

# **EXECUTIVE SUMMARY**

**OF THE EDUCATION SPECIFICATIONS  
FOR**

**New Forest Hill / Liverpool K-5 School**

**Anglophone West School District**

**June 2024**

**Department of Education and Early Childhood Development**

**Educational Facilities and Pupil Transportation Branch**



## INTRODUCTION

### 01.1 PROJECT SPECIFIC DIRECTIVES

Anglophone West School District requested of the Minister of Education and Early Childhood Development in their 2024-25 Capital Budget submittal that a new K-5 school to replace Forest Hill and Liverpool School with a combined catchment area. The existing schools were deficient in learning platforms and suboptimal support spaces. The design phase was approved as part of the Government's 2024-25 Capital Budget.

The target date for completion for occupancy of the school is summer 2028 with a preference of an earlier completion / occupancy date, being mindful that the school community commences in September. The target design enrolment is 510 grade K-5 students with 27 groupings.

The school will be designed/constructed based on these Educational Specifications authored by the New Forest Hill / Liverpool School Planning Committee and designed/constructed according to the Department of Transportation and Infrastructure (DTI) standard document "Design Guidelines for Educational Facilities" latest edition.

#### Vision

Where deemed appropriate by EECD, DTI and ASD-W, new school design concepts will be sought for spatial arrangements and finish materials. Unless otherwise advised during the planning, EECD's and DTI's standard guidelines will apply.

The overall intent of the design is creating an inviting environment that actively engages learners of all ages and personalities, promote concepts of Deeper Learning and promote general well-being of occupants.

Conceptual solutions are expected to be flexible, encourage flexible, different types and ways of learning, and will allow for classroom, individual, collaborative, formal and informal learning activities. Designers are encouraged to be creative in brining the vision in the Educational Specifications to life.

Exposed aggregate polished concrete floors will be considered the standard flooring for the building. Moveable walls and sliding / folding whiteboards will optimise the classrooms connectivity and collaborative space through the school.

The main entry of the building will be open and inviting, leading into the school as a showcase space such as the dining, student commons, assemble area, library with a circulation stair to the upper section, integrated with a learning stair(s) on the ground floor.

The facility will provide bright and open collaborative space for group learning and social gatherings, as well as smaller and more intimate nodes for individual's needs of quieter environments for individual learning.

Establish security guidelines must be respected and considered in all aspects of the design:

The design will encourage community groupings as K-2 & 3-5 but must take into consideration the fact that spaces such as the cafeteria, library, commons, gymnasium, are areas shared amongst all grade levels, but will not feel segregated or separate from the remainder of the building.

The design should carry patterns and colour selection to transition from one area to the next fluidly to be appealing and welcoming.

Flexibility within the built environment is very important and will foster flexible teaching, thinking, scheduling and curriculum delivery. Accommodations are to be made in the design so the instruction can take place not only in the classrooms, but in spaces such as the learning commons, cafeteria, break-out rooms, and project work areas that are located off the corridors.

Dispersed technology through out the school will allow the instructors and students to take advantage of learning opportunities throughout the school and outside; therefore, infrastructure must be built to expect and embrace innovation of this expanded environment. The design will focus on creating diverse and distinctive spaces within the school, while at the same time being mindful of efficiencies in infrastructure that comes with patterns and repetition.

### **Design Notes:**

- Exposed aggregate polished concrete flooring throughout, use different aggregate colour, staining or aggregate size or combination of, for those areas where visual contrast is required with sound acoustic treatment in the large areas with the hard finish.
- Maximize the use of movable wall partitions between classrooms with whiteboard material finish as surface choice for the ability to combine rooms.
- The learning stairs must not be too steep and should be geared to the designated age groups with interest of including a quiet reading cubby/cave under the learning stairs, with the ability to supervise the area.
- Gymnasium with bleachers on the sideline and support (data & power) for score board (By District).
- Location one of the Resources Rooms centrally and adjacent to the Guidance Department and the other 4 Resource Rooms divided to support in each grade groupings.
- Guidance Department centrally located in close proximity to the main office area.

