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et du Nord Canada

School Space Accommodation Standards

(Level of Service Standards for Sizing School Facilities Funded by Indigenous and Northern Affairs Canada)

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Foreword

This document supersedes the *School Space Accommodation Standards* (SSAS), dated April 2, 2013, *Level of Service Standards - Revised School Space Accommodation Standards*, dated July 6, 2000, and *Level of Service Standards - School Space Accommodation Standards*, dated February 17, 1993, and DRM 10-7/54 *School Planning, Design, and Construction*, dated October 1988.

Summary of changes made since the 2013 version of the SSAS:

This version of the SSAS includes a major reorganisation of the text, in line with the latest program delivery objectives of INAC's Capital Facilities and Maintenance Program (CFMP). This version also clarifies and streamlines the determination of Gross Floor Area (GFA) allowances using calculation tables and forms presented in Appendix E.

This version:

- Aligns the SSAS with the *Protocol for INAC-Funded Infrastructure* (PIFI);
- Clarifies how to apply the SSAS and provides new and additional guidance;
- Provides guidance and expectations regarding student enrolment projection studies and provides sample enrolment projection results (Appendix F);
- Clarifies the definition of "special needs student";
- Specifies how the SSAS should inform school design, including new requirements;
- Presents a streamlined SSAS application methodology (Appendix B). Appendix E, Gross floor allowance table headers were updated with full-time equivalent enrolment figures, consistent with the SSAS application methodology;
- Presents a simplified SSAS application example (Appendix A);
- Excludes site development space allowances. Those were removed from Appendix E: the reader must now refer to INAC's *School Site Development Policy*; and
- Appendix F: the Glossary was removed – definitions are provided in the main body of the text, in the context where they belong.

However, it is important to mention that the following did not change:

- Appendix E: The content of GFA allowance tables remains the same;
- Appendices C and D contain minor requirement changes related to signatures but otherwise remain unchanged.

The *School Space Accommodation Standards* is an evergreen document and is updated periodically.

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Table of Contents

1. Introduction	1
2. Determination of eligible school size – Overview	2
2.1 Additional space allowance for multi-purpose gymnasium	3
2.2 Educational divisions.....	3
2.3 Student enrolment projections.....	4
2.4 Determination of gross floor allowances.....	5
2.5 Additional floor space allowance for special needs students.....	6
2.6 Additional floor space allowances for enrolments higher than SSAS limits	7
2.7 Minimum Level of Service Standard (LoSS) for schools	7
2.8 Special purpose rooms floor space considerations	8
3. School design considerations	9
3.1 Design horizon	9
3.2 School layout.....	10
3.3 Classrooms number and size	11
3.4 Provincial curriculum compliance	11
Appendices.....	12
Appendix A: School Space Accommodation Standards Application Guide	13
Appendix B: School Space Accommodation Standards – Application Form.....	19
Appendix C: Enrolment Approval for Special Needs Students Form	27
Appendix D: Enrolment Adjustment Approval Form	30
Appendix E: Gross Floor Allowance Tables	33
Appendix F: Example of Student Enrolment Projection Results.....	57
Appendix G: Interprovincial Education Curriculum Equivalencies	58

1. Introduction

Indigenous and Northern Affairs Canada's (INAC's) *School Space Accommodation Standards* (SSAS) outline the Department's level of service standards for which funding may be provided for the construction and major renovation of First Nation schools.

The SSAS applies where:

- There are no existing educational facilities;
- Additional or new educational facilities are required; or where
- Existing educational facilities need to be expanded or entirely replaced.

First Nations seeking a new educational facility (or major renovation or addition to an existing facility) are required to apply for funding through the *First Nations Infrastructure Investment Plan* process, following the standard procedure for submitting proposals under the Capital Facilities and Maintenance Program. All funding requests are prioritized using INAC's *School Priority Ranking Framework* (SPRF).

If approved, funding will be provided on the basis of the gross floor area allowance pursuant to the SSAS application methodology presented in Section 2. First Nations desiring a facility that is larger than allowed by the SSAS may fund the additional cost of the project from own-source funding, from funding from a non-governmental third party, or from funding from another level of government.

Applying the SSAS is a requirement for eligible school projects to move forward and obtain Departmental project approval and is a condition to obtain capital funding pursuant to the Protocol for INAC-Funded Infrastructure (PIFI).

2. Determination of eligible school size – Overview

Should a school project qualify to receive capital funding, the department will establish the project's funding based on eligible school size as calculated using the SSAS and expressed as the total Gross Floor Area allowance (Total GFA). The Total GFA encompasses the full footprint of all of a school's enclosed floor areas (i.e. measured on plan to the exterior faces of perimeter walls).

The SSAS calculates the eligible Total GFA for a school, taking into account the level of service required by the education curriculum. The following paragraphs present an overview of this methodology and explain how to use this document.

The Total GFA allowance (i.e. the total eligible school size) includes three components:

1. Instructional space allowance – This is the basic gross floor area allowance (Basic GFA) that is required for classrooms for the grade levels that will be taught in the proposed school (including part-time and full-time kindergarten students);
2. Gymnasium space allowance (Gym GFA); and
3. Cafeteria space allowance (Cafeteria GFA).

The Total GFA sets a maximum floor space allowance for the entire school building. This means that the Basic GFA not only includes classroom space but also encompasses circulation areas and various special purpose rooms such as administration areas, library, auditorium, and computer labs. The number, type, and size of special purpose rooms vary with the type of school and the number of students. For further information on SSAS considerations that apply to various room types, please refer to **Section 2.8**.

The determination of the Total GFA is made by selecting the appropriate look-up table among the "Gross Floor Allowance Tables" provided in **Appendix E**. The table to be selected is dictated by: the educational divisions (I, II, III, and IV) to be offered (see **Section 2.2**); and whether or not the First Nation community qualifies for extra gymnasium space (see **Section 2.1**). Once the applicable table is selected, gross floor area allowances (expressed in square meters) can be looked up, based on predicted enrolment. School enrolment represents the most important input needed to determine the eligible school size (see **Section 2.3**).

In simple cases, where enrolment projections are known and represent a fair expectation of anticipated needs, determining eligible school space is as straightforward as looking up the GFA allowance in the appropriate table. **Section 2.4** and **Appendix B** together provide a step-by-step procedure for applying the SSAS, which instructs users to fill out a series of data entry/calculation forms to generate an eligible GFA for the proposed school. **Appendix B** also contains supplementary compliance checklists and project approval forms to be completed by project proponents.

In more complex cases, the application of the SSAS is not straightforward and some adjustments need to be made. For example, sometimes adjustments need to be made to the school enrolment data, based on site-specific knowledge, to get a more appropriate SSAS GFA output. In other cases, the SSAS GFA outputs need to be supplemented with additional school

space allowances. Enrolment adjustments and additional space allowances are further discussed in **Sections 2.4, 2.5 and 2.6**.

Applying the SSAS and determining eligible school size as described above is required to allow proposed school projects to move forward and to form the basis of feasibility studies. The purpose of a feasibility study is to investigate various servicing and design options that meet identified needs and to generate cost estimates. Any unjustified enrolment or floor space and related extra project costs that exceed the level of service prescribed by the SSAS are expected to be covered by the recipient First Nation's own or other external funding sources.

The application of the SSAS may involve an iterative process while developing a school project, especially at an early stage, where various aspects need to be either defined or fine-tuned. INAC regional officers can provide advice and support to facilitate this process. The resulting GFA allowance and supporting information should be submitted to INAC using the **Appendix B** "Application Form" with proper Chief and Council signatures.

The following sections further explain key components and requirements of the SSAS application process described above.

2.1 Additional space allowance for multi-purpose gymnasium

As discussed above, the determination of the overall school GFA (Total GFA) includes an individual portion to account for gymnasium floor space (Gym GFA). Remote First Nation communities that are located in Zone 3 (more than 350 km away from the nearest service center by road access) or Zone 4 (no road access to any service center) are allowed extra gymnasium space in order to use the proposed school as a community center or emergency response centre. Alternatively, First Nations without an existing community center, emergency response center, or gymnasium are also eligible to get a multipurpose gym as part of their school project. However, a school project is not eligible to extra gym space when communal space is already available in an existing school or other community building.

Determining if a school project qualifies for extra gym space is the first step towards the calculation of the overall school GFA: SSAS users can find the eligibility criteria in **Table 2.1 (Appendix B)**, which directs them to use either **Table 2.2** or **2.3** and select the applicable set of GFA look-up tables in **Appendix E**.

2.2 Educational divisions

Educational divisions represent groupings of grades that pertain to education curriculum requirements (i.e. the grades to be taught) for a proposed school and determine the scope of a school building project. This information is key when applying the SSAS, because it is the first input needed to apply **Table 2.2/2.3 (Appendix B)** and determine "School Type" and "Grades and Divisions".

For the purpose of the SSAS, school facilities are divided into the following divisions:

- Division I: Elementary (or Primary), grades K4/K5 to 3;
- Division II: Elementary Intermediate, grades 4 to 6;
- Division III: Junior Secondary, grades 7 to 9 (Secondary 1 and 2 in Quebec);
- Division IV: Senior Secondary, grades 10 to 12 (Secondary 3, 4, 5 in Quebec).

For convenience, **Appendix G** provides provincial jurisdiction equivalencies in table format. Please refer to the first two columns of **Tables 2.2** and **2.3 (Appendix B)**, to find and apply various applicable school scope combinations, which lead to corresponding sets of GFA look-up tables in **Appendix E**.

2.3 Student enrolment projections

Student enrolment refers to the actual student population registered to a school, as recorded in INAC's nominal roll for that school as of September 30th of a given year. Enrolment projections use nominal roll and community demographic trends to provide a tailored estimation of the likely student population in future years for the purpose of sizing schools and planning for appropriate education programs. Enrolment projections represent the most important input in the determination of the proposed school's GFA allowance (Total GFA) and are a major capital cost driver because they have a direct impact on eligible school size.

In the context of applying the SSAS, gross floor area allowances should be based on the student enrolment projected for the 5th year (the design year) of occupancy of a planned facility. This means that the enrolment figures that are input into any of the calculation tables in **Appendix B** and into the look-up GFA tables in **Appendix E** should reflect the estimated enrolment of the 5th year of operation. For example (see **Appendix F**), if a proposed school project begins in 2015 and its opening is scheduled for 2018, then the design year for which the SSAS should be applied is 2023 (the 5th year of operation).

Enrolment projections are typically prepared by specialists in socio-economic and demographic studies. At a minimum, an enrolment projection study should provide historic enrolment rates together with a breakdown of projected enrolments by grade level over a period of ten to twenty years, as well as amalgamations of this information by the educational divisions considered for the school project (an example is provided in **Appendix F**).

Enrolment projection studies provide defensible school population forecasts and take into consideration:

- Community past and current demographics and future trends;
- Age groups and upcoming candidates for kindergarten entry level;
- School grade cohorts and likeliness of students dropping out or repeating grades;
- On- and off-reserve student migrations and repatriation rates;
- Special needs students; and
- Site-specific knowledge and considerations.

