AUSTIN
Independent School District

APPROVED BY AISD
BOARD OF TRUSTEES,
Dec. 18, 2017

EDUCATIONAL SPECIFICATIONS

FOR MODERN LEARNING ENVIRONMENTS

October 30, 2017

Reinventing the Urban School Experience

Key Concepts and Terms

EXECUTIVE SUMMARY

Educational specifications, or "Ed Specs," are design standards and concepts used by school districts to guide new school facility construction and major space renovations to create engaging and effective learning environments. School districts are required by state law to adopt educational specifications.

Traditionally, Ed Specs have served as the district's guide to the architect and engineering community, providing a prescriptive vision of the built environment. Architects and engineers will still use the Ed Specs to guide their work. However, this version of the Ed Specs pivots away from a prescription to a document that encourages the design community to collaborate with school communities to define elements of the built environment that will best serve students. Thus, the Ed Specs should also be used by school communities to help shape conversations about new buildings and major additions.

In developing this version of the Ed Specs, the district is embracing modernization and reinvention as envisioned in the district's Strategic Plan, Facility Master Plan (FMP), and academic vision.

The Strategic Plan encompasses the district's vision to reinvent the urban school experience. The FMP is a high-level roadmap for the modernization of all district facilities over the next 25 years. The FMP documents the current status of each of AISD's buildings, identifies a vision for their future and charts a course to achieve that vision by identifying the level and nature of capital investments that must be made in each facility.

The FMP presents a vision for the transformation of AISD's schools to modern learning environments and hubs for the communities they serve. These environments must be created based on skills and knowledge that students must develop to be prepared for the future.

To support the changing needs of learners and educators/facilitators AISD has developed an academic vision based on a three-pronged approach:

- Change curriculum, instructional practice and assessments to foster the development of student's power skills.
- Support the intersection of whole child, literacy and transformational technology into curriculum, instructional practice and assessments.
- Reinvent academic programming and enhance existing programs to align with the district's belief in equitable access and inclusion for all AISD students.

The district considered the larger environment in which it operates when developing the Ed Specs. The Austin community is rapidly changing. Austin ranks high in the "best of" lists compiled by national organizations and the media. Austin has an excellent standard of living, a growing and diversifying economy, and a vibrant arts community.

Despite a rapidly growing population, the district confronts substantial challenges. The district has seen an enrollment decline, largely due to an increased cost of living and the redevelopment of properties which once supported families, but are now designed for younger households with fewer children. The district's demographer predicts a continued decline of approximately 0.5 percent student enrollment per year over the next 10 years. By encouraging the development of modern and appealing learning environments, the Ed Specs play a vital role in the creation and transformation of schools that attract and retain students.

The district also recognizes the academic environment must change to reflect our modern society and economy. Traditional school environments with closed classrooms were designed to prepare an agrarian-based society. Rows of desks facing one teaching wall and a single instructor support lecture or direct instruction. This type of learning is valuable; however it does not mirror the modern work environment, where both collaborative and individual efforts are keys to success. In the modern classroom, learners must also have space to experiment, explore and apply new concepts, whether they are working individually or collaboratively as part of a small team.w

To develop the district's academic vision, which incorporated concepts such as the district's academic power skills, the Six C's (critical thinking, collaboration, creativity, cultural proficiency, communication and connection), the district has to prepare learners for a technology-rich future and flexible work environments. To do so, the built environment must change. Just as educators use technology as a tool to engage learners, the built environment is now a tool that can be customized to accommodate different teaching approaches and individual learner preferences.

To ensure that the Ed Specs address issues presented above, our aging school infrastructure (the average AISD school is over 46 years old) and meet the needs of teachers and students, the district conducted visioning exercises with an Ed Spec workgroup comprised of school communities and academic departments, including technology. The Ed Specs workgroup, along with the work of the design consultants, the DLR Group, and AISD construction management and facilities staff resulted in the creation of the Ed Specs.

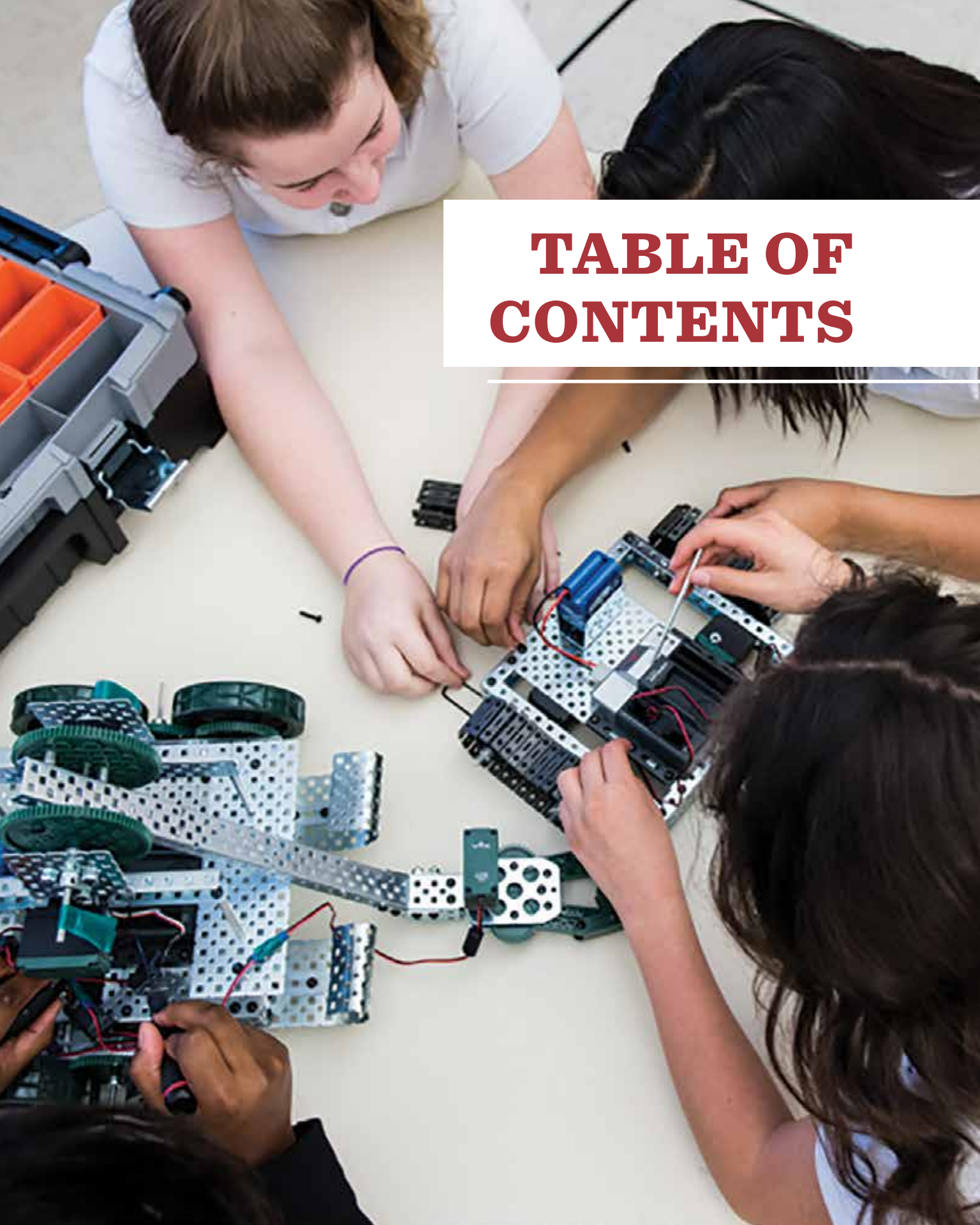
The Ed Specs document is divided in three parts that describe the purpose, the vision process, and the resulting specifications. Readers should note the significant changes that the district is adopting. Not all of these changes will be applied to all school modernization efforts, but they reflect an evolving way of thinking about the built environment that is somewhat new to AISD. Notable changes and concepts behind them, are found throughout the document, where they are explained in detail. The notable changes include:

- Schools sized to fit needs of community – No one-size-fits-all
- Flexible space (that educators and learners can configure to meet current and future needs)
- Technology distributed throughout spaces
- Dedicated community spaces
- Consideration of outside space is equally important as interior spaces for learning
- Incorporate wellness through the built environment
- Dining areas that may be centralized, or dispersed throughout each campus
- Learning neighborhoods composed of flexible learning spaces of different sizes
- Classrooms reinvented as Studios that support interdisciplinary and project-based learning
- School capacity is determined by the number of students, studios and Learning Neighborhoods
- Professional learning centers for educators to prepare and collaborate
- Transparency between spaces to provide visual connections between groups of learners
- Libraries become media resource centers, or technology hubs, that may be centralized or dispersed throughout each campus
- Choice in dispersing or centralizing functions and connecting spaces
- Accessible amenities including family restrooms, multiple elevators in dispersed facilities, and automated doors at primary entries
- Flexible class schedules and the inclusion of remote learning and partnerships with outside entities

While the Ed Specs should be considered in their entirety, design professionals will find the concepts and designs presented in Part 3 especially useful. In addition, Appendix B, where FMP guiding principles are linked to the built environment, will also guide discussions about design. School communities may find the discussion of the guiding principles in Appendix B helpful, and use "Measures of Success," developed by the Ed Spec workgroup especially useful in their discussions with the design professionals.

The new Ed Specs provide a performance-based framework to ensure that equitable opportunities for modernized facilities are explored within the context of each specific campus and community. Parents, students, educators and district leadership will join the conversation with design teams to develop the best approach for their campus within the options identified in the Ed Specs. New facility projects will follow the Ed Specs while balancing requirements of the educational program, site constraints, and City of Austin regulations. Renovation projects will incorporate concepts of the Ed Specs as appropriate and feasible to the scope of work.

AISD is excited about the new Ed Specs. The district encourages school communities to examine the modernization concepts in the document and consider those that would best serve their communities. When a new project is proposed, parents, teachers and principals are encouraged to actively participate in the campus task force committees that the district and design firms will convene to help guide the design process. By working together, schools will be modernized and provide our vibrant community's youth the modern learning environments that they deserve.



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INTRODUCTION

Educational specifications, or "Ed Specs," are design standards and concepts used by school districts to guide new school facility construction and major space renovations in order to create engaging and effective learning environments. School districts are required by Texas law to adopt educational specifications.

Austin Independent School District has reimagined its educational specifications to integrate the concepts developed during the Facilities Master Plan development process with an emphasis on modernization, including state-of-the-art technology, as well as flexible learning and community spaces. Modernization efforts include learning environments that promote AISD's power skills for 21st century learning, the Six C's: critical thinking, collaboration, creativity, cultural proficiency, communication and connection.

> *"Our learners must have experiences every day that include critical thinking, collaboration, creativity, cultural proficiency, communication and connection, or as we would like to call them — the Six C's."*
>
> – Paul Cruz, Ph.D., AISD Superintendent


Office DEPOT
EMPATHIZE
DEFINE
IDEATE
TEST

With the emphasis on modernization and the inclusion of emerging educational concepts as presented in the district's Facility Master Plan (FMP), the district has pivoted away from Ed Specs that have historically been prescriptive. The new Ed Specs are inspired by the needs of students and educators and provide a framework to encourage communities to work with architects, engineers, academic professionals and others in the design and creation of spaces.

The document is divided into three key sections.

Part 1 — Overview

The Ed Specs are rooted in the district's Strategic Plan, academic vision, the FMP and its guiding principles as well as the socio-economic environment within which the district operates. Part 1 describes how these factors come together and why new Ed Specs are necessary.

Part 2 — Process and Outcomes

In developing the Ed Specs, the district worked with the DLR Group, an architectural design firm with national expertise in creating innovative educational spaces in Pre-K—12 school design. The DLR Group conducted a series of visioning exercises with district administration and educators to take the principles and concepts presented in the FMP and align them to the district's academic vision. The results of that process are described in Part 2, and further elaborated in Appendix A and B.

Part 3 — Specifications

This section illustrates how design concepts, such as transparency, adjacency and learning neighborhoods are used in elementary, middle and high school examples. Part 3 defines space types and corresponding programming information.

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Part 1
Overview

PURPOSE

Educational specifications, a requirement of state law, were written to encourage a built environment that aligns with AISD's foundational documents, the district's Strategic Plan, Facility Master Plan and the academic vision. They provide guidance to architects, engineers and other design professionals and the community stakeholders as they work together to modernize facilities and address the needs of all learners.

The Ed Specs describe, both narratively and graphically, how learning may occur and establishes performance expectations for facilities within AISD. They incorporate principles and strategies for successful teaching and learning by educators and learners within built environments.

NEW CONCEPTS AND WAYS OF THINKING

As technology and society change, educational concepts evolve, as do the guidelines that establish modern learning environments. The previous system of AISD's Ed Specs served as a communication tool between the school district and consulting design teams, however they were somewhat prescriptive in nature. The new Ed Specs are a departure from the former system. They are intended to facilitate communication among stakeholders, parents, communities, administrators, educators and designers. The new specifications are less technical, more descriptive and embody the visioning work of AISD stakeholders.

During the development of the FMP, the district and the community identified the need to more precisely define "modernization" and new construction with regard to physical improvements to the built environment.

Flexible Learning Spaces

State-of-the-Art Technology

The FMP identified modernization goals which are included in the educational specifications and are as follows:

Flexible Learning Spaces

The vision for flexible learning spaces addresses the development of relationships through the creation of learning neighborhoods. These neighborhoods are intended to create flexible environments that accommodate multiple learning and teaching methods. This provides greater opportunities for educators and learners to establish collaborative relationships and collaboration that might otherwise be lost in more traditional environments. In addition, schools and architects should strive to achieve multi-use spaces, both inside and outside of the building. Spaces such as dining, community use spaces, the media resource center and others should be planned for multiple uses wherever possible.

State-of-the-art Technology

With today's technology and instant access to information, learning is not limited to the seven hours and the 180 days of school that a child in Texas is required to attend each year. Technology is integrated within facilities in order to support the expansion of learning times and places.

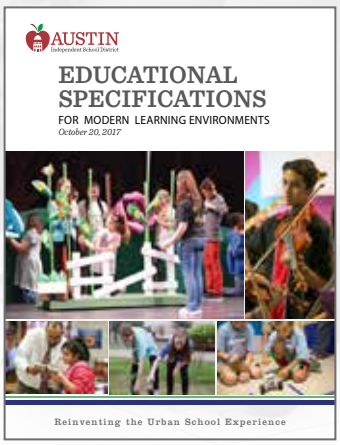
Community Spaces

In order to address the needs of the AISD community, dedicated space is integrated into each campus to respond to the needs of neighborhoods and the larger community. These community spaces promote the development of partnerships and provide community support.

Community Spaces

Multi-Use Spaces

Facility Master Plan
Update 2017



Educational Specifications
for Modern Learning Environments

In order to develop the Ed Specs, the district considered the community feedback provided during the Strategic Plan, FMP and academic vision development processes. Also, the district convened a group of internal stakeholders (administrative departments and schools) to serve on an Ed Specs workgroup.

An organizing concept developed by the workgroup to advance modernization was the idea of creating learning neighborhoods. A learning neighborhood is a large suite of collaborative spaces that are adjacent to each other with connections between them that can be adjusted by the users to facilitate collaboration and increase visual transparency between spaces. Learning neighborhoods are a departure from the traditional grouping of same-sized classrooms arranged along a hallway. These new multi-functional spaces of different sizes are designed to support a variety of learners and encourage 21st century teaching and learning.

STRATEGIC PLAN AND FACILITY MASTER PLAN

The AISD **Strategic Plan 2015-2020**, *Reinventing the Urban School Experience Together* sets the stage for both the development of the FMP and refinement of the district's academic vision by articulating the concept of reinventing the urban school experience. The plan also fully embraces the foundational concepts such as "whole child, every child" and dedicates the district to ensuring that all learners are successful.

VISION

AISD will reinvent the urban school experience.

MISSION

AISD exists to fulfill the mission put forth by the State of Texas, which is to "ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic and educational opportunities of our state and nation."

CORE BELIEFS

All students will graduate college-, career- and life-ready. We will create an effective, agile and responsive organization. We will create vibrant relationships critical for successful students and schools.

The 25-year, comprehensive **Facility Master Plan** reflects a high-level review of the district's facilities, based on seven guiding principles discussed in more detail in Part 2. The FMP documents the current status of each AISD facility, identifies a vision for their future and charts a path to achieve that vision by identifying the level and nature of necessary capital investments.

DEVELOPMENT OF EDUCATIONAL SPECIFICATIONS

While the Strategic Plan, the FMP and the district's academic vision provided concepts and ideas for the development of Ed Specs, the district needed a practical way to incorporate the ideas and goals presented in these documents in order to develop them into design standards to guide architects and other design professionals in the creation of modern learning spaces. To accomplish this, the district retained the DLR Group to help guide the process.

District leadership established a workgroup of AISD educators, who collaborated over a four-month period. That workgroup was charged with exploring "Reinventing the Urban School Experience" and what that reinvention would mean for the built environment. The efforts of the workgroup resulted in a vision for the built environment that is discussed in Part 2 and detailed in Part 3. The AISD community can expect to see significant changes in the district's facilities, as envisioned in the FMP, over the next 25 years as voter-approved bond programs are implemented.

Notable Changes

- Schools sized to fit needs of community – No one-size-fits-all
- Flexible space (that educators and learners can configure to meet current and future needs)
- Technology distributed throughout spaces
- Dedicated community spaces
- Consideration of outside space is equally important as interior spaces for learning
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DRIVERS OF CHANGE

Public schools in Austin are foundational in the creation and maintenance of a vibrant and successful community. As a key influencer in the educational, emotional and creative development of the next generation, AISD worked diligently to develop an over-arching structure and guiding principles to support an effective, agile and responsive organization. Creating built learning environments where children thrive ensures the continued success of both the individual and the Austin community.

In addition to the AISD's cornerstone documents, academic vision and the work of the Ed Specs workgroup, the district had to consider a number of factors to ensure the Ed Specs align with the city's educational needs, changing demographics, equity, goals and the robust, knowledge-based economy.

The Austin Community

The Greater Austin Chamber of Commerce captures what is unique about Austin. The chamber notes that Austin typically makes the "best of" lists and the Austin population is, among other attributes, inventive, creative and wired. AISD has a unique opportunity to support a dynamic city with diverse people and cultural experiences. A significant way that the district can support the city is to provide excellence in education by modernizing its school buildings.

Higher Education

Education is the bedrock of the Austin community. The city is home to the state's largest flagship universities, the University of Texas at Austin, an educational and research powerhouse with the achievements and resources to be considered one of the best universities in the world. Higher education in the city is further strengthened by the presence of St. Edward's University, Huston–Tillotson University, Concordia University and Austin Community College. The vibrant higher education community in Austin presents an opportunity to AISD to match it on the primary and secondary school level. In the modernized schools, envisioned by the district and articulated in the Ed Specs, AISD's students learn the skills necessary to be successful in the higher education community. AISD supports programs such as early college high school, career launch, medical high school, academies and career and technical education with access to technology, flexible learning spaces, highly specialized science and maker spaces, outdoor learning spaces and other amenities.

Changing Demographics

The Austin metro area is the fastest growing in the United States, fueled by competitive advantages: a highly skilled workforce, modern infrastructure and international connectivity.

Despite this area growth, the district has seen an enrollment decline, largely due to an increased cost of living and the redevelopment of properties which once supported families, but are now designed for younger individuals without children. The district's demographer predicts a continued decline in student enrollment of approximately 0.5 percent per year over the next 10 years. By encouraging the development of modernized and appealing learning environments, the Ed Specs play a vital role in the creation and transformation of schools that retain and attract students to the district.

