

# **EXECUTIVE SUMMARY**

## **Educational Specifications**

**FOR**

**New Fredericton Southeast K-8 School**

**Anglophone West School District**

**December 2025**

**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 2025-26 Capital Budget submittal that a new K-8 school to be constructed on Fredericton's Southeast side. The land acquisition and design phase were approved as part of Government's 2025-26 Capital Budget.

The target date for completion for occupancy of the school is Summer 2030. The target design enrolment is 550 grade K-8 students with 30 groupings.

The school will be designed/constructed based on these Educational Specifications authored by the 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 will apply.

The primary aim is to develop a design that is welcoming, fosters active engagement for learners of all ages and personalities, supports Deeper Learning principles, enhances overall occupant well-being, and reflects the community's rich agricultural heritage. The vision also prioritises environmental sustainability and the meaningful integration of First Nations perspectives, acknowledging Country, culture, and traditional knowledge through design, learning spaces, and landscape elements. In addition, the project incorporates outdoor learning spaces and community gardening, connecting students to nature, hands-on environmental experiences, and respectful stewardship of the land.

Conceptual designs should be adaptable, supporting a variety of learning styles and activities. Spaces should accommodate individual work, collaborative projects, formal instruction, and informal exploration. Designers are encouraged to interpret the Educational Specification creatively, bringing the school's vision to life in innovative and inspiring ways.

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

The main entry of the building will be open and inviting leading into the school's focal point showcase library space, dining and assembly area, gymnasium. The facility will provide bright and open collaborate spaces for group learning and social gathering, as well as smaller and more intimate nodes for individuals needing a quieter environment for individual study and research. Established security guidelines must be respected and considered in all aspects of the design.

The design will encompass community groupings such as Kindergarten to Grade 2, Grade 3 to 5, and Grade 6 to 8 but must take into consideration the fact that spaces

such as the cafeteria, library, gymnasias, etc. are shared amongst all grade levels; each section of the school will serve a specific purpose but will not feel segregated or separate from the remainder of the building. The overarching theme of this facility is community building, occupants should feel comfortable as they flow from one area of the school to the next, invited by vista views and appealing aesthetics while considering ease of supervision.

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

Flexibility within the built environment is very important and will foster flexible teaching, thinking, scheduling and curriculum. Accommodations are to be made in the design so that instruction can take place not only in classrooms, but in spaces such as the learning commons, cafeteria, break-out rooms, and project work areas that will be located off corridors. Dispersed technology will allow instructors and students to take advantage of learning opportunities throughout the school; infrastructure must be built to expect and embrace innovation. 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 come with patterns and repetition.

**Design notes:**

- Exposed aggregate polished concrete flooring throughout, use different aggregate colour, staining or aggregate size or a combination of, 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. Project work areas can be delineated with carpet tile or other low maintenance durable flooring.
- Each breakout room shall be accessible exclusively from the corridor, with glazing to the adjoining classrooms and corridor for supervision, except for a solid wall at the back in the middle school wing. These classrooms should not have movable walls.
- 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 environment is inviting.
- The learning stairs must not be too steep and should be appropriate for the designated age groups, with the inclusion of a quiet reading cubby/cave underneath, allowing for supervision. If possible, the stairs should be designed to be accessible to all users, addressing accessibility requirements.
- The preparation room should have a door providing access from inside the lab and an additional door access from the corridor.
- Gymnasiums to be adjacent to each other with a mechanical folding partition between to create one large open space if feasible.
- Resource rooms shall be evenly distributed across all classroom wings to effectively support the designated grade configurations.
- Couple of the visiting professional office room can be placed on the second floor.

- Health room to be placed near the admin area.
- One quiet room & one calming room shall be provided on each level of the building.
- The multi-function room is divided into three spaces, with their locations and characteristics detailed under the Space Description section.
- The student council/club room should be placed adjacent to the multi-function room on the first floor.
- The recycling room shall be positioned beside the dining area, with direct proximity to an exterior door for bin access and an outdoor water source for cleaning bins.
- Third flagpole for the promotion of First Nation & Fourth Flagpole for the promotion of cultures and events.
- The community garden shall include a secure exterior faucet dedicated to gardening use.
- The outdoor learning area shall be designed as a semi-amphitheatre integrated into the natural landscape.
- The design of the school should reflect and celebrate the community's rich agricultural heritage, its natural environment, and the culture of the First Nation.
- The design should include a separate location identified for Early Childhood Development, disconnected from the main school building, with independent parking, a play area, and clearly identified traffic zones, segregated as needed.
- The design should also identify provisions for a future building addition and modular units.