Note: At an early stage of a school project, proponents are required to use the *Schools Priority Ranking Framework* (SPRF) in their submission to INAC. INAC uses the SPRF to prioritize funding requests for available funds. This process involves using a spreadsheet that contains nominal roll information and preliminary SSAS results. The SPRF spreadsheet provides a simple and convenient formula-based estimation of the projected enrolment, for the purpose of providing initial school sizing figures, and to inform departmental decision making processes. However, this straightforward estimation does not take into account any of the items enumerated above, and is not sound enough to be used as the foundation for feasibility studies or actual school design. The application of the SSAS entails the preparation of adequate and defensible enrolment projections.

2.4 Determination of gross floor allowances

Once enrolment projections by grade level have been developed, corresponding **Appendix B** application forms can be completed to determine gross floor allowances. The total enrolment of kindergarten students (**Section 2.3**), together with education division information (**Section 2.2**) and eligibility to extra gymnasium space (**Section 2.1**) provide the information that is necessary to select the appropriate Appendix E look-up table. Within the selected look-up table, applying the elementary/secondary student enrolment (**Section 2.3**) leads to the applicable enrolment bracket and to the eligible GFA for the proposed school. In many cases, compiling this information into Table 2.7 of **Appendix B** completes the SSAS application process. **Appendix A** provides an example with step by step instructions to filling out **Appendix B**. The following provides further clarifications on the application of the SSAS:

- **Appendix E** look-up tables refer to kindergarten enrolment on a full-time equivalent basis consistent with the SSAS application methodology of **Appendix B**, which requires users to convert all enrolments into full-time equivalents (FTE).
- Please note that regardless of provincial education curriculum requirements, INAC allows full-time attendance of kindergarten students.
- Even though the SSAS application methodology involves recording kindergarten students to determine which educational division applies, kindergarten students need to be excluded when looking up GFA tables in **Appendix E**, because the impact of kindergarten enrolment is already taken into account and embedded in the GFA allowance values.
- Please note that in some of the look-up tables in **Appendix E**, in particular those involving secondary level students and presenting large enrolments (i.e. big schools), the gymnasium floor allowance is the same, whether or not the table title mentions extra gym allowance. This is because for big schools, the SSAS always provides the largest possible gym space allowance (secondary level schools require a larger gymnasium to accommodate the education curriculum), and this allowance is deemed sufficient to accommodate multi-purpose community needs.
- Enrolment adjustments: When enrolment projections include potential off-reserve non-aboriginal students subject to joint school contribution arrangements with provincial authorities, or when not-accounted-for students should be considered, manual enrolment adjustments need to be recorded and approved using **Appendix D**, and then applied to

the SSAS (**Appendix B, Table 1.1**, Column B).

- When using **Appendix E** tables, it is important to abide by the SSAS rules and not to make assumptions, or extrapolations, beyond the limits allowed by the tables. In some cases, the SSAS cannot be applied mechanically and judgement is needed to work around limitations. For example:
 - Conflictual situation: A K-9 school has a projected enrolment of 35 kindergarten students (full-time equivalent) and 120 elementary/secondary students (total of 155 students). In this case, the number of kindergarten students would suggest using **Appendix E Table F3A** (27-52 kindergarten students). However, note that, in **Table F3A**, elementary/ secondary enrolments only start at 295 students (the first line in the table). Applying mechanically the first line of Table F3A would yield a total school GFA of 3,739 m², which would correspond to a school sized to service 175 more elementary/secondary students than supported by the projected enrolment.
 - Recommended approach: As a first step, it would be more appropriate to apply the SSAS by using **Appendix E** Table F2A, which provides floor space for up to 26 kindergarten students (not enough), and use line B (113-138 students; appropriate for an enrolment of 120) which yields a school GFA allowance of 2,055 m². As a second step, manually provide the school with an additional kindergarten classroom by adding 134.4 m² (additional space allocations are discussed in **Section 2.6**) to accommodate the rest of the kindergarten students (from 27 to 35). This scenario yields a total school GFA of 2,189 m²; which meets the need, is more realistic, and is in line with SSAS provisions.

2.5 Additional floor space allowance for special needs students

INAC's Education Program provides remedial instruction, clinical services, and other support services to students who have learning disabilities and other special needs. Consequently, the department provides additional space allowance for each special needs student in the determination of the GFA allowance for a school. This extra floor space can either be allocated towards larger regular classrooms, or to special classrooms as required.

To determine the number of special needs students in First Nation communities, teachers and specialists are involved in the assessment of students to determine their eligibility for special education services under the Department's Special Education Program. Accordingly, the department annually tracks the number of special needs students together with other nominal roll information.

Special needs student enrolments must be recorded and approved by the appropriate project authorities using **Appendix C** forms. Justifications must be provided when enrollment numbers differ from the department's records. When applying the SSAS, the additional floor space allowance for special needs students is determined as follows:

- **Regular floor space for special needs students** — In the SSAS, special needs students should be considered as part of projected enrolments for the 5th year, together with other students. Projected enrolments (including special needs students) must be

recorded in Table 1.1 of **Appendix B**. This information is then used to determine regular gross floor allowances.

- **Additional floor space allowance for special needs students** — The SSAS allocates an additional 3.75 m² of school floor space to each special needs student. To determine the additional school space allowance for a proposed school, SSAS users need to fill out Tables 1.3 and 2.6 in **Appendix B**, and incorporate the resulting additional space in Table 2.7 overall GFA calculations.

2.6 Additional floor space allowances for enrolments higher than SSAS limits

Sometimes, enrolment projection values are above the limits granted by the GFA values listed in **Appendix E**. In such cases, **Appendix B** forms still need to be completed using the largest available GFA values in the look-up tables. Building on this largest possible GFA allowance, SSAS users can obtain additional space allowances for kindergarten and elementary/secondary students as follows:

- Kindergarten students: Filling out **Appendix B** Table 2.4 provides an additional kindergarten classroom (100.8 m² of net space) and associated circulation/common space for every additional group of 26 students above the maximum level granted by **Appendix E** GFA tables.
- Elementary/secondary students: Filling out **Appendix B** Table 2.5 provides an additional classroom (69.1 m² of net space) and associated circulation/common space for every additional group of 26 students above the maximum level granted by **Appendix E** GFA tables.

Additional floor space is provided in accordance with the methodology used in the development of **Appendix E** GFA tables. However, adjustments over the SSAS limits, even though supported by valid and approved enrolment projections, may, in some cases (e.g. enrolment that is twice the maximum set out in the GFA tables) require further examination on a case by case basis and may be subject to further INAC approvals.

2.7 Minimum Level of Service Standard (LoSS) for schools

To qualify for capital funding for the construction of an on-reserve school, the minimum enrolment projection (for the 5th year of occupancy) is 10 full-time equivalent students. In addition, the average enrolment for the first 5 years of school occupancy must be at least 10 students. For example, a projected enrolment of 8 full-time students and 4 half-time kindergarten students (equivalent to 2 full-time students) would meet the required minimum of 10. In such cases, a school including one basic classroom may be established. Consistent with this minimum level of service, the look-up tables presented in **Appendix E** provide school space allowances for an enrolment starting at 10 or more students.

2.8 Special purpose rooms floor space considerations

The number, type, and size of special-purpose rooms provided will vary depending on the type of school, the grade levels offered, and the projected enrolment. Typically, the larger a planned school is, and the larger the required number and size of special-purpose rooms is. Also, when they are required, some special purpose rooms such as an auditorium or a gymnasium should expand in size as the number of students and the number of grade levels increase. Floor space allowances for those rooms are taken into account in the GFA tables of **Appendix E** (no distinct or additional space for those rooms is eligible for federal government funding unless justified by project proponents and approved by INAC).

Special-purpose rooms include:

- **Administration areas:** School space required for administration offices and staff rooms. Floor space allowance for administration areas varies considerably depending on enrolment projections.
- **Storage rooms:** Storage space for educational supplies. Storage rooms should be sized to meet the specific needs of the school. In remote areas, such as Zones 3 and 4, where schools get their supplies only once a year, it is particularly important that sufficient storage space be available. On a case by case basis, extra storage can be provided in addition to the space specified in the GFA tables, but must be justified in the proponents' submission for funding.
- **Gym office:** A gym office is recommended when a school includes 16 or more classrooms, or when the education curriculum justifies hiring a full-time physical education instructor. When a school needs more than one full-time physical education instructor, a separate office for each full-time instructor is advisable.
- **Multi-purpose room:** An elementary/secondary school with a planned student enrolment between 35 and 60 or higher normally includes a multi-purpose room.
- **First aid room:** A first aid or health space should be provided in all schools. A first aid room should include enough space to accommodate a sink and a lockable cupboard for supplies. In schools with fewer than six classrooms, this type of space may be incorporated in the multi-purpose room or the administration area. For larger schools, a dedicated first aid room is recommended.
- **Cafeteria:** The floor space for a school cafeteria is accounted for as a separate portion of the total gross floor allowance set out in the **Appendix E** tables.
- **Gymnasium:** The floor space for a school gym is accounted for as a separate portion of the total gross floor area allowance set out in the **Appendix E** tables. Additional gym space can be provided pursuant to **Section 2.1**.
- **Library/resource center:** A library is recommended in elementary/secondary schools with a planned student enrolment of 61 or more students.
- **Mechanical room:** Since the floor space for the school's mechanical room is not accounted for in the GFA tables, the necessary area shall be manually added to the GFA and justified in the proponents' submission for funding.
- Other special-purpose rooms:
 - Auditoriums

- Science rooms
- Computer rooms
- Home economics rooms
- Industrial art rooms
- Any other rooms required to support the First Nation education curriculum.

3. School design considerations

This section discusses school design aspects that derive from applying the SSAS, and that should be considered once the eligible floor space has been determined using the methodology described above. As a condition for INAC funding, school designs should comply with applicable statutes, regulations, codes, standards, and other criteria — those compliance requirements are outside the scope of the SSAS and are covered in a separate document. Please refer to the *Protocol for INAC-Funded Infrastructure (PIFI)*, which is available online at the following address:

<http://www.aadnc-aandc.gc.ca/eng/1409148994545/1409149023055>

3.1 Design horizon

Consistent with previous SSAS versions, on-reserve school projects should be sized on the basis of projected student enrolment 5 years after school opening. However to avoid partial school occupancy situations in early years, while still allowing for eventual medium- and long-term student population increases, the following clarifications on school design horizon and scope need to be noted:

- **Core Design** — The core area of a school, which includes functional and service spaces as well as gathering areas, should be sized on the basis of projected student enrolment 5 years after school opening;
- **Classrooms** — School design should provide educational space to service the planned student enrolment for the first year upon school opening and allow the construction of self-contained modular classrooms in subsequent years, as and if projected increases in student population materialize.
- **Modular classrooms** — A modular classroom is a room that can be constructed or installed at a later date and attached to the school building, as justified by school enrolments. The design plans of the proposed school should illustrate both the classrooms that will service the student enrolment planned for the first year upon school opening (hard lines — immediate construction), and the modular classrooms that could be added to service the projected student enrolment up to 5 years after school opening (dashed lines — construction deferred to a later date), including access corridors (included in the GFA allowance). Modular classrooms are typically equipped with individual heating units — please note that the space needed to accommodate those heating units is not accounted for by the GFA space allowances and therefore has to be added separately.