Cultural Community

A culture of innovation and creativity is on display every day in Austin, the "Live Music Capital of the World." The music and arts scene within Austin is well known internationally and it continues to grow and mature as a key thread in the city's fabric. As more arts, music and cultural organizations stream into the city, the richer and more satisfying the experience becomes for both artists and audience members. The Ed Specs support the cultural community in Austin by ensuring that the space and design needs of the arts programs are properly considered during the design process, as well as providing space for performance, exhibits and community gathering.

Diversified Economy

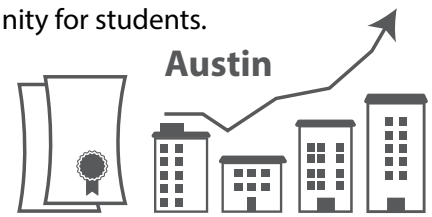
As the state's technology hub, Austin hosts a major technology cluster of internationally significant industry giants such as Dell, Advanced Micro Devices, Intel, 3M, IBM, Samsung and National Instruments. Numerous international technology companies are joining Austin's long-time tech anchors to advance the city as a critical location within their corporate structures.

In addition to technology, other economic sectors and industries are also driving innovation and growth across the area in and around Austin. State government bolsters the Austin economy by employing tens of thousands in the Austin area in diverse jobs that include engineering, social work, healthcare, environmental sciences, technology, law and the clerical fields. The Central Texas community has invested heavily in healthcare infrastructure over the last decade and the University of Texas at Austin has constructed a new medical school that is expected to add to the city's capacity to bring innovative solutions forward. Austin is now a cultural destination with a thriving hospitality industry based on live music, technology and other conferences, outdoor performances and large sporting events.

Each of these sectors and others present opportunities for AISD students, and the district, by embracing a "whole child, every child" philosophy, to help position students for employment and future success. The Ed Specs promote the building of modernized spaces to house academic programming aligned with Austin's economic sectors, and to encourage partnerships with these industry leaders.

AISD supports the efforts of the Chamber of Commerce and other organizations to bolster economic growth and thus economic opportunity for students.

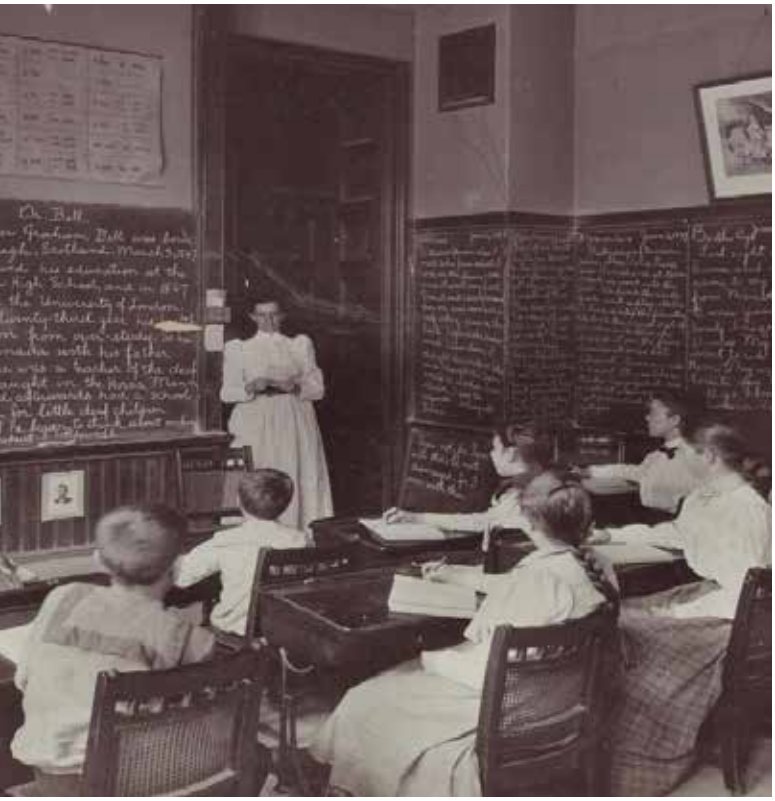
The Austin Chamber of Commerce developed a five-year program that sets initiatives for these priorities:



1. Boosting economic diversification to proactively strengthen the economy
2. Deepening the talent pool through development and attraction
3. Keeping the Greater Austin region attractive to entrepreneurs, business leaders and site selectors through expanded advocacy on issues such as a comprehensive regional transportation system and regional collaboration

Changes to Academic Environments

Traditional school environments with rows of desks facing one teaching wall and a single instructor support lecture or direct instruction based on a national curriculum to the learner for an industrial society. The educator was the focus and held the keys to knowledge. This type of learning will not produce students for success in the real world. To fully understand a new concept, learners must also have space to experiment, explore and apply these new concepts. To truly develop the Six C's, and prepare our learners for a technology-rich future, the built environment must change. Just as educators use technology as a tool to engage learners, the built environment now becomes a tool that can be customized to different teaching approaches and individual learner preferences.



Cross-Cultural and Historical Perspectives on the Developmental Consequences of Education (Cole, 2005, p. 200).


TONI & SLADE
MORRISON

Austin ISD

Learners

82,000

Schools

130

Family

1

17	18	85	10
High Schools	Middle Schools	Elementary Schools	Other Campuses

46 YEARS
is the average age of an AISD school building

52 SCHOOLS
have a "poor" or "very poor" facility condition

26 SCHOOLS
have an unsatisfactory educational suitability condition

10+ CAMPUSES
have significant overcrowding

ACADEMIC VISION

Learning today is physically and socially different than it was in the past. To respond to the changing needs of society and the needs of our students, AISD schools support an experience in which every child is able to learn at their own pace and follow individual interests. Likewise, the role of the teacher is also shifting in that the educators of tomorrow become facilitators who work in collaboration with learners. They serve as a resource on how to find, access and apply information. Educational spaces are designed to support AISD's power skills, the Six C's.

To support the changing needs of learners and educators, AISD has developed an academic vision based on a three-prong approach:

1. Change curriculum, instructional practice and assessments to foster the development of student's power skills.
2. Support the intersection of whole child, literacy and transformational technology into curriculum, instructional practice and assessments.
3. Reinvent academic programming and the enhance existing programs to align with the district's belief in equitable access and inclusion for all AISD students.


2

Part 2
Process and Outcomes

Part 2 outlines concepts for the district's vision of Reinventing the Urban School Experience including learning principles for planning new and improved learning environments for all grade levels, Pre-K–12 and specialty programs. This section establishes and defines the district's design planning strategies and measures of success for the vision of modernized learning environments.

EDUCATIONAL SPECIFICATIONS VISION

INNOVATIVE AND SUPPORTIVE LEARNING ENVIRONMENTS

The revision of the district's Ed Specs developed from the FMP modernization concept to incorporate flexible learning spaces, equip spaces with state-of-the-art technology, create multi-use spaces and incorporate dedicated community spaces at AISD schools. The Facilities and Bond Planning Advisory Committee (FABPAC) developed these components as broad approaches for all campuses.

To update the Ed Specs, the district assembled a workgroup composed of educators who embraced both the innovative educational work occurring throughout the district and the need to change educational models and buildings to meet the needs of learners in the future. The workgroup was facilitated and guided by the district's consultant, DLR Group, a nationally recognized design firm.

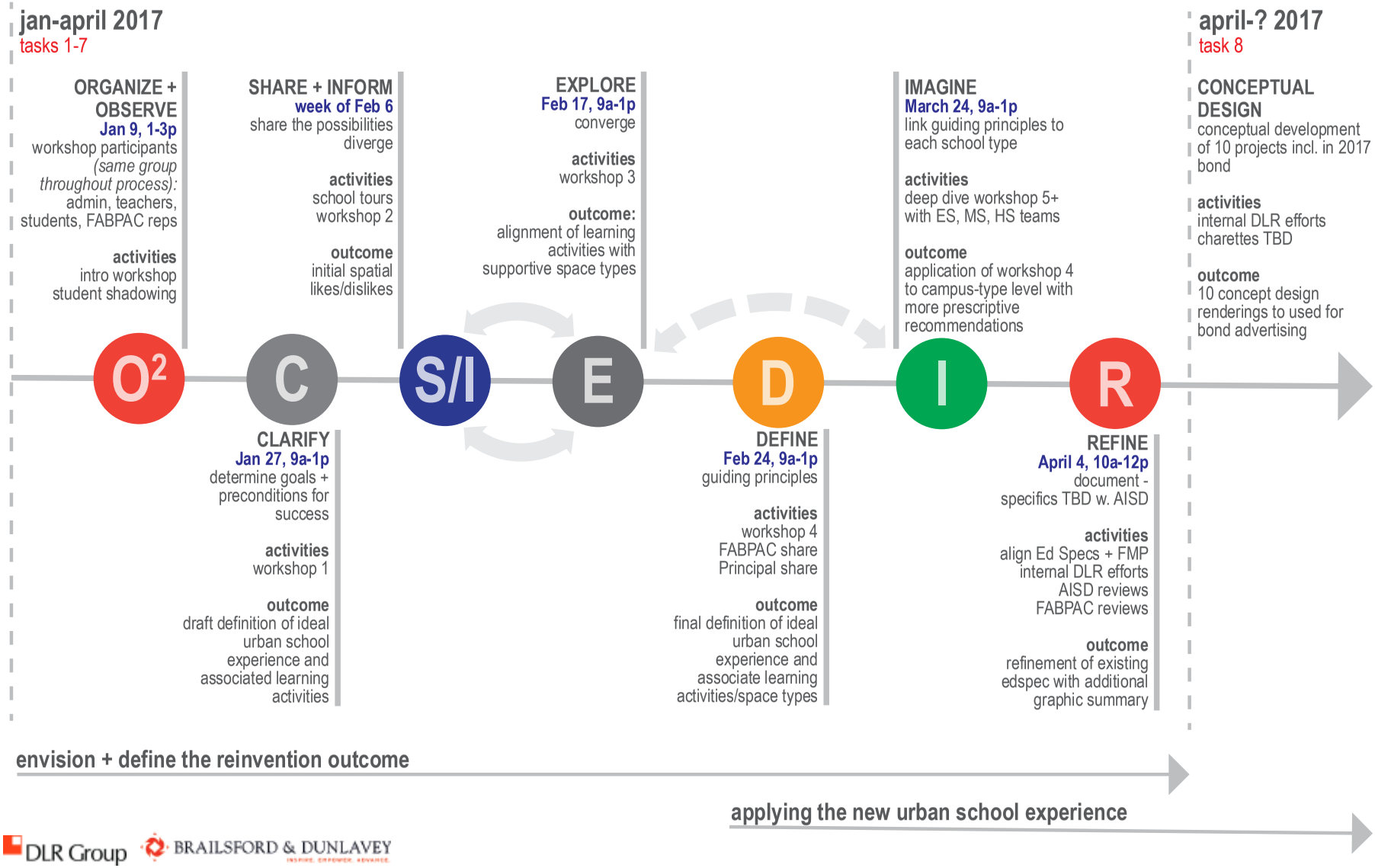
The Ed Specs workgroup, which was led by the Superintendent, included representatives from the following schools and departments throughout the district.

Schools

Akins High School
Ann Richards School for Young Women Leaders
Austin High School
Bailey Middle School
Blackshear Elementary School
Burnet Middle School
Fulmore Middle School
Kealing Middle School
Murchison Middle School
Travis Heights Elementary School
Travis Early College High School
Zavala Elementary School

Departments

Academics and Social Emotional Learning
Construction Management
Early Childhood Education
Facilities
Finance
Health Services
Information Systems and Technology
Library Media Services
Superintendent
Teaching & Learning



DLR Group BRAILSFORD & DUNLAVEY

To ensure new concepts serve learners of today and the next generations of learners, the workgroup participated in a visioning process. Over the course of multiple workshops the workgroup achieved the following:

- Reviewed national trends and case studies
- Envisioned "A Week in the Life of a Learner in 2030"
- Identified three district learning principles
- Developed measures of success for academics, facilities and community
- Explored implications for elementary, middle and high schools

The workgroup explored the question, "What do new innovative learning environments look like in the future?" The nature of these conversations led the workgroup to a better understanding of the far-reaching ramifications of their work and a desire to further refine the district's academic vision. The forward thinking nature of their work promoted more extensive discussion within the district. Team members worked to align the approaches that emerged from these conversations with the FMP Guiding Principles. That alignment, provided at the end of Part 2, includes detailed considerations of the implementation of these approaches.

Participants understood the impact of personalized learning and challenged many of the standards used within traditional school systems. Topics such as where and when learning happens were paired with changing views on how learning should be facilitated. Participants expressed the view that learners should drive their education as it is related to schedule and location.

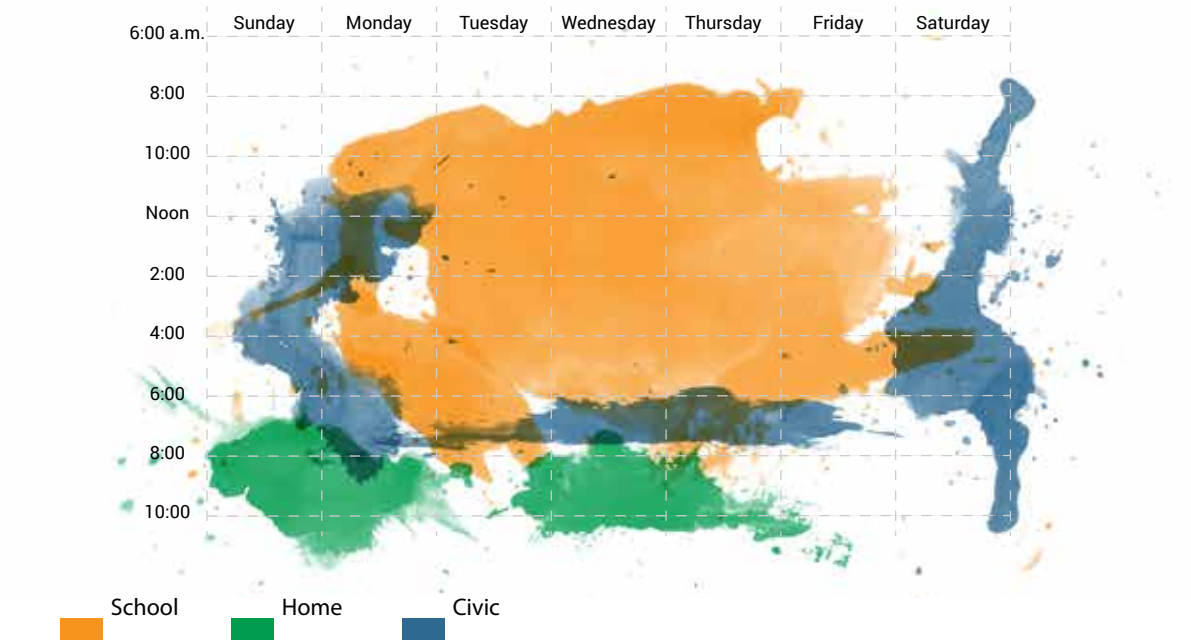
For example, as is common in businesses today, learners may have the option to work remotely or choose their own hours. Learning activities may be led by a district employee but occur in a business location, or students may be able to adjust the times their school days start and end in order to pursue internships or other passions.

A WEEK IN THE LIFE OF A LEARNER IN 2030

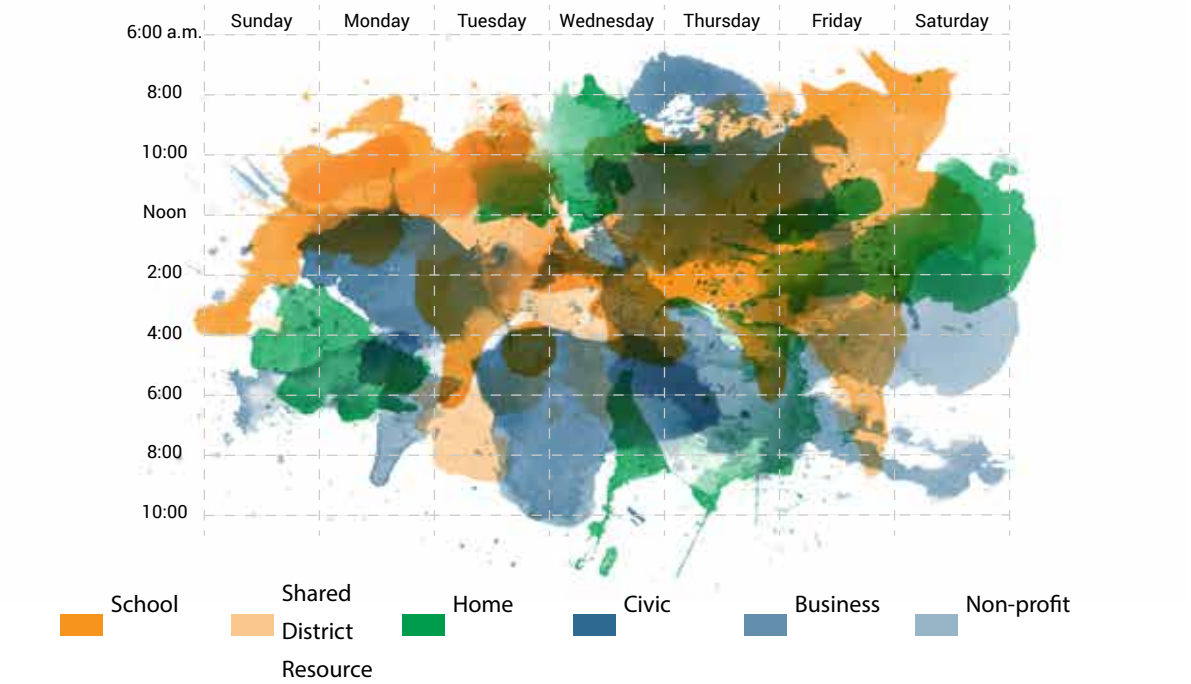
The 2016-17 workgroup engaged in an exercise to consider what a week in the life of a learner might look like when AISD kindergarten students graduate in 2030. The diagrams created during the activity illustrate that each learner's schedule would be fluid in terms of time and place.

Output from the "week in the life of a learner" exercise is shown on the next page. Work hours extend beyond 8a.m. to 5p.m. Participants reached consensus that school schedules need to be flexible to better serve modern schedules and meet the needs of individual learners.

Week in the life - 2017



Week in the life - 2030



* The first graphic shows the current status quo – learning occurs in a school building with district resources, depicted in orange, Monday through Friday from roughly 8am to 4pm. The second illustration graphically depicts the workgroup's prediction of what the Week in the Life of an AISD learner will look like in 2030. Learning will occur during weekends and evenings to accommodate a variety of learners, educators, and professionals. Learners will choose when and where learning occurs. Through technology and community partnerships, expanded resources will be available to learners, including community and higher-education facilities and professional expertise.

LEARNING PRINCIPLES

DEVELOPED BY THE ED SPECS WORKGROUP

Three learning principles emerged from the Ed Specs workgroup as participants discussed and shared ideas on reinventing the urban school experience. These learning principles should not be regarded as separate goals but instead as three principles that overlap and work to create the entire learning experience. These learning principles are embodied throughout the Ed Specs and influence the design of learning spaces, academic decisions, school operations and how the community is engaged and integrated. The learning principles are explained in Appendix A.

The learning principles are:

Continuum of Learning

Learning can take place anywhere, anytime and with a variety of educators, business people and community members. Learners build AISD's power skills, the Six C's – critical thinking, collaboration, creativity, cultural proficiency, communication and connection –through projects and solving real problems and collaboration with a team of community, business and higher education partners.

Health and Well-being

Each learner has strong mentors and support to build a sense of belonging and address educational development, conflict resolution and collaboration, emotions and changes at school or in their personal life. These positive relationships with adults and others combined with a learning place full of natural light, connections to the out-of-doors and space for movement creates a learning experience focused on whole health and well-being.

Empowerment

Flexible instruction time allows learners to control where and how they learn best, while being encouraged to move through the curriculum at their own pace, instead of grade levels or standard schedules. Learner success is measured not by tests but through assessment of competency and earning mastery credentials.

