

EXECUTIVE SUMMARY

EDUCATIONAL SPECIFICATIONS

for

Grand Bay / Inglewood School Replacement (K-5)

March 2026

Anglophone South School District
Department of Education and Early Childhood Development
Educational Facilities and Pupil Transportation Branch



INTRODUCTION

01.1 PROJECT SPECIFIC DIRECTIVES

Anglophone South School District requested of the Minister of Education and Early Childhood Development in their 2026-27 Capital Budget submittal for a new K-5 Elementary School rationalisation project to replace the existing Grand Bay Primary and Inglewood Schools, located in the town of Grand Bay-Westfield, New Brunswick. The land purchase was approved as part of Government's 2026-27 Capital Budget, with the designed proposed to commence in the 2027-28 budget year.

The completed school will provide the students with ideal learning environment, where the existing schools are insufficiently sized, learning conditions are suboptimal and support spaces such as gymnasias and library are all undersized for the forecasted population and some spaces missing completely such as cafeteria, stage, resource rooms, etc.

The target date for completion for occupancy of the school is the summer of 2029 with a preference of an earlier completion / occupancy date, being mindful that the school community commences in September. The target design enrolment is 390 grade K-5 students with 21 groupings.

The new school will be designed based on these Educational Specifications authored by the Salisbury Grand Bay/ Inglewood Design Committee 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-S, 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 larger 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.

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 with the following:

Design Notes:

- Epoxy flooring is proposed throughout, with different colours and chips for areas where visual contrast is required, as the standard flooring.
- Project work areas, supported with natural light, dispersed along corridors to support larger groups of students learning activities and common areas with adjacent classrooms the ability to open onto the project work areas, to allow for the expansion of the classroom environment.
- The use of moveable walls between some classrooms with whiteboard material as surface choice to combine 2 adjoining common grade level classrooms into one larger teaching environment.
- Breakout rooms, carefully planned with 1-2 located in each wing area to support students with access off the main corridor(s).
- Multi-Function Rooms located off the ground floor common area with movable partitions to provide the option to combine the 2 rooms into one large space, located off the main circulation corridor or main lobby area.
- Site specific (size, orientation, site access), allow space for future expansion of the school or modular classrooms.
- Carpet tile for the library with a section of epoxy concrete in the high traffic circulation area by the reception area is idea.
- Custodial office located to supervise the access for the community use of the gymnasium, change areas, multi-function rooms, cafeteria and stage area. The areas accessible for community use should be able to be separated and secured from the remainder of the school.
- Explore the ability for the inclusion of a vinyl film on the interior wall application on accent walls.
- Separate student entrance/exit access from corridor to the bus/parent drop off area, to reduce congestion of the main entrance.
- No interconnected floors with guardrails only windows would be acceptable to reduce the risk of injuries, if the design allows.
- Playground area shall be fully fenced in and in close proximity to the student's classrooms area(s).

Vision Statements

- School located in the heart of the small community with natural elements steering away from an institutional facility look, while maintaining an open inviting entrance that is appealing to the school community.
- More natural light and earthy materials on the exterior and the interior bright, colourful, lively corridors with accents and subdued pastel colours in the classrooms to support quiet learning environments.

04.4 SITE COMPONENTS

- i. Space for **6-7 buses** for drop-off and pick-up times.
- ii. The school will require the space or location for **10 cars** in the queue with **5-6 cars** dropping off at one time.
- iii. This school requires 74 staff parking stalls and 10 visitors parking stalls for a total of **84 parking stalls**. Additional parking may be provided for students based on the school's needs and availability of land at the high school level.
- iv. Bike racks to accommodate **50 bicycles** for students + visitors bike rack at the main entrance.
- v. This school should have an area of **520 m²** of playground space.
- vi. 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.
- vii. This school should have a hard surface play area of **500 m²**.

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.

The use of vibrant colours is generally seen as positive in elementary schools. Primary colours used in strategic ways to identify and accent is encouraged.

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.