The intent of the above provisions is to promote the construction of modular schools that meet the evolving needs of First Nation communities while achieving value for money and sustainability. Deferring the capital cost of additional classrooms also postpones the associated operation and maintenance costs over the years where that floor space is not needed. It is the designer's responsibility to plan the school's core design and site development to accommodate future expansions.

Notwithstanding the above statements, should there be a clear demonstration of the cost-effectiveness of providing more classrooms than required in the first year of school operation, then a derogation request supported by a detailed justification shall be included in the proponents' submission for funding.

This design horizon approach applies to school projects based on the premise that the projected student population increases over the first five years following the school opening. In exceptional cases where this premise does not apply (for example in cases where projected student enrolment fluctuates or decreases over the first five years, and in any other special circumstances that require a different space allocation design approach), formal approval from INAC is required.

3.2 School layout

As explained in **Section 2.0**, eligible school size is expressed as GFA allowance, which encompasses all enclosed floor areas measured on plan to the outside face of perimeter walls. The GFA allowance is, therefore, a gross space (as opposed to net space) that includes entrance lobbies, corridors, and stairways (i.e. all circulation areas) as well as unusable space occupied by openings, walls, partitions, and columns. The GFA approach to determining eligible school space (as opposed to the detailed net space provisions approach of past versions of the SSAS) provides the designer flexibility to establish a school layout that suits site-specific and community-specific requirements. Concurrently, it is the responsibility of the school designer to achieve efficiencies and to lay out the school so that it meets identified needs and accommodates all educational and special-purpose rooms within the eligible gross floor space.

In addition, as a best practice requirement, the school design should comply with a Net to Gross floor area ratio ranging between 70% and 80%:

$$\frac{\text{NFA}}{\text{GFA}} = < 70\% \text{ to } 80\% >, \text{ where:}$$

- NFA: Net Floor Area – The sum of the inside dimensions of all instructional and special-purpose areas measured on plan.
- GFA: Gross Floor Area – The sum of all enclosed areas measured on plan to the outside face of perimeter walls.

The SSAS provides GFA allowances based on the premise that the projected enrolments for the grades to be offered can be accommodated in a single school building or school complex; unless a feasibility study clearly demonstrates that all reasonable land expansion options have been considered and that there are compelling reasons (e.g. site restrictions) for building educational facilities on separate sites.

3.3 Classrooms number and size

The number and size of classrooms should be based on projected student enrolments and should comply with applicable provincial requirements.

- **Kindergarten** — Kindergarten classrooms should be designed to accommodate a maximum of 26 full-time students (or 52 half-time students). A separate kindergarten classroom is allowed for an enrolment of less than 6 students (or 12 half-time students). The recommended floor area for a kindergarten classroom is 100.8 m², with 66.9 m² considered minimum. Consistent with these allowances, the GFA look-up tables in **Appendix E** provide a kindergarten classroom for each increment of 26 kindergarten students (or 52 half-time students). Space allowances for kindergarten classrooms are incorporated into the GFA values provided by the look-up tables.

Note: In cases where kindergarten students attend school on a half time basis, kindergarten enrolments need to be converted into full-time equivalents for the purpose of applying the SSAS. For example, an enrolment of 20 half-time K4 and 16 full-time K5 students would require a single kindergarten classroom accommodating: 10 K4 + 16 K5 = 26 students in the morning; and 10 K4 + 16 K5 = 26 students in the afternoon. In full-time equivalents, this translates into $(20 \div 2) \text{ K4} + 16 \text{ K5} = 26$ students, which corresponds to Appendix E tables with a 6-26 kindergarten bracket. Appendix B forms provide detailed instructions in this regard.

- **Elementary/Secondary** — Classroom size should comply with provincial requirements, which typically correspond to accommodating 25 or 26 students. The floor area typically recommended for a classroom is 69.1 m², with 66.9m² considered minimum. However, when grade enrolment is very small, consideration can be given to smaller than standard classrooms.

3.4 Provincial curriculum compliance

The school design must conform to the SSAS, with the exception of where an accommodation needs to be made in order to support a provincial education curriculum. The need for any proposed exception must be demonstrated by the proponent in their submission to INAC, for Regional Director's General consideration. Any exception recommended by an INAC Regional Director General must then be submitted to INAC Headquarters, subject to applicable capital project reviews and approvals.

Appendices

Appendix A: School Space Accommodation Standards Application Guide

The following provides instructions on how to use the School Space Accommodation Standards Application Form of **Appendix B** through a concrete example.

EXAMPLE:

You are applying for a proposed comprehensive school with kindergarten. The proposed school will be located in Zone 4, with no year-round access. In addition, there is no community space available. The provincial education curriculum in your region does not require full-time kindergarten attendance. The school's opening is scheduled for 2018. The approved enrolment projections for this school project are provided in **Appendix F** (also used to support Section 2.3). The school needs to accommodate Special Needs Students, which are expected to represent 10% of the student population.

Preliminary SSAS application step

Summarizing the school project and gathering the information that is necessary for the application of the SSAS:

- School project scope: K-12 (Divisions I, II, III, and IV)
- Zone: Zone 4
- Community space: No community space is available, thus extra gym space is allowed.
- Kindergarten regime: It is anticipated that kindergarten students will attend school on a half-day basis.
- Expected opening date: The school is expected to open in 2018. Thus, the design year (the 5th year after the school opening) is: $2018 + 5 = 2023$.
- Enrolment projections for 2023 are provided in **Appendix F**.
- Special Needs Students: SN students represent 10% of the projected enrolment. The school is eligible for additional space for those students.
- Gathering data from **Appendix F**, for convenience:

Projected Enrolment for 2023 (Appendix F)		
Grade Levels	Enrolments	Special Needs Students
K4	42 (half time) → 21 FTE	2 (10% of 21)
K5	37 (half time) → 19 FTE	2 (10% of 19)
1	43	4 (10% of 43, etc.)
2	41	4
3	39	4
4	37	4
5	38	4
6	38	4
7	44	4
8	48	5
9	52	5
10	23	2
11	9	1
12	14	1

Step 1: Proposed school project enrolment (SSAS input information)

Using the enrolment data compiled above, fill out Table 1.1 as follows:

1.1	Proposed School Project Enrolments					
Grades	Projected Enrolments (1)	Manual Adjustments to Enrolments (2) (Appendix D)	Recorded Enrolments For SSAS (C = A + B)		Special Needs Students (3) (Appendix C)	
	A	B	C		D	
K4 (4)	21	0	21	E1	2	E2
K5 (4)	19	0	19	F1	2	F2
1	43	0	43	G1	4	G2
2	41	0	41	H1	4	H2
3	39	0	39	I1	4	I2
4	37	0	37	J1	4	J2
5	38	0	38	K1	4	K2
6	38	0	38	L1	4	L2
7	44	0	44	M1	4	M2
8	48	0	48	N1	5	N2
9	52	0	52	O1	5	O2
10	23	0	23	P1	2	P2
11	9	0	9	Q1	1	Q2
12	14	0	14	R1	1	R2

- (1) Projected enrolment: As per the results of an enrolment study, (sample study results provided in **Appendix F**) for the 5th year after the school opens.
- (2) Manual adjustments: Typically, adjustments made either to account for student places purchased through a joint school contribution and that need to be subtracted from the enrolments, or to account for additional student places not contained in projected enrolments. When adjusting for student places not indicated by an enrollment study, **Appendix D** must be completed and signed, and attached to the school project submission. However, in this particular example, the enrolment projection in Appendix F already took into consideration site-specific knowledge and any required adjustments. Therefore no manual adjustments are required in Table 1.1.
- (3) The number of special needs students must be supported by a completed and signed **Appendix C**. Note that the number of special needs students are a subset of the total number of students recorded for each grade. In other words, Special Needs Students are part of the total school enrolment, and as such, they are allotted regular Gross Floor Area allowance, just like any other student. However, as we see in Table 1.3, Special Needs Students are eligible to additional space allowances.
- (4) Please note that regardless of the provincial education curriculum, INAC allows full-time attendance of kindergarten students. However, in this particular example full-time attendance is not required and kindergarten students are expected to attend school on a half-day basis.

Now using Table 1.1 information, you need to fill out Tables 1.2 and 1.3 as follows, and then proceed to Step 2.

1.2	Summary of Enrolments to Determine Gross Floor Allowances				
Educational Divisions					
Kindergarten (K4 and K5):		(Table 1.1: E1+F1)→		Total Kindergarten	
				21+19 = 40	E
Division I (Grades 1 to 3): (Table 1.1: G1+H1+I1)	43+41+39 = 123	A	Total Elementary and Secondary (F= A+B+C+D)	123	F
Division II (Grades 4 to 6): (Table 1.1: J1+K1+L1)	37+38+38 = 113	B		+113	
Division III (Grades 7 to 9): (Table 1.1: M1+N1+O1)	44+48+52 = 144	C		+144	
Division IV (Grades 10 to 12): (Table 1.1: P1+Q1+R1)	23+9+14 = 46	D		+46 = 426	

1.3	Summary of Special Needs Students to Determine Additional School Space Allowances				
Educational Divisions					
Kindergarten (K4 and K5):		(Table 1.1: E2+F2)→		Total Kindergarten Special Needs Students	
				2+2 = 4	E
Division I (Grades 1 to 3): (Table 1.1: G2+H2+I2)	4+4+4 = 12	A	Total Elementary and Secondary Special Needs Students (F= A+B+C+D)	12	F
Division II (Grades 4 to 6): (Table 1.1: J2+K2+L2)	4+4+4 = 12	B		+12	
Division III (Grades 7 to 9): (Table 1.1: M2+N2+O2)	4+5+5 = 14	C		+14	
Division IV (Grades 10 to 12): (Table 1.1: P2+Q2+R2)	2+1+1 = 4	D		+4 = 42	

Step 2: Calculation of Gross Floor Area allowances (SSAS application)

- Table 2.1: The community is located in Zone 4 and does not already have available community space. Thus, the proposed school is eligible for extra gym space. As indicated at the bottom of Table 2.1, let's proceed to Table 2.2 to apply the SSAS.
- In Table 2.2:
 - Select the line that corresponds to the appropriate school type: In this case select "Comprehensive with kindergarten / K-12 (Divisions I,II,III, and IV)"
 - Select the appropriate kindergarten bracket: In this case, select 27-52 (based on Table 1.2, where E = 40)
 - Select the appropriate Elementary/Secondary bracket: In this case, select "295-580" (based on Table 1.2, where F = 426)
 - Go to Line F, on Look-up Table H3A, in Appendix E, and fill out Table 2.2 as follows:

2.2		Determining Gross Floor Area Allowances For Schools that Qualify for Extra Gymnasium Space						
School Type	Grades and Divisions	Applicable Enrolments (Input from Step 1.2)		Applicable Appendix E Table	Basic GFA (m ²)	Gym GFA (m ²)	Cafeteria GFA (m ²)	TOTAL GFA (m ²)
		Kinder- garten (Table 1.2 E)	Elementary Secondary (Table 1.2 F)		A	B	C	D
Primary / Intermediate with Kindergarten	K to 6 Division I & II	6 – 26	0 – 86	C1A				
		6 – 26	87 – 160	C2A				
		27 - 52	35 – 320	C3A				
(…)								
Comprehensive with Kindergarten	K to 12 Division I, II, III, IV	6 – 26	10 – 86	H1A				
		6 – 26	87 – 424	H2A				
		27 - 52	295 - 580	H3A	4,046	336	1,064	5,446
(…)								
Proceed to Table 2.4								

Important Note: Even though the SSAS application methodology involves recording kindergarten students to determine which **Appendix E** look-up table applies, Elementary/Secondary Students only are used when looking up the GFA allowance: this is because kindergarten enrolment and associated classrooms are in fact taken into account and already embedded into the GFA allowance values.