ALIGNMENT

WITH FACILITY MASTER PLAN GUIDING PRINCIPLES

The following information provides a brief listing of the Guiding Principles identified during the FMP process and their related Measures of Success. The Ed Specs workgroup collaborated to develop the Measures of Success for the built learning environments. An expanded guide to the principles, facility implementation strategies and definitions of the Measures of Success can be referenced in Appendix B.

Health, Safety and Security

Guiding Principle: First and foremost, the health, safety and security of our students and staff is the number one priority. The FMP supports safety and security measures at all district facilities through compliance with safety codes and regulations. The district incorporates safety and security best practices in the design, construction, maintenance and operation of the district's facilities.

Measure of Success: Facilities – Quality Space, Health and Well-Being; Community - Robust Learning Experience

Academics and Co-curricular Supports

Guiding Principle: The FMP is academically-driven, recognizes that physical environment and facilities affect learning and student achievement, and supports the achievement of the academic and co-curricular (e.g., physical education, athletics, fine arts and career and technical education) goals and strategies articulated in the district's Strategic Plan and board priorities.

Measure of Success: Academics – Learner Choice and Voice, Flexible Time, Groups, Robust Learning Experience; Facilities – Space Variety, Technologically Connected

Equity in Facilities

Guiding Principle: The FMP addresses equity in facilities by providing each school and site facilities based on current Ed Specs, through community input based on needs and Board-approved programs at the campus. These facilities provide students access to quality academic and specialized programming and technology through the construction and/or renovation of facilities through a strategic, phased modernization strategy.

Measure of Success: Academics – Learner Choice and Voice; Facilities – Quality Space, Technologically Connected

Environmental Stewardship and Sustainability

Guiding Principle: The FMP has been developed to support and protect the environment and strengthen academics through the use of sustainable and conservation-focused practices for its buildings, grounds and equipment. The plan is informed by best practices in daily operations of facilities and equipment using green energy, energy efficiency, resource recovery, water conservation, waste minimization and sustainable building practices.

Measure of Success: Facilities – Quality Space, Health & Well-being; Community – Outdoor Spacesw

Protection of Financial Investment

Guiding Principle: The Facility Master Plan includes the protection of the taxpayers' investment in the district's facilities through a long-term plan with a two-year review cycle for maintenance, repairs and renovations to extend the useful life of existing facilities coupled with the development of parameters for building replacement.

Measure of Success: Academics – Learner Choice and Voice, Groups, Robust Learning Experience; Facilities – Space Variety, Health & Well-Being

Optimal Utilization

Guiding Principle: The FMP identifies specific plans and/or remedies to achieve a target range of 75 - 115 percent of permanent capacity when compared with projected student enrollment, beginning with the opening of the 2016-17 school year and every school year thereafter, and contain a two-year cycle of review for enrollment projections for subsequent years.

Measure of Success: Academics – Learner Choice and Voice, Groups; Facilities – Space Variety, Health & Well-being

Communication and Community Engagement

Guiding Principle: The FMP development process must provide multiple opportunities for meaningful input and varied means of engagement tailored to community needs.

Measure of Success: Community – Learner-driven Projects, Partnership Mindset, Robust Learning Experiences, Wrap-around Services; Facilities – Quality Space


3

Part 3
Specifications

This section more fully describes district-wide design strategies and outlines how the district will work to apply them to each school campus. Each design team will work with campus and district leaders to use these design strategies in a different ways to meet the learners' stage of development and personal needs.

The following key elements of the design strategies are each described in this section:

- Flexible Framework for Learning
- Learning Neighborhood
- Learning Neighborhood Space Type Components
- Learning Neighborhood Adjacency Diagrams
- Space Types
- Space Type: Adjacency Diagrams
- Space Programs

FLEXIBLE FRAMEWORK FOR LEARNING

INNOVATIVE AND MEANINGFUL LEARNING THROUGHOUT THE COMMUNITY.

Austin Independent School District offers a wide array of academic options for learners in the community. As the future unfolds in Austin, it is important to develop an educational framework that meets the needs of the immediate future as well as embodies the collaborative energy of the future. Stakeholders from all parts of our community need to be actively engaged in creating and implementing effective learning for all learners.

AISD envisions a flexible framework in which personalized learning for all is provided through a well-orchestrated network of community-based learning places and is supported by a wide-ranging group of vested and engaged community partners. AISD is working to increase academic excellence through a careful re-envisioning of where learning happens, when learning occurs, and who is involved in facilitating that learning. Through reaching out to community resources, AISD has developed robust methodologies to support learning that occurs throughout the community and is directed by an engaged group of educators, staff, parents, business partners and community members. This collaborative and mutually beneficial network both engages community members in the ultimate success of AISD and provides learners with authentic experiences.

AISD initiated a modernization effort, outlined in its Facility Master Plan and funded through voter-approved bond programs. The emphasis of school design will shift away from the traditional classroom experience, in which students are a passive audience, to a more interactive space where students are a part of the learning experience. AISD schools will incorporate **flexible spaces** that allow for collaborative, interdisciplinary, and project-driven learning. Flexible spaces also allow for easier modifications as teaching styles change. These modernized spaces will incorporate **technology** as an essential tool for research, analysis, and communication in the information age.

Moreover, the AISD school facilities will be designed to serve their **communities**. Community can be defined as the adjacent neighborhood or as a network of stakeholders across the district. Meeting space designed to support parent and community organizations will be part of every modernized school. In addition, dedicated space for support services appropriate to a larger community will be built regionally.

THE "LEARNING NEIGHBORHOOD"

CREATING THE FRAMEWORK FOR INDIVIDUALIZED AND COLLABORATIVE LEARNING EXPERIENCES.

As we march into the future, the Six C's **critical thinking, collaboration, creativity, cultural proficiency, communication and connection** are the basis of our teaching and learning strategies throughout AISD. These power skills are the key to empowering learners to develop the skills needed for today's economy and for jobs that are not yet invented. A key element in the development of physical spaces that meet the needs of learners and allow them to personally develop is a "Learning Neighborhood."

A **learning neighborhood** is a unique group of spaces that is home for a group of building users that offers an interconnected array of different spatial types equipped with a variety of flexible furniture and equipment to support differentiated learning activities. This core "building block" of the physical campus is developed to provide a variety of spaces and functions to seamlessly support the educators and learners in the work they do.

Learning neighborhoods address the critical need of breaking down schools into smaller more intimate settings. The spaces encourage interactions and allow for spontaneous discussions, which allow the learners and educators to build connectedness with each other and their peers (learner to educator and learner to learner). The collaborative connections create the Health and Well-being environment that is needed for the learners and educators to be successful.

This learning neighborhood approach looks slightly different at elementary, middle and high schools to respond to the individual needs of each cohort. The number of learning environments will vary depending on school size, programs and site constraints. Further, community connections to the core learning spaces and the remainder of each particular campus are developed and implemented on a site by site basis. AISD will consider the needs and desires of the stakeholder groups associated with each campus and coordinate these with the needs of the district as a whole.

The following pages explore the specific space types within each learning neighborhood and provide broad diagrams of how these can work together to foster a learning environment that meets the needs of modern learning experiences.

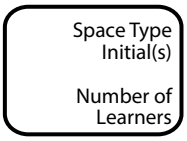
LEARNING NEIGHBORHOOD SPACE TYPE COMPONENTS

THE SMALL BUILDING BLOCKS FOR THE PROGRAM FRAMEWORK.

This document provides a framework for making a learning environment that is able to be adaptive over time. Technology is an integral component of today's educational environment, and it will only expand its influence on both methodologies and content. Spaces that support future education will need to be both specialized and flexible. An increase in the complexity of the work and the equipment being used in society requires specialized equipment to interface with new technologies. At the same time, those technologies are constantly changing often requiring whole new support systems.

In order to provide long-term flexibility and adaptability, AISD has identified a core group of space types that accommodate numerous configurations to support a variety of learning styles. Careful consideration of the adjacencies of those spaces to one another and their visual connectedness is vital in order to support varied learning styles and support learner driven activities. The flexibility and multi-use nature of the spaces and the furniture allows for more efficient use and better ability to easily adjust to inevitable curriculum shifts over time.

Legend



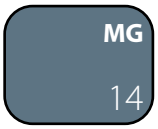
Space type name

Potential Uses

NSF= Net Square Feet

Small Group

Self-directed work
Small group work
Studio pullout
Special needs pullout
Intimate meeting
Home base

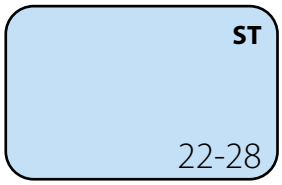


Medium Group

Small group work
Project/build work
Studio pullout
Special needs pullout
Instruction
Itinerant services
Conference room
Staff collaboration
Community room

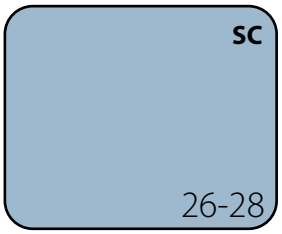
Open Collaboration

Project/build work
Instruction
Large group
Special needs instruction



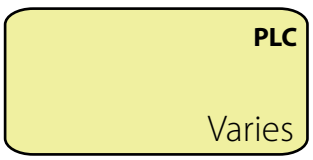
Studio

Self-directed work
Small group work
Special needs instruction
Direct instruction



Science

Hands-on learning
Self-directed
Small group work
Project/build
Direct instruction



Professional Learning Center

Small group work
Itinerant work
Workroom
Collaboration
Storage
Lounge

Maker Space

Project/build work
Direct instruction
Small group work
Hands-on learning
Self-directed

Learning Neighborhood
Space Type Components

Studio (22-28 occupants)

ST

22-28

800-850 NSF

Activities: The studio most closely resembles the traditional classroom and provides key improvements. It is an acoustically separated space for an educator to facilitate learning activities for one class of learners. However, through flexible furniture and a variety of technology available to both educator and learner throughout, the studio supports efficient movement between learning activities or modalities. It will support not only direct instruction, but also allow learners to quickly break into groups, move tables aside to provide work space for projects, present to one another, etc. Multiple modalities is key. Opportunities for two studios to combine will be provided, allowing for large group instruction, team-teaching, and more project space. Following the space use model of higher education, educators will have use of the professional learning center, which includes a workstation, personal storage space, and collaboration areas. The studios may or may not be owned by a particular educator at the elementary level, and the Studio will not be owned at the middle and high school level. Space use will be determined collaboratively among a team of educators.

Access: Place studios with a direct connection to open collaboration areas and clear access to the outdoors. Connectivity, transparent and physical, between at least two studios and with the shared learning space, will provide greater flexibility for team teaching, collaboration and temporary studio expansion for project work. Visual access to media resources will encourage use.

Considerations: Provide operable windows. Make adaptable for multiple teaching modalities including individual, team and collaboration; adaptable for multiple learning typologies including presentation, self-directed work, small group work, project/build work; supportive of direct and indirect instruction; agile for quick reconfiguration.

Learning Neighborhood
Space Type Components

Small Group (5 occupants)

SG
5

125 NSF

Activities: Small Group spaces allow for three to five learners to work together, have a meeting and collaborate, without disrupting others. Acoustic separation will encourage communication and collaboration to occur. small group rooms can be used during, between, or after classes. This size space can also allow special needs educators to work with individual learners on an as needed basis.

Access: Easy access, transparency, and visibility from shared learning spaces and studios enables passive supervision. Dispersing small group spaces accommodates quick movement to and use of space without disruption to learning. Ownership of small group spaces will be shared. Placing two small group spaces together allows future combination into a medium group space and/or they can be joined with an operable partition to accommodate changing space size within the learning day.

Considerations: Provide writable surfaces and digital display to support problem-solving, collaboration, creativity, communication, and critical thinking. Providing different furniture styles in different small group rooms will allow learners to choose their preferred arrangement for that particular activity. Flip-top, mobile tables and nesting, and mobile task chairs will allow maximum flexibility. Soft, comfortable furniture, bean bags, and high-top tables and chairs provide variety in body posture. Consider providing access after school hours for community or club use. To support future adaptability of space, provide a lockable door, power, data, and voice drops to accommodate future use as office space.

Learning Neighborhood
Space Type Components

Medium Group (14 occupants)

MG
14

400 NSF

Activities: Medium Group supports much of the same activities as small group, the key difference being the size of the space. Still allowing for learner collaboration, breakout or special education, it also could support community meetings, conference space, or other itinerant services. The flexible space can be outfitted to support a wide variety of activities.

Access: Easy access, transparency, and visibility from shared learning spaces and studios enables passive supervision. Dispersing medium group spaces accommodates quick movement to and use of space without disruption to learning. Ownership of medium group spaces will be shared.

Considerations: Use physical walls or flexible furniture to define spaces. Functions vary with unique needs depending on configuration of the learning suites and learner support requirements.

Learning Neighborhood
Space Type Components

Open Collaboration (occupants vary)

Varies

NSF varies

Activities: Open collaboration space will support various levels of instruction or collaborative activities. Courses with low enrollment can be taught in an open collaborative space instead of a studio. Learner-directed, technology-based learning can occur here with easy supervision from learning studios. Media center resources can be accessed here, and the flexible space can be outfitted with project tables to support project or Maker activities. The space is also well sized for community use and staff meetings.

Access: Easy access and a visible connection between studios, small group, and open collaboration spaces encourage indirect supervision of learner activities. Consider placing two open collaboration spaces together for future combination into a specialized instruction space. Ownership of open collaboration spaces will be shared and contain movable learner workstations, tables and equipment, comfortable furniture.

Considerations: Use physical walls, floor patterns, or flexible furniture to define spaces. Floor patterns may also be used to designate egress paths. Functions vary with unique needs depending on configuration of the learning suites and learner support requirements. Use flexible walls when connecting to adjacent shared learning spaces. Acoustics should support a variety of functions. Services: video, voice communication, power and data located for maximum flexibility, two-way communication system with intercom, wireless network access, sink or kitchenette as appropriate, and projection or digital display.

Learning Neighborhood
Space Type Components

Professional Learning Center (occupants vary)

PLC

Varies

Capacity and size dependent upon location and use

Activities: Professional learning center will support educator prep and teams with areas for independent and small group work. Activities include planning and collaboration, socializing, dining, and administrative tasks.

Access: Providing professional collaboration and work spaces in each of the learning neighborhoods provides for maximum efficiency of space usage—all learning spaces can be used all periods of the day independent from a particular educator schedule. Additionally, the professional learning center fosters greater communication and collaboration. Provide easy access and visibility from shared flexible learning spaces. Ownership will be shared.

Considerations: Use physical walls with transparency to define spaces. Functions vary with unique needs depending on professional staff assigned to the space. Movable furniture or workstations, small meeting table, movable display, tackable and projection surfaces.

Learning Neighborhood
Space Type Components

Science (28 occupants)

1,300 / 1,632 NSF

SC

26-28

Activities: Scientific learning cannot be limited to a single-use space. A large, flexible, multi-purpose lab will support different types of study within the discipline of science as well as interdisciplinary exploration. Critical thinking involves multiple stages of learning, including individual research, collaborative brain-storming, hands-on exploration, project creation, and reporting findings or presentation. Expanded space through flexible walls, multiple points for display through mobile writable surfaces, and connectivity through transparency are crucial to these engaging spaces.

Access: Embedding Science spaces within the learning neighborhood increases exposure for all learners. Direct physical access and visible connectivity from the open collaboration spaces will promote connectivity and use. Science spaces will have access to a preparation space either shared with another science space or with a Maker Space.

Considerations: Sinks, gas, and exhaust hoods as appropriate will be located at the perimeter to support maximum flexibility. Limit overhead cabinets to ensure locations for exterior and interior windows. Lab tables with casters will be provided to support a variety of furniture layouts — rows of tables facing one direction, groups of tables for collaborative teams, tables pushed up to perimeter to access gas and water infrastructure, and tables pushed to one corner to facilitate physics or other project building exercises in a large, clear floor area. Outside of labs utilizing sensitive or dangerous materials, operable partitions and/or overhead doors should be explored to open up the walls and let science activities and critical thinking spread into the open collaboration areas as needed.

Learning Neighborhood
Space Type Components

Maker Space (occupants vary)

1,200 / 1,300 / 1,600 NSF

MS

Varies

Activities: Maker Spaces provide a flexible space for messy project creation, low-intensity science labs, experiential learning and/or curricula needing specific equipment or access to water and tools. Provide additional mechanical and electrical services, more durable finishes and acoustical separation from other learning environments. Maker program requires a flexible location for a "teaching wall" to serve multiple furniture arrangements necessary for both whole group and small group work.

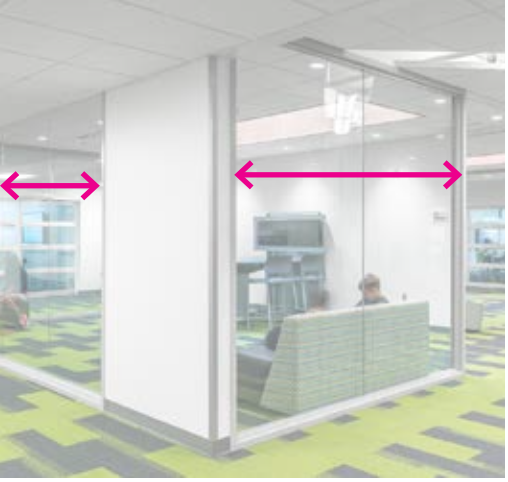
Access: When a maker space is placed within the learning neighborhood as shared learning it becomes a protected, familiar space for a small community of learners. These spaces are owned by the learning neighborhood educators and learners. When the maker space becomes highly specialized it may be shared by the whole school; locate them for easy access by all learners. Consider direct access to an outdoor learning space with extra wide openings for material and equipment delivery.

Considerations: Potentially suspend power and data from ceiling to provide maximum flexibility. Consider exposing structure to allow for hanging display of work, and movement of large materials. Provide large movable work tables to support material layout space, teaming, and technology as necessary. Tables should be highly durable for project creation. Consider project storage needs. Provide sinks and explore if floor drains are necessary.

LEARNING NEIGHBORHOOD ADJACENCY DIAGRAMS

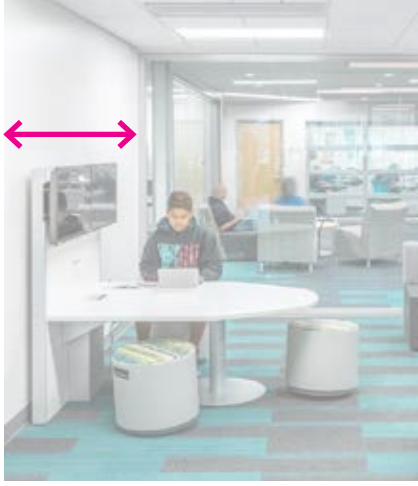
CREATING THE LEARNING NEIGHBORHOOD

The following neighborhood bubble diagrams indicate potential adjacencies between required learning neighborhood space types. They are not floor plans and can be representative of one of many configurations. Spaces and furniture should be easily reconfigured to support a variety of shared learning spaces. Ensure natural daylight and access to outdoor learning environments is provided to each learning neighborhood.