APPENDIX A

Grand Bay / Inglewood School Replacement (K-5)

March 2026

**Anglophone South School District
Department of Education and Early Childhood Development
Educational Facilities and Pupil Transportation Branch**

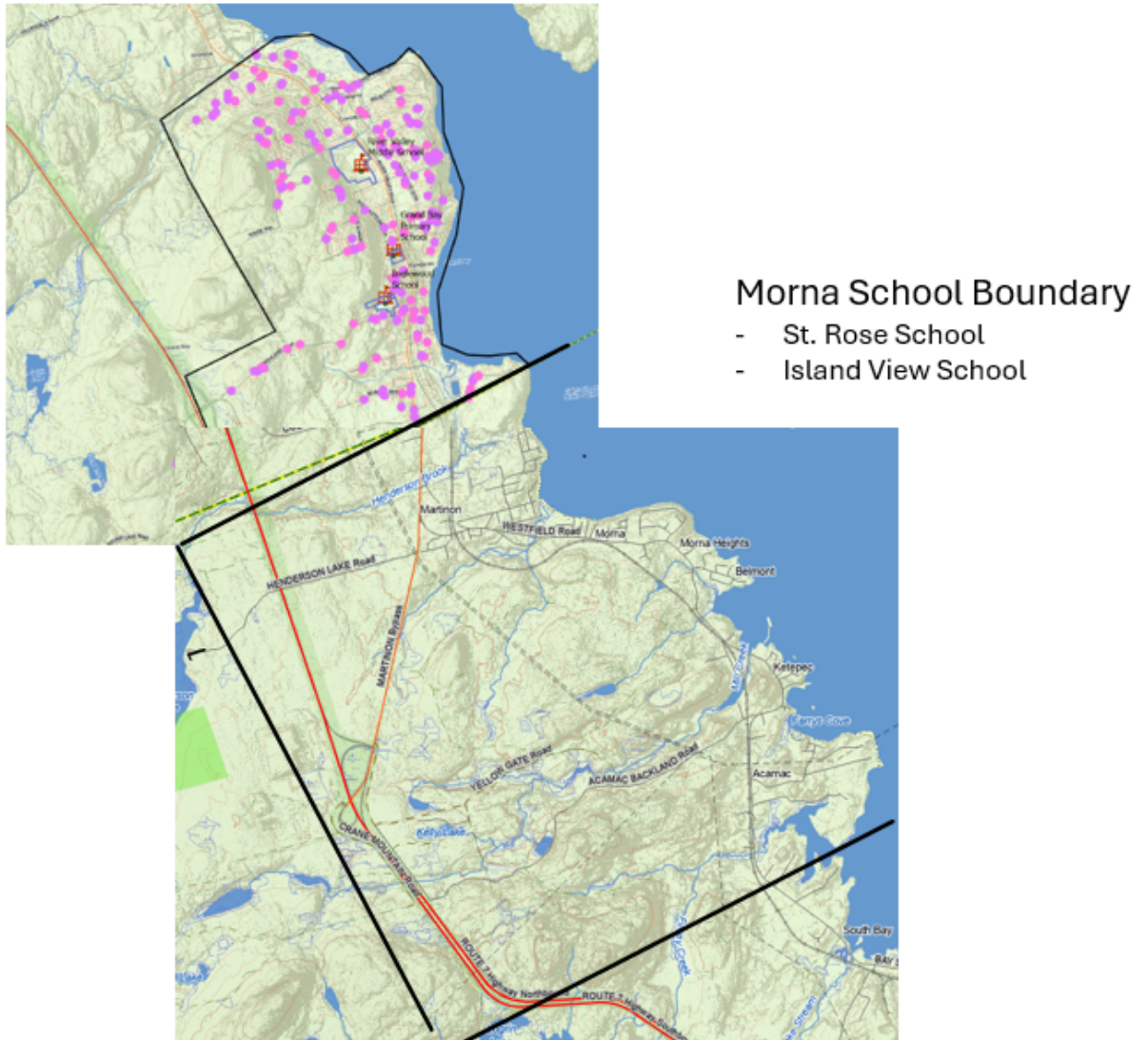
DESIGN ENROLMENT & MAXIMUM CAPACITY

Design Enrolment & Maximum Capacity			
Design Capacity		23.4% EFI Ratio	Maximum Capacity
Totals	Classrooms	Grades	Total
65	4	M/K	84
65	4	01	84
65	4	02	84
65	3	03	78
65	3	04	84
65	3	05	84
-	-	06	0
-	-	07	0
-	-	08	0
<u>Enregistrement</u>			
390	21	Enrol. (K - 5)	
-	-	Enrol. (6 - 8)	
390	21	Total Enrol.	498

ENROLMENT PROJECTIONS

Forecast for Grand Pay Primary and Inglewood Schools											
Baragar forecasting - Projections											
Total Enrolment	2024	2025	2026	2027	2028	2029	2030	AVG	Morna Boundary	AVG + Morna	
	217	219	246	234	232	220	208	225	82	307	
Grand Bay Primary	K	38	42	46	31	26	30	30	35	5	40
	1	40	35	50	45	30	26	28	36	19	55
	2	27	36	39	52	47	31	27	37	13	50
Inglewood	3	43	28	42	39	51	46	31	40	18	58
	4	34	45	26	41	38	49	44	40	14	54
	5	35	33	43	26	40	38	48	38	13	51

SCHOOL CATCHMENT AREA



Boundary is expanded to redirect the Morna School catchment area to the new Grand Bay / Inglewood school to reduce enrolment pressures being experienced at St. Rose School and Island View School.