At this stage, you have used the GFA lookup tables in Appendix E to determine your proposed school project's GFA allowance. In the following, you will determine additional eligible space allowances for your proposed school project. Proceed to Table 2.4.

In Table 2.4:

- Your school project has 40 kindergarten students (Table 1.2, E = 40), which is within the bracket (27-52) provided by Table H3A (**Appendix E**) that you just applied.
- You therefore now select “NO” in Table 2.4, and proceed to Table 2.5.
- There is no need to fill out the rest of Table 2.4.

2.4	Additional Space Allowance for Kindergarten Enrolment Greater Than Listed in Tables		YES	NO
			<input type="checkbox"/>	<input checked="" type="checkbox"/>
Is your projected kindergarten enrolment greater than the maximum enrolment listed in Table 2.2/2.3?				
If you answered No, proceed to Table 2.5				
If you answered Yes, fill in Table 2.4				
(...)				
Proceed to Table 2.5				

In Table 2.5:

- Your school project has 426 Elementary/Secondary students (Table 1.2, F = 426), which is within the bracket (295-580) provided by Table H3A (**Appendix E**) that you just applied.
- You therefore select “NO” in Table 2.5, and proceed to Table 2.6.
- There is no need to fill out the rest of Table 2.5.

2.5	Additional Space Allowance for Elementary/Secondary Enrolment Greater Than Listed in Tables		YES	NO
			<input type="checkbox"/>	<input checked="" type="checkbox"/>
Is your projected Elementary/Secondary enrolment greater than the maximum enrolment listed in Table 2.2/2.3?				
If you answered No, proceed to Table 2.6				
If you answered Yes, fill in Table 2.5				
(...)				
Proceed to Table 2.6				

Now, proceed to Table 2.6, which provides additional floor space for Special Needs Students. Fill out Table 2.6 as indicated:

2.6	Additional Space Allowance for Special Needs Students		
Number of Kindergarten Special Needs Students	(Table 1.3 E)→	4	A
Number of Elementary/Secondary Special Needs Students	(Table 1.3 F)→	42	B
Total Number of Special Needs Students	$C = A + B \rightarrow$	$4+42=46$	C
Additional Space Allowance for each Special Needs Students		3.75 m^2	D
Additional GFA for Special Needs Students (m^2): multiply	$E = C \times D \rightarrow$	$46 \times 3.75 = 172.5$	E
Proceed to Table 2.7			

Table 2.6 provides 172.5 m^2 of additional space for Special Needs Students.

Now compile all floor space allowances for your proposed school project in Table 2.7, as shown below:

2.7	Summary of School Space Allowances SSAS Application Results		
Basic Gross Floor Allowance (m^2)	(Table 2.2 or 2.3 A)→	4,046	A
Cafeteria Floor Allowance (m^2)	(Table 2.2 or 2.3 B)→	336	B
Gymnasium Floor Allowance (m^2)	(Table 2.2 or 2.3 C)→	1,064	C
Subtotal Gross Floor Allowances (m^2)	$D = A + B + C \rightarrow$	5,446	D
Additional Space Allowance for Kindergarten Enrolment Beyond Values Listed (m^2)	(Table 2.4 G)→	0.0	E
Additional Space Allowance for Elementary and Secondary Enrolment Beyond Values Listed (m^2)	(Table 2.5 G)→	0.0	F
Additional Space Allowance for Special Needs Students	(Table 2.6 E)→	172.5	G
Subtotal Additional Space Allowances (m^2)	$H = E + F + G \rightarrow$	172.5	H
Grand Total of GFA Allowances for the Proposed School (m^2) (SSAS Final Result)	$I = D + H \rightarrow$	5,446.0 +172.5 5,618.5	I
End of SSAS Application. Process to Step 3 Checklists			

This ends the application of the SSAS.

Step 3: School project compliance checklist and approvals

Your school project must meet all of INAC's requirements listed in Table 3.1.

Appendix B: School Space Accommodation Standards – Application Form

School project proponents are required to fill out this SSAS Application Form and to join it to their school project submission to INAC.

Step 1: Proposed school project enrolment (SSAS input information)

Enter the student enrolment projected for the design year (i.e. for the 5th year of occupancy of the planned school). Kindergarten enrolment must be entered as full-time equivalents. If necessary, specify manual adjustments to the enrolments (Column B). If applicable, specify how many students should be recorded as “special needs students” (Column C). Compile the totals as indicated in Table 1.1, and then in tables 1.2 and 1.3 below. Then proceed to Step 2.

1.1	Proposed School Project Enrolment					
Grades	Projected Enrolments (1)	Manual Adjustments to Enrolments (2) (Appendix D)	Recorded Enrolments For SSAS (C = A + B)		Special Needs Students (3) (Appendix C)	
	A	B	C		D	
K4 (4)				E1		E2
K5 (4)				F1		F2
1				G1		G2
2				H1		H2
3				I1		I2
4				J1		J2
5				K1		K2
6				L1		L2
7				M1		M2
8				N1		N2
9				O1		O2
10				P1		P2
11				Q1		Q2
12				R1		R2

- (1) Table 1.1 Column A contains the results of a student enrolment study for the proposed on-reserve school, which should be attached to the submission to INAC. At an early stage of a proposed school project, Column 1.1 A can contain the preliminary enrolment figures compiled in the Schools Priority Ranking Framework (SPRF).
- (2) Table 1.1 Column B contains manual adjustments that the proponents wish to make, as supported by the completed and signed Appendix D. Make sure that students to be added are entered as a positive (+) value, and that students to be subtracted are entered as a negative (-) value.
- (3) The number of special needs students must be supported by the completed and signed Appendix C. The number of special needs students (Table 1.1 Column D) must be smaller than (i.e. a subset of) the number of recorded students (Table 1.1 Column C).
- (4) Kindergarten enrolments must be entered as full time equivalents for the purpose of applying the SSAS. The number of half time student enrolments must therefore be divided by 2. For example, 20 K4 part-time students should be entered as: $20/2=10$ in Table 1.1.

1.2	Summary of Enrolments to Determine Gross Floor Allowances				
Educational Divisions					
Kindergarten (K4 and K5):		(Table 1.1: E1+F1)→		Total Kindergarten	
					E
Division I (Grades 1 to 3): (Table 1.1: G1+H1+I1)		A	Total Elementary and Secondary (F= A+B+C+D)		F
Division II (Grades 4 to 6): (Table 1.1: J1+K1+L1)		B			
Division III (Grades 7 to 9): (Table 1.1: M1+N1+O1)		C			
Division IV (Grades 10 to 12): (Table 1.1: P1+Q1+R1)		D			

1.3	Summary of Special Needs Students to Determine Additional School Space Allowances				
Educational Divisions					
Kindergarten (K4 and K5):		(Table 1.1: E2+F2)→		Total Kindergarten Special Needs Students	
					E
Division I (Grades 1 to 3): (Table 1.1: G2+H2+I2)		A	Total Elementary and Secondary Special Needs Students (F= A+B+C+D)		F
Division II (Grades 4 to 6): (Table 1.1: J2+K2+L2)		B			
Division III (Grades 7 to 9): (Table 1.1: M2+N2+O2)		C			
Division IV (Grades 10 to 12): (Table 1.1: P2+Q2+R2)		D			

Step 2: Calculation of Gross Floor Allowances (SSAS application)

2.1	Eligibility Criteria for Extra Gymnasium Space Allowance		
		YES	NO
Community does not have access to any existing community center, emergency shelter facility, or existing gymnasium serving as such a facility		<input type="checkbox"/>	<input type="checkbox"/>
Community is Located in Zone 3 or 4 and does not already have available community space in any existing school or other building.		<input type="checkbox"/>	<input type="checkbox"/>
If you answered Yes to either of these questions, your project is eligible for additional Gym Space Allowance. Go to Table 2.2			
If you answered No to both of these questions, your project is <u>not</u> eligible for additional Gym Space Allowance. Go to Table 2.3			

Use either Table 2.2 or 2.3 as applicable, to determine the Gross Floor Allowances for the proposed school project:

- Select the applicable Kindergarten enrolment bracket from Step 1.2 E. Then select the applicable elementary/secondary enrolment bracket from Table 1.2 F. This determines which GFA look-up table to use in Appendix E.
- In the selected Appendix E table, use the applicable elementary/secondary enrolment bracket from Table 1.2 F to look-up the GFA values. Then write those values on the appropriate line and in each of columns A,B,C and D in Table 2.2/2.3.
- Proceed to Table 2.4

2.2	Determining Gross Floor Area Allowances For Schools that Qualify for Extra Gymnasium Space								
School Type		Grades and Divisions	Applicable Enrolments (Input from Step 1.2)		Applicable Appendix E Table	Basic GFA (m ²)	Gym GFA (m ²)	Cafeteria GFA (m ²)	TOTAL GFA (m ²)
			Kinder- garten (Table 1.2 E)	Elementary Secondary (Table 1.2 F)		A	B	C	D
Primary / Intermediate with Kindergarten		K to 6 Division I & II	6 – 26	0 – 86	C1A				
			6 – 26	87 – 320	C2A				
			27 - 52	35 – 320	C3A				
Primary / Intermediate without Kindergarten		1 – 6 Division I & II	0	10 - 242	D1A				
Kindergarten Only		K4 & K5 Division I	10 - 156	0	E1A				
Elementary / Junior / Secondary with Kindergarten		K to 9 Division I, II, III	6 – 26	10 – 86	F1A				
			6 – 26	87 – 476	F2A				
			27 - 52	295 - 476	F3A				
Elementary / Junior / Secondary without Kindergarten		1 to 9 Division I, II, III	0	10 – 86	G1A				
			0	87 - 320	G2A				
Comprehensive with Kindergarten		K to 12 Division I, II, III, IV	6 - 26	10 – 86	H1A				
			6 - 26	87 – 424	H2A				
			27 - 52	295 - 580	H3A				
Comprehensive without Kindergarten		1 – 12 Division II, III, IV	0	10 -86	J1A				
			0	87 - 320	J2A				
Intermediate / Elementary / Junior Secondary		4 – 9 Division II & III	0	10 – 86	K1A				
			0	87 - 528	K2A				
Intermediate / Elementary / Secondary		4 – 12 Division II, III, IV	0	10 – 86	L1A				
			0	87 - 632	L2A				
Secondary		7 – 12 Division II, III, IV	0	10 - 86	M1A				
			0	87 - 632	M2A				
Proceed to Table 2.4									

