - b) Located on ground floor preferred, split level possible.
  - c) Rectilinear shape/proportions.

- d) Specialized Rubber flooring.
- e) Effective ventilation.
- f) Access via overhead door to exterior.
- g) Access to exterior covered, flexible learning space.
- h) Sized to accommodate bulky equipment, such as treadmills, cycles.
- i) Backing for wall mounted equipment
- j) Acoustic wall and floor assembly, acoustic panels to absorb equipment noise.
- k) Water fountain bottle filler located outside/adjacent to the Weight Room.
- l) Access to physical and health education storage room equipped with cupboards, racks.

.3 Physical and Health Education Classroom

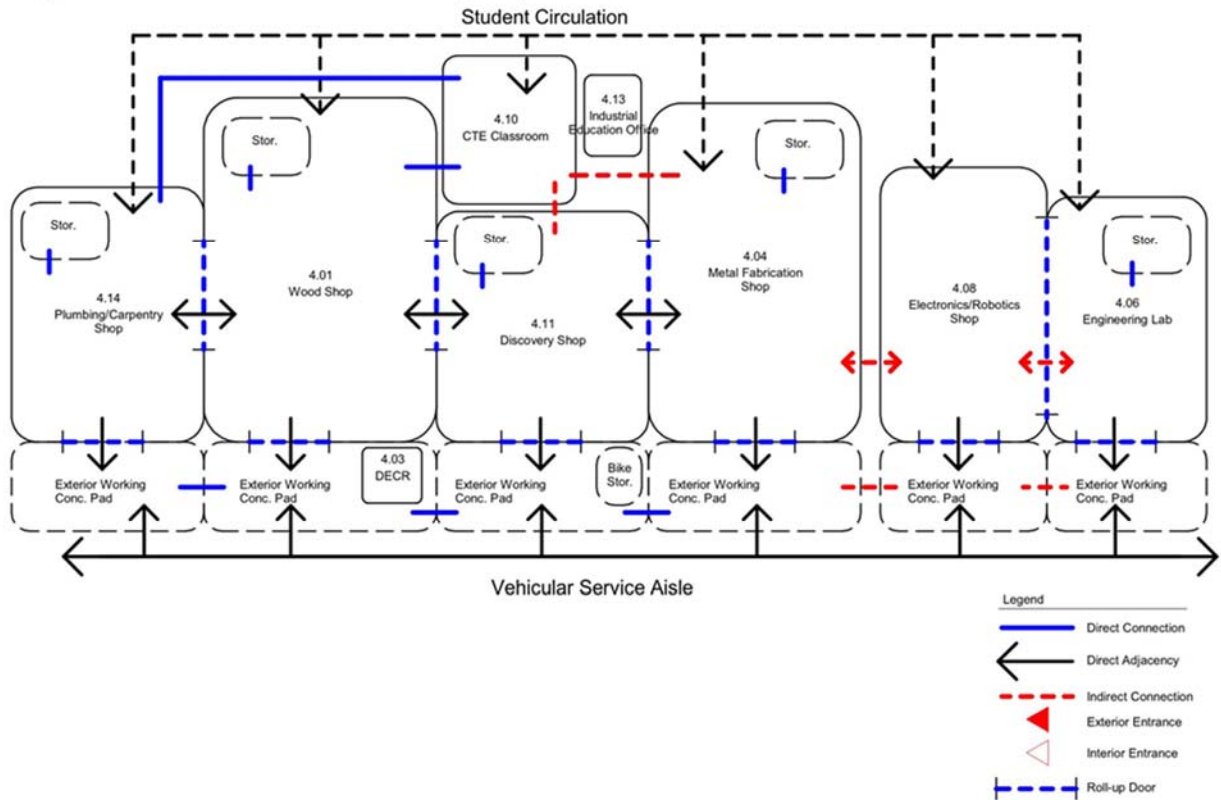
- a) Standard Classroom for health class instruction. See requirements for General Classrooms.

3.1.4 Furniture, Fixtures and Equipment

- .1 Refer to Appendix 1B Room Data Sheets and Appendix 1E Furniture Fixtures & Equipment list for further details.

## 4.0 CAREER TECHNICAL EDUCATION

Figure 4a - Career Technical Education (CTE)



## 4.1 Industrial Education

Industrial Education		Qty.	Net M <sup>2</sup> per area	Total Net M <sup>2</sup>	Remarks
4.01	Wood Shop	1	245	245	Ten (10) workbenches to accommodate thirty (30) students. Significant woodworking equipment will be incorporated into the space. Provide overhead retractable power at each workbench location and special ventilation requirements (including dust extraction equipment). Provide overhead doors to adjacent shops for connection access. Provide overhead door with direct access to an exterior concrete pad and service aisle. Provide Deep steel utility sink. Eye wash. Wall-mounted tool panel.
4.02	Wood Storage	1	35	35	Secure tool and material storage. Storage for student projects. When mezzanine storage is provided it shall be directly connected with the use of stairs. Wood storage shall be directly connected to the Wood Shop.
4.03	Dust Extraction/Compressor Room (DECR)	1	10	10	Dust extractor and compressor equipment for service of the wood, metal shop, apprenticeship, carpentry / plumbing, and discovery shops. Complete with silencing louvres. Exterior door access for servicing. Access to service aisle. Acoustically separated from all school components.
4.04	Metal Fabrication Shop	1	220	220	Seven (7) workbenches, each with four (4) vices to accommodate up to thirty (30) students. Significant equipment needs. Metal Shop has six welding booths, foundry. Retractable overhead power at each bench. Special ventilation requirements. Adjacent to exterior covered, secure bicycle storage for repair program (overhead doors providing exterior and interior access). Provide overhead doors to adjacent shops for connection access. Direct access to service aisle for loading. Deep steel utility sink. Eye wash. Wall-mounted tool panel.

<b>Industrial Education</b>		<b>Qty.</b>	<b>Net M<sup>2</sup> per area</b>	<b>Total Net M<sup>2</sup></b>	<b>Remarks</b>
4.05	Metals Storage	1	35	35	Secure tool and material storage. Provide space for student project storage. When mezzanine storage is provided it shall be directly connected with the use of stairs. Metal storage shall be directly connected to the Metal Fabrication Shop.
4.06	Engineering Lab	1	120	120	"Clean" shop separate from Wood/Metal Shops, Apprenticeship and Discovery Shops. Provide moveable wall connecting Engineering Lab to the Robotics shop. Retractable overhead power.
4.07	Drafting Storage	1	15	15	Storage for Engineering and Drafting.
4.08	Electronics/Robotics Shop	1	140	140	"Clean" shop (separate from Wood/Metal Shop areas). Located adjacent to Engineering Lab (with shared floor to ceiling acoustic moveable wall between both IT/Tech Design CR and Electronics/Robotics). Significant equipment needs. Retractable overhead power. Overhead doors provide access to exterior. Deep steel utility sink. Exhaust fan for etchant tank. Eye wash. Direct access to service aisle wall-mounted tool panel. 3D printing area with ventilation.
4.09	Electronics/Robotics/Engineering Storage	1	20	20	Secure tool storage. Storage for student projects.
4.10	CTE Classroom	1	60	60	Adjacent to all CTE shops.
4.11	Discovery Shop	1	150	150	Student learning through first exposure to hands on experience with carpentry, plumbing and electrical skills. Direct access through overhead doors to exterior. Retractable overhead power.
4.12	Discovery Shop Storage	1	35	35	Overhead or double door access. Secure storage for materials and student projects. When mezzanine storage is provided it shall be directly connected with the use of stairs. Discovery storage shall be directly connected to the Discovery Shop.
4.13	Industrial Education Office	1	14	14	Shared office - position with high visibility to shop areas and collocated with shop areas to provide passive supervision.
	<b>Subtotal:</b>	-	-	<b>1099</b>	

#### 4.1.1 Activities and Functions

- .1 Career Technical Education (CTE) Programs aim to help high school student's transition smoothly to post-secondary education and work places. CTE provide students with the opportunity to experience the world of work in a variety of careers while still in high school.

#### 4.1.2 Location and Adjacencies

- .1 Separate zones for "dirty" shops (e.g. Metals and Woods) and "clean" shops (Electronics/Robotics and Drafting/Engineering).
- .2 Direct access between Metal Fabrication and Wood Shops is not required.
- .3 Access to outdoor covered work area for larger projects.
- .4 Direct overhead door access to receiving area.
- .5 Electronics/Robotics Shop shall be separate from other shops to reduce noise transference, transmission of sawdust, particles, and other airborne materials.
- .6 Locate CTE shops away from learning neighbourhoods and performing arts areas.