- Visiting Professionals located centrally in close proximity to the main office administration area with the ability to interact with the school staff.
- Breakfast program adjacent to the dining area, with stove, small walk in Fridge and Freezer, food preparation counter with outlets to support toasters and microwave. Pass through to serve students in the Dining Area.
- Our vision includes some project work areas off the corridors open with resource room(s) adjacent and one (1) project work area located off the corridor with access to a breakout room between 2 classrooms with no glazing to the classroom and access off the corridor with glazing on the corridor side for supervision.
- One resource space for Guidance centrally adjacent to the administration area and other 4 allocations (2 for each wing). Refer to project work areas.
- Two (2) Multi Function rooms on the ground floor that are interconnected with movable partition, located between the grade communities with a counter and sink in each room.
- Multi Function room on the seconds floor located between the grade communities with a counter and sink.
- Library seminar room to be accessible from the library and the common or corridor area.
- Early Childhood Development Room to be at the end of the classroom Kindergarten section with a dedicated entrance and separate exterior yard space.
- Power and data to be included in storage room(s) which are spaced out from the administration area to support the use of photocopiers through-out the school to support the staff.
- Washrooms on each floor to support the students throughout the facility and in the cafeteria area, with added capacity on the ground floor in location to support in the event of an expansion of modular classroom(s) or an addition pending site conditions.
- Allocate space on the site for future expansion or modular classrooms if space allows.
- Based on the selected site, relocate all relative age-appropriate equipment on site based on condition, code compliance and logistics.

## 04.4 SITE COMPONENTS

- I. Space for **4 buses**, at once. It will be separate and not in conflict with the parental drop-off zone.
- II. Space for **20** anticipated parent vehicles dropping students off all at once.
- III. The District anticipates the requirement of **85** parking stalls for staff and visitors.
- IV. The District has a requirement for bike racks to accommodate **36-40** bikes to support the students as a minimum.
- V. **One** multi-purpose playing field (60 m x 100 m field with 5 m wide clear sloped perimeter) is provided for all school grounds unless prevented by unusual circumstances.

## ELEMENTARY SCHOOL

### 06.1 PURPOSE

The elementary school accommodates grade levels kindergarten through five, and on average it houses an enrolment of 350 to 500 students. This section relates to elementary schools of 200 students or larger. For a facility with an enrolment of less than 200 elementary pupils, see Section 10-Small School.

### 06.2 DESIGN APPROACH

The design approach for an elementary school is significantly different from that of middle or high school because of the sensitivity required to recognize the transition of the young child from the home, daycare or preschool environments to the larger public school setting. The design should provide a comfortable step and facilitate self-confidence in the child by providing a less institutional and smaller scale facility. Care should be taken not to design large or intimidating spaces. Strive to keep corridors shorter, views to the outside more intimate, and amenities such as washrooms closer. For the student in an elementary school, the classroom is more of a cocoon and classmates are more like a family, with the teacher providing the education in a care-giving way. Awareness of provisional needs for safety and security of the younger more vulnerable child is very important.

Personal storage of boots and coats for students are managed without the lockers seen in middle and high schools. Boot and coat racks will be provided in the corridors.

The kindergarten room shall be located on the ground level.

- **Ground floor classrooms to have an entry area off school yard into cubby areas for the wing on the ground floor if space allows to consolidate the dirt and debris from the play yard in one area.**

## **APPENDIX A**

## DESIGN ENROLMENT

Design Capacity		Enrolment Year	Maximum Capacity
Totals	Classrooms		
		2023	
85	5	M/K	105
85	5	01	105
85	5	02	105
85	4	03	104
85	4	04	112
85	4	05	112
		<u>Enregistrement</u>	
510		Enrol. ( K - 5 )	
-		Enrol. ( 6 - 8 )	
-		Enrol. ( 9 - 12 )	
510	27	Total Enrol.	643

### Factors Considered

- School projection based on ASD-W analytics.
- Out of province migration impacting student growth.
- Municipality did not provide growth values for area.
- Use design enrolment of 68 students for grades between kindergarten and grade 8.
- EECD Policy and Planning Projections support growth.
- Historical Enrolment demonstrates significant growth in area.



## HISTORICAL ENROLMENT

All Schools	Change	2018	2019	2020	2021	2022	2023
<b>Total Enrolment</b>	0.00%	449	426	404	387	387	419
G00	0.00%	66	65	64	55	48	58
G01	0.00%	60	69	58	63	69	71
G02	0.00%	83	62	65	58	65	67
G03	0.00%	87	82	52	69	69	77
G04	0.00%	69	87	86	56	77	84
G05	0.00%	84	61	79	86	59	62
G06	0.00%	0	0	0	0	0	0
G07	0.00%	0	0	0	0	0	0
G08	0.00%	0	0	0	0	0	0
G09	0.00%	0	0	0	0	0	0
G10	0.00%	0	0	0	0	0	0
G11	0.00%	0	0	0	0	0	0
G12	0.00%	0	0	0	0	0	0