2.3	Determining Gross Floor Area Allowances For Schools that do not Qualify for Extra Gymnasium Space								
School Type		Grades and Divisions	Applicable Enrolments (Input from Step 1.2)		Applicable Appendix E Table	Basic GFA (m ²)	Gym GFA (m ²)	Cafeteria GFA (m ²)	TOTAL GFA (m ²)
			Kinder- garten (Table 1.2 E)	Elementary Secondary (Table 1.2 F)		A	B	C	D
Primary / Intermediate with Kindergarten		K to 6 Division I & II	6 – 26	0 – 86	C1B				
			6 – 26	87 – 320	C2B				
			27 - 52	35 – 320	C3B				
Primary / Intermediate without Kindergarten		1 – 6 Division I & II	0	10 - 242	D1B				
Kindergarten Only		K4 & K5 Division I	10 - 156	0	E1B				
Elementary / Junior / Secondary with Kindergarten		K to 9 Division I, II, III	6 – 26	10 – 86	F1B				
			6 – 26	87 – 476	F2B				
			27 - 52	295 - 476	F3B				
Elementary / Junior / Secondary without		1 to 9 Division I, II, III	0	10 – 86	G1B				
			0	87 - 320	G2B				
Comprehensive with Kindergarten		K to 12 Division I, II, III, IV	6 - 26	10 – 86	H1B				
			6 - 26	87 – 424	H2B				
			27 - 52	295 - 580	H3B				
Comprehensive without Kindergarten		1 – 12 Division II, III, IV	0	10 - 86	J1B				
			0	87 - 320	J2B				
Intermediate / Elementary / Junior Secondary		4 – 9 Division II & III	0	10 – 86	K1B				
			0	87 - 528	K2B				
Intermediate / Elementary / Secondary		4 – 12 Division II, III, IV	0	10 – 86	L1B				
			0	87 - 632	L2B				
Secondary		7 – 12 Division II, III, IV	0	10 - 86	M1B				
			0	87 - 632	M2B				
Proceed to Table 2.4									

Note: When applying Table 2.2/2.3, if either or both Kindergarten and Elementary/Secondary enrolments are greater than the values that are listed in the Table, follow this procedure:

- If only one of your two enrolment values is above the listed values, i.e. you are hesitating between two lines in Table 2.2/2.3, then → Use the upper line of the two and apply the corresponding SSAS Appendix E Table. Then proceed to Table 2.4 or 2.5, which provide additional school space to cover your enrolment shortage.
- If both your Kindergarten and Elementary/Secondary enrolments are above the values provided in Table 2.2/2.3, then → Use the lowest line possible for your school type in the Table (i.e. the one with highest possible enrolment brackets) and apply the corresponding SSAS Appendix E Table. Then proceed to both Table 2.4 and 2.5 to fill the gap and get additional space.

2.4	Additional Space Allowance for Kindergarten Enrolment Greater Than Listed in Tables (1)		
	YES	NO	
Is your projected Kindergarten enrolment greater than the maximum enrolment listed in Table 2.2/2.3?		<input type="checkbox"/>	<input type="checkbox"/>
If you answered No, proceed to Table 2.5			
If you answered Yes, fill in Table 2.4			
Kindergarten Enrolment (Table 1.2 E)→			A
From the line of Table 2.2/2.3 that you used, enter the upper value of the corresponding Kindergarten enrolment bracket. (For example, for a K enrolment of 53-104, enter 104 here)→			B
Enrolment shortage not yet included in GFA: $C = A - B$ →			C
Calculate: D = C divided by 26 $D = C \div 26$ →			D
Calculate: Round up D to the next unit (e.g. if D = 2.34, enter E = 3)→			E
Additional unit GFA Space Allowance $(100.8 \text{ m}^2 \text{ (net)} \div 0.75 \text{ ratio})$ →		134.4 m ² GFA	F
Additional Kindergarten GFA (m ²): multiply $G = E \times F$ →			G
Proceed to Table 2.5			

- (1) Table 2.4 provides an additional Kindergarten classroom and associated circulation space for each increment of 26 students, consistent with Appendix E GFA tables underlying space allocation methodology.

2.5	Additional Space Allowance for Elementary/Secondary Enrolment Greater Than Listed in Tables (1)		
	YES	NO	
Is your projected Elementary/Secondary enrolment greater than the maximum enrolment listed in Table 2.2/2.3?		<input type="checkbox"/>	<input type="checkbox"/>
If you answered No, proceed to Table 2.6			
If you answered Yes, fill in Table 2.5			
Elementary/Secondary Enrolment (Table 1.2 F)→			A
From the line of Table 2.2/2.3 that you used, enter the upper value of the corresponding Elementary/Secondary enrolment bracket. (For example, for an enrolment of 87-320, enter 320 here)→			B
Enrolment shortage not yet included in GFA: $C = A - B$ →			C
Calculate: D = C divided by 26 $D = C \div 26$ →			D
Calculate: Round up D to the next unit (e.g. if D = 2.34, enter E = 3)→			E
Additional unit GFA Space Allowance $(69.1 \text{ m}^2 \text{ (net)} \div 0.75 \text{ ratio})$ →		92.1 m ² GFA	F
Additional Elementary/Secondary GFA (m ²): multiply $G = E \times F$ →			G
Proceed to Table 2.6			

- (1) Table 2.5 provides an additional Elementary/Secondary classroom and associated circulation space for each increment of 26 students, consistent with Appendix E GFA tables underlying space allocation methodology.

2.6	Additional Space Allowance for Special Needs Students		
Number of Kindergarten Special Needs Students	(Table 1.3 E)→		A
Number of Elementary/Secondary Special Needs Students	(Table 1.3 F)→		B
Total Number of Special Needs Students	$C = A + B$ →		C
Additional Space Allowance for each Special Needs Students		3.75 m ²	D
Additional GFA for Special Needs Students (m ²): multiply	$E = C \times D$ →		E
Proceed to Table 2.7			

2.7	Summary of School Space Allowances SSAS Application Results		
Basic Gross Floor Allowance (m ²)	(Table 2.2 or 2.3 A)→		A
Cafeteria Floor Allowance (m ²)	(Table 2.2 or 2.3 B)→		B
Gymnasium Floor Allowance (m ²)	(Table 2.2 or 2.3 C)→		C
Subtotal Gross Floor Allowances (m²)	$D = A + B + C$ →		D
Additional Space Allowance for Kindergarten Enrolment Beyond Values Listed (m ²)	(Table 2.4 G)→		E
Additional Space Allowance for Elementary and Secondary Enrolment Beyond Values Listed (m ²)	(Table 2.5 G)→		F
Additional Space Allowance for Special Needs Students	(Table 2.6 E)→		G
Subtotal Additional Space Allowances (m²)	$H = E + F + G$ →		H
Grand Total of GFA Allowances for the Proposed School (m²) (SSAS Final Result)	$I = D + H$ →		I
End of SSAS Application. Process to Step 3 Checklists			

Step 3: School project compliance checklist and approvals

3.1	Program Requirements Checklist	
A	Provincial curriculum compliance	<input type="checkbox"/>
B	Proper justification for special needs students (Appendix C)	<input type="checkbox"/>
C	Proper justification for enrolment adjustments (Appendix D)	<input type="checkbox"/>
D	First Nation heritage / cultural space as required	<input type="checkbox"/>
E	Cafeteria space (per calculated allowance)	<input type="checkbox"/>
F	Gymnasium space (per calculated allowance)	<input type="checkbox"/>
G	Space for special needs students (per calculated allowance)	<input type="checkbox"/>
H	Net to Gross ratio between 70-80%	<input type="checkbox"/>

3.2	School Project Compliance and SSAS Application Acknowledgement	
I acknowledge that I have read and understand the requirements listed above and will assure with all compliance requirements therein.		
First Nation Responsibility Centre		
BAND PROJECT MANAGER		
A	Name	
B	Signature	
C	Date	
CHIEF and COUNCIL'S DELEGATED REPRESENTATIVE		
A	Name	
B	Signature	
C	Date	

3.3	INAC Review	
INAC REGIONAL OFFICER		
A	Name	
B	Signature	
C	Date	

Note: The INAC review by a Regional Officer only attests that departmental due diligence was applied, and that the application of the SSAS as submitted by the First Nation meets all applicable SSAS requirements. SSAS application forms must be attached to school project application submissions,

together with other documents required by the project approval process, and the required departmental signatures that are required at that stage.

Appendix C: Enrolment Approval for Special Needs Students Form

This form must be completed and signed by the indicated authorities before values for Special Needs Students will be approved in the calculation of the space allowances for the school.

1. Project Data				
New School Project		<input type="checkbox"/>		
Existing School Modernization/Expansion/Addition		<input type="checkbox"/>		
School Name:			N/A <input type="checkbox"/>	
Band Number:				
Band Name:				
Reserve Number:				
Reserve Name:				
Postal Code:				
Zone	Zone 1 <input type="checkbox"/>	Zone 2 <input type="checkbox"/>	Zone 3 <input type="checkbox"/>	Zone 4 <input type="checkbox"/>
Community Access	Normal Access <input type="checkbox"/>	Year-Round Fly-In only or No-Year-Round Access only (e.g.: Winter Road/Ice Bridge/ Ferry) <input type="checkbox"/>		

2. Special Needs Students Enrolment - Kindergarten		
2.1	If not Applicable, check this box and then go to Item #3. <input type="checkbox"/>	
2.2	If applicable, check this box and then enter the approved Special Needs Students enrolment, as full-time equivalents, in the table below. <input type="checkbox"/>	
	Grades	
A	K4	
B	K5	
C	TOTAL	

3. Special Needs Student Enrolment – Elementary and Secondary		
3.1	If not Applicable, check this box and then go to Item #3.	<input type="checkbox"/>
3.2	If applicable, check this box and then enter the approved Special Needs Students enrolment in the table below.	<input type="checkbox"/>
	Grades	
A	Grades 1-3 Division I	
B	Grades 4-6 Division II	
C	Grades 7-9 Division III	
D	Grades 10-12 Division IV	
E	TOTAL	

4. Total Special Needs Student Enrolment – Kindergarten + Elementary and Secondary		
A	TOTAL (2C + 3E)	

5. Special Needs Student Enrolment Eligibility Checklist	
This hereby certifies that the details of special needs student enrolment requirements have been received and approved as required, that there is no incomplete work and that there are no flaws, omissions, or missing documents/approvals.	<input type="checkbox"/>
This hereby certifies that all special needs student enrolments have met all INAC and regulatory requirements.	<input type="checkbox"/>
This hereby certifies that Tribal Council has reviewed and approved all special needs student enrolments.	<input type="checkbox"/>
This hereby certifies that INAC's Regional Office has reviewed and approved all special needs student enrolment.	<input type="checkbox"/>
This hereby certifies that all relevant supporting documents are attached as required.	<input type="checkbox"/>

C- 6. Approvals				
6.1 First Nation Responsibility Centre				
CHIEF and COUNCIL'S DELEGATED REPRESENTATIVE			BAND PROJECT MANAGER	
A	Name		Name	
B	Signature		Signature	
C	Date		Date	
6.2 INAC Review				
INAC REGIONAL OFFICER				
D	Name			
E	Signature			
F	Date			

Note: If applicable, completed copies of all Appendix C forms must be attached to the completed SSAS Application Form (Appendix B).

