

# **EXECUTIVE SUMMARY**

## **Education Specifications**

### **New George Street Middle School (6-8)**

**March 2025**

**Anglophone West School District**

**Department of Education and Early Childhood Development**

**Educational Facilities and Pupil Transportation**





## 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 6-8 Middle School replace the existing George Street Middle School, located in Fredericton, New Brunswick. The land purchase was approved as part of Government's 2024-25 Capital Budget, with the designed proposed to commence in the 2025-26 budget year.

The completed school will provide the students with ideal learning environment, where the existing school is insufficiently sized, learning conditions are suboptimal and support spaces such as cafeterias, gymnasias and library are all undersized for the forecasted population.

The target date for completion for occupancy of the school is June 2028 with a preference of an earlier completion / occupancy date, being mindful that the school community commences in September. The target design enrolment is 810 grade 6-8 students with 32 groupings.

The new school will be designed based on these Educational Specifications authored by the New George Street Middle 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 planning, EECD's and DTI's standard guidelines shall apply.

The new school shall be thoughtfully designed with architecture, that seamlessly guides the school community from space to space, creating a dynamic and interconnected environment. Each area is strategically laid out to encourage movement and interaction with wide open corridors that flow naturally from classrooms to communal/common areas. The architectural design features distinct, yet cohesive, spaces for learning ensuring smooth transitions between various environments with thoughtful design elements, such as visual cues to transition to different floor levels that helps students and staff navigate easily throughout the school, while fostering a sense of unity and continuity.

Conceptual solutions are expected to include flexible spaces that can easily adapt to evolving learning needs, ensuring students' success in a dynamic educational environment for individual studies, small group work areas, or large collaborative project areas, while bringing the vision in the Educational Specification to life.

Each section of the school will serve a specific purpose and not feel segregated or separate from the remainder of the building, where occupants should feel comfortable as they flow from one area of the school to the next.

The main entry of the building will be open, spacious, with carefully selected "earth

products or materials” to bring some of nature’s elements in the design, which is inviting, while leading into an open space such as the student library, commons, dining and assembly area, while maintaining compliance with the security guidelines in all aspects of the design.

Simple design choices such as colour selection, patterns, and corridor/ceiling configurations could be used to receive students from one area of the school into the next.

Dispersed technology will allow instructors and students to take advantage of learning opportunities throughout the school therefore infrastructure must be built to expect and embrace innovation. The design will focus on creating diverse and distinctive spaces within the school, while being efficient with patterns and repetition.

Exposed colourful aggregate polished concrete flooring will be considered as the standard flooring for the building. Moveable walls and sliding/folding whiteboards will optimise classrooms and other areas for connectivity and collaboration of common spaces through the school.

#### **Design Notes:**

- Natural (Earthy) materials and textures will increase student’s sensory experiences; and reflects the natural environment and our Indigenous history with maximum natural lighting.
- Exposed colourful exposed aggregate polished concrete flooring throughout, consideration can be made for different aggregate colour, staining or aggregate size for those areas where visual contrast is required.
- Project work areas are to be dispersed along corridors to support larger groups of students learning activities and common areas.
- The use of moveable walls between some classrooms with whiteboard material as surface choice to combine 2 adjoining grade level classrooms into one larger teaching environments is inviting.
- Multi-Function Room located off the ground floor common area with movable partitions to provide the option of 2 separate rooms for various use.
- First Nations Learning Centre designed for smudging & drumming will need ventilation and acoustic treatment on the second-floor common area.
- Breakfast Club Room off the main cafeteria to secure food storage, walk-in fridge & freezer with a counter to prepare food with outlets above counter for microwaves and toasters. Pass through to serve students in the Dining Area.
- Gymnasiums to be adjacent to each other with a mechanical folding partition between to create one large open space if feasible.
- Stage area is combined with the Performing Arts adjacent to the cafeteria area and the large gymnasium with split folding partitions to create wing walls for stage productions, facing the gymnasium bleachers.