#### 4.1.3 Design Features

- .1 Wood Shop
  - a) The Wood Shop will provide students with hands-on opportunities to explore wood working skills. Students will learn wood framing, concrete forming, site prep and layout, build stairs and roof trusses. The Wood Shop is the hub for set design by theatre production students.
  - b) Sufficient space for wood working equipment to all be used simultaneously.
  - c) Lumber locates at back (arrives from loading area, then is cut to dimension).
  - d) Large overhead doors.
  - e) Ample natural daylighting.
  - f) Protective paneling on walls.
  - g) Enclosed planer area within the shop to accommodate noise reduction.
  - h) Overhead door access to exterior, interior and storage areas.
  - i) Careful design of work flow.
  - j) Exterior caged outside area complete with enclosure for compressor.
  - k) First aid – each shop has kit. Need area for safety wear in central location, at door.
  - l) Need varnish/finishing room (within area) as complete unit:
    - o Projects left to dry
    - o Dust free area
    - o Exposure-proof lighting
  - m) Central shut off for equipment (except computer).
  - n) Outside power to work area.
  - o) Need good visual lines of sight across the space.
- .2 Metal Shop



- a) The Metal Fabrication Shop will provide students will hands-on opportunities to build, assemble and repair products made of steel or other metals for use in a wide variety of manufacturing and construction industries. Students will learn trade math, sketching and reading drawings, measuring layout, hand/power tools, patterns, templates, oxyacetylene use, arc welding, and plate development.
  - b) Metal Shop will have up to six (6) welding booths. Welding direct exhaust, flexible arm exhaust.
  - c) Foundry
  - d) Retractable overhead power.
  - e) Special ventilation requirements.
  - f) Include covered, enclosed, secure (possibly two-tiered) bicycle storage (forty (40) bicycles) for repair program. The bicycle storage is accessible from the exterior.
  - g) Overhead doors providing access to exterior.
  - h) Provide interior access.
  - i) Direct access to service aisle.
  - j) Deep steel utility sink. Eye wash.
  - k) Wall-mounted tool panel.
  - l) Kiln/foundry powered by natural gas.
  - m) Secure storage of chemicals such as oxygen, natural gas – close to foundry and propane outside in caged storage area.
  - n) Drainage – clean floor with hose and need drains and grease traps.
  - o) Exterior power to work area.
- .3 Electronics/Robotics Shop
- a) Thirty (30) student stations with laptops.
  - b) If adjacent, a shared moveable wall to open up Electronic Lab to Engineering Lab.
  - c) Retractable overhead power.
  - d) Overhead doors providing exterior and interior access.
  - e) Deep steel utility sink with exhaust fan for etchant tank. Eye wash.
  - f) Direct access to receiving area.
  - g) Wall-mounted tool panel. 3D printing area with ventilation.
  - h) Use sodium sulfate.
  - i) Ample daylighting.
  - j) Accommodate the use of small hand tools (soldering).
- .4 Engineering Lab
- a) Thirty (30) student computers and one teacher computer (hardwired).
  - b) If adjacent, a shared moveable wall to open up Electronic Lab to Engineering Lab.
  - c) Students use plotter 1067 mm (42”), vinyl cutter, laser cutter, 3D printer area (quantity four (4)).
  - d) Floor plugs and/or overhead power.
  - e) Drafting, storage needs.
  - f) Lockable storage for expensive items.
  - g) Overhead doors providing exterior and interior access.

#### 4.1.4 Furniture, Fixtures and Equipment

- .1 Refer to Appendix 1B Room Data Sheets and Appendix 1E Furniture Fixtures & Equipment list for further details.

## 4.2 Apprenticeship Program

Apprenticeship Program		Qty.	Net M <sup>2</sup> per area	Total Net M <sup>2</sup>	Remarks
4.21	Plumbing/Carpentry Shop	1	150	150	Locate adjacent to CTE wood/metal shops. Significant equipment needs. Retractable overhead power. Special ventilation requirements. Provide overhead doors to exterior. Provide overhead doors to adjacent shops for connection access. Provide deep steel utility sink. Eye wash. Wall-mounted tool panel. The apprenticeship shop will accommodate thirty (30) students.
4.22	Storage	1	40	40	The storage room shall have direct access from the plumbing/carpentry shop through an overhead door. Mezzanine storage with stair access is acceptable. Stair minimum width 1220 mm. Mezzanine floor meets applicable storage load requirements.
<b>Subtotal:</b>				<b>190</b>	

### 4.2.1 Activities and Functions

- .1 The School's apprenticeship career program allows students to begin apprenticeships while attending high school. The ACE-IT (Accelerated Credit Enrollment in Trades) program offers training in a number of trades, including Plumbing and Carpentry.
- .2 The Plumbing/Carpentry shop will provide a hands-on area for student to gain industry experience in a variety of areas, including: design, installation and service of various types of piping systems; safely work with water and gas heating systems, water supply and drainage; skilled with hand and power tools, torches and welding equipment; blueprint reading, drafting and sketching; building structures out of wood; wood framing, concrete forming, site prep and layout; build stairs and roof trusses.

### 4.2.2 Location and Adjacencies

- .1 Direct overhead access to outdoor covered work area for larger projects.
- .2 Direct access to loading aisles circulation.
- .3 Adjacent internal storage.
- .4 Located near other CTE shops.

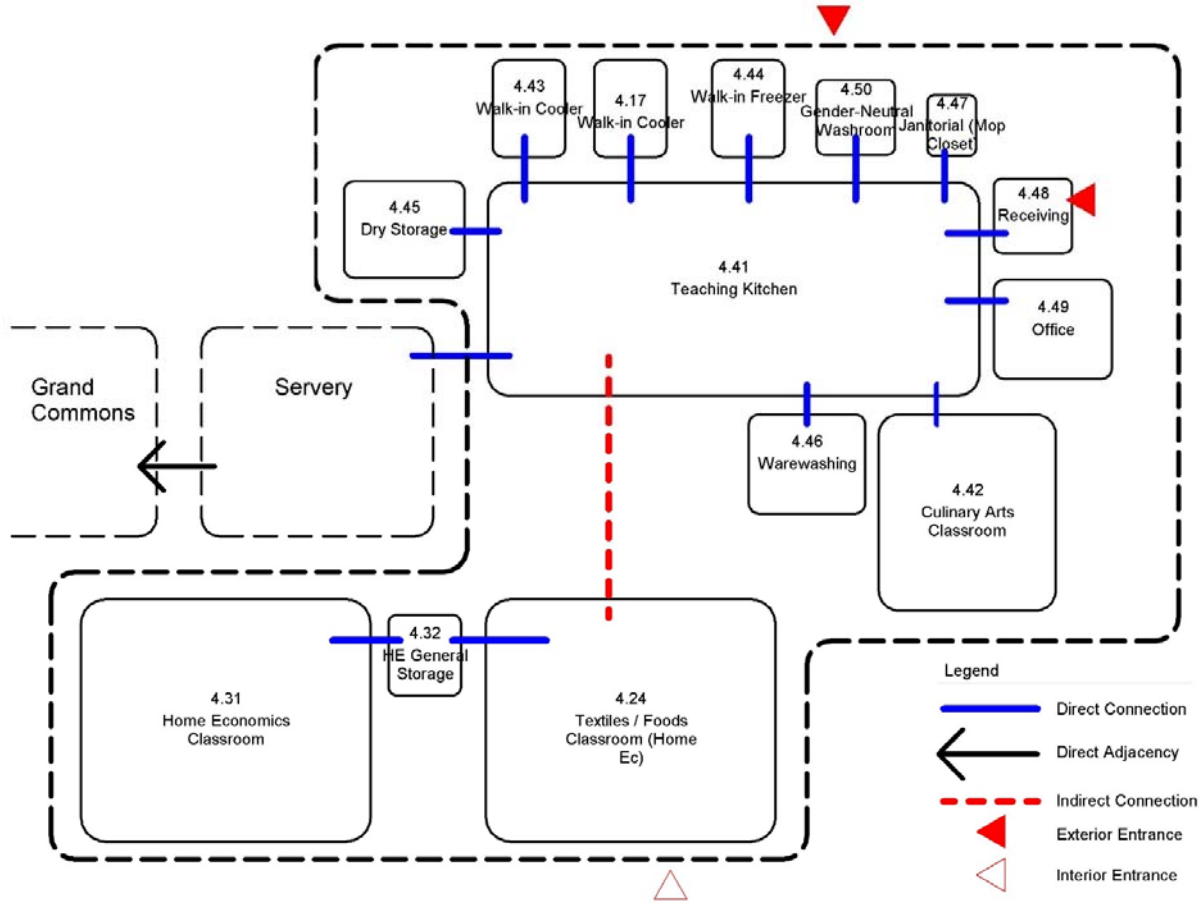
**4.2.3 Design Features**

- .1 Open, industrial layout.
- .2 Column free to allow for flexible work area, movement of supplies and goods, reconfiguration of spaces as needed.
- .3 Access to external work spaces.
- .4 Access to natural light and a visual connection to the outdoor spaces.
- .5 Acoustically separated from rest of the school.
- .6 Provide internal visual connection between the shops and the rest of the school.
- .7 Provide durable surfaces.
- .8 Secure storage for tools.
- .9 Retractable overhead power.
- .10 Provide dedicated ventilation.

**4.2.4 Furniture, Fixtures and Equipment**

- .1 Refer to Appendix 1B Room Data Sheets and Appendix 1E Furniture Fixtures & Equipment list for further details.

Figure 4b - Career Technical Education (CTE) - Home Economics



4.3 Home Economics

Home Economics		Qty.	Net M <sup>2</sup> per area	Total Net M <sup>2</sup>	Remarks
4.31	Home Economics Classrooms	2	120	240	For Home EC (not culinary arts) thirty (30) students to learn basic food prep and textile skills (both within each classroom). Approximately seven (7) kitchen stations (residential style) per room, each with stove and shared fridge. Food storage is included in the space provided (not a separate room). Each classroom equipment with seven (7) sewing tables, cutting tables, sewing machines around perimeter. Teacher demonstration table with demonstration mirror above. Curtain with track changing area. Overhead electrical supply.

<b>Home Economics</b>		<b>Qty.</b>	<b>Net M<sup>2</sup> per area</b>	<b>Total Net M<sup>2</sup></b>	<b>Remarks</b>
4.32	CR General Storage	1	10	10	Corresponding student number of blenders, pans, food and cooking supplies.
<b>Subtotal:</b>				<b>250</b>	

#### 4.3.1 Activities and Functions

- .1 Home Economics includes a series of courses in food preparation and production, food studies, textiles, and child development. Courses are designed to foster transition towards healthy independence and positive citizenship in the local and global community. Instructors endeavor to meet diverse needs, foster sustainability, and provide meaningful and relevant learning opportunities for students.
- .2 The Home Economics Classrooms will be used to support the school's Home Economics curriculum, including residential food preparation, textiles, sewing, hospitality, and child development.