Note: The INAC review by a Regional Officer only attests that departmental due diligence was applied, and that the application of the SSAS as submitted by the First Nation meets applicable SSAS requirements. SSAS application forms must be attached to school project application submissions, together with other documents required by the project approval process, and the required departmental signatures that are required at that stage.

Appendix D: Enrolment Adjustment Approval Form

This form must be completed and signed by the indicated authorities before values for adjustments to enrolment will be approved in the calculation of the space allowances for the school.

1. Project Data				
New School Project		<input type="checkbox"/>		
Existing School Modernization/Expansion/Addition		<input type="checkbox"/>		
School Name:		N/A <input type="checkbox"/>		
Band Number:				
Band Name:				
Reserve Number:				
Reserve Name:				
Postal Code:				
Zone	Zone 1 <input type="checkbox"/>	Zone 2 <input type="checkbox"/>	Zone 3 <input type="checkbox"/>	Zone 4 <input type="checkbox"/>
Community Access	Normal Year-Round Access <input type="checkbox"/>	Fly-In only or No-Year-Round Access only (e.g.: Winter Road/Ice Bridge/ Ferry) <input type="checkbox"/>		

2. Enrolment Adjustment - Kindergarten						
2.1		If not applicable, check this box and then go to item #3				<input type="checkbox"/>
2.2		If applicable, check this box and enter approved enrolment adjustments in the table below				<input type="checkbox"/>
	Grades	Minus Part-Time Kindergarten Student Spaces Purchased Through Joint School Contribution (*1)	Minus Full-Time Kindergarten Student Spaces Purchased Through Joint School Contribution (*1)	Plus Adjustments – Additional Student Spaces (Provide rationale)	Minus Adjustments – Deducted Student Spaces (Provide rationale)	Total
		1	2	3	4	5
A	K4	/ 2 =				
B	K5	/ 2 =				
C	TOTAL					

*1 – Note: If students subject to a joint school contribution were not included in enrolment projections in the first place, they don't need to be subtracted from enrolments at this stage.

3. Enrolment Adjustment – Elementary and Secondary					
	Grades	Minus Student Spaces Purchased Through Joint School Contribution (*2)	Plus Adjustments - Additional Student Spaces (Specify)	Minus Adjustments - Deducted Student Spaces (Specify)	Total
		1	2	3	4
A	Grades 1-3 Division I				
B	Grades 4-6 Division II				
C	Grades 7-9 Division III				
D	Grades 10-12 Division IV				
E	TOTAL				

4. Total Enrolment Adjustment – Kindergarten + Elementary and Secondary		
A	TOTAL (2C + 3E)	

5. Enrolment Adjustment Eligibility Checklist	
This hereby certifies that all details of enrolment adjustments have been received and approved, that there is no incomplete work, and that there are no flaws, omissions or missing documents/approvals.	<input type="checkbox"/>
This hereby certifies that this enrolment adjustment has met all INAC and regulatory requirements.	<input type="checkbox"/>
This hereby certifies that Tribal Council has reviewed and approved this enrolment adjustment.	<input type="checkbox"/>
This hereby certifies that INAC's Regional Office has reviewed and approved this enrolment adjustment.	<input type="checkbox"/>
This hereby certifies that all relevant documents are attached as required.	<input type="checkbox"/>

*2 – Note: If students subject to a joint school contribution were not included in enrolment projections in the first place, they don't need to be subtracted from enrolments at this stage.

D - 6. Approvals				
6.1 First Nation Responsibility Centre				
CHIEF and COUNCIL'S DELEGATED REPRESENTATIVE			BAND PROJECT MANAGER	
A	Name		Name	
B	Signature		Signature	
C	Date		Date	
6.2 INAC Review				
INAC REGIONAL OFFICER				
D	Name			
E	Signature			
F	Date			

Note: If applicable, completed copies of all Appendix D forms must be attached to the completed SSAS Application Form (Appendix B).

Note: The INAC review by a Regional Officer only attests that departmental due diligence was applied, and that the application of the SSAS as submitted by the First Nation meets applicable SSAS requirements. SSAS application forms must be attached to school project application submissions, together with other documents required by the project approval process, and the required departmental signatures that are required at that stage.

Appendix E: Gross Floor Allowance Tables

C1A	Primary/Intermediate with Kindergarten (K-6) with Extra Gym Allowance (6-26 Kindergarten FTEs and 0-86 Elementary Enrolments)				
	1	2	3	4	5
	Enrolment (not including kindergarten, but including special needs students)	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	0 - 9	260	14	118	392
B	10 - 34	520	30	250	800
C	35 - 60	805	50	250	1,105
D	61 - 86	1,060	63	450	1,573

C1B	Primary/Intermediate with Kindergarten (K-6) without Extra Gym Allowance (6-26 Kindergarten FTEs and 0-86 Elementary Enrolments)				
	1	2	3	4	5
	Enrolment (not including kindergarten, but including special needs students)	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	0 - 9	260	14	118	392
B	10 - 34	520	30	126	676
C	35 - 60	805	50	250	1,105
D	61 - 86	1,060	63	250	1,373

C2A	Primary/Intermediate with Kindergarten (K-6) with Extra Gym Allowance (6-26 Kindergarten FTEs and 87-320 Elementary Enrolments)				
	1	2	3	4	5
	Enrolment (not including kindergarten)	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	87 - 112	1,113	81	620	1,814
B	113 - 138	1,308	99	620	2,027
C	139 - 164	1,483	118	620	2,221
D	165 - 190	1,740	136	620	2,496
E	191 - 216	1,845	154	620	2,619
F	217 - 242	1,975	172	620	2,767
G	243 - 268	2,070	190	620	2,880
H	269 - 294	2,215	209	620	3,044
I	295 - 320	2,305	227	620	3,152

C2B	Primary/Intermediate with Kindergarten (K-6) without Extra Gym Allowance (6-26 Kindergarten FTEs and 87-320 Elementary Enrolments)				
	1	2	3	4	5
	Enrolment (not including kindergarten)	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	87 - 112	1,113	81	432	1,626
B	113 - 138	1,308	99	432	1,839
C	139 - 164	1,483	118	432	2,033
D	165 - 190	1,740	136	496	2,372
E	191 - 216	1,845	154	496	2,495
F	217 - 242	1,975	172	496	2,643
G	243 - 268	2,070	190	496	2,756
H	269 - 294	2,215	209	496	2,920
I	295 - 320	2,305	227	496	3,028

C3A		Primary/Intermediate with Kindergarten (K-6) with Extra Gym Allowance (27-52 Kindergarten FTEs and 35-320 Elementary Enrolments)			
	1	2	3	4	5
	Enrolment (not including kindergarten)	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	35 - 60	1,060	63	450	1,573
B	61 - 86	1,113	81	620	1,814
C	87 - 112	1,308	99	620	2,027
D	113 - 138	1,483	118	620	2,221
E	139 - 164	1,740	136	620	2,496
F	165 - 190	1,845	154	620	2,619
G	191 - 216	1,985	172	620	2,777
H	217 - 242	2,115	190	620	2,925
I	243 - 268	2,210	209	620	3,039
J	269 - 294	2,350	227	620	3,197
K	295 - 320	2,440	245	620	3,305

C3B		Primary/Intermediate with Kindergarten (K-6) without Extra Gym Allowance (27-52 Kindergarten FTEs and 35-320 Elementary Enrolments)			
	1	2	3	4	5
	Enrolment (not including kindergarten)	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	35 - 60	1,060	63	225	1,348
B	61 - 86	1,113	81	432	1,626
C	87 - 112	1,308	99	432	1,839
D	113 - 138	1,483	118	432	2,033
E	139 - 164	1,740	136	496	2,372
F	165 - 190	1,845	154	496	2,495
G	191 - 216	1,985	172	496	2,653
H	217 - 242	2,115	190	496	2,801
I	243 - 268	2,210	209	496	2,915
J	269 - 294	2,350	227	496	3,073
K	295 - 320	2,440	245	496	3,181

D1A		Primary/Intermediate without Kindergarten (1-6) with Extra Gym Allowance (0 Kindergarten and 10-242 Elementary Enrolments)			
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	10 - 34	215	15	240	470
B	35 - 60	475	34	349	858
C	61 - 86	855	52	349	1,256
D	87 - 112	968	70	450	1,488
E	113 - 138	1,068	88	620	1,776
F	139 - 164	1,398	106	620	2,124
G	165 - 190	1,443	125	620	2,188
H	191 - 216	1,705	143	620	2,468
I	217 - 242	1,835	161	620	2,616

D1B		Primary/Intermediate without Kindergarten (1-6) without Extra Gym Allowance (0 Kindergarten and 10-242 Elementary Enrolments)			
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	10 - 34	215	15	116	346
B	35 - 60	475	34	225	734
C	61 - 86	855	52	225	1,132
D	87 - 112	968	70	225	1,263
E	113 - 138	1,068	88	432	1,588
F	139 - 164	1,398	106	432	1,936
G	165 - 190	1,443	125	432	2,000
H	191 - 216	1,705	143	496	2,344
I	217 - 242	1,835	161	496	2,492

E1A	Kindergarten Only (K) with Extra Gym Allowance 10-156 Full Time Kindergarten and 0 Elementary/Secondary Enrolments (20-312 Half-Time Kindergarten and 0 Elementary/Secondary Enrolments)				
	1	2	3	4	5
	Enrolment Full Time - (Half-Time)	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	10-26 (20 – 52)	255	11	118	384
B	27-52 (53 – 104)	555	28	250	833
C	53-78 (105 – 156)	770	46	250	1,066
D	79-104 (157 – 208)	1,080	64	450	1,594
E	105-130 (209 – 260)	1,335	83	620	2,038
F	131-156 (261 – 312)	1,520	101	620	2,241

E1B	Kindergarten Only (K) without Extra Gym Allowance 10-156 Full Time Kindergarten and 0 Elementary/Secondary Enrolments (20-312 Half-Time Kindergarten and 0 Elementary/Secondary Enrolments)				
	1	2	3	4	5
	Enrolment Full Time - (Half-Time)	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	10-26 (20 – 52)	255	11	54	320
B	27-52 (53 – 104)	555	28	126	709
C	53-78 (105 – 156)	770	46	126	942
D	79-104 (157 – 208)	1,080	64	225	1,369
E	105-130 (209 – 260)	1,335	83	432	1,850
F	131-156 (261 – 312)	1,520	101	432	2,053