- Quiet Room & Calming space, Guidance, Support Offices, Resource Work Area are to be located on the second floor to support the students.
- One resource room shall be adjacent to the guidance office groupings to support the student discussions with access from the guidance area and the corridor.
- Library & Seminar Activity Room to be adjacent with each other with a (whiteboard & glazing) moveable partition between the spaces.
- Create 2 areas within the school, spaced accordingly within the multi-storey levels, as combined “Staff Lounge/Work Areas” with staff washrooms to support the teachers within the school.
- Recycling Room located adjacent to the dining area near an exterior door for bin access and an exterior water source for washing out bins.
- Washrooms on each floor to accommodate the students throughout the facility and in the cafeteria gymnasium area to support community use access.
- Break Out Rooms with accessed from the corridors with glazing to the adjoining classrooms and corridor for supervision.
- Two private accessible washrooms located adjacent to the common washroom areas through-out the floor levels to support the school community.
- Develop a secure supervised exterior area for student bicycle storage accommodations, with racks, possibly an alcove within the building’s first floor level with a decorative fence and security gate for access.
- Building shall be designed with no punched in entry/exit points or concealed areas and should have a fluid elevation to “shelter proof” the school, due to the location.
- Third flagpole for the First Nations Community flags.

#### Vision Statements

- The new school is designed to infuse vigor and life into the learning environment, with an open welcoming entrance area.
- Carpet tile for the library is encourage by many and the introduction of vinyl plank flooring (old wood finish) is appealing for the Project Work Areas to delineate the work area from the corridor.
- The use of “earth” products in the main entrance/lobby, some common areas, library, and the First Nations Learning Centre is encouraged to connect these areas with natures elements and to reflect cultural and geographical contexts by incorporating natural building and locally designed elements.

## 04.4 SITE COMPONENTS

- i. Space for **14 buses** at one time and separate and not in conflict with the parental drop-off zone.
- ii. Space for **15-20** anticipated parent vehicles dropping students off at once.
- iii. The District anticipates the requirement of **120** parking stalls for staff and visitors.
- iv. The District has a requirement for bike racks to accommodate **75** bicycles for students and a bike rack for visitors.
- 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.

## MIDDLE SCHOOL

### 07.1 PURPOSE

The middle school accommodates grade levels 6 through 8. This section relates to middle schools of 300 students or larger. The middle school generally will not exceed 700 students.

### 07.2 DESIGN APPROACH

The early adolescent student is moving from the confines of the intimate classroom to a larger community of peers. The design will place more focus on the community within the school. The scale of the school is larger as the student is starting to become more independent. The school building will provide structures that encourage flexible grouping of learners and a variety in learning experiences that will include classroom learning as well as many small group settings. Team teaching is frequently the norm in the middle school. Flexible areas will facilitate inter-disciplinary learning and teaching.

# **APPENDIX A**

**New George Street Middle School (6-8)**

**March 2025**

**Anglophone West School District**

**Department of Education and Early Childhood Development**

**Educational Facilities and Pupil Transportation**

## DESIGN ENROLMENT & MAXIMUM CAPACITY

Design Capacity			Maximum Capacity
Totals	Classrooms	Grades	Total
-	-	M/K	
-	-	01	
-	-	02	
-	-	03	
-	-	04	
-	-	05	
270	11	06	308
270	10	07	290
270	10	08	290
-	-	09	
-	-	10	
-	-	11	
-	-	12	
		<u>Enregistrement</u>	
		Enrol. ( K - 5 )	
810		Enrol. ( 6 - 8 )	
		Enrol. ( 9 - 12 )	
810		Total Enrol.	888

## ENROLMENT PROJECTIONS

Projections		Baragar forecasting								
	2024	2025	2026	2027	2028	2029	2030	2031	AVG	MAX
Total Enrolment	741	793	784	779	771	760	745	721	762	793
K	0	0	0	0	0	0	0	0		
1	0	0	0	0	0	0	0	0		
2	0	0	0	0	0	0	0	0		
3	0	0	0	0	0	0	0	0		
4	0	0	0	0	0	0	0	0		
5	0	0	0	0	0	0	0	0	AVG	MAX
6	248	269	241	245	260	232	230	235	245	269
7	256	254	274	246	250	263	237	235	252	274
8	237	270	269	288	261	265	278	251	265	288
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