### Vision Statement

- **Agrarian:**

The school's design will celebrate its agrarian heritage by drawing inspiration from the surrounding landscape, local farming traditions, and the community's deep connection to the land. Spaces throughout the building and site will reflect themes of growth, cultivation, and stewardship, creating an environment where students feel grounded in their cultural roots while engaging in hands-on, experiential learning. This vision fosters a sense of place, encourages environmental awareness, and supports the development of responsible, connected global citizens.

#### 04.4 SITE COMPONENTS

- i. Space for **5 buses** at one time and separate and not in conflict with the parental drop-off zone.
- ii. Space for **20** anticipated parent vehicles dropping students off at once.
- iii. The design requires **120** parking stalls for staff and visitors.
- iv. One multi-purpose playing field (**60 m X 100 m** with 5m wide clear sloped perimeter) is provided for all school grounds unless prevented by unusual circumstances.

## COMBINED SCHOOL

### 09.1 PURPOSE

A combined school is recommended when enrolments are too small to practically support the normal division of grade levels in one facility. When enrolment falls below 200 for elementary, 300 for a middle school or 500 for a high school, the opportunity for combining a wider range of grade level will be considered. The combined school is generally favoured over the creation of small schools because more amenities can be offered. If enrolment for a mixed level school falls below 300, it will be considered a small school and Section 10 shall apply.

The combined school is most often necessitated when at least one of the following conditions exists:

- a) A small remote population that precludes transportation of the pupils to a corresponding grade level school.
- b) Schools within transportable range of populations are already operating at a prohibitive utilization factor.
- c) A declining school population or a facility's inadequacy forces the closing of an institution and an amalgamation into one combination school would provide an acceptable utilization factor.
- d) Shifting populations place a need in a community or a region for a level of schooling not previously experienced or one that was accommodated in a way no longer found to be acceptable.

*Refer to Part A of this document for general directives regarding site design and building design. Part C of this document explains typical functions of the spaces allocated in Part B. Part B of this document lists all spaces that may be required in a combined school depending on the grade levels present, their area requirements and the differences that apply to the combined school.*

### 09.2 DESIGN APPROACH

In the combinations of grade levels, space allowances outlined for the highest level will be the default in determining the space allocation. In a combined school, it is generally desired that classrooms for each level, i.e. elementary, middle or high school, be located in separate wings or clusters, if possible. When such organization exists, apply a similar design approach as outlined in each of the previous sections.

## **APPENDIX A**

### **New Fredericton Southeast K-8 School Anglophone West District**

**December 2025**

**Department of Education and Early Childhood Development  
Educational Facilities and Pupil Transport**

## DESIGN ENROLMENT & MAXIMUM CAPACITY

Design Capacity		Enrolment Year 2025 Avg.	Maximum Capacity
Totals	Classrooms		
62	4	M/K	84
61	4	01	84
61	4	02	84
61	3	03	78
61	3	04	84
61	3	05	84
61	3	06	84
61	3	07	87
61	3	08	87
-	-	09	-
-	-	10	-
-	-	11	-
-	-	12	-
<b>Enregistrement</b>			
367		Enrol ( K - 5 )	498
183		Enrol ( 6 - 8 )	258
-		Enrol ( 9 - 12 )	-
550	30 Classrooms	Total Enrol.	756
<b>EFI Ratio</b>			

## ENROLMENT PROJECTIONS

Viable simple projection 5	Change	Baragar Forecasting												
		2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Total Enrolment	2.79%	804	823	848	887	901	920	931	1003	982	960	930	901	901
Bliss Carman	3.26%	572	590	635	628	632	668	725	745	734	720	696	657	674
Montgomery Street	1.82%	232	227	243	259	271	252	206	258	248	240	234	244	227

## FUNCTIONAL PROGRAM

### New Fredericton Southeast K-8 (ASD-W)

Target Enrolment: 550 Students / 30 Groups

Space	Quantity	Area	Total Area M <sup>2</sup>
<b>General</b>			
Kindergarten Classroom	4	90.0	360.0
General Instruction Classroom Gr 1-5	17	70.0	1190.0
General Instruction Classroom Gr 6-8	9	81.0	729.0
General Storage Room			91.0
Project Work Area	5	35.0	175.0
Break out rooms			
Grade 1-5 Classroom	4	11.0	44.0
Grade 6-8 Classroom	2	11.0	0.0
<b>Specialized Instruction</b>			
Music Room Elementary	1	110.0	110.0
Music Room Middle	1	130.0	130.0
Performing Arts Room	1	110.0	110.0
Art Classes	1	110.0	110.0
General Science Lab	1	130.0	130.0
Preparation Room	1	24.0	24.0
MSTE (middle school technology education)	1	250.0	250.0
<b>Physical Education</b>			
Gymnasium 1	1	591.0	591.0
Ancillary Spaces	2	39.0	78.0
Toilets 2@9=18m <sup>2</sup>			
Changerooms 2@22=44m <sup>2</sup>			
Showers 2@8=16m <sup>2</sup>			
Gymnasium 2	1	591.0	591.0
Ancillary Spaces	2	31.0	62.0
Toilets 2@9=18m <sup>2</sup>			