TRANSPARENT

FLEXIBLE / OPERABLE



OPAQUE

WALL TYPES

OPAQUE — The wall is stationary and constructed of materials that do not allow for visibility through (example: gypsum wall board construction)

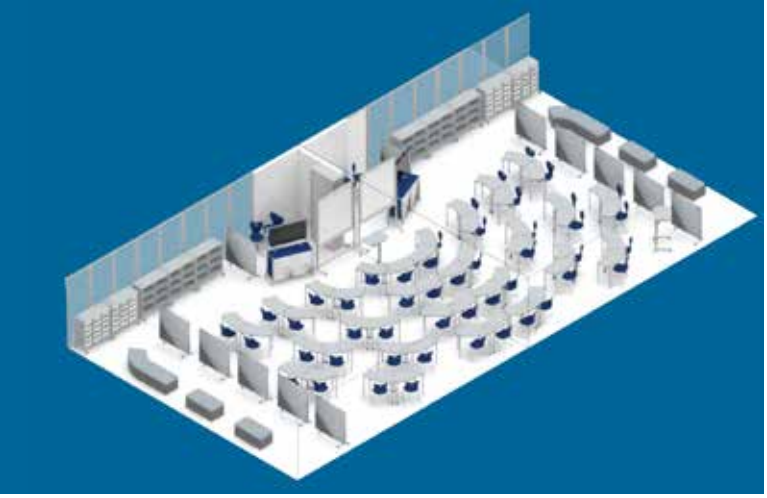
TRANSPARENT — The wall is stationary and constructed of materials that allow for visibility through (example: glass storefront construction)

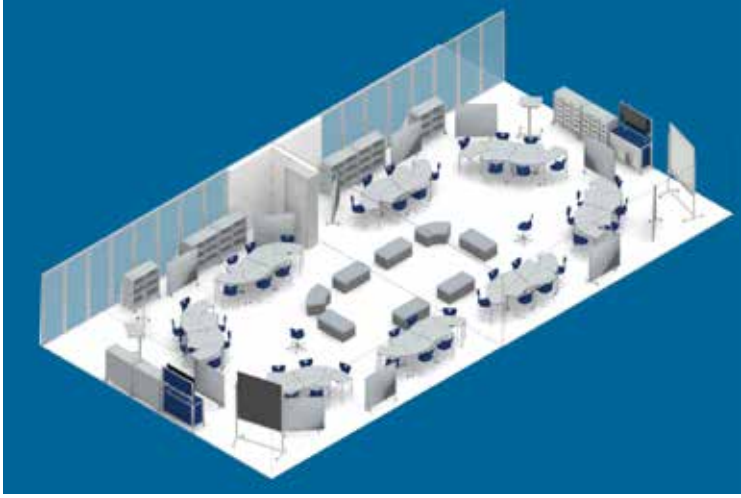
FLEXIBLE/OPERABLE — The wall is not stationary and constructed in a way that allows for easy open and closed movement. It may or may not allow for visibility through (example: sliding glass wall)

LIGHTING TYPES

DAYLIGHTING — The amount of natural daylight allowed to enter a space directly affects the attention of occupants, their ability to perform tasks, and can increase wellness. Buildings should strive to achieve the proper balance of natural light according to the use of space and orientation to the sun. Daylighting systems can include various openings of wall and window systems to allow natural light to illuminate spaces. Consideration should be given to the ability of the wall opening to condition the light to control glare and brightness.

ARTIFICIAL LIGHTING — Artificial lighting systems can offer similar amenities as natural daylighting to support building occupants through enhanced usability of a space and to provide a comfortable environment. With control systems, artificial lighting can operate in direct relation to natural lighting to obtain balanced light levels and decrease energy usage. Considerations of the type of activity and anticipated room configurations are important in designing a productive, efficient, and aesthetically pleasing system. Fixture types can include direct, indirect, task, accent and combinations thereof.





FURNITURE TYPES

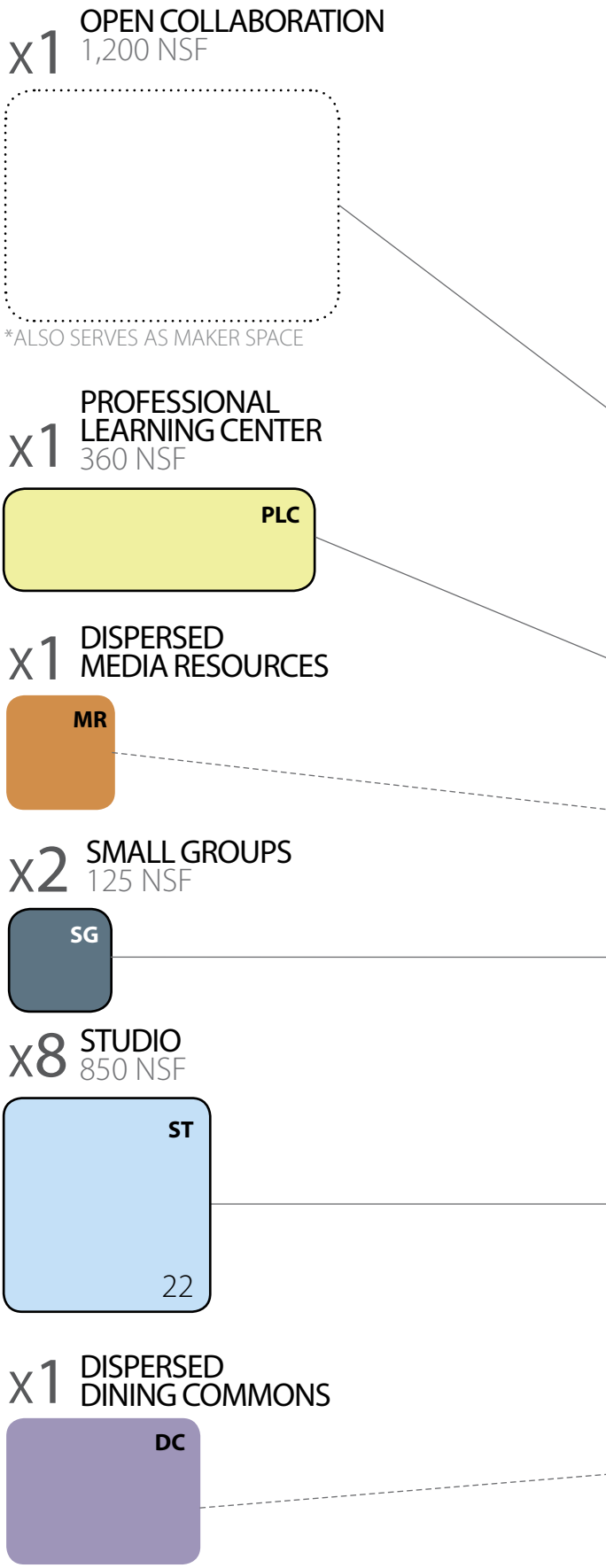
Furniture systems are a primary connection between the building, the occupant and the ability to function effectively. A variety of furniture types should be incorporated into learning neighborhoods, dining commons, and other multi-use spaces.

FLEXIBLE — The flexibility of furniture configurations is vitally important to support multi-use and flexible use spaces. Movable or adjustable height tables are common examples of flexible furniture, sometimes with the ability to allow nesting or stacking options to better clear a space for another function. Flexibility also involves chairs with movable seating support and shapes of furniture that adapt to movements of the user.

MOBILE — Furniture with the ability to reconfigure focal points of a room and direct attention to tasks is necessary for flexible learning spaces. The addition of casters to some or all leg components of furniture aids in the ability to quickly rearrange a room. Weight and durability of the systems are considerations for both mobile as well as stationary components.

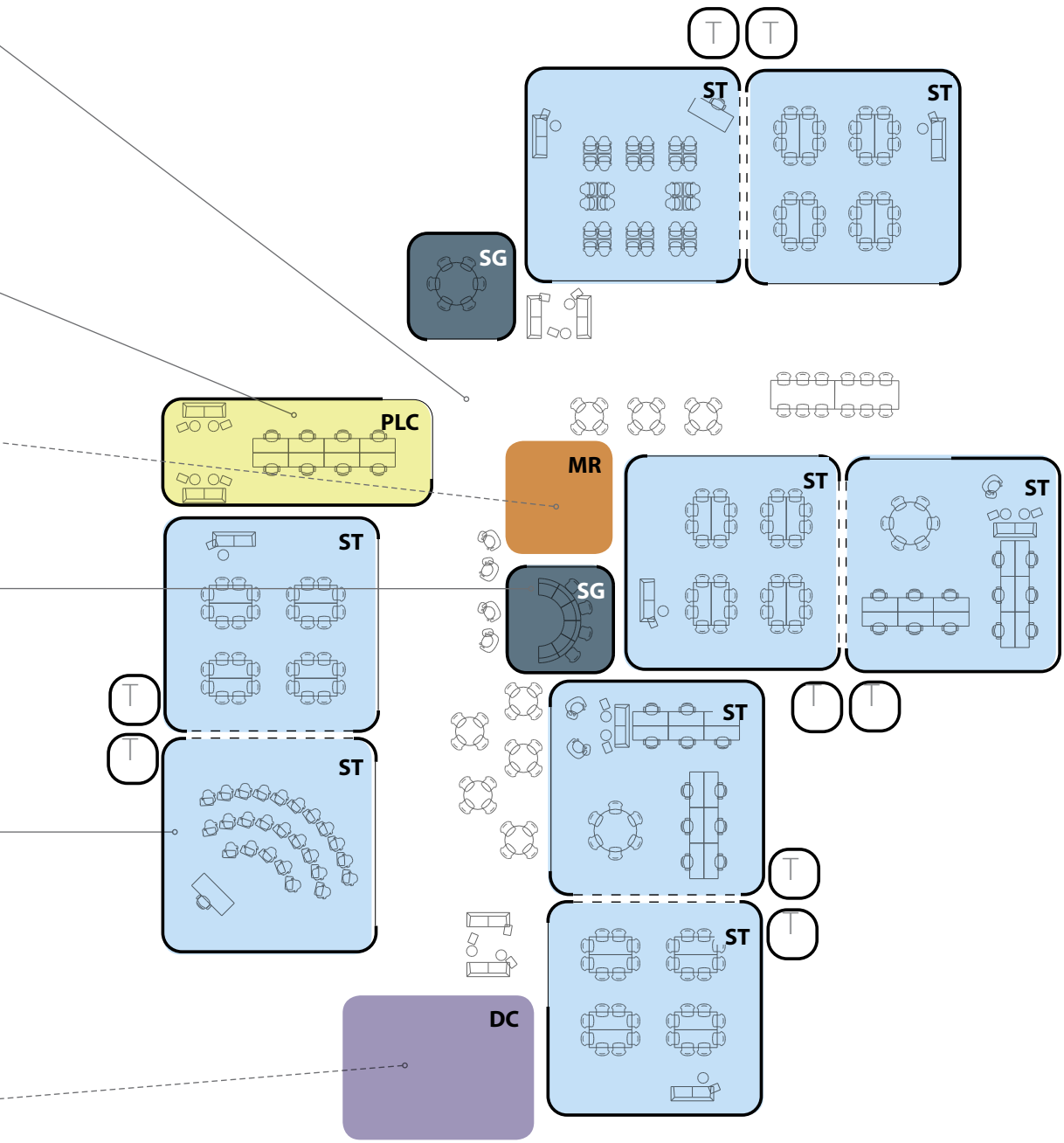
Elementary School New Construction

Learning Neighborhood Adjacency Diagram



LEGEND

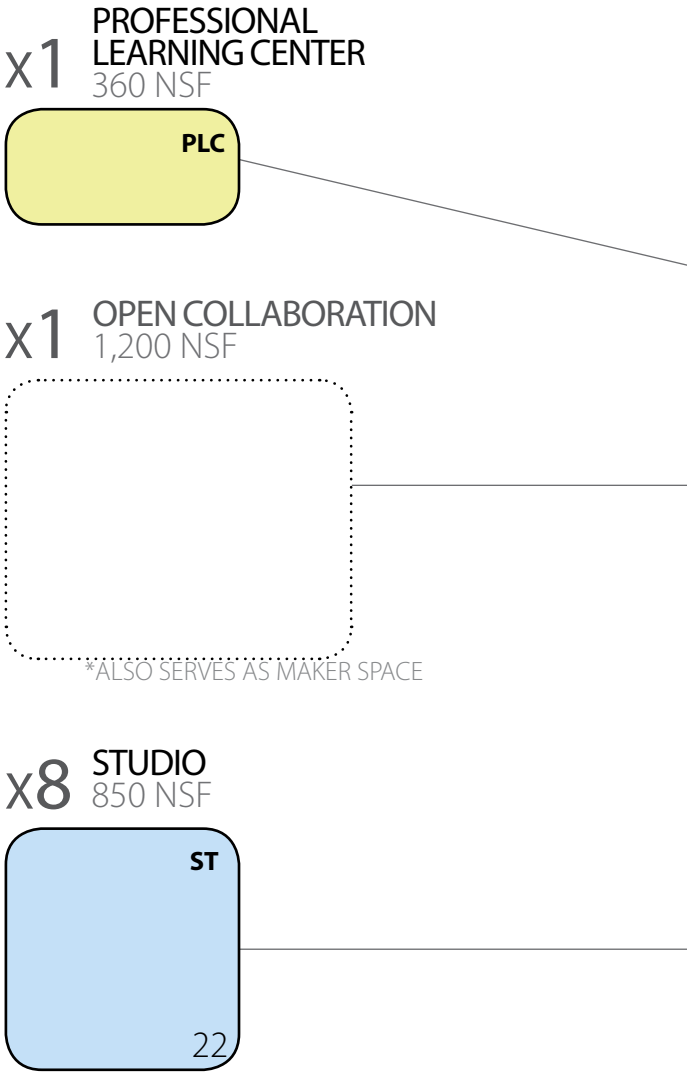
- OPAQUE
- TRANSPARENT
- FLEXIBLE/OPERABLE
- T — TOILET
- X — QUANTITY OF SPACE



*IF CAMPUS ELECTS TO IMPLEMENT DISPERSED DINING AND/OR MEDIA RESOURCES, SQUARE FOOTAGE WILL BE ALLOCATED FROM MAIN DINING COMMONS.

Elementary School Existing/Renovation

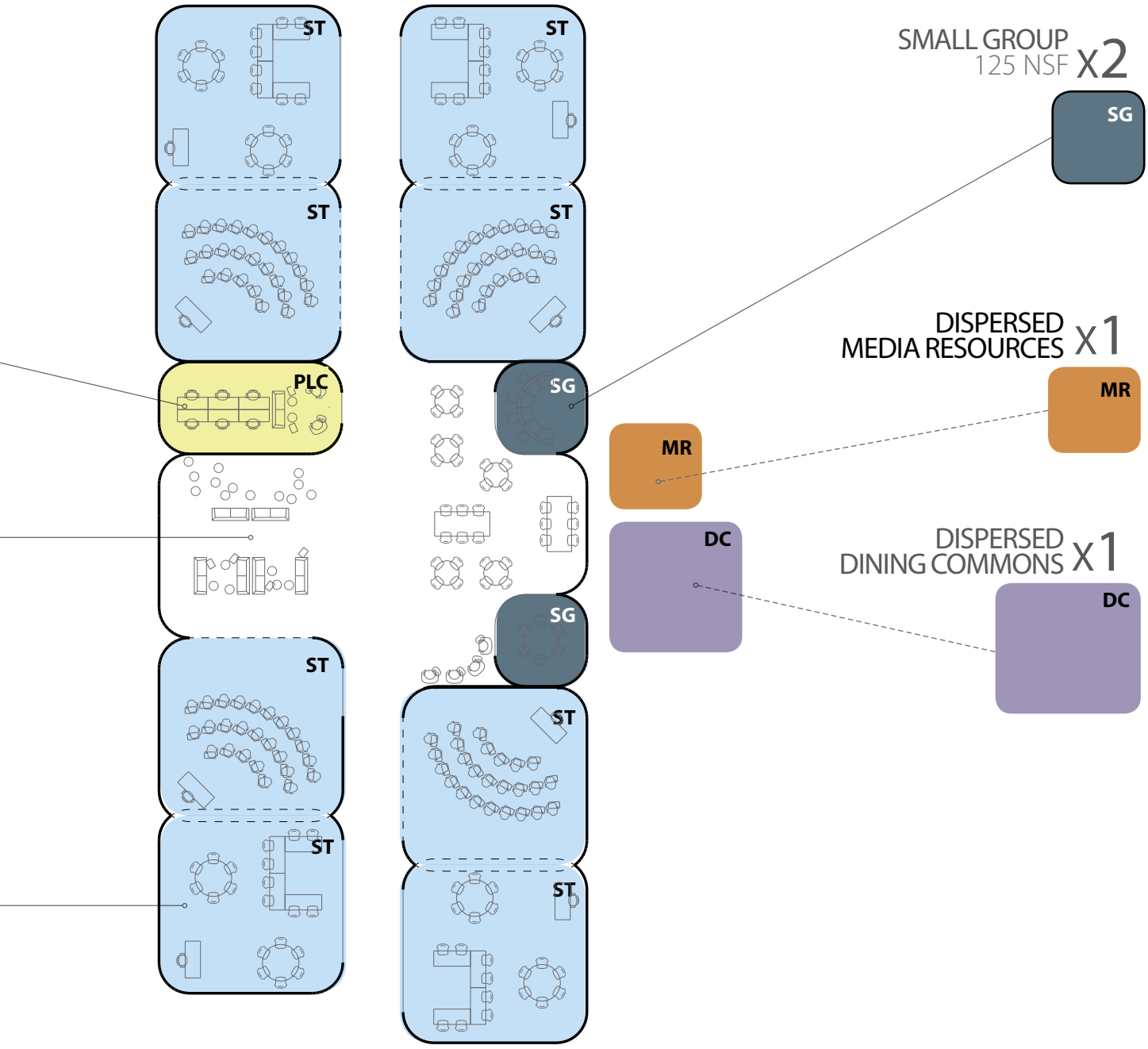
Learning Neighborhood Adjacency Diagram



Note: May require an addition to existing building based on capacity needs.

LEGEND

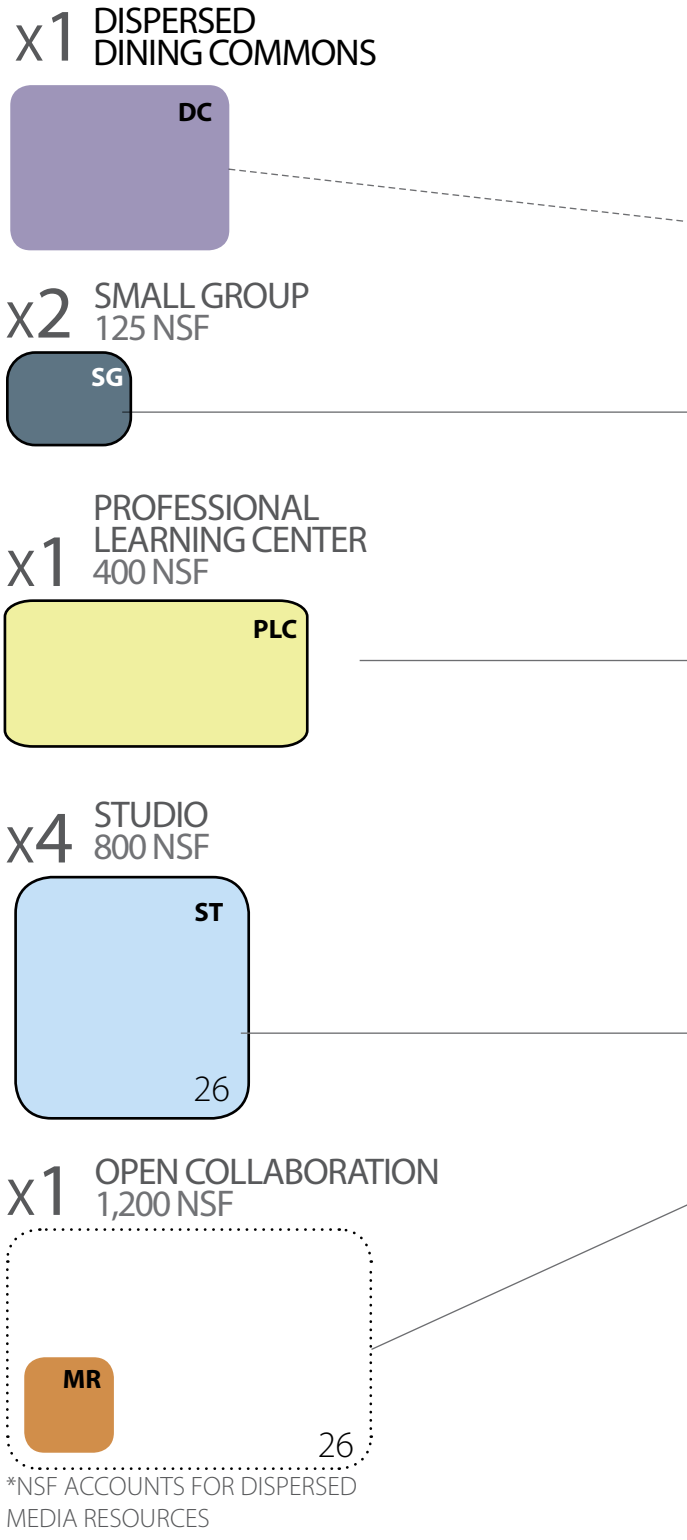
- OPAQUE
- TRANSPARENT
- FLEXIBLE/OPERABLE
- X QUANTITY OF SPACE



*IF CAMPUS ELECTS TO IMPLEMENT DISPERSED DINING AND/OR MEDIA RESOURCES, SQUARE FOOTAGE WILL BE ALLOCATED FROM MAIN DINING COMMONS.