PLANNING FUNCTIONAL PROGRAM

Grand Bay / Inglewood School (K-5)

Target Enrolment: 390 Students (21 Groupings)

Space	Quantity	Area	Total Area M ²
General			
Kindergarten Classroom	4	90.0	360.0
General Instruction Classroom Gr 1-5	17	70.0	1190.0
General Storage Room			59.5
Project Work Area			105.0
Break Out Rooms	5	11.0	55.0
Specialized Instruction			
Music Room Elementary	1	110.0	110.0
Performing Arts Room	1	110.0	110.0
Physical Education			
Gymnasium (2.167 GT)	1	591.0	591.0
Auxiliary Washroom and Change Area	2	31.0	62.0
Instructors Office	1	10.0	10.0
Staff Shower and washroom area	1	6.0	6.0
Gymnasium Storage	1	70.0	70.0
Community Use Storage Access	1	15.0	15.0

Space	Quantity	Area	Total Area M ²
Student Services			
Resource Room	3	35.0	105.0
Special Care Resource Room	1	35.0	35.0
Wash/Change Room	1	17.0	17.0
Quiet Room / Calming Suite (21.0m ²)			
Quiet Room	1	12.0	12.0
Calming Room	1	9.0	9.0
Student Support Centre	1	35.0	35.0
ISD Office	1	12.0	12.0
Visiting Professionals Office	4	9.0	36.0
Waiting Area	1	6.0	6.0
Health Room	1	13.0	13.0
Multi-Function Room	2	75.0	150.0
Sensory Room (Snoezelen)	1	50.0	50.0
Breakfast Program	1	25.0	25.0
Library /Media Centre			
Library	1	156.0	156.0
Seminar / Activity Room	1	20.0	20.0
Cafeteria			
Dining and assembly	1	234.0	234.0
Kitchen	1	55.0	55.0
Stage	1	72.0	72.0
Personnel Centre/ Staff Room			
Staff Lounge, Kitchenette and Staff Work Area	1	73.2	73.2
Staff Washrooms	1	8.0	8.0

Space	Quantity	Area	Total Area M ²
Administration			
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	1	11.0	11.0
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
Custodial			
Main Custodial Space and Closets	1	30.0	30.0
Recycling Room	1	15.0	15.0
Sub Total			3,995.7
Systems and Services			
Overall Systems and Services (45%)	+/-		1,798.3
Circulation (corridors, stairwells, lobby, vestibules, elevator)	23%		
Student/Public Washrooms	4%		
Walls	13%		
M, E, Data, Computer Cart Rms	5%		
Grand Total Square Meters			5,794.0

PLANNING COMMITTEE MEMBERS

New Grand Bay / Inglewood School (K-5) Planning Committee

Name	Titles
Daniel Fournier	Committee Chair - Senior Project Manager, EECD
Derek O'Brien	Superintendent, ASD-S
Amanda Hamm	Vice Chair, District Education Council Representative, ASD-S
Angela Marr	Director of Schools, ASD-S
James Connors	Facilities Manager, ASD-S
Jocelyn Myatt	Principal of Grand Bay School, ASD-S
Pamela Burt	Principal of Inglewood School, ASD-S
Andrea Connolly	Grand Bay Primary School, PSSC Chair
Keri Smith	Inglewood School, PSSC Chair
Evan MacDonald	Vice Principal, Princess Elizabeth School / Parent
Rick Adams	Recreation Director, Town of Grand Bay-Westfield

Design Committee	Date
Meeting #1 – Introductions, Project Overview, 21 st Century Learning	December 19, 2025
Meeting #2 – Projections, Target Enrolment, Functional Program	January 29, 2026
Meeting #3 – Review Guidelines, Adjacencies and Space Allocation	February 20, 2026
Meeting #4 – Review of the Draft Education Specifications	March 11, 2026
Educational specifications Design Committee Consensus to DEC	March 27, 2026