### George Street Middle School 6-8 (ASD-W)

**Target Enrolment: 810 Students / 32 Groups**

Space	Quantity	Area	Total Area M <sup>2</sup>
<b>General</b>			
General Instruction Classroom Gr 6-8	20	81.0	1620.0
Gr 6-8 Classrooms with Breakout Rooms	12	76.0	912.0
Break Out Rooms	6	11.0	66.0
General Storage Rooms			112.0
Project Work Areas			175.0
<b>Specialized Instruction</b>			
Music Room Middle/High	2	130.0	260.0
Art Classes	2	110.0	220.0
Combined General Science / Art	1	130.0	130.0
General Science Lab	2	130.0	260.0
Science Preparation Room	2	24.0	48.0
Performing Arts Room (Combined with Stage)	0	110.0	0.0
MSTE (middle school technology education)	2	220.0	440.0
<b>Physical Education</b>			
Gymnasium (2.6GT)	1	821.0	821.0
	1	591.0	591.0
Gym Auxiliary Change Area Spaces	2	78.0	156.0
Toilets 2@18=36m2			
Changerooms 2@44=88m2			
Shower Area 2@16=32m2			
Instructors Office (Combined)	1	20.0	20.0
Staff Shower and Washroom	1	8.0	8.0
Gymnasium Storage	2	80.0	160.0
Exterior Storage	1	20.0	20.0
Community (Common) Storage	2	20.0	40.0

### Student Services

Resource Room	6	21.0	126.0
Resource Room Adjacent to Guidance	1	35.0	35.0
Support Offices	2	12.0	24.0
Resource Work Area	1	80.0	80.0
Special Care Resource Room	2	35.0	70.0
Wash/Change Room	2	17.0	34.0
Quiet Room	1	10.0	10.0
Calming Room	1	9.0	9.0
Guidance Office	3	9.0	27.0
ISD Office	2	12.0	24.0
Visiting Professionals Office	9	9.0	81.0
Waiting Area	1	10.0	10.0
Health Room (Administration Area)	1	13.0	13.0
Accessible (Additional) Private Washrooms	6	8.0	48.0
Multi-Function Rooms			
Ground Floor Adjacent to Administration	1	150.0	150.0
Second Floor Adjacent to Guidance Area	1	70.0	70.0
First Nation Learning Centre			
Language Culture Room	1	45.0	45.0
Instructional Space & Community	1	81.0	81.0
Breakfast Program	1	25.0	25.0
Student Council	1	28.2	28.2

### Library /Media Centre

Library	1	324.0	324.0
Seminar / Activity Room	1	40.0	40.0

### Cafeteria

Dining and assembly	1	486.0	486.0
Kitchen	1	180.0	180.0
Stage (Black Box Theatre with Performing Arts)	1	72+110	182.0

### Personnel Centre/Staff Room

Staff Lounge and Work Areas	2	65.6	131.2
Staff Washrooms	4	8.0	32.0

### Administration

Reception	1	26.0	26.0
General Office	1	30.0	30.0
Principal's Office	1	14.0	14.0
Vice Principal's Office	3	11.0	33.0
Cumulative Filing & Storage Room	1	15.0	15.0
Vestibule Meeting Room and WR	1	14.0	14.0

### Custodial

Main Custodial Space and Closets	1	55.0	55.0
Recycling Room	1	15.0	15.0

**Sub Total** **8,630.4**

### Systems and Services

Overall Systems and Services (50%) **4,315.2**

Circulation Areas (corridors, stairwells, lobby, vestibules, elevator)	+/- 24%
Student/Public Washrooms	5%
Walls	15%
M, E, Data, Computer Cart Areas	6%

**Grand Total Square Meters** **12,945.6**

## PLANNING COMMITTEE MEMBERS

### New George Street Middle School (6-8) Planning Committee

Name	Titles
David McTimoney	Superintendent, ASD-W
Darla Day	Director of Schools, ASD-W
Sarah Francis	Director of First Nations, ASD-W
Shawn Tracey	Director of Finance and Administration, ASD-W
Jin Hee Jeong	Facilities Manager, ASD-W
Ken Forrest	Director of Planning, City of Fredericton
Ruth Eden	District Education Council
Michelle Ashfield	Principal of George St Middle School, ASD-W
Pamela Kitchen	PSSC Chair of George St Middle School, ASD-W
Chief Gabriel Atwin	Chief of Kingsclear First Nation
Tracey O'Reilly	Education Director of Kingsclear First Nation
Daniel Fournier	Committee Chair - Senior Project Manager, EECD

Design Committee	Date
Meeting #1 – Introductions, Project Overview, 21 <sup>st</sup> Century Learning	October 30, 2024
Meeting #2 –Projections, Target Enrolment, Functional Program	December 6, 2024
Meeting #3 – Review Guidelines, Adjacencies and Space Allocation	January 9, 2025
Meeting #4 – Review of the Draft Education Specifications	February 25, 2025
Educational specifications Design Committee Consensus to DEC	March 19 <sup>th</sup> , 2025.