#### 4.3.2 Location and Adjacencies

- .1 Home Economics Classrooms shall be positioned near the Teaching Kitchen to allow shared use of receiving area.

#### 4.3.3 Design Features

- .1 Home Economics Classrooms: Foods requirements (each classroom shall accommodate both Foods and Textiles)
  - a) Home Economics Classrooms support class sizes of thirty (30) students. Provide seven (7) stations (one lead station, five standard stations and one accessible station). Ensure adequate circulation around and within stations for movement, observation, group work, etc.
  - b) Provide island stations and periphery stations.
  - c) Dining area within Classroom.
  - d) Teacher demo station with demonstration mirror or video system.
  - e) Recycling station area.
  - f) Equipped for safety (lockable storage for knives, emergency stop button for equipment, first aid kit, fire blanket, fire extinguisher).
  - g) Non-slip flooring.
  - h) Durable, non-porous surfaces.
  - i) Mop sink.
  - j) Ample natural light. Transparency to/from corridor.
- .2 Home Economics Classrooms – Textiles requirements (each classroom shall accommodate both Foods and Textiles)
  - a) Thirty (30) student sewing stations; large tables in rows around perimeter with power, with long layout tables in centre. Teacher station.
  - b) Sewing machines are mobile (table top) require retractable electrical power from above.
  - c) Lockable storage for supplies and student projects.
  - d) Changing area – curtain and circular track.

- e) Furniture ergonomics importation – adjustable roller stools and tables.
- f) Flexible task lighting required.
- g) Hard surfaced flooring to accommodate moving equipment and furnishings.
- h) Display pin-up area for demonstrating sequencing of pattern making and student projects.
- i) Storage for fabric storage in roll in bins.
- j) Access to washer/dryer and double sink for washing fabrics prior to using in projects.
- k) Display areas outside Home Economic Classroom.
- l) Ample natural light. Transparency to/from corridor.

#### 4.3.4 Furniture, Fixtures and Equipment

- .1 Refer to Appendix 1B Room Data Sheets and Appendix 1E Furniture Fixtures & Equipment list for further details.

### 4.4 Culinary Arts

Culinary Arts		Qty.	Net M <sup>2</sup> per area	Total Net M <sup>2</sup>	Remarks
4.41	Teaching Kitchen	1	160	160	Position adjacent to Grand Commons; will be used for instruction of Culinary Arts students (under Apprenticeship program), as well as for preparing meals for the student population. Significant equipment needs. Eye wash. Special ventilation requirements. Direct access to Receiving area. Double door access. Overhead power.
4.42	Culinary Arts Classroom	1	60	60	Adjacent to Teaching Kitchen. For use by Culinary Arts students. Direct access from both Kitchen and School corridor. AV capacity for filming demonstrations. Large demonstration mirror above demonstration desk.
4.43	Walk-in Cooler	2	12	24	Direct access from Teaching Kitchen. Close to Receiving area.
4.44	Walk-in Freezer	1	12	12	Direct access from Teaching Kitchen. Close to Receiving area.
4.45	Dry Storage	1	20	20	Direct access from Teaching Kitchen. Close to Receiving area.
4.46	Ware washing	1	20	20	Student washing of culinary arts wares. Close proximity to Grand Commons/cafeteria, server and recycling/garbage area for return of trays and dirty dishes. Provide direct china/cups/mugs/cutlery drop into the ware washing area.
4.47	Custodial/Janitorial (Mop Closet)	1	5	5	Locate within Teaching Kitchen.
4.48	Receiving	1	10	10	For delivery of food and culinary arts supplies. Home EC supplies delivery.

<b>Culinary Arts</b>		<b>Qty.</b>	<b>Net M<sup>2</sup> per area</b>	<b>Total Net M<sup>2</sup></b>	<b>Remarks</b>
4.49	Office	1	20	20	Shared office for Foods instructors and four (4) Kitchen staff. Full lockers for four (4) staff. Maximize visibility to and through teaching kitchen, server, receiving and Culinary Arts Classrooms.
4.50	Gender-Neutral Washroom	1	10	10	Gender-neutral washroom for staff use.
<b>Subtotal:</b>				<b>341</b>	

#### **4.4.1 Activities and Functions**

- .1 Culinary Arts students (under the Apprenticeship and ACE-IT Programs) will use the teaching kitchen to learn advanced food preparation methods in addition to preparing meals for the school lunch program.
- .2 The Teaching Kitchen will also serve as the school's operational kitchen.

#### **4.4.2 Location and Adjacencies**

- .1 Teaching Kitchen and associated areas must be positioned adjacent to the Grand Commons, as this will serve as the school's operational kitchen for preparing and serving school lunches (approx. 450 lunches daily).
- .2 Culinary Arts classroom shall be located adjacent to the Teaching Kitchen.
- .3 A washroom shall be positioned adjacent to the Teaching Kitchen and Office.
- .4 Interior glazing between office and teaching kitchen for passive supervision of students.

#### **4.4.3 Design Features**

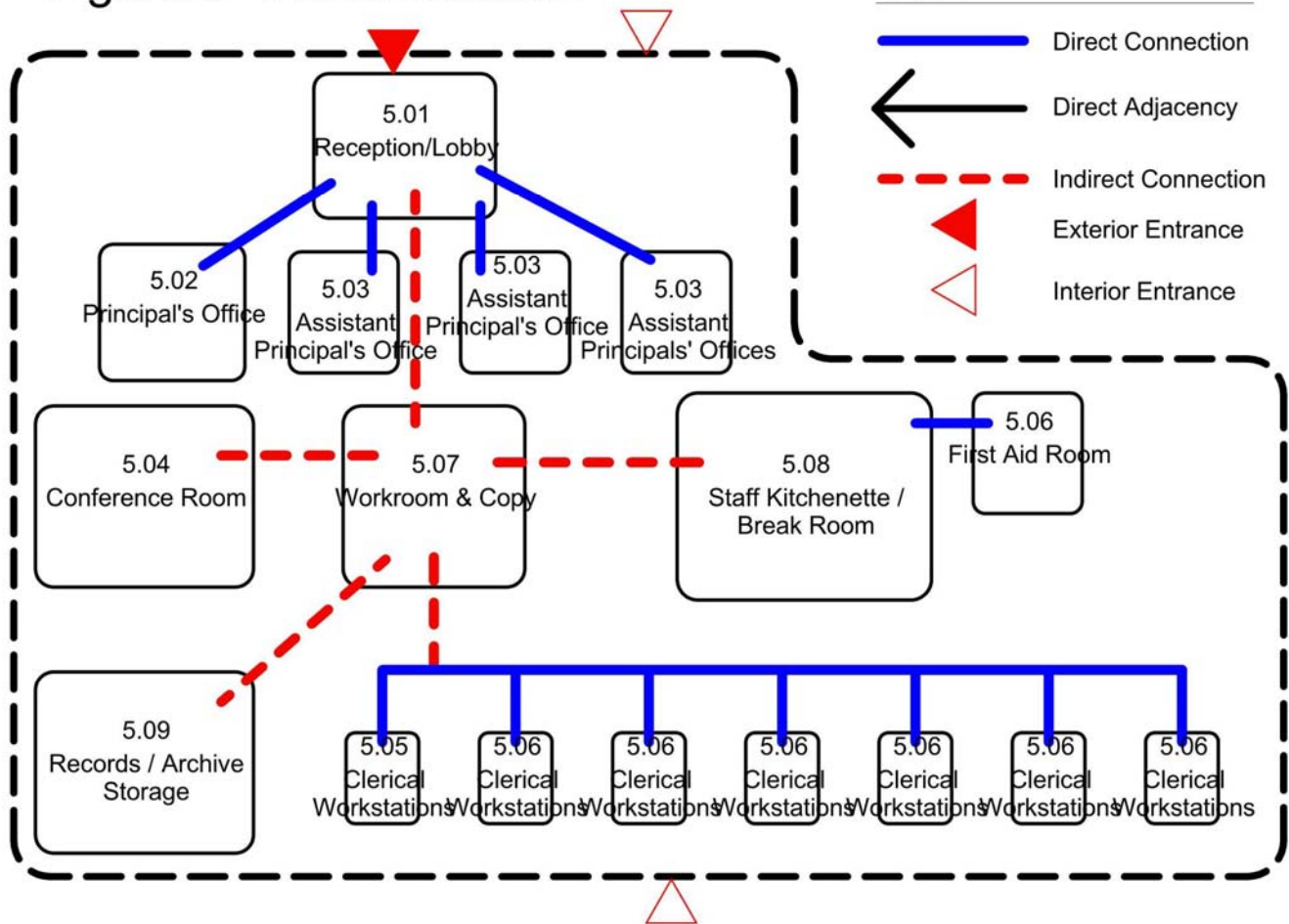
- .1 Design features of Teaching Kitchen, Servery, Ware washing and other specialty areas will be determined during design phase, working with a kitchen design consultant.

#### **4.4.4 Furniture, Fixtures and Equipment**

- .1 Refer to Appendix 1B Room Data Sheets and Appendix 1E Furniture Fixtures & Equipment list for further details.