<b>Changerooms 2@22=44m<sup>2</sup></b>			
Instructors Office	2	10.0	20.0
Staff Shower	1	4.0	4.0
Gymnasium Storage	1	70.0	70.0
Community Storage Access	1	20.0	20.0
<b>Student Services</b>			
Resource Room	5	35.0	175.0
SP Care Resource Room	1	35.0	35.0
Wash/Change Room	1	17.0	17.0
Quiet Room	1	10.0	10.0
Calming Room	1	11.0	11.0
Guidance Office	2	9.0	18.0
ISD Office	1	12.0	12.0
Visiting Professionals Office	8	9.0	72.0
Waiting Area	1	10.0	10.0
Health Room	1	13.0	13.0
Multi-Function Room 1	1	70.0	70.0
Multi-Function Room 2	1	70.0	70.0
Multi-Function Room 3	1	80.0	80.0
Student Council / Club	1	23.0	23.0
<b>Library /Media Centre</b>			
Library	1	180.0	180.0
Seminar / Activity Room	1	20.0	20.0
<b>Cafeteria</b>			
Dining and assembly	1	330.0	330.0
Kitchen	1	85.0	85.0
Stage	1	72.0	72.0
Learning Stairs	1	40.0	40.0
Breakfast Program	1	25.0	25.0
<b>Personnel Centre/ Staff Room</b>			
Staff Lounge and Kitchenette	1	70.3	70.3
Staff Work Areas	1	45.6	45.6
Staff Washrooms	2	4.0	8.0
<b>Administration</b>			
Reception	1	18.0	18.0

General Office	1	25.0	25.0
Principal's Office	1	14.0	14.0
Vice Principal's Office	2	11.0	22.0
Cumulative Filing Room	1	11.0	11.0
Storage Area	1	4.0	4.0
Vestibule Meeting Room and WR	1	14.0	14.0
<b>Custodial</b>			
Main Custodial Space and Closets	1	40.0	40.0
Recycling Room	1	15.0	15.0
<b>Sub Total</b>			<b>6,543.9</b>
<b>Systems and Services</b>			
Overall Systems and Services (50%)			<b>3,272.0</b>
Circulation (corridors, stairwells, lobby, vestibules, elevator)	24%		
Student/Public Washrooms	5%		
Walls	15%		
M, E, Data, Computer Cart Rms	6%		
<b>Grand Total Square Meters</b>			<b>9,815.9</b>

### Overview of Revised Space Allocations

Spaces	Plan. Guidelines M <sup>2</sup>	Design
De-escalation Room /Calming Room	21	11
Quiet Room		10
*The De-escalation space is divided into two rooms.		
Visiting Professional Office	81	72
Guidance office	9	18
* One of the visiting professional offices has been removed and reallocated to provide an additional guidance office.		
Multi-function room 1	220	70
Multi-function room 2		70
Multi-function room 3		80
* The two multi-function rooms have been divided into three rooms to allow for more flexible use.		
Library	220	180
Learning Stairs		40
*To accommodate a learning staircase for the school, it was decided to reduce the overall library space.		
Staff Lounge area	45.6	70.3
Staff Work area	70.3	45.6
*The staff lounge and work area allocations were swapped to create a more spacious lounge environment.		



### PLANNING COMMITTEE MEMBERS

Name	Titles
Shawn Tracey	Director of Finance and Administration, ASD-W
Darla Day	Director of Schools, ASD-W
Nadine Peters	Facilities Manager, ASD-W
Stewart Pope	Assistant Facilities Manager, ASD-W
Paula Rowsell	Information Technology Supervisor, FEC
Ken Forrest	Director of Planning, City of Fredericton
Thomas Geburt	Chair-District Education Council
Rebecca Piercy	Principal of Montgomery Street School, ASD-W
Chantale Cloutier	Principal of Bliss Carman Middle School, ASD-W
Vidhu Jain	PSSC Chair of Montgomery Street School, ASD-W
Jamie Yeamans	PSSC Chair of Bliss Carman Middle School, ASD-W
Jansirani Boopalan	Committee Chair - Senior Project Manager, EECD

Design Committee	Date
Meeting #1 – Introductions, Project Overview, 21 <sup>st</sup> Century Learning	September 26, 2025
Meeting #2–Case study -Hanwell & Sunset Acres new schools	October 17, 2025
Meeting #3 –Projections, Target Enrolment, Functional Program	November 14, 2025
Meeting #4 – Review Guidelines, Adjacencies and Space Allocation	November 27, 2025
Meeting #5 – Review of the Draft Education Specifications	December 11, 2025
Educational specifications Design Committee Consensus to DEC	January 09,2026