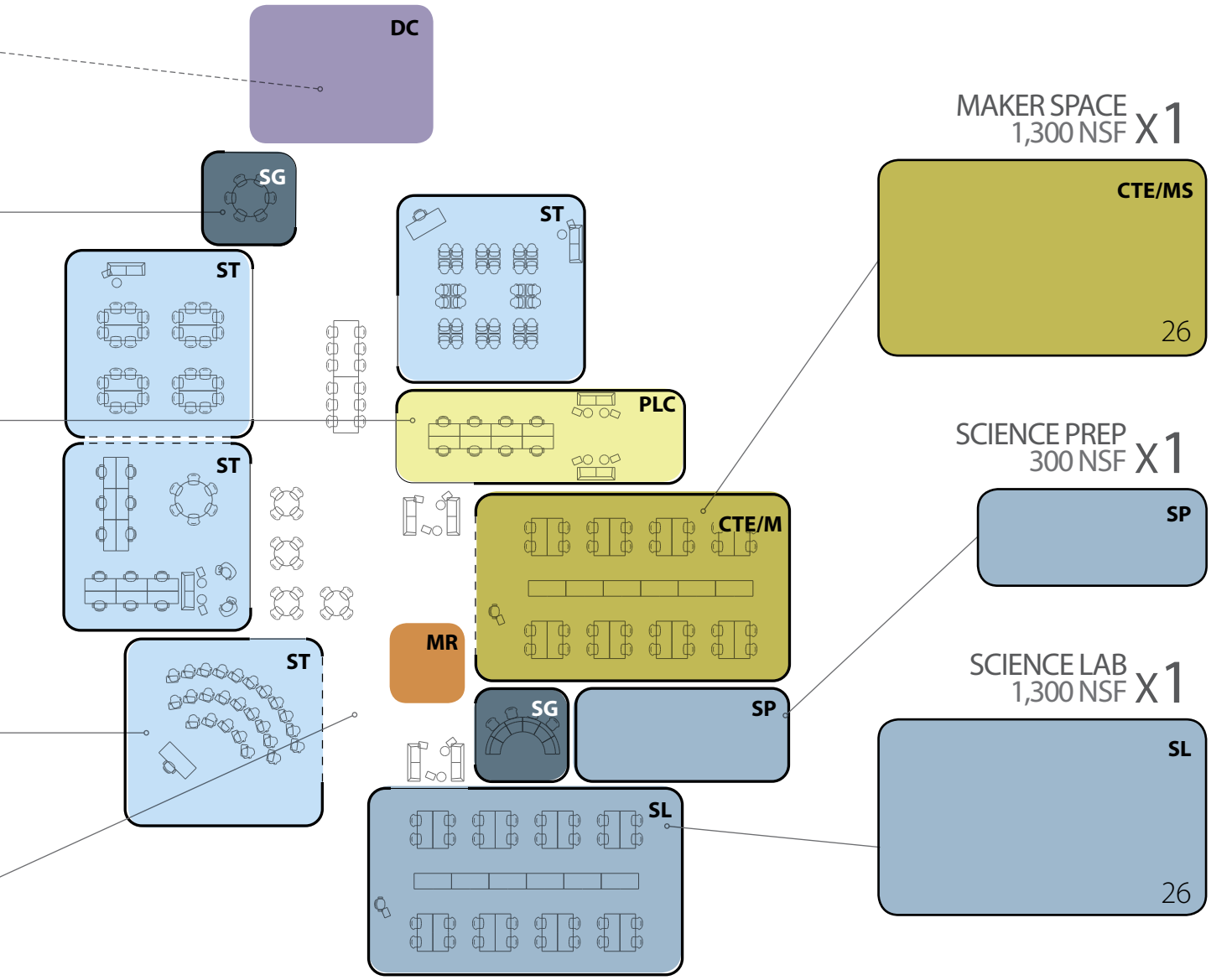
Middle School New Construction

Learning Neighborhood Adjacency Diagram



LEGEND

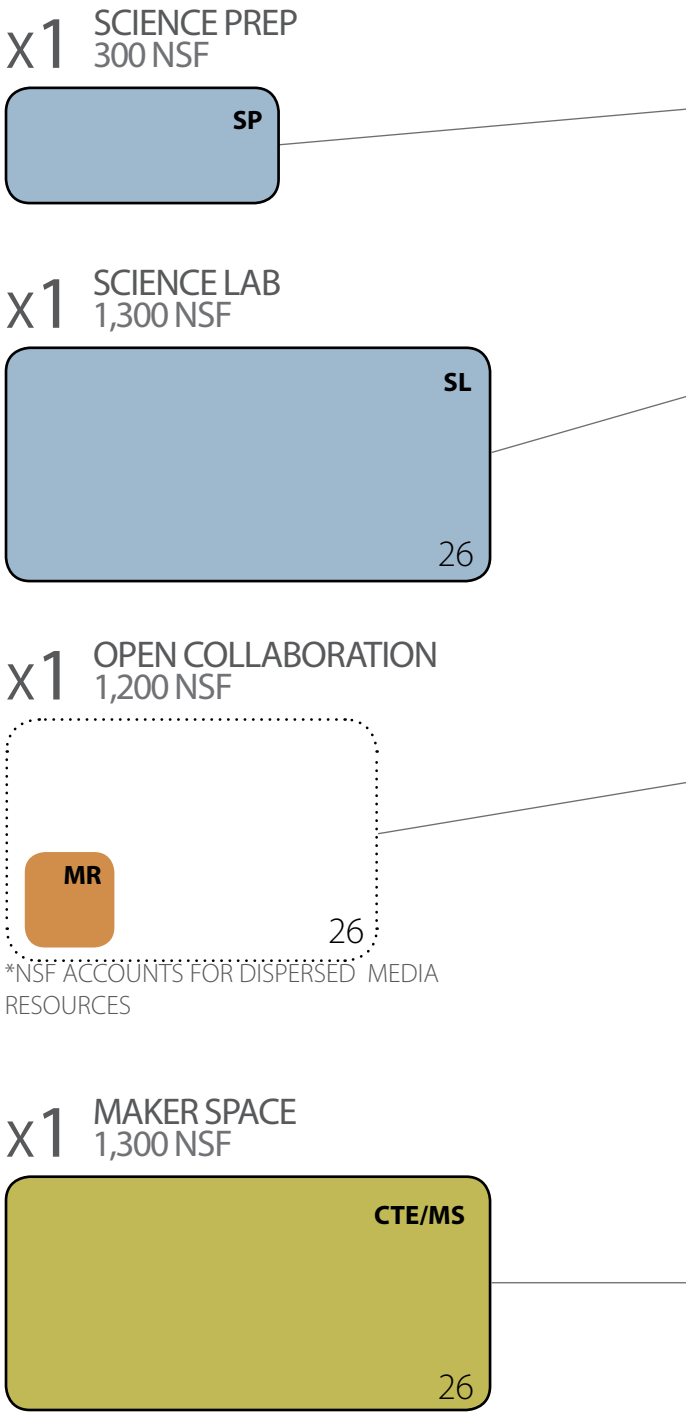
- OPAQUE
- TRANSPARENT
- FLEXIBLE/OPERABLE
- X QUANTITY OF SPACE



*IF CAMPUS ELECTS TO IMPLEMENT DISPERSED DINING, SQUARE FOOTAGE WILL BE ALLOCATED FROM MAIN DINING COMMONS.

Middle School Existing/Renovation

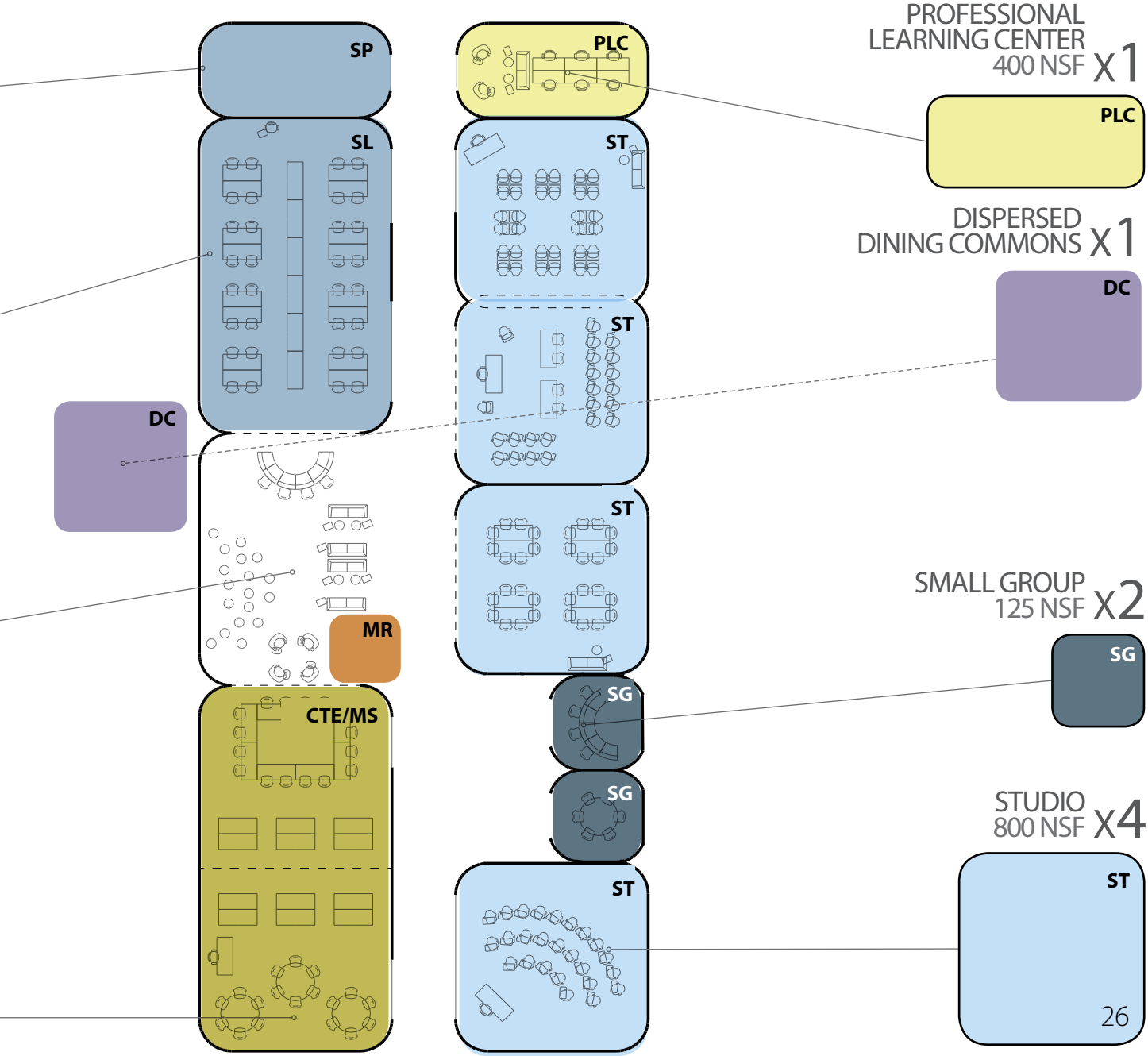
Learning Neighborhood Adjacency Diagram



Note: May require an addition to existing building based on capacity needs.

LEGEND

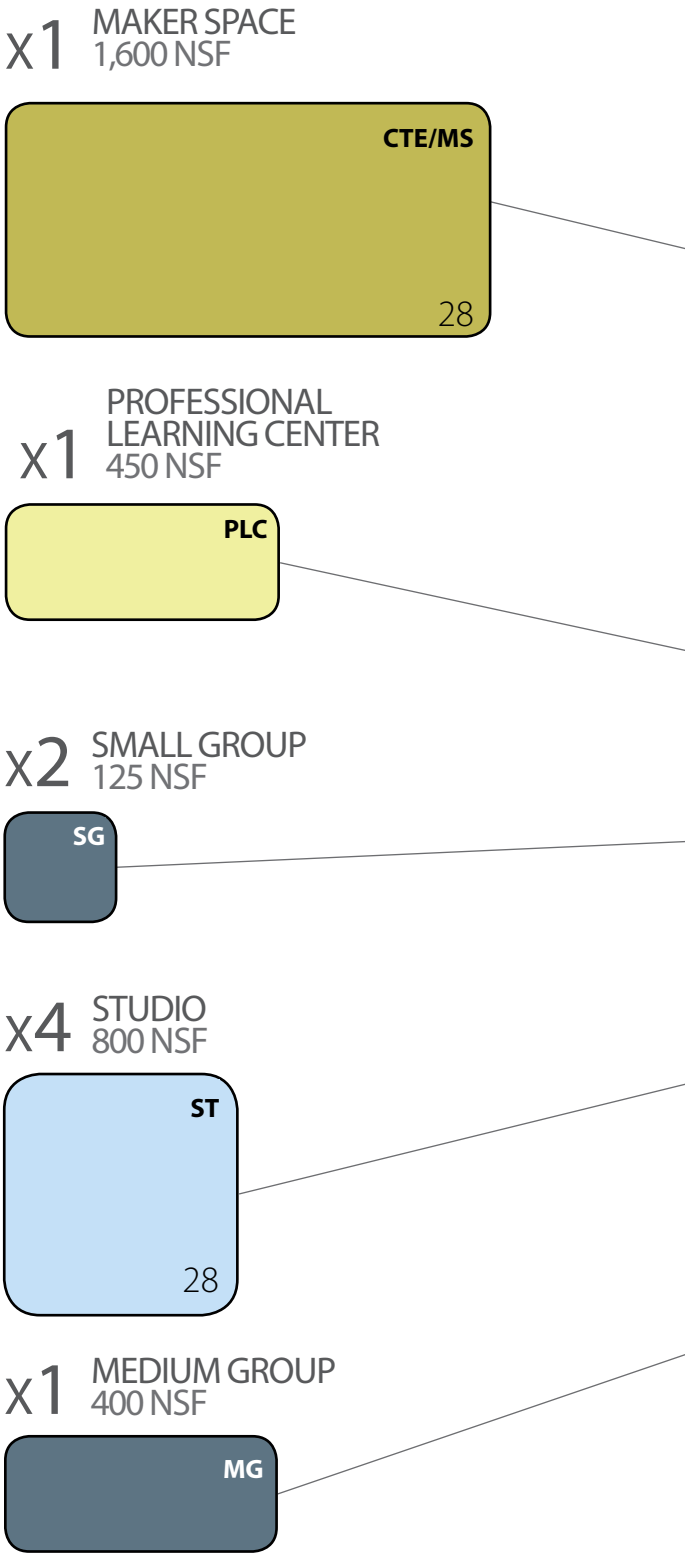
- OPAQUE
- TRANSPARENT
- FLEXIBLE/OPERABLE
- X QUANTITY OF SPACE



*IF CAMPUS ELECTS TO IMPLEMENT DISPERSED DINING, SQUARE FOOTAGE WILL BE ALLOCATED FROM MAIN DINING COMMONS.