## 5.0 ADMINISTRATION

### Figure 5 - Administration



### 5.1 Administration

Administration		Qty.	Net M <sup>2</sup> per area	Total Net M <sup>2</sup>	Remarks
5.01	Reception/Lobby	1	20	20	Reception counter and seating for four (4) visitors.
5.02	Principal's Office	1	15	15	Desk and meeting table.
5.03	Assistant Principal's Office	3	10	30	Desk and two visitor chairs.
5.04	Conference Room	1	30	30	Conference table with seating for up to twelve (12) people.
5.05	Clerical Workstations	7	5	35	Allocate 5 m2. per workstation.
5.06	First Aid Room	1	10	10	One (1) cot. First aid supply storage. Window for passive supervision.



<b>Administration</b>		<b>Qty.</b>	<b>Net M<sup>2</sup> per area</b>	<b>Total Net M<sup>2</sup></b>	<b>Remarks</b>
5.07	Workroom & Copy	1	25	25	Multifunction copier/printer, production work table, supplies storage.
5.08	Staff Kitchenette / Break Room	1	40	40	Round table with seating for six (6).
5.09	Records / Archive Storage	1	30	30	Lockable safe for secure, long-term storage of confidential materials.
<b>Subtotal:</b>				<b>235</b>	

### 5.1.1 Activities and Functions

- .1 Provide Reception and Waiting Area with comfortable seating.
- .2 Provide office space for school administrators and clerical staff.
- .3 Shared staff support areas, such as a Conference Room, Workroom, and Staff Break Room. First Aid room to serve the school.

### 5.1.2 Location and Adjacencies

- .1 The Administrative area shall be located at the front entry of the school for easy access and supervision.
- .2 Within the Main Office, centralize access to shared rooms, such as the Conference Room, Workroom, and Break Room.

### 5.1.3 Design Features

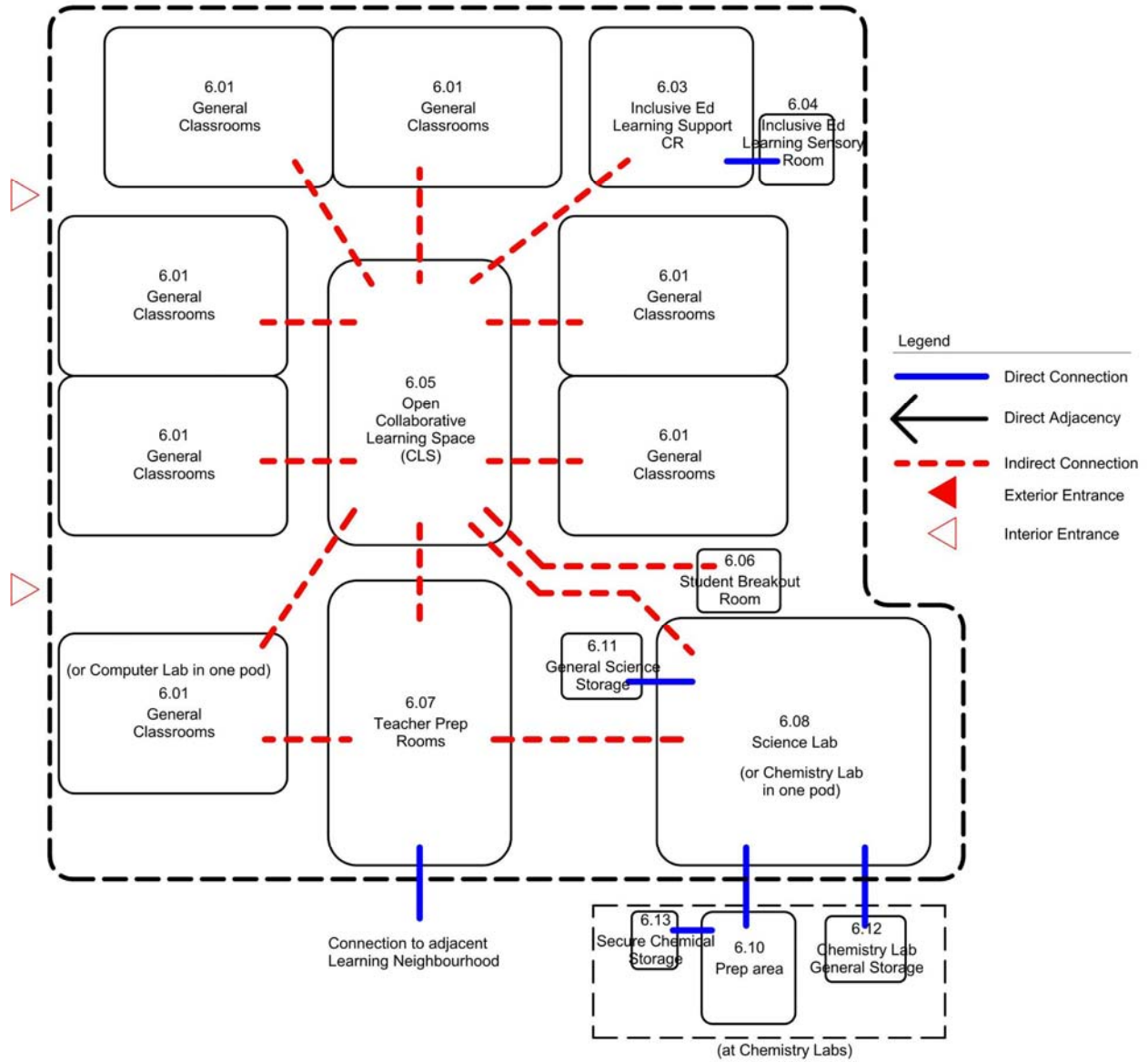
- .1 Provide a warm and welcoming atmosphere for students and community.
- .2 Effectively route visitors with wayfinding through clear spatial layout, directional cues, and effective use of signage.
- .3 Provide visual control of the building entry and parking lot to monitor visitor access to the facility. The Administration area shall directly supervise a portion of the Site's parking.
- .4 Provide interior and exterior glazing for passive supervision of Primary Corridors, Grand Commons, amphitheater stair, and main building entries
- .5 Ample natural light.

### 5.1.4 Furniture, Fixtures and Equipment

- .1 Refer to Appendix 1B Room Data Sheets and Appendix 1E Furniture Fixtures & Equipment list for further details.

## 6.0 LEARNING NEIGHBOURHOODS

Figure 6 - Learning Neighbourhoods



## 6.1 Learning Neighbourhoods

Classrooms and Collaborative Areas		Qty.	Net M <sup>2</sup> per area	Total Net M <sup>2</sup>	Remarks
6.01	General Classrooms	55	70	3850	Seven (7) General Classrooms per Learning Neighbourhood. Flexible seating for thirty (30) students. Adequate space and flexible furnishings are required to support a variety of student groupings and seating arrangements. No teacher desk (teacher desks in Teacher Prep Rooms only). Direct visibility to Collaborative Learning space.
6.02	General Classroom Computer Lab	1	90	90	Incorporated into one of the Learning Neighbourhoods (as a classroom). Seating for 30 students. Requires a teacher workstation with computer. Visibility to CLS area.
6.03	Inclusive Education Learning Support Classroom	4	50	200	Room for Inclusive Education services. One room to be integrated into each pair of learning neighbourhoods. Other Inclusive Education spaces are noted separately. Typical class size of fifteen (15) students. Direct visibility to Collaborative Learning space.
6.04	Inclusive Education Breakout Rooms (Sensory/Self-regulating Rooms)	4	10	40	One Sensory/Self-regulating Room will adjoin with each Inclusive Education learning support Classroom. Resilient flooring. Ability to create activity areas. Floor mats, bean bag chairs, pendant lighting, etc. Soothing colors (e.g. earth tones). Dimmable overhead lighting.
6.05	Collaborative Learning Space (CLS)	8	80	640	Shared space central to each Learning Neighbourhood. Open and flexible meeting and activity space. Access to power outlets (floor and wall) for charging of mobile devices. Visibility to/from Classrooms. Support of formal and informal learning. Adequate space and flexible furnishings are needed to support a variety of student groupings and seating arrangements.
6.06	Student Breakout Rooms	4	10	40	Transparent with visibility to the Collaborative Learning Space for supervision purposes.
6.07	Teacher Prep Rooms	4	100	400	Shall include 16 teacher desks (4.5 m <sup>2</sup> each = 72 m <sup>2</sup> ), kitchenette (5 m <sup>2</sup> ), printer/copier area (7 m <sup>2</sup> ), and one six (6)-person round table (15 m <sup>2</sup> ). Visibility to and from CLS area.
	<b>Subtotal:</b>			<b>5420</b>	

### **6.1.1 Activities and Functions (Classrooms and Collaborative Areas)**

- .1 General Classrooms support the everyday instruction of students in grades 9-12. They support multiple curriculum areas, including language arts, math, humanities, and other subjects.
- .2 The organization and positioning of Classrooms into Learning Neighbourhoods (with adjacent Teacher Prep Rooms) will support teacher collaboration and shared learning activities.
- .3 Classrooms will not be used exclusively by one teacher, but available for multiple teachers and/or classes within each instructional day. This will allow the school to maximize the utilization of Classrooms throughout the day. As teachers will conduct prep in the Teacher Prep Rooms (rather than in classrooms), it is anticipated that Classrooms will be utilized for instruction 90%+ of the day.
- .4 Inclusive Education Learning Support Classrooms and support areas will be integrated into four (4) of the eight (8) Learning Neighbourhoods and shared between all eight Learning Neighbourhoods.
- .5 Classrooms may be used outside of typical school operating hours, such as evening and weekends.
- .6 CLS areas are open and flexible shared spaces that serve as extensions of the Classroom environment. The space is designed to support individual and small group activities, projects and discussions in an area that is physically separate from, yet visibly (glazed) adjacent to, the General Classrooms. General Classroom and Labs shall be clustered around the CLS space. The CLS space shall be surrounded and connected to the Classrooms by a Secondary Corridor.
- .7 In addition to supporting learning activities, CLSs may be utilized as comfortable areas for students to congregate and socialize.
- .8 Support of formal and informal learning.
- .9 The Teacher Prep Rooms provide individual and collaborative work space for faculty. All General Education teachers will conduct their prep activities within the Teacher Prep Rooms. In addition to serving as the central work area for teachers, the Teacher Prep Room will include a small kitchenette for break functions.