F1A		Elementary/Junior/Secondary with Kindergarten (K-9) with Extra Gym Allowance (6-26 Kindergarten FTEs and 10-86 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment (not including kindergarten)	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	10 - 34	520	27	250	797
B	35 - 60	805	45	250	1,100
C	61 - 86	1,060	63	450	1,573

F1B		Elementary/Junior/Secondary with Kindergarten (K-9) without Extra Gym Allowance (6-26 Kindergarten FTEs and 10-86 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment (not including kindergarten)	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	10 - 34	520	27	250	797
B	35 - 60	805	45	250	1,100
C	61 - 86	1,060	63	450	1,573

F2A		Elementary/Junior/Secondary with Kindergarten (K-9) with Extra Gym Allowance (6-26 Kindergarten FTEs and 87-476 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment (not including kindergarten)	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	87 - 112	1,113	81	648	1,842
B	113 - 138	1,308	99	648	2,055
C	139 - 164	1,483	118	648	2,249
D	165 - 190	1,750	136	648	2,534
E	191 - 216	1,855	154	648	2,657
F	217 - 242	2,125	172	648	2,945
G	243 - 268	2,220	190	648	3,058
H	269 - 294	2,621	209	648	3,478
I	295 - 320	2,716	227	648	3,591
J	321 - 346	2,836	245	648	3,729
K	347 - 372	2,996	263	648	3,907
L	373 - 398	3,171	281	1,064	4,516
M	399 - 424	3,276	300	1,064	4,640
N	425 - 450	3,461	318	1,064	4,843
O	451 - 476	3,571	336	1,064	4,971

F2B		Elementary/Junior/Secondary with Kindergarten (K-9) without Extra Gym Allowance (6-26 Kindergarten FTEs and 87-476 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment (not including kindergarten)	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	87 - 112	1,113	81	648	1,842
B	113 - 138	1,308	99	648	2,055
C	139 - 164	1,483	118	648	2,249
D	165 - 190	1,750	136	648	2,534
E	191 - 216	1,855	154	648	2,657
F	217 - 242	2,125	172	648	2,945
G	243 - 268	2,220	190	648	3,058
H	269 - 294	2,621	209	648	3,478
I	295 - 320	2,716	227	648	3,591
J	321 - 346	2,836	245	648	3,729
K	347 - 372	2,996	263	648	3,907
L	373 - 398	3,171	281	1,064	4,516
M	399 - 424	3,276	300	1,064	4,640
N	425 - 450	3,461	318	1,064	4,843
O	451 - 476	3,571	336	1,064	4,971

F3A		Elementary/Junior/Secondary with Kindergarten (K-9) with Extra Gym Allowance (27-52 Kindergarten FTEs and 295-476 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment (not including kindergarten)	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	295 - 320	2,846	245	648	3,739
B	321 - 346	2,971	263	648	3,882
C	347 - 372	3,146	281	648	4,075
D	373 - 398	3,306	300	1,064	4,670
E	399 - 424	3,411	318	1,064	4,793
F	425 - 450	3,596	336	1,064	4,996
G	451 - 476	3,706	354	1,064	5,124

F3B		Elementary/Junior/Secondary with Kindergarten (K-9) without Extra Gym Allowance (27-52 Kindergarten FTEs and 295-476 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment (not including kindergarten)	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	295 - 320	2,846	245	648	3,739
B	321 - 346	2,971	263	648	3,882
C	347 - 372	3,146	281	648	4,075
D	373 - 398	3,306	300	1,064	4,670
E	399 - 424	3,411	318	1,064	4,793
F	425 - 450	3,596	336	1,064	4,996
G	451 - 476	3,706	354	1,064	5,124

G1A		Elementary/Junior/Secondary without Kindergarten (1-9) with Extra Gym Allowance (0 Kindergarten and 10-86 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	10 - 34	215	15	118	333
B	35 - 60	475	34	250	759
C	61 - 86	855	52	250	1,157

G1B		Elementary/Junior/Secondary without Kindergarten (1-9) without Extra Gym Allowance (0 Kindergarten and 10-86 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	10 - 34	215	15	118	333
B	35 - 60	475	34	250	759
C	61 - 86	855	52	250	1,157

G2A		Elementary/Junior/Secondary without Kindergarten (1-9) with Extra Gym Allowance (0 Kindergarten and 87-320 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	87 - 112	968	78	648	1,694
B	113 - 138	1,068	97	648	1,813
C	139 - 164	1,398	115	648	2,161
D	165 - 190	1,443	133	648	2,224
E	191 - 216	1,715	151	648	2,514
F	217 - 242	1,985	169	648	2,802
G	243 - 268	2,080	188	648	2,916
H	269 - 294	2,486	206	648	3,340
I	295 - 320	2,581	224	648	3,453

G2B		Elementary/Junior/Secondary without Kindergarten (1-9) without Extra Gym Allowance (0 Kindergarten and 87-320 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	87 - 112	968	78	648	1,694
B	113 - 138	1,068	97	648	1,813
C	139 - 164	1,398	115	648	2,161
D	165 - 190	1,443	133	648	2,224
E	191 - 216	1,715	151	648	2,514
F	217 - 242	1,985	169	648	2,802
G	243 - 268	2,080	188	648	2,916
H	269 - 294	2,486	206	648	3,340
I	295 - 320	2,581	224	648	3,453

H1A		Comprehensive with Kindergarten (K-12) with Extra Gym Allowance (6-26 Kindergarten FTEs and 10-86 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment (not including kindergarten)	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	10 - 34	520	30	250	800
B	35 - 60	805	50	250	1,105
C	61 - 86	1,060	63	450	1,573

H1B		Comprehensive with Kindergarten (K-12) without Extra Gym Allowance (6-26 Kindergarten FTEs and 10-86 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment (not including kindergarten)	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	10 - 34	520	30	126	676
B	35 - 60	805	50	126	981
C	61 - 86	1,060	63	225	1,348

H2A	Comprehensive with Kindergarten (K-12) with Extra Gym Allowance (6-26 Kindergarten FTEs and 87-424 Elementary/Secondary Enrolments)				
	1	2	3	4	5
	Enrolment (not including kindergarten)	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	87 - 112	1,113	81	648	1,842
B	113 - 138	1,333	99	648	2,080
C	139 - 164	1,678	118	648	2,444
D	165 - 190	1,905	136	648	2,689
E	191 - 216	2,080	154	648	2,882
F	217 - 242	2,255	172	648	3,075
G	243 - 268	2,350	190	648	3,188
H	269 - 294	2,961	209	648	3,818
I	295 - 320	3,051	227	648	3,926
J	321 - 346	3,261	245	648	4,154
K	347 - 372	3,466	263	648	4,377
L	373 - 398	3,711	281	1,064	5,056
M	399 - 424	3,821	300	1,064	5,185

H2B	Comprehensive with Kindergarten (K-12) without Extra Gym Allowance (6-26 Kindergarten FTEs and 87-424 Elementary/Secondary Enrolments)				
	1	2	3	4	5
	Enrolment (not including kindergarten)	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	87 - 112	1,113	81	648	1,842
B	113 - 138	1,333	99	648	2,080
C	139 - 164	1,678	118	648	2,444
D	165 - 190	1,905	136	648	2,689
E	191 - 216	2,080	154	648	2,882
F	217 - 242	2,255	172	648	3,075
G	243 - 268	2,350	190	648	3,188
H	269 - 294	2,961	209	648	3,818
I	295 - 320	3,051	227	648	3,926
J	321 - 346	3,261	245	648	4,154
K	347 - 372	3,466	263	648	4,377
L	373 - 398	3,711	281	1,064	5,056
M	399 - 424	3,821	300	1,064	5,185

H3A		Comprehensive with Kindergarten (K-12) with Extra Gym Allowance (27-52 Kindergarten FTEs and 295-580 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment (not including kindergarten)	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	295 - 320	3,186	245	648	4,079
B	321 - 346	3,391	263	648	4,302
C	347 - 372	3,616	281	648	4,545
D	373 - 398	3,846	300	1,064	5,210
E	399 - 424	3,956	318	1,064	5,338
F	425 - 450	4,046	336	1,064	5,446
G	451 - 476	4,156	336	1,064	5,556
H	477 - 502	4,246	354	1,064	5,664
I	503 - 528	4,356	391	1,064	5,811
J	529 - 554	4,451	409	1,064	5,924
K	555 - 580	4,551	427	1,064	6,042

H3B		Comprehensive with Kindergarten (K-12) without Extra Gym Allowance (27-52 Kindergarten FTEs and 295-580 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment (not including kindergarten)	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	295 - 320	3,186	245	648	4,079
B	321 - 346	3,391	263	648	4,302
C	347 - 372	3,616	281	648	4,545
D	373 - 398	3,846	300	1,064	5,210
E	399 - 424	3,956	318	1,064	5,338
F	425 - 450	4,046	336	1,064	5,446
G	451 - 476	4,156	336	1,064	5,556
H	477 - 502	4,246	354	1,064	5,664
I	503 - 528	4,356	391	1,064	5,811
J	529 - 554	4,451	409	1,064	5,924
K	555 - 580	4,551	427	1,064	6,042

J1A		Comprehensive without Kindergarten (1-12) with Extra Gym Allowance (0 Kindergarten and 10-86 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	10 - 34	215	24	349	588
B	35 - 60	475	42	349	866
C	61 - 86	855	60	450	1,365

J1B		Comprehensive without Kindergarten (1-12) without Extra Gym Allowance (0 Kindergarten and 10-86 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	10 - 34	215	24	225	464
B	35 - 60	475	42	225	742
C	61 - 86	855	60	349	1,264

J2A	Comprehensive without Kindergarten (1-12) with Extra Gym Allowance (0 Kindergarten and 87-320 Elementary/Secondary Enrolments)				
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	87 - 112	968	70	648	1,686
B	113 - 138	1,068	88	648	1,804
C	139 - 164	1,593	106	648	2,347
D	165 - 190	1,633	125	648	2,406
E	191 - 216	1,940	143	648	2,731
F	217 - 242	2,115	161	648	2,924
G	243 - 268	2,210	179	648	3,037
H	269 - 294	2,826	197	648	3,671
I	295 - 320	2,916	216	648	3,780

J2B	Comprehensive without Kindergarten (1-12) without Extra Gym Allowance (0 Kindergarten and 87-320 Elementary/Secondary Enrolments)				
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	87 - 112	968	70	648	1,686
B	113 - 138	1,068	88	648	1,804
C	139 - 164	1,593	106	648	2,347
D	165 - 190	1,633	125	648	2,406
E	191 - 216	1,940	143	648	2,731
F	217 - 242	2,115	161	648	2,924
G	243 - 268	2,210	179	648	3,037
H	269 - 294	2,826	197	648	3,671
I	295 - 320	2,916	216	648	3,780

K1A		Intermediate/Elementary/Junior Secondary without Kindergarten (4-9) with Extra Gym Allowance (0 Kindergarten and 10-86 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	10 - 34	215	15	250	480
B	35 - 60	475	34	250	759
C	61 - 86	855	52	349	1,256

K1B		Intermediate/Elementary/Junior Secondary without Kindergarten (4-9) without Extra Gym Allowance (0 Kindergarten and 10-86 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	10 - 34	215	15	126	356
B	35 - 60	475	34	126	635
C	61 - 86	855	52	225	1,132