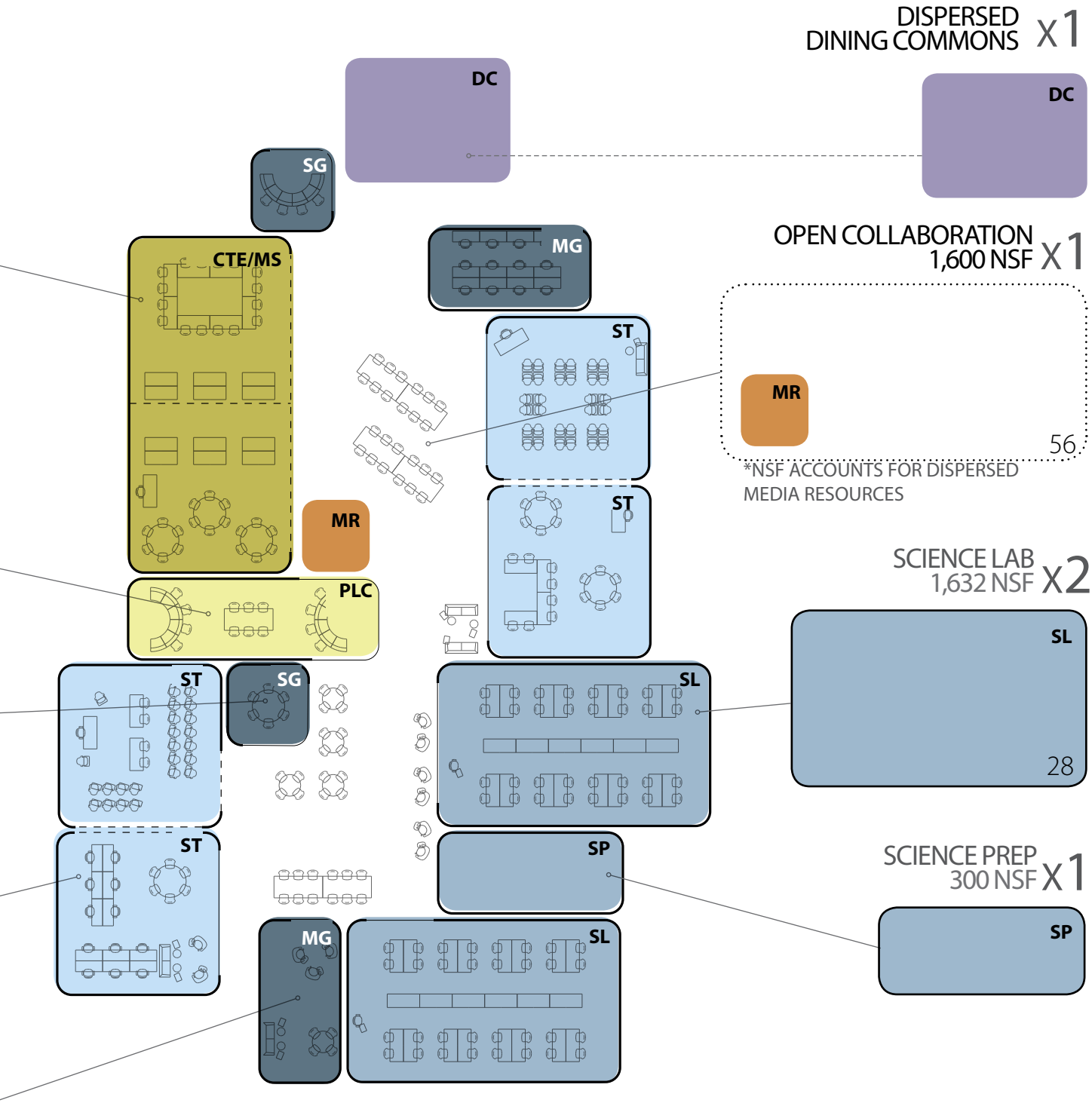
High School New Construction

Learning Neighborhood Adjacency Diagram



LEGEND

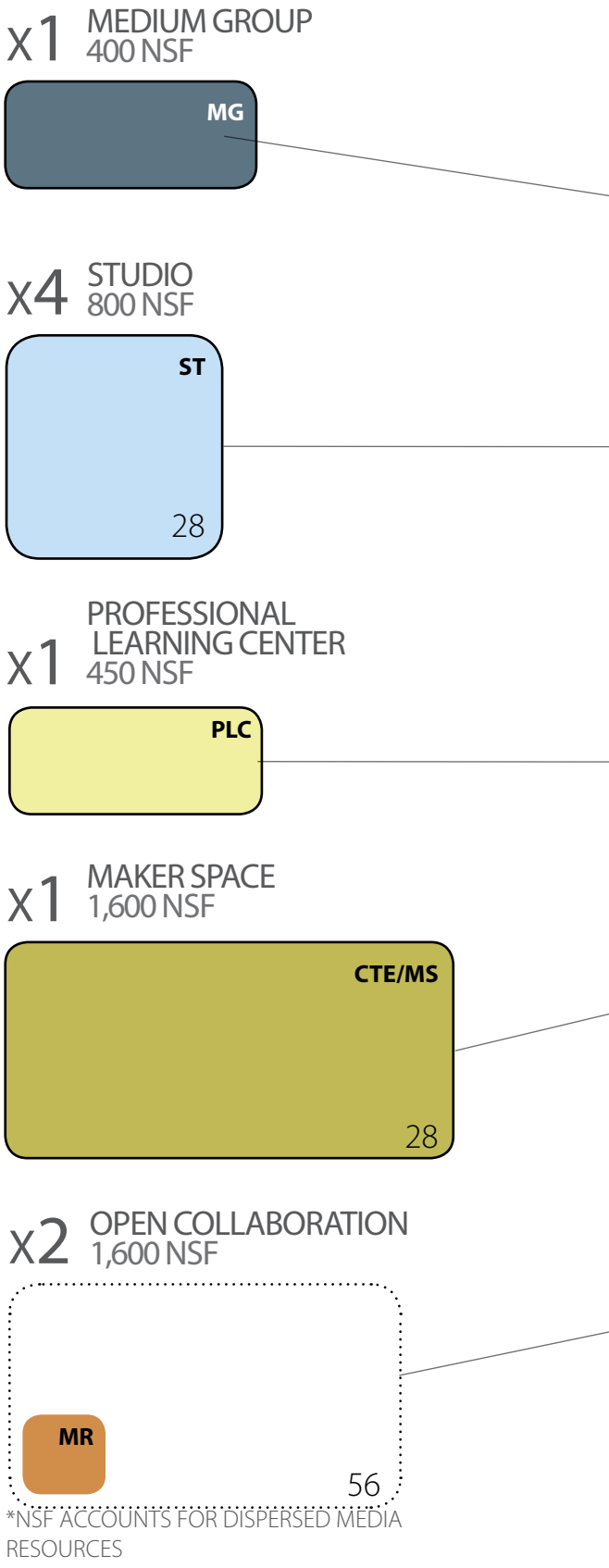
- OPAQUE
- TRANSPARENT
- FLEXIBLE/OPERABLE
- X QUANTITY OF SPACE



*IF CAMPUS ELECTS TO IMPLEMENT DISPERSED DINING, SQUARE FOOTAGE WILL BE ALLOCATED FROM MAIN DINING COMMONS.

High School Existing/Renovation

Learning Neighborhood Adjacency Diagram

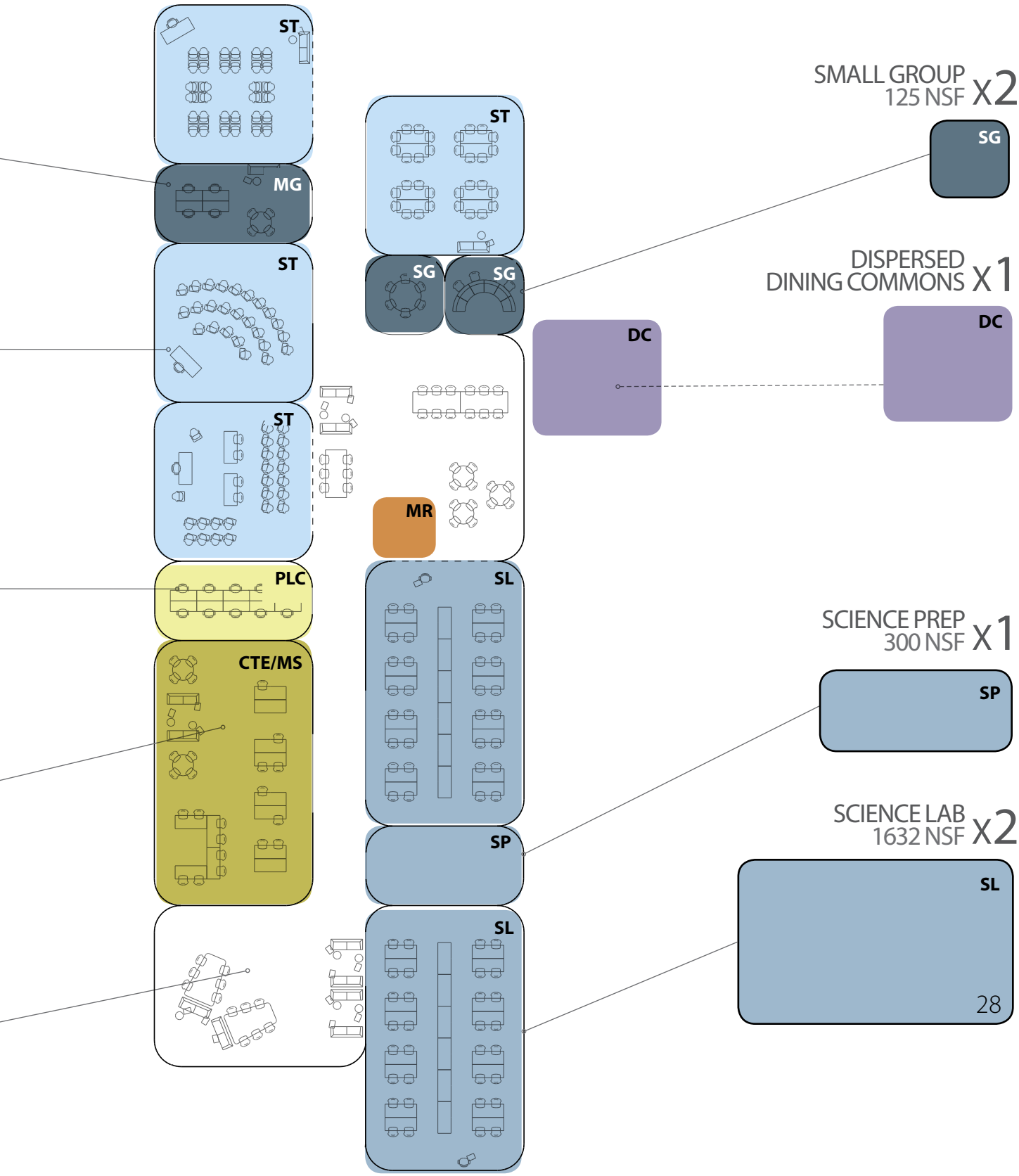


*NSF ACCOUNTS FOR DISPERSED MEDIA RESOURCES

Note: May require an addition to existing building based on capacity needs.

LEGEND

- OPAQUE
- TRANSPARENT
- FLEXIBLE/OPERABLE
- X QUANTITY OF SPACE

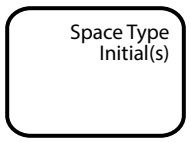


*IF CAMPUS ELECTS TO IMPLEMENT DISPERSED DINING, SQUARE FOOTAGE WILL BE ALLOCATED FROM MAIN DINING COMMONS.

SPACE TYPES

THE LARGE BUILDING BLOCKS FOR THE PROGRAM FRAMEWORK

Space types are the major groups of programmatic spaces within a school facility. They may be arranged in many different ways in order to ensure a successful translation of AISD's vision directly into the learning environment.

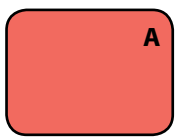


Space type name

Description of Space Type.

Community Space

The FABPAC, through the Facility Master Plan, determined that community spaces were an inherent part to modernizing facilities for Austin ISD. These were described as serving "their communities whether that is the adjacent neighborhood or a network of stakeholders across the district". The following space type will describe options from "dedicated meeting space to support parent and community organizations" to "multiple dedicated spaces for services to support community needs."



Administration

The learner centered model of education provides for many administrative functions to be distributed throughout the building. Technological equipment advances and a robust technology infrastructure allow administrators to be seamlessly connected without being physically near each other, and allow for greater access to learners and educators.

SE

Special Education

Spaces that support learners with special education needs will range from dedicated space with specific spatial design, equipment, and furniture to shared, highly flexible studios. Responding to the varied needs of learners, some special education spaces will be located in more protected areas of the facility to provide a calming environment and one that allows learners to learn with dignity. Alternatively, some special education spaces will be embedded in, and shared with, the learning neighborhoods. Variety in space options allows educators to leverage different spaces as the special education population grows and changes over time.

MR

Media Resources

Media resources, formally referred to as library or media center, has become a highly flexible hub for activities of all kinds. This resource space should be easily accessible by community members and business partners, and serve as a "hub" for school activity, while other media resource spaces could be distributed throughout the building.

L

Learning Neighborhood

The learning neighborhood is a group of core learner/educator spaces that function together to form the main learning area within the facility. These core spaces include typical learning studios, a science studio(s), a professional learning center, a maker space, small/medium group rooms, and open collaboration space. There are also opportunities to incorporate distributed program from other programs within the facility, i.e. dispersed media resources, dispersed dining, etc. The spaces will need to respond to the varied needs of learners, and accommodate a variety of teaching methodologies and furniture arrangements.

CTE/MS

Career and Technical Education / Maker Space

A carefully integrated mix of community and school resources is required to meet the evolutionary aspects of many specialized Career and Technical Education (CTE) programs. While particular aspects of CTE are more prevalent at the higher grade levels, many of these programs will continue to filter down to lower grades in the future.

Hands-on learning is an important component of the educational environment for all learners in every subject area. It is necessary to integrate Maker Spaces that support a variety of functions, from traditional science to robotics and everything in between. The mix of highly specialized spaces needs to be balanced with the multi-use and flexible nature these activities require. It is important to understand and develop the ability of these types of spaces to continually adjust over time to support programs and technologies that are not yet created. A Maker Space within the elementary school will be integrated into the Learning Neighborhoods throughout the flexible, collaborative space with furniture and equipment that meets the needs for authentic learning. At middle school and high school, designated Maker Spaces will be integrated into the learning neighborhoods to support dynamic growth and evolution over time. Additionally, high school Maker Spaces will range from highly specialized science spaces to ultra-flexible spaces that can evolve quickly and accommodate a number of programs.

F

Fitness Space

The term fitness is used to broadly cover physical education, athletics, and an overall healthy outlook on life. Research shows that activity and movement increases oxygen to the brain, and therefore improved cognition. Similar to activities that occur in media resources, fitness activities should not be isolated to a single area of the school, a destination, or a space that only a certain learner population utilizes. Activity and movement should be incorporated in daily activities for learners and educators. Both specialized athletic spaces and multi-purpose fitness spaces are described in this section to ensure serving all learners.

DC

Dining Commons

The dining commons space is an informal, malleable element which can be used for any number of activities. It serves as a social hub, it supports wellness and social well-being through food access, it makes health and fitness more accessible and less intimidating, it supports musical and dramatic performance, and it is an asset for the community. At the elementary level these spaces will be highly connected. Placing fitness, dining and performance oriented spaces adjacent to one another provides flexibility to support a multitude of uses. At the middle school and high school level, large group spaces should be centrally located and easily accessible with flexible furniture to encourage extended use for learning.

PA

VA

Performing and Visual Arts

Performing and visual arts comes in many different shapes and sizes and can be a place for learners to explore or expand on their passions and interests. Many specialized spaces could be developed to support site-based decisions and community input, but need to be coordinated and potentially shared with other schools throughout the District.

Specialized spaces need to be placed such that they can be used by the entire community while being interconnected with large group spaces to support a variety of seating configurations. Flexible space that can be supervised may be adapted to many different needs for either the specific school population or their respective community.

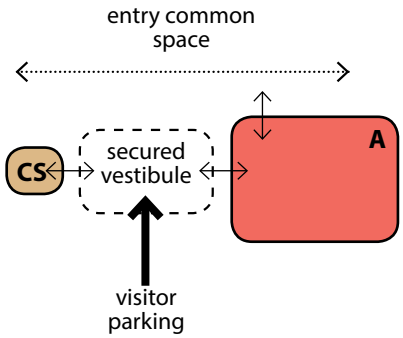
OL

Outdoor Learning

A connection to outdoor spaces via direct connection and natural daylight is beneficial both academically and emotionally. Embracing the outdoors as a natural academic space is beneficial from an authentic learning perspective for learners of all ages. Elementary learners can learn at a very basic level while high school learners can explore nature and natural systems at a very high level. Access to daylight has proven beneficial to well-being of people at numerous levels.

Space Types

Community Space

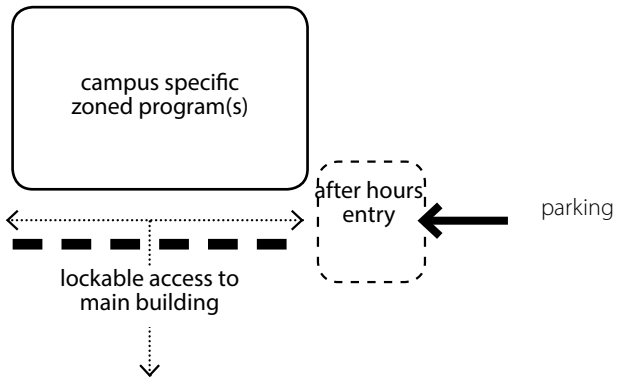


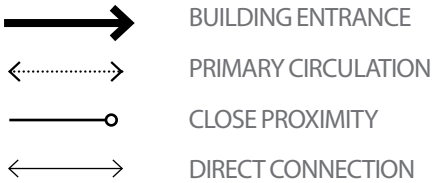
Option A: Community Welcome Center

Activities: The community welcome center serves as a multi-purpose space to support the needs of the specific community surrounding each campus. This could include social gathering place for large, medium, or small groups of community members, visitors, educators, and/or learners. Or, it could provide individual work space and one-on-one meeting areas for local non-profit and support services. The space should be open and inviting by offering areas with comfortable, informal seating, and access to abundant natural light.

Access: The universally accessible community welcome center should be integrated within the main entry sequence of the building, specifically accessed through the Secure Vestibule with visual connection to the main Administrative reception area. The space should be accessible after hours and be able to function independently with an exterior access point and lockable access to the rest of the building. Assure family restrooms are immediately accessible from Community Spaces.

Consideration: Meeting furniture should include maximum flexibility for multiple uses, including mobile, flip-top tables and nesting chairs. Workstations should be accommodated with flexible systems furniture to ensure ability to reorganize for multiple uses. Provide sink and/or kitchenette as appropriate.





Option B: Dispersed Community Space

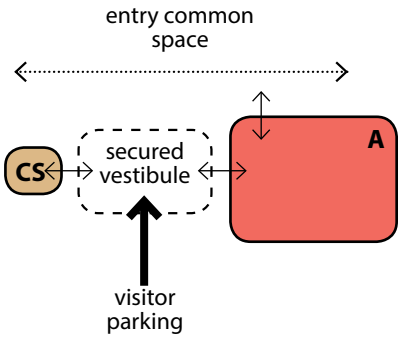
Activities: These multi-purpose spaces function for day-to-day school activities such as physical education, dining, performing arts, and large group gatherings. The ability for this space to adjust and change for different functions is important as it may be zoned for a variety of activities to occur at any one time.

Access: The space should be both integrated into the core activities of the school as well as accessible to community members during non-school hours. Separate entrances should be provided with secure after-hours zones created through security grills, key-card access, and/or operable panels. Ensure family restrooms are immediately accessible from community spaces.

Consideration: Spaces will serve learning activities primarily while also providing acoustic treatments and display systems to support community gatherings. Provide sink and/or kitchenette as appropriate, projection or digital display.

Space Types

Administration Space



Option A: Administration and Welcome Area

Activities: Administration will support all required administrative responsibilities and functions associated with the administrative space program. These activities include but are not limited to medium and small group private meetings and individual and group administrative work. The reception area should function both as a security checkpoint as well as a welcome area for all visitors of the building

Access: Controlled, transparent access at the main entrance through security vestibule. Reception staff members will control access to main building circulation.

Considerations: Ergonomic systems furniture will be provided for individual workstations. Meeting spaces will offer current technological display systems, appropriate acoustics for privacy, and furniture to support maximum flexibility including mobile, flip-top tables and nesting chairs.

Option B: Dispersed Administration Space

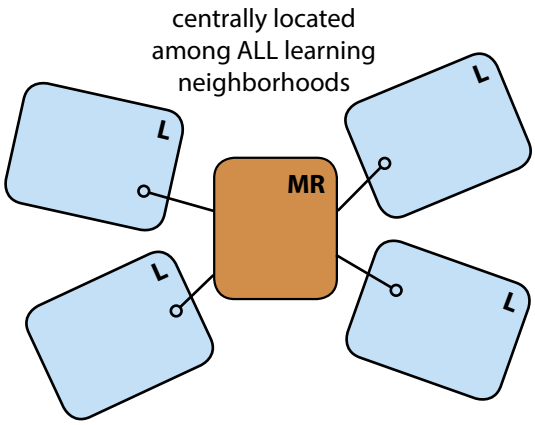
Activities: Dispersed administration will primarily serve counseling and assistant principal responsibilities and functions, as well as provide a multi-faceted and multi-functional adult presence in and around young adults and children within their learning environment. Individual work space, small group and one-on-one meetings will primarily occur in these spaces.

Access: Easy access and visibility from within the academic core.

Considerations: The balance of visible transparency and privacy is key. Administrative staff must be accessible, and learners must feel welcomed. Ergonomic systems furniture will be provided for individual workstations. Meeting spaces will offer current technological display systems, appropriate acoustics for privacy, and furniture to support maximum flexibility including mobile, flip-top tables and nesting chairs.

Space Types

Media Resources

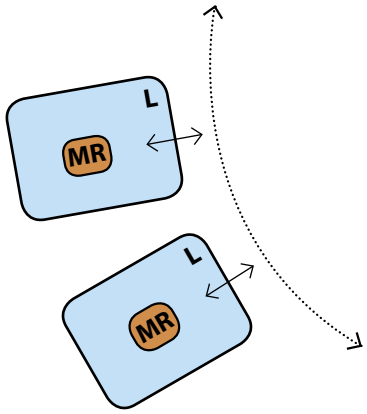


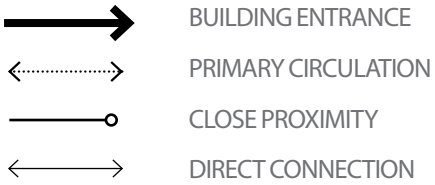
Option A: Centralized Media Resources

Activities: The centrally located component of this multi-functional ideology supports both academic and community functions. Media resources will support all required functions associated with the space program. The space provides but is not limited to areas for quiet individual reading, individual and group research, small group collaboration, large group presentations, media circulation and stacks.

Access: Media Resources should be highly visible and easily accessible to all learners. A centralized location within the building communicates the importance of its function.

Considerations: Acoustic zones and treatments should support this variety of activities. Furniture will range from comfortable, soft seating to high-top tables and chairs, to mobile team project tables and chairs in order to support a more engaging environment for learners. Explore possible additional uses for example: TV studio production room, technology support station, reading kiva or smaller scale intimate space created with furniture, acoustic treatments, and ceiling elements. Campus community should determine appropriate solutions.