### **6.1.2 Location and Adjacencies (Classrooms and Collaborative Areas)**

- .1 General Classrooms shall be clustered in groups of seven (7) within each Learning Neighbourhood, with indirect adjacency to all spaces within the Learning Neighbourhood through a Secondary Corridor..
- .2 Each Learning Neighbourhood will co-locate General Classrooms with a Science Lab, for multidisciplinary collaboration.
- .3 Teacher Prep Rooms will be positioned between each set of two (2) Learning Neighbourhoods, with visibility to General Classrooms and Labs.

- .4 One (1) Inclusive Education Learning Support Classroom will be located in four (4) of the eight (8) Learning Neighbourhoods.

### **6.1.3 Design Features (Classrooms and Collaborative Areas)**

- .1 General Classrooms shall be designed as flexible, agile and adaptable spaces.
- .2 Classrooms and CLS areas may support knowledge transfer and student/teacher collaboration by visually and/or physically connecting spaces through transparency, moveable walls, doors between Classrooms, and other design features.
- .3 Collaborative Learning Spaces shall have access to Indirect Daylighting.
- .4 Comfortable, user-centric spaces that support a variety of activities.
- .5 Maximize an unobstructed view for thirty (30) students.
- .6 Minimum of one wall with a large (floor to ceiling / wall to wall) board or surface providing a writable/erasable surface as well as a projection surface. Maximize view for thirty (30) students.
- .7 Acoustical environment that supports learning.
- .8 Flexible, zoned lighting (with dimmer switch).
- .9 Sink in millwork for every Learning Neighbourhood.
- .10 All Classrooms shall be column free.
- .11 The design of CLS areas shall balance student autonomy with need for supervision.
- .12 Areas shall be designed as flexible, agile and adaptable spaces.
- .13 CLS areas shall have indirect natural light from Classrooms or adjacent light wells.
- .14 Transparency between Classrooms, teacher prep rooms, and CLS area.
- .15 Lighting controllability preferred.
- .16 Teacher Prep Room to have open layout to maximize accommodation of the required number of modular workstations. Provide small kitchenette for break functions.

### **6.1.4 Furniture, Fixtures and Equipment (Classrooms and Collaborative Areas)**

- .1 Tables are preferred over individual desks. Initially, the space shall accommodate a mixture of tables and desks. In the near future, Classrooms will be furnished with tables.
- .2 Consult Room Data Sheets in the Appendix of this document for detailed furniture, fixtures and equipment requirements.

Science Labs		Qty.	Net M <sup>2</sup> per area	Total Net M <sup>2</sup>	Remarks
6.08	Science Lab	6	130	780	Provide windows between Science Prep Room and Lab for supervision purposes. Seating and work area for thirty (30) students (peninsula or perimeter lab stations). Six (6) lab stations – each lab station shall be equipped with gas and air connections and adequate power outlets. Seven (7) sinks. Demonstration table equipped with data drop plus air and gas, hot plate, sink. Continuous counters lining walls for chemical-resistant work surfaces. Special ventilation requirements. Eye wash. Each Lab shall be arranged around a teacher demo station positioned in front of a teaching wall. The teaching wall shall be highly visible to thirty (30) students. Provide paired Labs with a door connection between Labs (total of three (3) pairs).
6.09	Chemistry Lab	2	130	260	Adjoining Labs with shared Prep Room and Chemical Storage room. Demonstration table equipped with data drop plus air and gas, hot plate, sink. Counters lining walls for work and project storage space. Special ventilation requirements. Fume hood required. Eye wash and emergency shower. Each Lab shall be arranged around a teacher demo station located in front of a teaching wall. The teaching wall shall be highly visible to thirty (30) students. Chemical-resistant surfaces. Provide paired Chemistry Labs with a door connection between the Labs (for a total of one (1) pair).
6.10	Prep area	4	20	80	Each Prep Area to be shared between paired Labs. Accommodate the use of carts for setup / transitioning of materials. Sink with chemical-resistant countertop, dishwasher and small refrigerator. Equipment storage. Special ventilation requirements. Fume hood. Eye wash.
6.11	General Science Storage	3	10	30	Shall have direct access from the general Science Labs. Secure room. Open shelving for equipment / supplies.
6.12	General Chemistry Lab Storage	1	10	10	Shall have direct access from the Chemistry Labs. Secure room. Open shelving for equipment / supplies.
6.13	Secure Chemical Storage	1	5	5	The Chemical Storage Room shall be secured, and have direct (shared) access from the two (2) Chemistry Labs. To accommodate the storage of acids, flammables, and corrosives. Specially designed, ventilated, lockable chemical storage cabinets with clear labeling. Special ventilation requirements.
<b>Subtotal:</b>				<b>1165</b>	

**6.1.5 Activities and Functions (Science Labs)**

- .1 Science Labs provide a hands-on space to develop students' analytical, critical thinking, and academic skills in exploring a comprehensive science curriculum.
- .2 Students are engaged in traditional instruction as well as lab work.
- .3 Science Labs provide innovative learning environments that encourage problem-solving, discovery and exploratory learning.
- .4 Labs shall help students connect scientific concepts to real-life applications.

**6.1.6 Location and Adjacencies (Science Labs)**

- .1 Science Labs will be integrated into the Learning Neighbourhoods and adjacent to the CLS area through a Secondary Corridor.

**6.1.7 Design Features (Science Labs)**

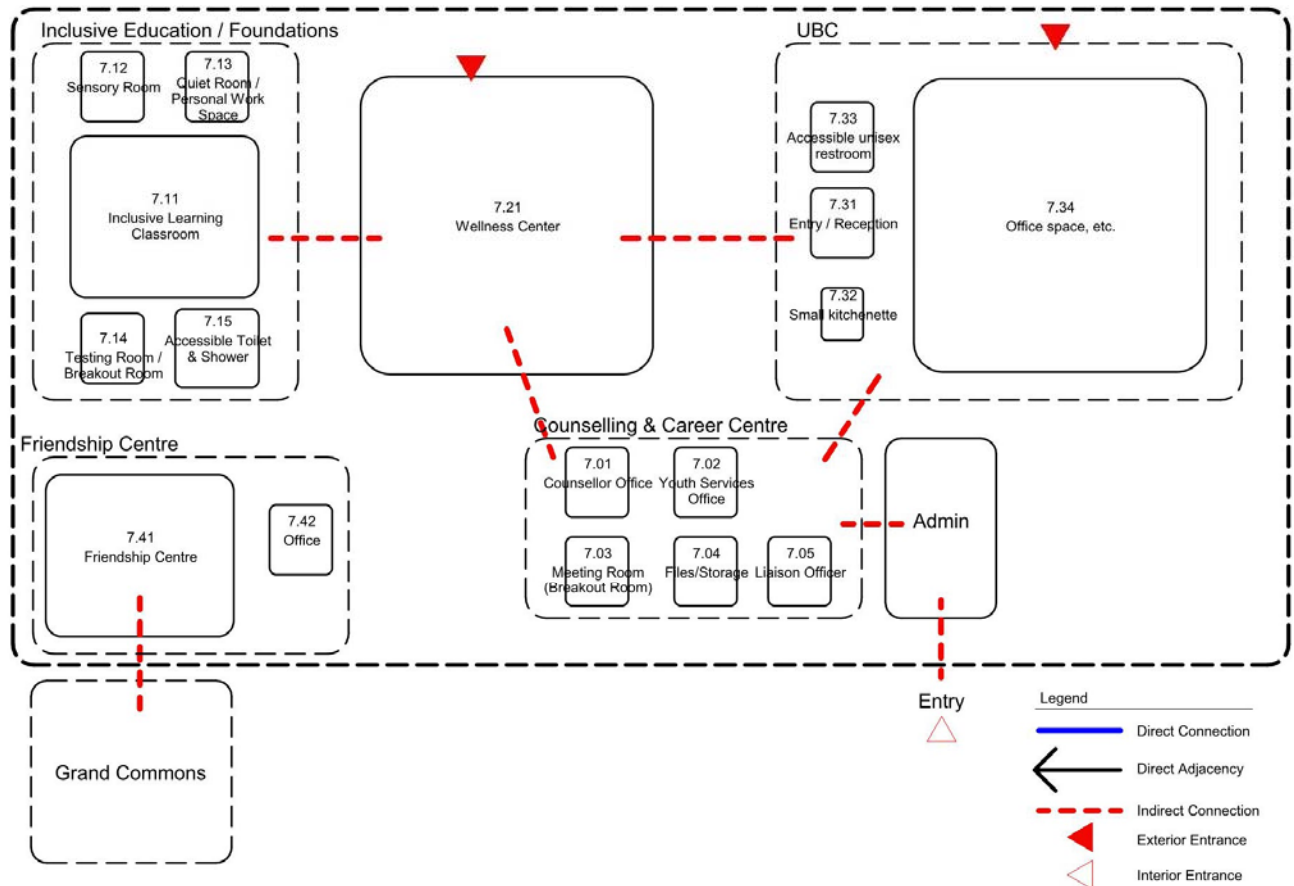
- .1 Science curriculum requires purpose-built Labs, equipped and outfitted to coordinate with subject matter (including designated Chemistry Labs).
- .2 Science Labs require display cases for specimens.
- .3 Ample natural light.
- .4 Lighting controllability preferred.
- .5 Transparency to/from CLS area through glazed walls.