K2A	Intermediate/Elementary/Junior Secondary without Kindergarten (4-9) with Extra Gym Allowance (0 Kindergarten and 87-528 Elementary/Secondary Enrolments)				
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	87 - 112	968	70	648	1,686
B	113 - 138	1,068	88	648	1,804
C	139 - 164	1,368	106	648	2,122
D	165 - 190	1,463	124	648	2,235
E	191 - 216	1,705	143	648	2,496
F	217 - 242	1,810	161	648	2,619
G	243 - 268	2,105	179	648	2,932
H	269 - 294	2,200	197	648	3,045
I	295 - 320	2,580	216	648	3,444
J	321 - 346	2,675	234	648	3,557
K	347 - 372	2,890	252	648	3,790
L	373 - 398	3,020	270	1,064	4,354
M	399 - 424	3,260	288	1,064	4,612
N	425 - 450	3,376	307	1,064	4,747
O	451 - 476	3,481	325	1,064	4,870
P	477 - 502	3,626	343	1,064	5,033
Q	503 - 528	3,736	361	1,064	5,161

K2B		Intermediate/Elementary/Junior Secondary without Kindergarten (4-9) without Extra Gym Allowance (0 Kindergarten and 87-528 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	87 - 112	968	70	648	1,686
B	113 - 138	1,068	88	648	1,804
C	139 - 164	1,368	106	648	2,122
D	165 - 190	1,463	124	648	2,235
E	191 - 216	1,705	143	648	2,496
F	217 - 242	1,810	161	648	2,619
G	243 - 268	2,105	179	648	2,932
H	269 - 294	2,200	197	648	3,045
I	295 - 320	2,580	216	648	3,444
J	321 - 346	2,675	234	648	3,557
K	347 - 372	2,890	252	648	3,790
L	373 - 398	3,020	270	1,064	4,354
M	399 - 424	3,260	288	1,064	4,612
N	425 - 450	3,376	307	1,064	4,747
O	451 - 476	3,481	325	1,064	4,870
P	477 - 502	3,626	343	1,064	5,033
Q	503 - 528	3,736	361	1,064	5,161

L1A		Intermediate/Elementary/Secondary without Kindergarten (4-12) with Extra Gym Allowance (0 Kindergarten and 10-86 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	10 - 34	215	15	250	480
B	35 - 60	475	34	250	759
C	61 - 86	855	52	450	1,357

L1B		Intermediate/Elementary/Secondary without Kindergarten (4-12) without Extra Gym Allowance (0 Kindergarten and 10-86 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	10 - 34	215	15	126	356
B	35 - 60	475	34	126	635
C	61 - 86	855	52	450	1,357

L2A	Intermediate/Elementary/Secondary without Kindergarten (4-12) with Extra Gym Allowance (0 Kindergarten and 87-632 Elementary/Secondary Enrolments)				
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	87 - 112	1,143	70	648	1,861
B	113 - 138	1,238	88	648	1,974
C	139 - 164	1,538	106	648	2,292
D	165 - 190	1,633	125	648	2,406
E	191 - 216	2,340	143	648	3,131
F	217 - 242	2,440	161	648	3,249
G	243 - 268	2,740	180	648	3,568
H	269 - 294	2,835	197	648	3,680
I	295 - 320	3,086	216	1,064	4,366
J	321 - 346	3,176	234	1,064	4,474
K	347 - 372	3,386	252	1,064	4,702
L	373 - 398	3,476	270	1,064	4,810
M	399 - 424	3,671	288	1,064	5,023
N	425 - 450	3,761	307	1,064	5,132
O	451 - 476	3,871	325	1,064	5,260
P	477 - 502	3,961	343	1,064	5,368
Q	503 - 528	4,071	361	1,064	5,496
R	529 - 554	4,251	379	1,064	5,694
S	555 - 580	4,361	398	1,064	5,823
T	581 - 606	4,491	416	1,064	5,971
U	607 - 632	4,601	434	1,064	6,099

L2B	Intermediate/Elementary/Secondary without Kindergarten (4-12) without Extra Gym Allowance (0 Kindergarten and 87-632 Elementary/Secondary Enrolments)				
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	87 - 112	1,143	70	648	1,861
B	113 - 138	1,238	88	648	1,974
C	139 - 164	1,538	106	648	2,292
D	165 - 190	1,633	125	648	2,406
E	191 - 216	2,340	143	648	3,131
F	217 - 242	2,440	161	648	3,249
G	243 - 268	2,740	180	648	3,568
H	269 - 294	2,835	197	648	3,680
I	295 - 320	3,086	216	1,064	4,366
J	321 - 346	3,176	234	1,064	4,474
K	347 - 372	3,386	252	1,064	4,702
L	373 - 398	3,476	270	1,064	4,810
M	399 - 424	3,671	288	1,064	5,023
N	425 - 450	3,761	307	1,064	5,132
O	451 - 476	3,871	325	1,064	5,260
P	477 - 502	3,961	343	1,064	5,368
Q	503 - 528	4,071	361	1,064	5,496
R	529 - 554	4,251	379	1,064	5,694
S	555 - 580	4,361	398	1,064	5,823
T	581 - 606	4,491	416	1,064	5,971
U	607 - 632	4,601	434	1,064	6,099

M1A		Secondary (7-12) with Extra Gym Allowance (0 Kindergarten and 10-86 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	10 - 34	215	15	250	480
B	35 - 60	475	34	250	759
C	61 - 86	855	52	450	1,357

M1B		Secondary (7-12) without Extra Gym Allowance (0 Kindergarten and 10-86 Elementary/Secondary Enrolments)			
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	10 - 34	215	15	126	356
B	35 - 60	475	34	126	635
C	61 - 86	855	52	450	1,357

M2A	Secondary (7-12) with Extra Gym Allowance (0 Kindergarten and 87-632 Elementary/Secondary Enrolments)				
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	87 - 112	1,143	70	648	1,861
B	113 - 138	1,263	88	648	1,999
C	139 - 164	1,,983	106	648	2,737
D	165 - 190	2,153	125	648	2,926
E	191 - 216	2,460	143	648	3,251
F	217 - 242	2,560	161	648	3,369
G	243 - 268	2,645	179	648	3,472
H	269 - 294	2,740	198	648	3,586
I	295 - 320	3,136	216	1,064	4,416
J	321 - 346	3,226	234	1,064	4,524
K	347 - 372	3,386	252	1,064	4,702
L	373 - 398	3,476	270	1,064	4,810
M	399 - 424	3,671	288	1,064	5,023
N	425 - 450	3,761	307	1,064	5,132
O	451 - 476	3,871	325	1,064	5,260
P	477 - 502	3,961	343	1,064	5,368
Q	503 - 528	4,071	361	1,064	5,496
R	529 - 554	4,251	379	1,064	5,694
S	555 - 580	4,361	398	1,064	5,823
T	581 - 606	4,491	416	1,064	5,971
U	607 - 632	4,601	434	1,064	6,099

M2B	Secondary (7-12) without Extra Gym Allowance (0 Kindergarten and 87-632 Elementary/Secondary Enrolments)				
	1	2	3	4	5
	Enrolment	Basic Gross Floor Allowance (m2)	Cafeteria Floor Allowance (m2)	Gymnasium Floor Allowance (m2)	Total Gross Floor Allowance (m2)
A	87 - 112	1,143	70	648	1,861
B	113 - 138	1,263	88	648	1,999
C	139 - 164	1,,983	106	648	2,737
D	165 - 190	2,153	125	648	2,926
E	191 - 216	2,460	143	648	3,251
F	217 - 242	2,560	161	648	3,369
G	243 - 268	2,645	179	648	3,472
H	269 - 294	2,740	198	648	3,586
I	295 - 320	3,136	216	1,064	4,416
J	321 - 346	3,226	234	1,064	4,524
K	347 - 372	3,386	252	1,064	4,702
L	373 - 398	3,476	270	1,064	4,810
M	399 - 424	3,671	288	1,064	5,023
N	425 - 450	3,761	307	1,064	5,132
O	451 - 476	3,871	325	1,064	5,260
P	477 - 502	3,961	343	1,064	5,368
Q	503 - 528	4,071	361	1,064	5,496
R	529 - 554	4,251	379	1,064	5,694
S	555 - 580	4,361	398	1,064	5,823
T	581 - 606	4,491	416	1,064	5,971
U	607 - 632	4,601	434	1,064	6,099

Appendix F: Example of Student Enrolment Projection Results

First Nation: <Community Name>

Projection Model #1 : Moderate birth rate increase, assumed repatriation to on-reserve school: 50%

Grade	2015 (1)	2016	2017	2018 (2)	2019	2020	2021	2022	2023 (3)	2024	2025	2026
Projected Enrolment by Grade												
K4	36	36	37	40	41	42	42	42	42	44	45	45
K5	32	32	32	32	35	36	36	37	37	38	38	39
01	49	39	38	37	38	41	42	43	43	44	44	45
02	40	46	38	36	36	36	39	40	41	41	42	42
03	31	39	44	38	35	35	35	37	39	40	40	41
04	25	30	39	44	39	35	35	35	37	39	40	40
05	34	28	32	40	47	43	38	38	38	40	42	43
06	30	33	28	31	39	46	43	38	38	38	40	42
07	28	32	34	32	35	39	48	46	44	41	41	43
08	28	29	33	35	34	37	40	49	48	48	44	44
09	30	31	33	37	39	39	43	47	52	55	55	53
10	18	15	15	16	18	19	19	22	23	25	26	28
11	8	7	6	6	7	8	8	8	9	9	11	12
12	14	13	11	9	10	12	12	13	14	15	14	16

Projected Enrolment by Educational Division												
K4 - 12	403	410	420	433	453	468	480	495	505	517	522	533
K4 - 8	333	344	355	365	379	390	398	405	407	413	416	424
K4-K5	68	68	69	72	76	78	78	79	79	82	83	84
01-03	120	124	120	111	109	112	116	120	123	125	126	128
04-06	89	91	99	115	125	124	116	111	113	117	122	125
07-09	86	92	100	104	108	115	131	142	144	144	140	140
10-12	40	35	32	31	35	39	39	43	46	49	51	56

[1] 2015 actuals from Nominal Roll

[2] 2018 Scheduled School Opening

[2] 2023 Design Year for SSAS calculations

Appendix G: Interprovincial Education Curriculum Equivalencies

Education Levels	Age	All Canadian Provincial Jurisdictions (Except Quebec)		Provincial Jurisdiction of Quebec	
		Divisions	Grades	Divisions	Grades
Kindergarten	4		K4		N/A
	5		K5		Précolaire
Elementary	6	Division I	1	Division I	1
	7		2		2
	8		3		3
	9	Division II	4	Division II	4
	10		5		5
	11		6		6
Secondary	12	Division III	7	Division III	Secondaire 1
	13		8		Secondaire 2
	14		9		Secondaire 3
	15	Division IV	10	Division IV	Secondaire 4
	16		11		Secondaire 5
	17		12		N/A