Option B: Dispersed Media Resources

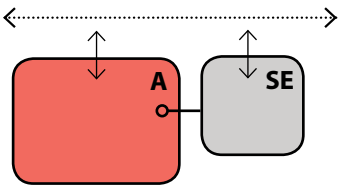
Activities: Media resources activities are not limited to the destination of the centralized location, therefore dispersed portions will also function as technology intensive satellites. The space should support individual and small group research with technology resources easily accessible to core learning studios.

Access: Easily accessible and inter-connected with the learning neighborhoods.

Considerations: Furniture will range from comfortable, soft seating to high-top tables and chairs, to mobile team project tables and chairs in order to support a more engaging environment for learners.

Space Types

Special Education

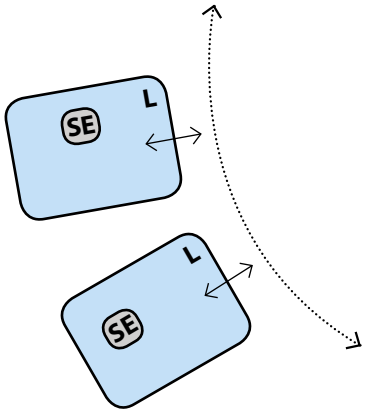


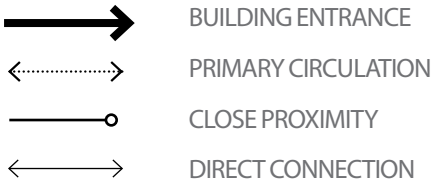
Option A: Centralized Special Education Space

Activities: Centralized spaces will serve learners with the most specialized needs. Small group and one-on-one work will occur between learners and educators. Daily life activities, for example, include cooking and cleaning among small groups. Individualized learning may occur in active learning stations or in technology-based stations. Specific activities will need to be discussed per campus and programs offered.

Access: Direct exterior access to dedicated learner drop-off may be required. Proximity to central administration, front entry, and ARD (Admission, Review, and Dismissal) Conference Room is preferred. Assure family restrooms are immediately accessible from centralized special education spaces.

Considerations: Adequate storage for manipulatives and support equipment will be needed. Provide acoustic separation between learning spaces both to reduce learner distractions from outside and to provide privacy for individual learner expression. Discuss appropriate level of transparency to balance privacy and stimulation.





Option B: Dispersed Special Education Space

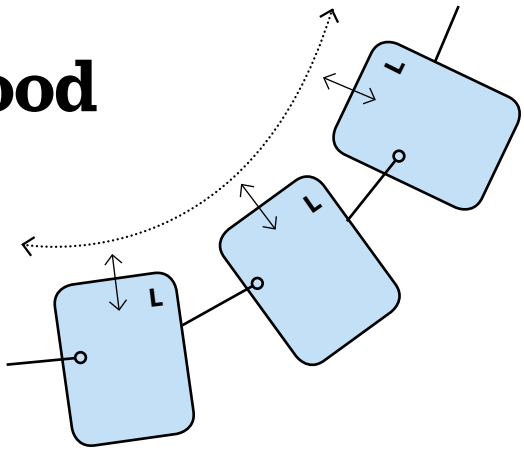
Activities: The majority of Special Education activities can be integrated within the learning Neighborhoods. Studios will support individualized learning that may occur in active learning stations or in technology-based stations. Small groups collaboration and one-on-one interaction will also occur.

Access: Studio spaces will be integrated in the learning neighborhoods with access to the other shared learning spaces, for example: open collaboration spaces, small and medium group rooms, and Outdoor Learning.

Considerations: All studio spaces will be designed in a multi-purpose fashion to support a multitude of learning modalities and subject matter. Certain time periods may support use by learners with specialized learning needs and others time periods will be allocated to standard courses. This shared space use, similar to that of a higher-education institution, will break down the stigma of grouping learners with particular needs, while also facilitating quick and easy access to specialized support within the everyday learning environment.

Space Types

Learning Neighborhood



Activities: The learning neighborhood will accommodate multiple learning and teaching modalities through varying size spaces to support different group sizes and different activities. The spaces should support student development of the district's Six C's; critical thinking, collaboration, creativity, cultural proficiency, communication and connection. The specific activities for each space within the learning neighborhood are broken down within the space types.

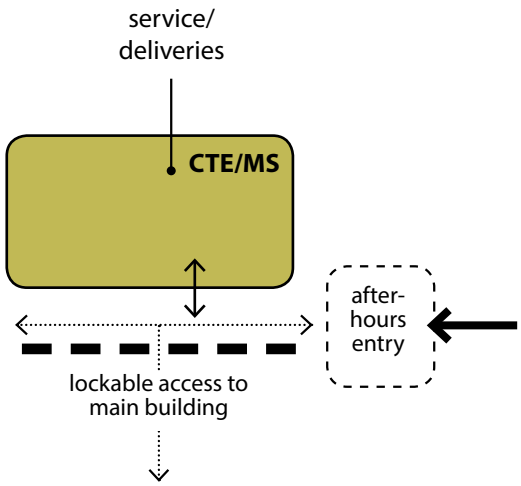
Access: Easily accessible and adjacent to at least one other learning neighborhood and support spaces such as restrooms and vertical circulation (stairs or elevator). Outdoor learning environments will be adjacent to groups of learning neighborhoods to support hands-on learning and varied learning experiences.

Considerations: See Learning Neighborhood Space Types section. All variety of furniture types within the learning neighborhoods are needed to support different learning styles and specific skill development whether that requires furniture to be easily moved, stacked, or stored to serve a specific or multiple functions.


BUILDING ENTRANCE
PRIMARY CIRCULATION
CLOSE PROXIMITY
DIRECT CONNECTION

Space Types

CTE / Maker Space



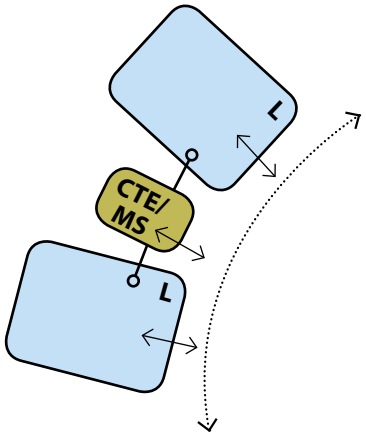
Option A: Highly Specialized Maker Space

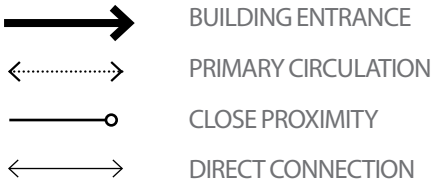
(Middle and High School)

Activities: Highly specialized Maker Spaces support the Career and Technical Education programs in addition to shared use for Visual and Performing Arts activities and core academic activities. This might range from a clean, technology rich space to build motherboards, solar panels, and robots to an infrastructure-rich space to support wood-working and metal-working activities.

Access: Adjacency of CTE spaces to large group gathering spaces allow for program flexibility while proximity with the learning neighborhoods allows for strategic integration of all academic programming. Design wall construction for high visibility to allow "learning on display" and passive supervision while also incorporating moveable and operable walls when appropriate to share space and accommodate a variety of groups of learners. Exterior access may be required to support certain learning activities and/or delivery of materials. Due to site constraints CTE/Maker Spaces are often located on floors above the ground level. Carefully consider the path of material and equipment delivery through cargo elevators, hallway finish materials, and overhead doors or larger openings.

Considerations: Design infrastructure to support specific equipment needs. Overhead power and flexible bus-system power should be explored to provide maximum flexibility to support future programs.





Option B: Dispersed Multi-Purpose Maker Spaces

(All Schools)

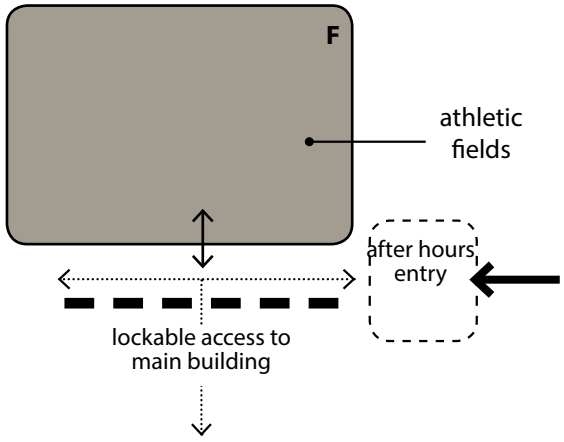
Activities: Project or build exercises integrated with core learning. See Learning Neighborhood Space Types for more info.

Access: Adjacent to learning neighborhood spaces including open collaboration areas, studios, and small and medium group rooms. Quick and easy access will ensure that active, hands-on learning activities are supported.

Considerations: See learning neighborhood space type for more info.

Space Types

Fitness Space

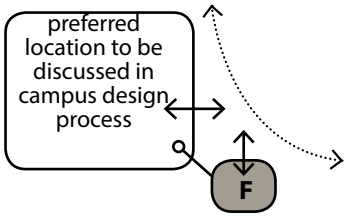


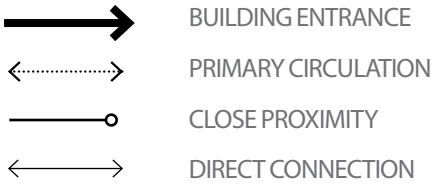
Option A: Centralized Fitness Space

Activities: A centralized fitness space supports a variety of physical fitness opportunities and specific athletic sport requirements. The space is multifunctional to allow for multiple active programs to occur within the programmatic space. Activities can include individual and small group active learning, health education, fitness programs, etc.

Access: Ensure sufficient circulation for large number of learners to access efficiently.

Considerations: Interior finish designs/patterns that encourage motion and movement, physically interactive elements within the space, active furniture resilient floor/wall surface material, access to power/data and displays when necessary. Resilient floor/wall surface material, access to power/data and displays when necessary. Proportion spaces and provide acoustics to support activities that increase wellness and social emotional learning.





Option B: Dispersed Fitness Space

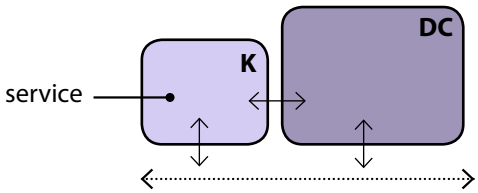
Activities: Dispersed sitness space supports opportunities for impromptu or informal active time. In alignment with the Health and Well-Being goal, learners and educators will have opportunities to release stress through activity throughout the day.

Access: Easy access with dispersed locations throughout the facility will ensure access to more people throughout the day.

Considerations: Resilient floor/wall surface material, access to power/data. Indoor walking tracks or measurement markers within typical hallways encourage active transportation. Locating interactive elements, treadmills and stationary bikes, within open collaboration areas, media resources, or dining areas encourage activity. Active furniture, treadmill desks, wobble chairs, and standing height surfaces, also encourage movement and brain health. Access to exterior environments with similar interactive elements will encourage overall health and well-being throughout the learner/educator day. Proportion spaces and provide acoustics to support activities that increase wellness and social emotional learning.

Space Types

Dining Commons

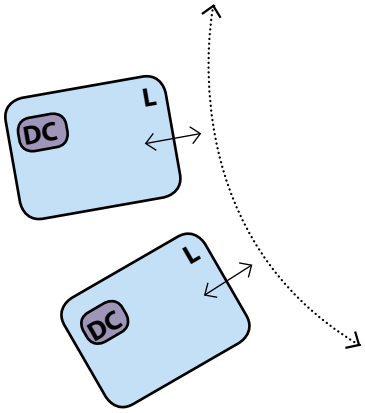


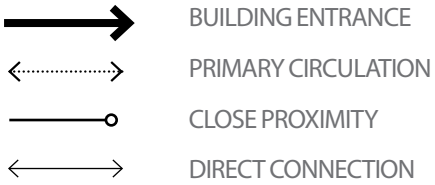
Option A: Centralized Dining Commons

Activities: Dining Commons will be used throughout the day for a variety of uses. Small group collaboration will occur before, after, and during school hours to support core learning activities in addition to club and extracurricular activities. Dining activities will focus during the middle of the day, but also occur during breakfast hours. Large group presentations will occur both outside of school hours and during the school day.

Access: The commons should be centrally located with easy access to all learners and educators in order to be utilized throughout the day for learning in addition to dining, and socializing. Exterior access to outdoor learning and/or dining should be explored. Communication with kitchen and exterior access for deliveries should be considered.

Consideration: Break down the scale of large dining commons space with varying furniture options including a variety of table shapes, high-top tables, linear counter space at perimeter and differing ceiling heights. Natural daylight and views to the exterior create a healthy environment for learning and socializing. Acoustics, lighting, window shading devices, and audio visual system should support all activities listed above.





Option B: Dispersed Dining Commons

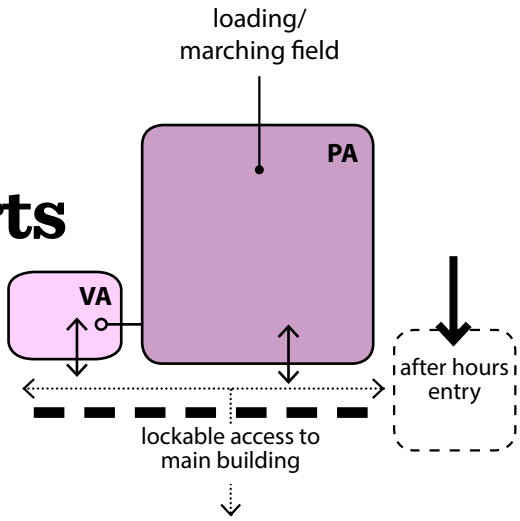
Activities: Dispersed Dining Commons serve as smaller, more intimate locations for learners to gather, eat, socialize, and learn. With direct proximity to the studios, learning activities are extended in to the shared dispersed dining commons spaces. At the early education level, this allows learners more time learning in lieu of traveling to a centralized location. At the upper levels learners are able to build stronger relationships by eating with a small group from their own learning neighborhood. In hours outside of lunch and breakfast times, the space is then available for a multitude of learning activities both increasing utilization of space and providing more options to learners and educators.

Access: Provided directly within a single learning neighborhood or conveniently between one to three learning neighborhoods. Consider food transfer from central kitchen to dispersed locations.

Consideration: Consider food delivery method when planning services. Provisions on demand may be used. Equipment requirements will need to be considered. Trash disposal and cutlery and dishes collection will be accommodated.

Space Types

Performing / Visual Arts

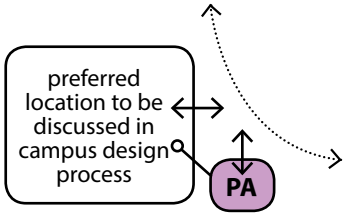


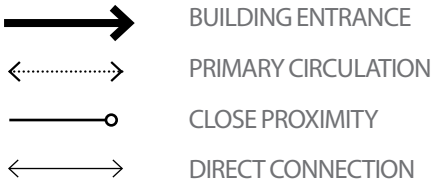
Option A: Centralized Performing / Visual Arts Space

Activities: Performing and visual arts spaces will support all required functions associated with the space program and educator/learner needs. Activities include a wide range from instrument instruction/education, learner and community performances, hands-on art projects, etc. There are many specialized spaces required that could be developed to support site-based decisions and community input, but need to be coordinated and potentially shared with other schools throughout the district.

Access: Specialized spaces need to be placed such that they can be used by the entire community while being interconnected with large group spaces to support a variety of seating configurations.

Considerations: Flexibility and multifunctional space provide for variety of seating configuration as well as opportunity for growth of new performing and visual art educational programs. Individual space types may require different combinations of the following services; video, voice communication, power and data located for maximum flexibility, two-way communication system with intercom, wireless network access, sink and/or kitchenette as appropriate, projection or digital display.





Option B: Dispersed Performing / Visual Arts Space

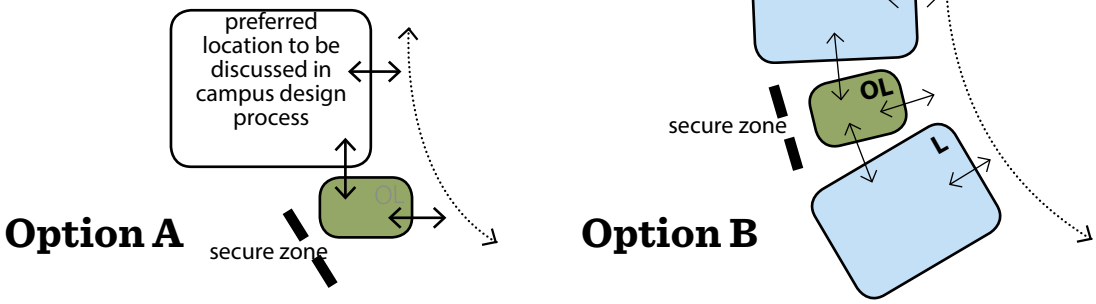
Activities: Dispersed performing and visual arts spaces offer opportunities to expose/incorporate the arts into the academic learning environment activities and promoting cross discipline education. The dispersed activities to be determined on a campus by campus basis.

Access: Transparency and visual connection to these spaces will be important in order to share, display, educate, and grow the Fine Arts programs.

Considerations: See requirements in centralized Performing and Visual Arts section.

Space Types

Outdoor Learning



Activities: Outdoor learning activities include but are not limited to environmental education, social emotional learning, physical activity and hands-on experiential learning across all subject areas.

Access: Multiple locations will be provided with easy access from learning neighborhoods, dining commons or media resources. Learning space access path will be accessible per Texas Accessibility Standards. Locations will be secured either by campus perimeter fencing or dedicated outdoor learning fence/wall.

Considerations: Six elements of outdoor learning include outdoor classroom, nature loop trail, green stormwater infrastructure and cisterns, wildlife habitat, trees, vegetable and pollinator gardens, nature play areas and may also include community artwork. Educational signage will communicate the ecosystem features to students and the community. Tools that can aid in the educational utility of the outdoor leaerning environments include work tables, projection surface for mobile projector, writable surfaces, wireless network access, solar or standard power, nature inspired seating (limestone blocks, tree stump stools, log benches), potential amphitheater, shading by tree or built canopy, access to outdoor water spigot, and outdoor lighting.


BUILDING ENTRANCE
PRIMARY CIRCULATION
CLOSE PROXIMITY
DIRECT CONNECTION

SPACE TYPE ADJACENCY DIAGRAMS

CREATING THE BUILDING CONCEPT

The adjacency diagrams in the following pages expand on AISD's vision for a flexible and collaborative network within all facilities. The diagrams are guidelines for successful relationships, adjacencies, and integration of specific space types throughout the variety of learning environments. **As specific programs are defined for campuses, implementation of the relationships and ideas from the diagrams will ensure a successful translation of AISD's vision directly into the learning environment.**

The diagrams indicate potential adjacencies between required space types and are critical for the success of a future school program. They are not floor plans and only represent one of many potential configurations, some of which may include multi-story designs. Spaces and furniture should be easily reconfigured to support a variety of shared learning spaces and provide wheel chair accessibility. Ensure natural daylight is provided as well as required external access.

Each campus will have their own unique site opportunities and limitations that will influence the overall building concept. Address site aspects:

- Support walkable community with connections to neighborhoods and hike and bike trails
- Support pedestrain, car, bus, bike, mass transit, and ride share options
- Synthesize building form with human scale
- Special measures for added security may be needed within a dispersed space type.

Refer to Project Development Manual for specific space type and safety and security requirements.