**6.1.8 Furniture, Fixtures and Equipment (Science Labs)**

- .1 Special equipment and ventilation requirements (including fume hoods).
- .2 Four (4) person, square, stand-up height tables for lab work.
- .3 Refer to Appendix 1B Room Data Sheets and Appendix 1E Furniture Fixtures & Equipment list for further details.

## 7.0 STUDENT SUPPORT

Figure 7 - Student Support



### 7.1 Counselling and Career

<b>Counselling/Career</b>		<b>Qty.</b>	<b>Net M<sup>2</sup> per area</b>	<b>Total Net M<sup>2</sup></b>	<b>Remarks</b>
7.01	Counsellor Office	5	10	50	Desk and two (2) visitor chairs.
7.02	Youth Services Office	3	10	30	Desk and two (2) visitor chairs.
7.03	Meeting Room (Breakout Room)	1	10	10	Small round table with seating for four (4) people.
7.04	Files/Storage	1	10	10	Three filing cabinets for secure files.
7.05	Liaison Officer	1	10	10	Desk and two visitor chairs for drop-in office for police liaison officer.
<b>Subtotal:</b>				<b>110</b>	



### 7.1.1 Activities and Functions

- .1 Counselling and Career Services include course planning, career counselling, lifestyle exploration and personal counselling.
- .2 Provide office space and shared storage for Counsellors, Youth Services staff, and a Liaison Officer.
- .3 Provide a Meeting Room for private discussions with students and families.

### 7.1.2 Location and Adjacencies

- .1 Locate directly or indirectly adjacent to Administration (main office) to allow shared access to Reception area, as well as the Workroom and Break Room. With, at minimum, close proximity to allow for convenient access to the Principal's and Vice-Principle's offices.
- .2 Located on ground floor near Wellness Centre and Friendship Centre.

### 7.1.3 Design Features

- .1 Provide a warm and welcoming atmosphere for students and community.
- .2 Ample natural light.

### 7.1.4 Furniture, Fixtures and Equipment

- .1 Refer to Appendix 1B Room Data Sheets and Appendix 1E Furniture Fixtures & Equipment list for further details.

## 7.2 Inclusive Education

Inclusive Education		Qty.	Net M <sup>2</sup> per area	Total Net M <sup>2</sup>	Remarks
7.11	Inclusive Education Classroom	1	70	70	Direct access to Sensory Room, Quiet Room, and with accessible toilet/shower.
7.12	Sensory Room	1*	10	10	Resilient flooring. Ability to create activity areas. Floor mats, bean bag chairs, string lighting, etc. Soothing colors (e.g. earth tones). Dimmable overhead lighting. <i>*Note: Four (4) additional Sensory Rooms shall be integrated into the Learning Neighbourhoods, positioned next to each Inclusive Education Learning Support Classroom. These rooms are listed and described in Section 6.0 of this Appendices.</i>

Inclusive Education		Qty.	Net M <sup>2</sup> per area	Total Net M <sup>2</sup>	Remarks
7.13	Quiet Room / Ind. Work Space	1	10	10	Adjacent to the Inclusive Education Classroom. Resilient flooring with floor mats, padded walls, and dimmable lighting. Anti-ligature hardware. Plywood backing for future wall padding (Owner provided). High impact glazing in the door. Door hardware will not have a locking mechanism or an interior handle. Door to swing out only. Light fixtures located on the outside of the room. Sheet vinyl flooring. Drywall ceiling with recessed sprinkler heads.
7.14	Testing / Breakout Room	1	10	10	Small office set-up. Writeable, erasable wall with lockable shelving underneath. Moveable desk space for testing purposes. Glazing to provide passive supervision
7.15	Accessible Toilet & Shower	1	15	15	Accessible washroom with barrier-free shower, folding changing table. Restricted sightlines for privacy (e.g. off secondary corridor with blank wall opposite). Shower and toilet privacy curtains.
(6.03)	Inclusive Ed Learning Support CR	4	50	<i>Included in LN</i>	Learning Support CRs to be integrated into four of the Learning Neighbourhood. Each Learning Support Classroom shall have an adjacent sensory room and quiet room.
<b>Subtotal:</b>				<b>115</b>	

### 7.2.1 Activities and Functions

- .1 Inclusive Education includes a collection of spaces serving students with a wide variety of physical, emotional, behavioral, medical and learning needs.
- .2 Some students will receive the majority of their daily instruction in a self-contained Inclusive Education Classroom, whereas others will participate in general instructional classes for a portion of the day.
- .3 Sensory Rooms serve students with sensory processing or integration disorders who may become overwhelmed by the sights and sounds of the school. The room serves as a quiet respite for students that need to take a break to self-regulate.
- .4 The Quiet Room is intended for students who may require seclusion to prevent self-harm or the harming of others.

- .5 The Testing/Breakout Room is a multi-use space for personal programming, testing and/or confidential phone calls.

### 7.2.2 Location and Adjacencies

- .1 Locate Inclusive Education self-contained Classroom on the first floor. Provide dedicated accessible vehicular drop-off area with exterior door access.
- .2 The self-contained Inclusive Education Classroom shall be positioned adjacent to an accessible restroom.
- .3 Inclusive Education Learning Support Classrooms shall be integrated within the Learning Neighbourhoods.

### 7.2.3 Design Features

- .1 Inclusive Education spaces shall be designed as flexible and adaptable rooms that may be easily reconfigured to support the needs of a variety of needs.
- .2 Lighting controllability is important Inclusive Education spaces. Provide dimmable lighting.

### 7.2.4 Furniture, Fixtures and Equipment

- .1 Furnishing requirements will vary by Inclusive Education room, based on population served. Work with Inclusive Education staff during design to determine specific FF&E needs. Consider special in-room equipment storage needs for physio equipment, lifts, bikes, etc.
- .2 Refer to Appendix 1B Room Data Sheets and Appendix 1E Furniture Fixtures & Equipment list for further details.

## 7.3 Wellness Center

Wellness Center		Qty.	Net M <sup>2</sup> per area	Total Net M <sup>2</sup>	Remarks
7.21	Wellness Center	1	200	200	Specific areas to be defined during design process. Anticipate clinic set-up with five (5) Consultation Rooms. Zoned for after-hours community access. Alarmed separately from school. Secondary access to high school.
<b>Subtotal:</b>				<b>200</b>	

### 7.3.1 Activities and Functions

- .1 Specific areas to be defined during design process. Anticipate clinic set-up with reception area and five (5) consultation rooms.

### 7.3.2 Location and Adjacencies

- .1 Locate on main floor near UBC, Wellness Centre, Counselling Centre, with separate exterior access.
- .2 Security alarm to be separate from School system.
- .3 Secondary access to School areas.

### 7.3.3 Design Features

- .1 Clinical set-up with separate entry and reception area, consultation rooms, and other areas appropriate to a clinic.

### 7.3.4 Furniture, Fixtures and Equipment

- .1 Refer to Appendix 1B Room Data Sheets and Appendix 1E Furniture Fixtures & Equipment list for further details.

## 7.4 UBC

UBC		Qty.	Net M <sup>2</sup> per area	Total Net M <sup>2</sup>	Remarks
7.31	Entry / Reception	1	10	10	Two (2) exits from area (for safety). Limited access to School areas.
7.32	Small Kitchenette	1	5	5	
7.33	Accessible unisex restroom	2	10	20	Dedicated client restrooms (accessible).
7.34	Office space, etc.	1	197	197	Specific areas to be defined during design process, in consultation with UBC. Anticipate clinic set-up with five (5) consultation rooms. Prefer to have windows on only one side. Some FF&E items will be brought over from current facility. Provide two-way mirrors for observation purposes.
<b>Subtotal:</b>				<b>232</b>	

### 7.4.1 Activities and Functions

- .1 The New Westminster UBC Counselling Centre is a training facility that is operated by the UBC Counselling Psychology Program. The mandate of the Centre is to provide high quality counsellor education to students in Master's and Doctoral programs in Counselling Psychology and to provide effective counselling services to the public. All counsellor trainees receive direct supervision from university faculty.

- .2 The New Westminster UBC Counselling Centre provides free counselling for adults, children, and youth from September to June (including day and evening appointments).

#### 7.4.2 Location and Adjacencies

- .1 Exterior access required to provide a separate entry/exit for clients. Locate for client privacy.
- .2 Maintain separation between the UBC Counselling Center and the rest of the school building. Each serves distinct populations.
- .3 Locate on main floor, adjacent to Wellness Center, with separate exterior access.
- .4 Security alarmed separately (different schedule than the School, allows summer use).

#### 7.4.3 Design Features

- .1 Clinical set-up with separate entry and reception area, five (5) Consultation Rooms, Workroom with Kitchenette, and two (2) gender-neutral restrooms.
- .2 Provide windows on exterior). No windows with views to the interior spaces of the School.
- .3 Some furnishings and equipment will be brought over from the current facility.

#### 7.4.4 Furniture, Fixtures and Equipment

- .1 Refer to Appendix 1B Room Data Sheets and Appendix 1E Furniture Fixtures & Equipment list for further details.