## ENROLMENT PROJECTIONS

	Projections	Baragar Forcaster							
		2024	2025	2026	2027	2028	2029	2030	2031
	<b>Total Enrolment</b>	477	472	489	491	499	495	490	499
Forest Hill	K	78	63	81	73	73	73	74	74
	1	81	81	68	85	77	77	77	77
Liverpool	2	64	79	79	67	83	75	75	75
	3	79	71	87	87	73	90	82	82
	4	84	88	79	93	94	80	97	88
	5	91	90	95	86	99	100	85	103
	6	0	0	0	0	0	0	0	0
	7	0	0	0	0	0	0	0	0
	8	0	0	0	0	0	0	0	0
	9	0	0	0	0	0	0	0	0
	10	0	0	0	0	0	0	0	0
	11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	

## FUNCTIONAL PROGRAM

### Functional Program Forest Hill / Liverpool K-5 (ASD-W)

Target Enrolment: 510 Students / 27 Groups

Space	Quantity	Area	Total Area M <sup>2</sup>
<b>General</b>			
Early Childhood Development Room	1	110.0	110.0
Kindergarten Classroom	5	90.0	450.0
General Instruction Classroom Gr 1-5	22	70.0	1540.0
General Storage Room			77.0
Project Work Area			206.0
Breakout Rooms			55.0
<b>Specialized Instruction</b>			
Music Room Elementary	1	110.0	110.0
Performing Arts	1	110.0	110.0
<b>Physical Education</b>			
Gymnasium (2.25 GT)	1	821.0	821.0
Ancillary Spaces	1	73.0	73.0
Toilets 1@18=18m <sup>2</sup>			
Changerooms 1@44=44m <sup>2</sup>			
Showers 1@16=16m <sup>2</sup>			
Instructors Office	1	10.0	10.0
Staff Shower/washroom	1	4.0	4.0
Gymnasium Storage	1	70.0	70.0
Community Storage	1	20.0	20.0

<b>Student Services</b>			
Resource Room	5	35.0	175.0
Special Care Resource Room	1	35.0	35.0
Wash/Change Room	1	17.0	17.0
Guidance Office	1	9.0	9.0
ISD Office	1	12.0	12.0
Visiting Professionals Office	8	9.0	72.0
Waiting Area	1	10.0	10.0
Multi-Function Room - Ground Floor	2	70.0	140.0
Multi-Function Room - Second Floor	1	80.0	80.0
Breakfast Program	1	25.0	25.0
<b>Library /Media Centre</b>			
Library	1	185.0	185.0
Seminar / Activity Room	1	20.0	20.0
<b>Cafeteria</b>			
Dining and assembly	1	288.0	288.0
Kitchen	1	85.0	85.0
Stage	1	72.0	72.0
Learning Stairs	1	39.5	39.5
<b>Personnel Centre/ Staff Room</b>			
Staff Lounge and Kitchenette	1	34.8	34.8
Staff Work Areas	1	53.7	53.7
Staff Washrooms	2	4.0	8.0
<b>Administration</b>			
Reception	1	10.0	10.0
General Office	1	20.0	20.0
Principal's Office	1	14.0	14.0
Vice Principal's Office	2	11.0	22.0
Cumulative Filing Room	1	8.0	8.0
Health Room	1	13.0	13.0
Storage Area	1	4.0	4.0
Vestibule Meeting Room and WR	1	14.0	14.0

**Custodial**

Main Custodial Space and Closets	1	40.0	40.0
Recycling Room	1	15.0	15.0
<b>Sub Total</b>			<b>5,167.0</b>

**Systems and Services**

Overall Systems and Services (50%)			<b>2,583.5</b>
Circulation (corridors, stairwells, lobby, vestibules, elevator)	23%		
Student/Public Washrooms			
	3%		
Walls	14%		
M, E, Data, Computer Cart Rms	5%		

**Grand Total  
 Square Meters                      7,750.5**

## PLANNING COMMITTEE MEMBERS

### New Forest Hill / Liverpool School K-5 Planning Committee

Cynthia Burnett	Principal Forest Hill School
Kelly Parks	Principal Liverpool School
Jennifer Kelly-Milner	Vice Principal Liverpool School
Madelyn Beatty	PSSC Chair Representative – Forest Hill School
Erica Fanjoy	PSSC Chair Representative – Liverpool School
Shawn Tracey	Director of Finance and Administration, ASD-W
Darla Day	Director of Schools, ASD-W
Jin Jeong	Facilities Manager, ASD-W
Ruth Eden	District Education Council – ASD-W
Stewart Pope	Assistant Facilities Manager, ASD-W
Ken Forrest	Director of Planning, City of Fredericton
Daniel Fournier	Chair - Senior Project Manager, EECD