### 7.5 Friendship Centre

Friendship Centre		Qty.	Net M <sup>2</sup> per area	Total Net M <sup>2</sup>	Remarks
7.41	Friendship Centre	1	70	70	Community space with flexible furnishings to accommodate a variety of activities.
7.42	Office	1	10	10	Adjacent to Friendship Centre with visibility. 1-2 desks.
<b>Subtotal:</b>				<b>80</b>	

#### 7.5.1 Activities and Functions

- .1 Accommodates activities and community events.

#### 7.5.2 Location and Adjacencies

- .1 The Friendship Centre and office shall be located directly adjacent to each other. Provide interior glazing and a connecting door to allow the Classroom to be easily supervised from the office.

- .2 Located on ground floor near Wellness Centre and Counselling Centre.

### **7.5.3 Design Features**

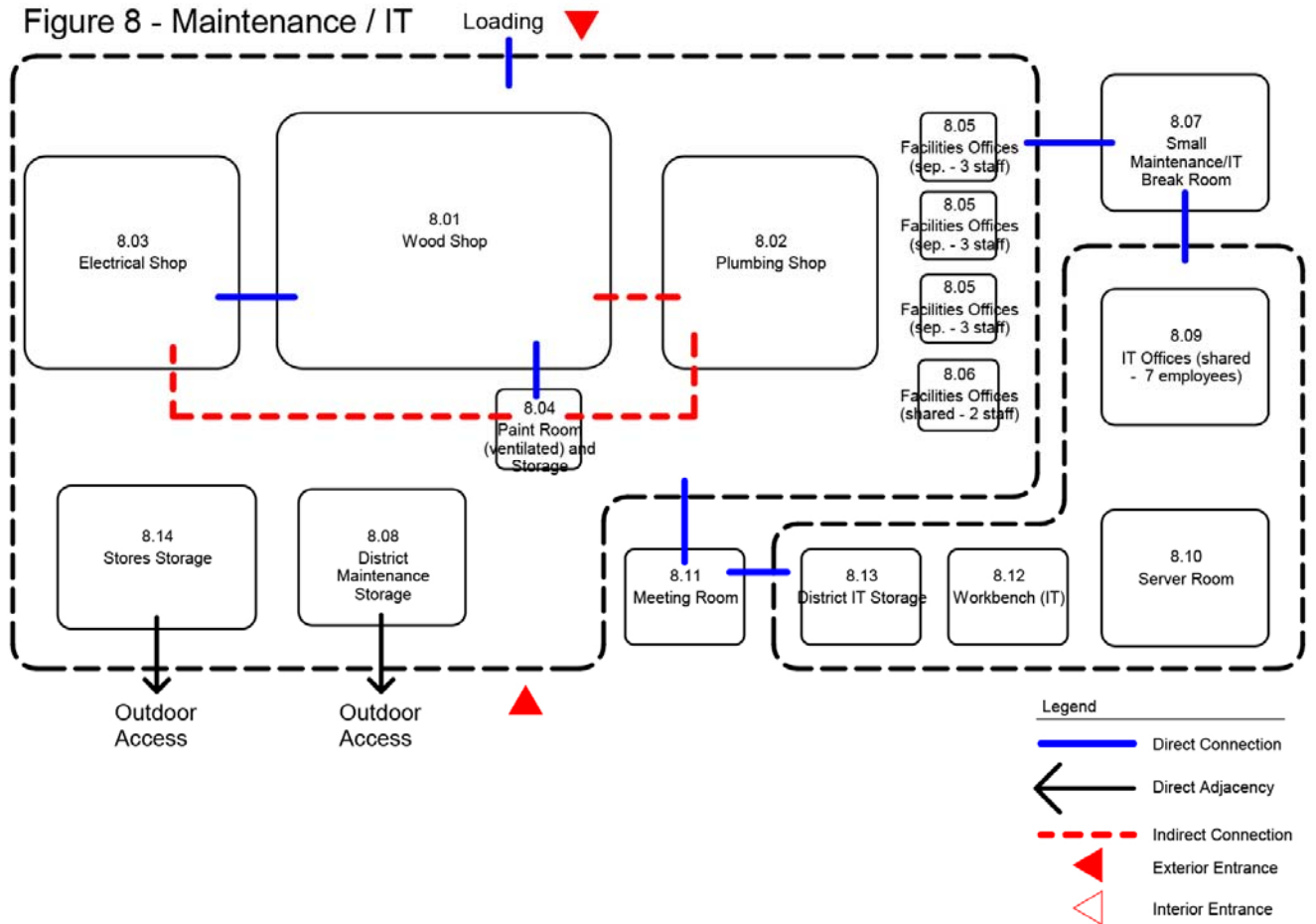
- .1 Flexible environment to accommodate a wide range of activities.
- .2 Visual supervision of room from adjacent office.
- .3 Exterior access to/from Friendship Centre.
- .4 Ample natural light. Transparency to/from corridor.
- .5 Robust wireless network for high density use of mobile devices and streaming of educational content.
- .6 Lighting controllability preferred.

### **7.5.4 Furniture, Fixtures and Equipment**

- .1 Provide modern, functional, and flexible furnishings to optimize efficient use of available space by allowing room to easily be reconfigured to support a wide variety of activities.
- .2 Refer to Appendix 1B Room Data Sheets and Appendix 1E Furniture Fixtures & Equipment list for further details.

## 8.0 MAINTENANCE / IT

Figure 8 - Maintenance / IT



### 8.1 Maintenance / IT

Maintenance / IT		Qty.	Net M <sup>2</sup> per area	Total Net M <sup>2</sup>	Remarks
8.01	Wood Shop	1	150	150	Significant equipment needs. Retractable overhead power. Special ventilation requirements. Overhead doors providing exterior and interior access. Direct access to loading area. Deep steel utility sink. Eye wash. Wall-mounted tool panel.
8.02	Plumbing Shop	1	80	80	Significant equipment needs. Retractable overhead power. Special ventilation requirements. Overhead doors providing to wood shop interior access. Deep steel utility sink. Eye wash. Wall-mounted tool panel. Minimum of three (3) people.

Maintenance / IT		Qty.	Net M <sup>2</sup> per area	Total Net M <sup>2</sup>	Remarks
8.03	Electrical Shop	1	80	80	Significant equipment needs. Retractable overhead power. Special ventilation requirements. Overhead doors providing interior access to wood shop. Minimum of five (5) people.
8.04	Paint Room (ventilated)	1	12	12	Special ventilation requirements. Overhead doors providing exterior and interior access. Paint storage.
8.05	Facilities Offices (separate - 3 staff)	3	9	27	Enclosed offices.
8.06	Facilities Offices (shared - 2 staff)	1	10	10	Two (2) workstations in shared open area.
8.07	Small Maintenance/IT Break Room w/ Kitchenette	1	40	40	Break room with kitchenette shared between maintenance and IT personnel.
8.08	District Maintenance Storage	1	40	40	Overhead door. Clear ceiling height
8.09	IT Offices (shared - 7 employees)	1	40	40	Include lockers and (2) two open itinerant workstations, as well as five (5) desks.
8.10	Server Room	1	40	40	Special cooling requirements. Anti-static floor (not raised). No water below. Pre-action sprinkler. Generator.
8.11	Meeting Room	1	20	20	Shared meeting room between IT and maintenance. Conference table with seating for eight (8) people.
8.12	Workbench (IT)	1	20	20	For computer hardware repairs (worktop).
8.13	District IT Storage	1	20	20	Room for four to six (4-6) hardware cabinets, servers, boxes.
8.14	Stores Storage	1	50	50	Landscape maintenance storage (ride lawn mower ) complete with exterior access.
<b>Subtotal:</b>				<b>629</b>	

### 8.1.1 Activities and Functions

- .1 Maintenance and IT School district components will be a separate smaller building on an adjacent location of the site and not connected to the school. However, the Maintenance/IT Building will support the new School as well as all schools in the District. This support will come in the form of Maintenance, IT and Security support.
- .2 The Maintenance Department helps provide clean and comfortable learning environments that meet the needs of all students, staff and community. The information technology (IT) department provides technological support to all New



Westminster schools and administrative facilities. Both programs are districtwide, servicing multiple sites.

- .3 The Shop areas are used to repair furniture, devices and/or equipment.
- .4 The IT Data Centre delivers data services to all schools.

### 8.1.2 Location and Adjacencies

- .1 The Maintenance/IT Building is a separate structure from the School, and located on the Site.
- .2 The Maintenance/IT program areas shall be integrated into a single facility; however, a degree of separation will be maintained, with each program area occupying separate areas of the building. Certain areas will be shared between maintenance and IT, including a meeting room and a break room.
- .3 Exterior access required.

### 8.1.3 Design Features

- .1 Maintenance
  - a) The Maintenance Department requires dedicated access to wood, electrical and plumbing shops, as well as a paint booth. Three (3) enclosed offices and one (1) shared office will be provided for maintenance staff.
  - b) Overhead door access to exterior, interior and storage areas.
  - c) Minimum plugs per wall (110 volts) as noted in Appendix 1B Room Data Sheets. Overhead power.
  - d) Central shut off for equipment.
  - e) Exterior power.
  - f) Special ventilation requirements.
  - g) Secure storage for chemicals.
  - h) Distinct storage rooms will be provided for both maintenance and IT programs.
- .2 IT
  - a) The IT Department requires dedicated access to a workbench area for hardware repairs, a server room, and an open office area with lockers, five (5) desks and two (2) open itinerant workstations.
  - b) A centrally located break room and conference room will be shared by both programs.
  - c) High ceilings in shop areas, workbench and server rooms. Anti-static floor (*not* raised). No water below. Pre-action sprinkler.
  - d) Server room has special HVAC requirements (cooling).
  - e) Distinct storage rooms will be provided for both maintenance and IT programs.

### 8.1.4 Furniture, Fixtures and Equipment

- .1 Refer to Appendix 1B Room Data Sheets and Appendix 1E Furniture Fixtures & Equipment list for further details.

## 9.0 FUNCTIONAL PROGRAM AREA SUMMARY

			AREA PROGRAM			
			Area Program - # Modules	Area Pgm QTY.	Area Program SM ROOM	NET Area Program SM Total
<b>1.0 Commons</b>						
<b>Grand Commons/Cafeteria and Servery</b>						
	1.01	Cafeteria (approx 400 students)		1	550	550
	1.02	Servery		1	70	70
		<b>Subtotal:</b>	<b>0</b>			<b>620</b>
<b>Learning Commons</b>						
	1.11	Reading, book stacks, circulation desk		1	292	292
	1.12	Study Nooks		4	10	40
	1.13	Media Center Office / Workroom		1	20	20
	1.14	Book Room		1	60	60
		<b>Subtotal:</b>	<b>0</b>			<b>412</b>
<b>2.0 The Arts</b>						
<b>Performing Arts</b>						
	2.01	Theatre House	1	1	300	300
	2.02	Stage / Wings		1	200	200
	2.03	Control Booth		1	20	20
	2.04	Drama Classroom / Black Box Theatre	1	1	170	170
	2.05	Dance Storage		1	25	25
	2.06	General Storage		1	10	10
	2.07	Props/Costume Storage		1	60	60
	2.08	Gender Neutral Make-up/Dressing Rm		1	30	30
	2.09	Gender Neutral Washroom		2	10	20
	2.10	Dance Studio		1	150	150
	2.11	Dance / Drama Office		1	12	12
	2.12	Ticket Box Office		1	10	10
	2.13	Band Room	1	1	170	170
	2.14	Choir/Orchestra Room	1	1	148	148
	2.15	Band Storage		1	10	10
	2.16	Choir/Orchestra Storage		1	10	10
	2.17	Shared Music Storage		1	15	15

			AREA PROGRAM			
			Area Program - # Modules	Area Pgm QTY.	Area Program SM ROOM	NET Area Program SM Total
	2.18	Practice Room - Ensemble (shared)		1	14	14
	2.19	Practice Rooms - Small (shared)		1	7	7
	2.20	Recording Studio		1	15	15
	2.21	Music Office		1	20	20
		<b>Subtotal:</b>	<b>4</b>			<b>1416</b>
	<b>Visual Arts</b>					
	2.31	Art Studio	2	2	100	200
	2.32	Storage		1	12	12
	2.33	Art Office		1	15	15
	2.34	Graphic Arts	1	1	100	100
		<b>Subtotal:</b>	<b>3</b>			<b>327</b>
	<b>3.0 Physical and Health Education (PHE)</b>					
	3.01	Gymnasium (3 courts, includes bleachers)	3	1	1720	1720
	3.02	Weight Room	1	1	150	150
	3.03	PHE Classroom	1	1	70	70
	3.04	Officials' Locker Room/First Aid		1	10	10
	3.05	PHE Office		1	15	15
	3.06	Boys' Changing Room		1	140	140
	3.07	Girls' Changing Room		1	140	140
	3.08	Interior Storage		1	40	40
	3.09	Exterior Storage		1	40	40
		<b>Subtotal:</b>	<b>5</b>			<b>2325</b>
	<b>4.0 Career Technical Education (CTE)</b>					
	<b>Industrial Education</b>					
	4.01	Wood Shop	1	1	245	245
	4.02	Woods Storage		1	35	35
	4.03	Dust Extraction/Compressor Room (DECR)		1	10	10
	4.04	Metal Fabrication Shop	1	1	220	220
	4.05	Metals Storage		1	35	35
	4.06	Engineering Lab		1	120	120
	4.07	Drafting Storage		1	15	15
	4.08	Electronics/Robotics Shop	1	1	140	140

			AREA PROGRAM			
			Area Program - # Modules	Area Pgm QTY.	Area Program SM ROOM	NET Area Program SM Total
	4.09	Electronics/Robotics Storage		1	20	20
	4.10	CTE Classroom	1	1	60	60
	4.11	Discovery Shop	1	1	150	150
	4.12	Discovery Shop Storage		1	35	35
	4.13	Industrial Education Office		1	14	14
		<b>Subtotal:</b>	<b>5</b>			<b>1099</b>
	<b>Apprenticeship Program</b>					
	4.21	Plumbing/Carpentry Shop	1	1	150	150
	4.22	Storage		1	40	40
		<b>Subtotal:</b>	<b>1</b>			<b>190</b>
	<b>Home Economics (HE)</b>					
	4.31	Home Economics Classroom	2	2	120	240
	4.32	HE General Storage		1	10	10
		<b>Subtotal:</b>	<b>2</b>			<b>250</b>
	<b>Culinary Arts</b>					
	4.41	Teaching Kitchen		1	160	160
	4.42	Culinary Arts Classroom		1	60	60
	4.43	Walk-in Cooler		2	12	24
	4.44	Walk-in Freezer		1	12	12
	4.45	Dry Storage		1	20	20
	4.46	Warewashing		1	20	20
	4.47	Custodial/Janitorial (Mop Closet)		1	5	5
	4.48	Receiving		1	10	10
	4.49	Office		1	20	20
	4.50	Gender-Neutral Washroom		1	10	10
		<b>Subtotal:</b>	<b>0</b>			<b>341</b>
	<b>5.0 Administration</b>					
	5.01	Reception/Lobby		1	20	20
	5.02	Principal's Office		1	15	15
	5.03	Assistant Principals' Offices		3	10	30
	5.04	Conference Room		1	30	30
	5.05	Clerical Workstations		7	5	35

			AREA PROGRAM			
			Area Program - # Modules	Area Pgm QTY.	Area Program SM ROOM	NET Area Program SM Total
	5.06	First Aid Room		1	10	10
	5.07	Workroom & Copy		1	25	25
	5.08	Staff Kitchenette / Break Room		1	40	40
	5.09	Records / Archive Storage		1	30	30
		<b>Subtotal:</b>	<b>0</b>			<b>235</b>
<b>6. Learning Neighbourhoods</b>						
	6.01	General Classrooms	55	55	70	3850
	6.02	General Classroom Computer Lab	1	1	90	90
	6.03	Inclusive Ed Learning Support CR (in LNs)		4	50	200
	6.04	Inclusive Ed Breakout Room		4	10	40
	6.05	Open Collaborative Learning Space (CLS)		8	80	640
	6.06	Student Breakout Rooms		4	10	40
	6.07	Teacher Prep Rooms		4	100	400
	6.08	Science Lab	6	6	130	780
	6.09	Chemistry Lab	2	2	130	260
	6.10	Prep area		4	20	80
	6.11	General Science Storage		3	10	30
	6.12	Chemistry Lab General Storage		1	10	10
	6.13	Secure Chemical Storage		1	5	5
		<b>Subtotal:</b>	<b>64</b>			<b>6425</b>
<b>7.0 Student Support</b>						
	<b>Counselling &amp; Career Center</b>					
	7.01	Counsellor Office		5	10	50
	7.02	Youth Services Office		3	10	30
	7.03	Meeting Room (Breakout Room)		1	10	10
	7.04	Files/Storage		1	10	10
	7.05	Liason Officer		1	10	10
		<b>Subtotal:</b>	<b>0</b>			<b>110</b>
	<b>Inclusive Education</b>					

			AREA PROGRAM			
			Area Program - # Modules	Area Pgm QTY.	Area Program SM ROOM	NET Area Program SM Total
	7.11	Inclusive Ed Classroom		1	70	70
	7.12	Sensory Room		1	10	10
	7.13	Quiet Room / Personal Work Space		1	10	10
	7.14	Testing Room / Breakout Room		1	10	10
	7.15	Accessible Toilet & Shower		1	15	15
		<b>Subtotal:</b>	<b>0</b>			<b>115</b>
	<b>Wellness Center</b>					
	7.21	Wellness Center		1	200	200
		<b>Subtotal:</b>				<b>200</b>
	<b>UBC</b>					
	7.31	Entry / Reception		1	10	10
	7.32	Small kitchenette		1	5	5
	7.33	Accessible unisex restroom		2	10	20
	7.34	Office space, etc.		1	197	197
		<b>Subtotal:</b>	<b>0</b>			<b>232</b>
	<b>Friendship Centre</b>					
	7.41	Friendship Centre		1	70	70
	7.42	Office		1	10	10
		<b>Subtotal:</b>	<b>0</b>			<b>80</b>
	<b>8.0 Maintenance / IT</b>					
	8.01	Wood Shop		1	150	150
	8.02	Plumbing Shop		1	80	80
	8.03	Electrical Shop		1	80	80
	8.04	Paint Room (ventilated) and Storage		1	12	12
	8.05	Facilities Offices (sep. offices - 3 staff)		3	9	27
	8.06	Facilities Offices (shared - 2 staff)		1	10	10
	8.07	Small Maintenance/IT Break Room		1	40	40
	8.08	District Maintenance Storage		1	40	40
	8.09	IT Offices (shared - 7 employees)		1	40	40

			AREA PROGRAM			
			Area Program - # Modules	Area Pgm QTY.	Area Program SM ROOM	NET Area Program SM Total
	8.10	Server Room		1	40	40
	8.11	Meeting Room		1	20	20
	8.12	Workbench (IT)		1	20	20
	8.13	District IT Storage		1	20	20
	8.14	Stores Storage		1	50	50
		<b>Subtotal:</b>	<b>0</b>			<b>629</b>
		<b>Area Program: Total Net Area (S.M.)</b>				
		Net SM Current Area Program	15006			