LINE TYPES

PRIMARY CIRCULATION - the major paths that connect programmatic spaces together

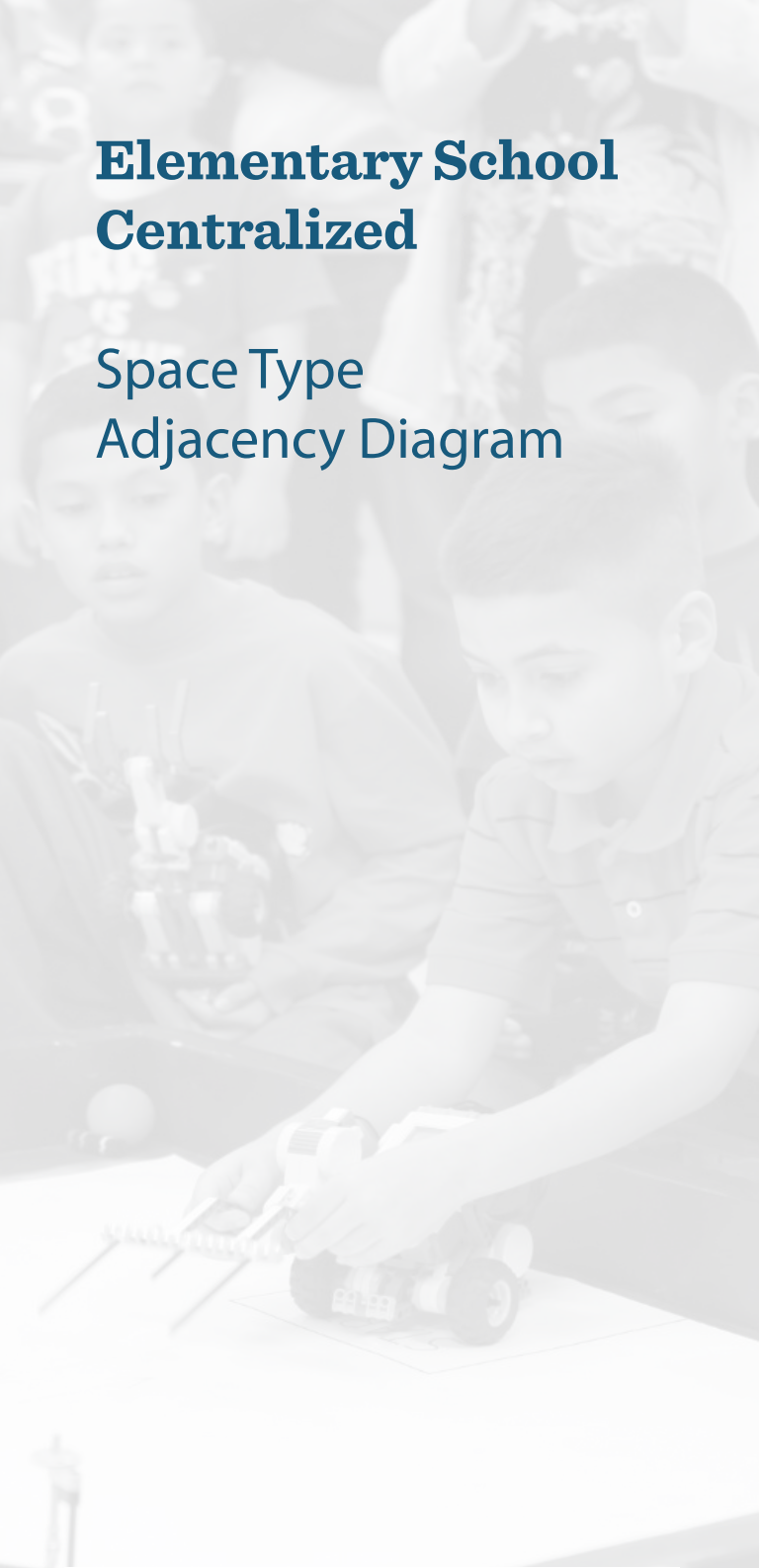
EXTERIOR ACCESS - access to specific programmatic spaces from the outside of the building for a variety of reasons; i.e. athletic spaces might require access to outdoor athletic fields

AFTER HOURS ACCESS ZONING - lockable separation of space to control the access for visitors, educators, learners, community members, etc.,

INCREASED ACOUSTIC SEPARATION - a division of major programmatic functions where acoustic separation is critical (see Project Development Manual for additional requirements)

Elementary School Centralized

Space Type Adjacency Diagram



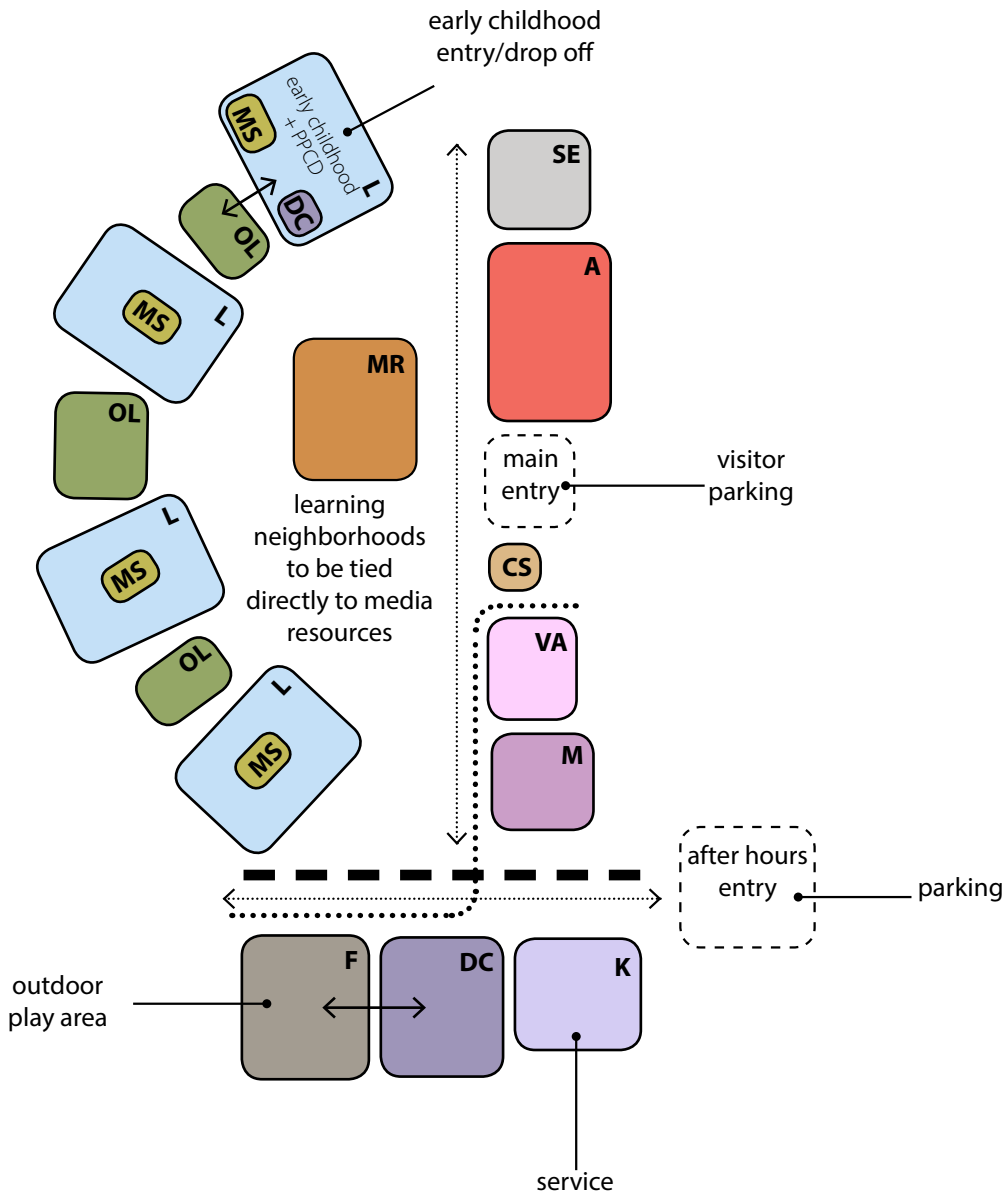
- CS community space
- A administration
- F fitness space
- DC dining commons
- K kitchen
- MR media resources
- L learning neighborhood
- MS maker space
- M music
- VA visual arts
- SE special education
- OL outdoor learning

PRIMARY CIRCULATION

EXTERIOR ACCESS

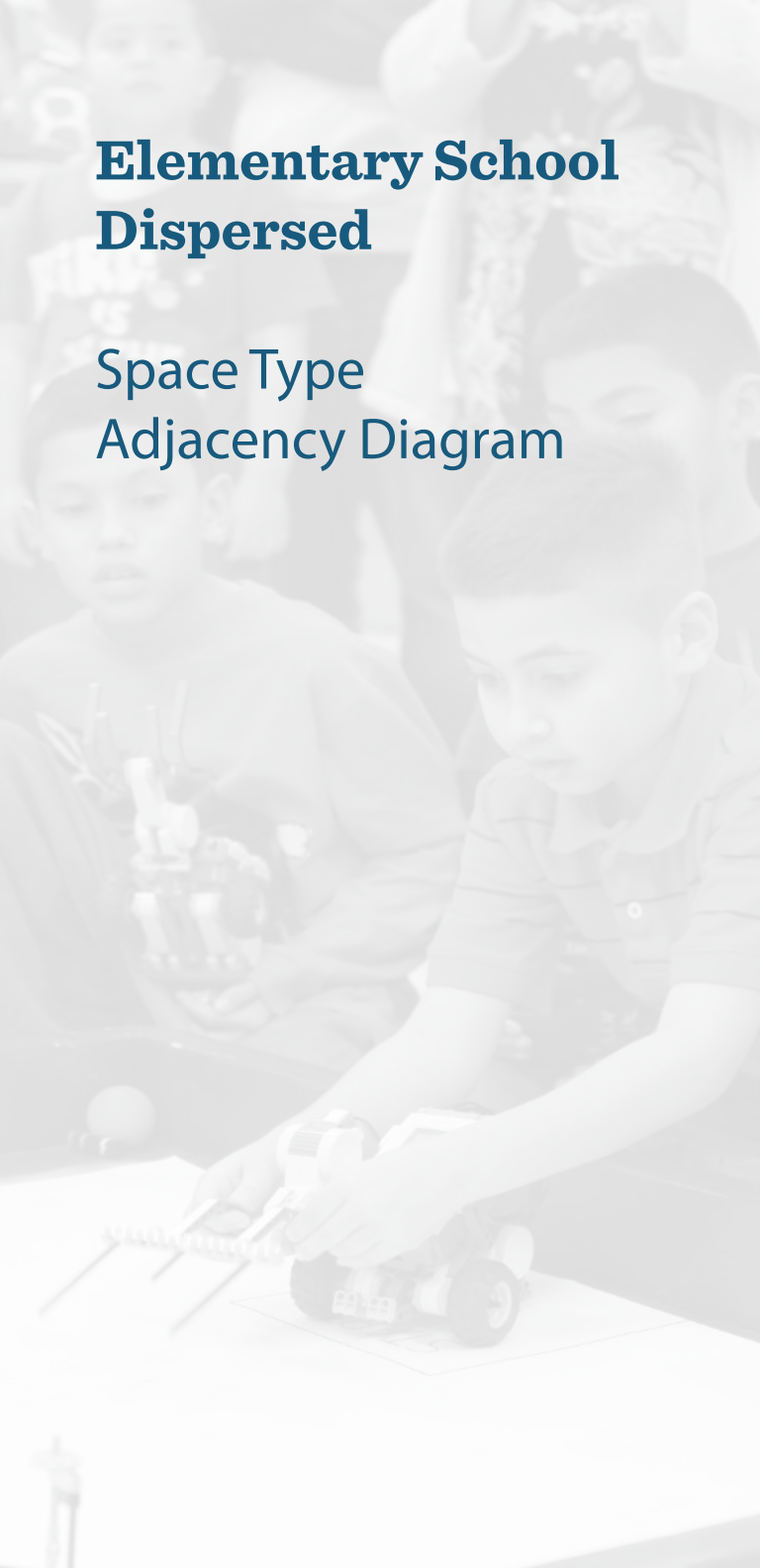
AFTER HOURS ACCESS ZONING

INCREASED ACOUSTIC SEPARATION


early childhood
entry/drop off
early childhood
+ PPCD
MS
L
DC
OL
MS
L
OL
MS
L
OL
MS
L
MR
learning
neighborhoods
to be tied
directly to media
resources
SE
A
main
entry
visitor
parking
CS
VA
M
after hours
entry
parking
F
DC
K
outdoor
play area
service
primary access
secondary access

Elementary School Dispersed

Space Type Adjacency Diagram



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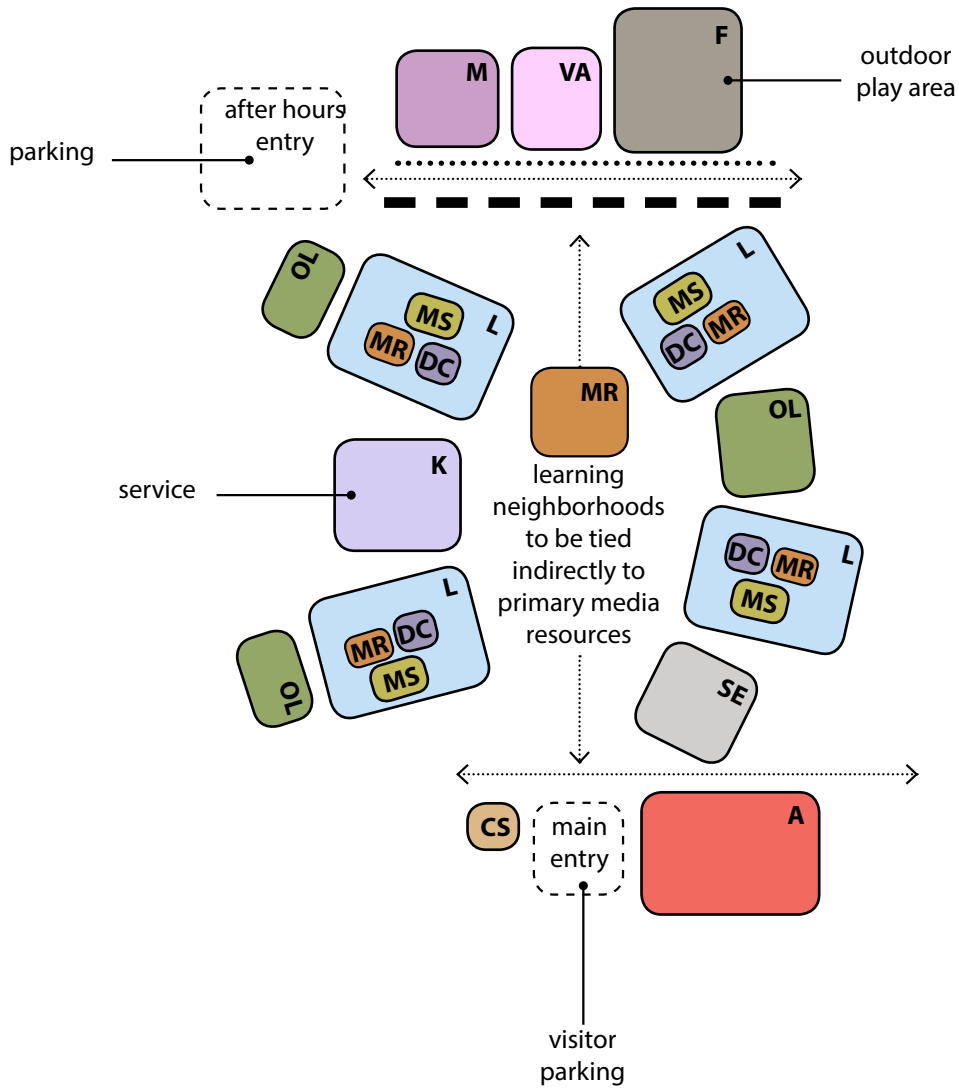
PRIMARY CIRCULATION

EXTERIOR ACCESS

AFTER HOURS ACCESS ZONING

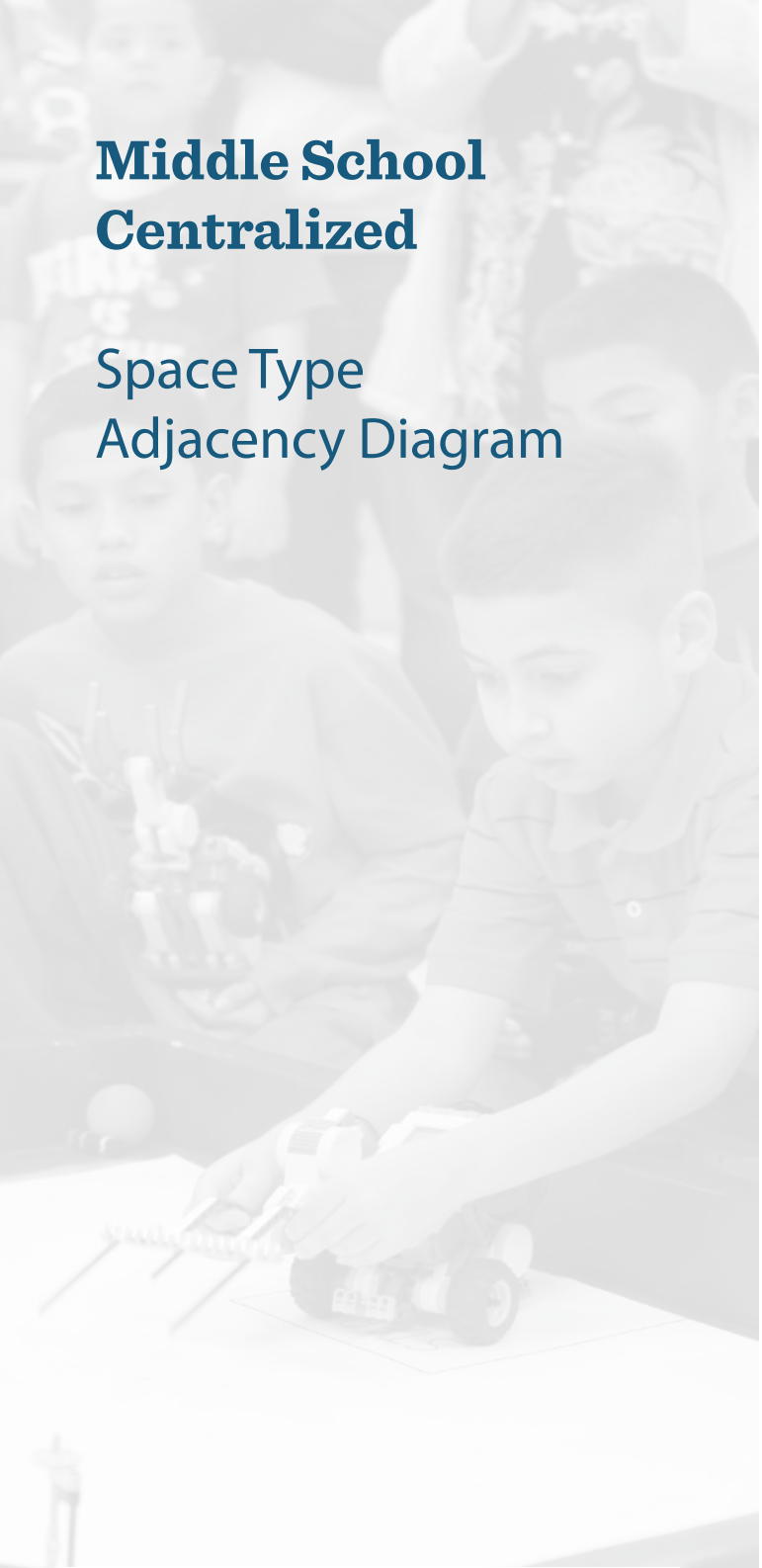
INCREASED ACOUSTIC SEPARATION

Note: neighborhoods designed around flexibility
(All learners can either be grouped by grade level or learning community.)



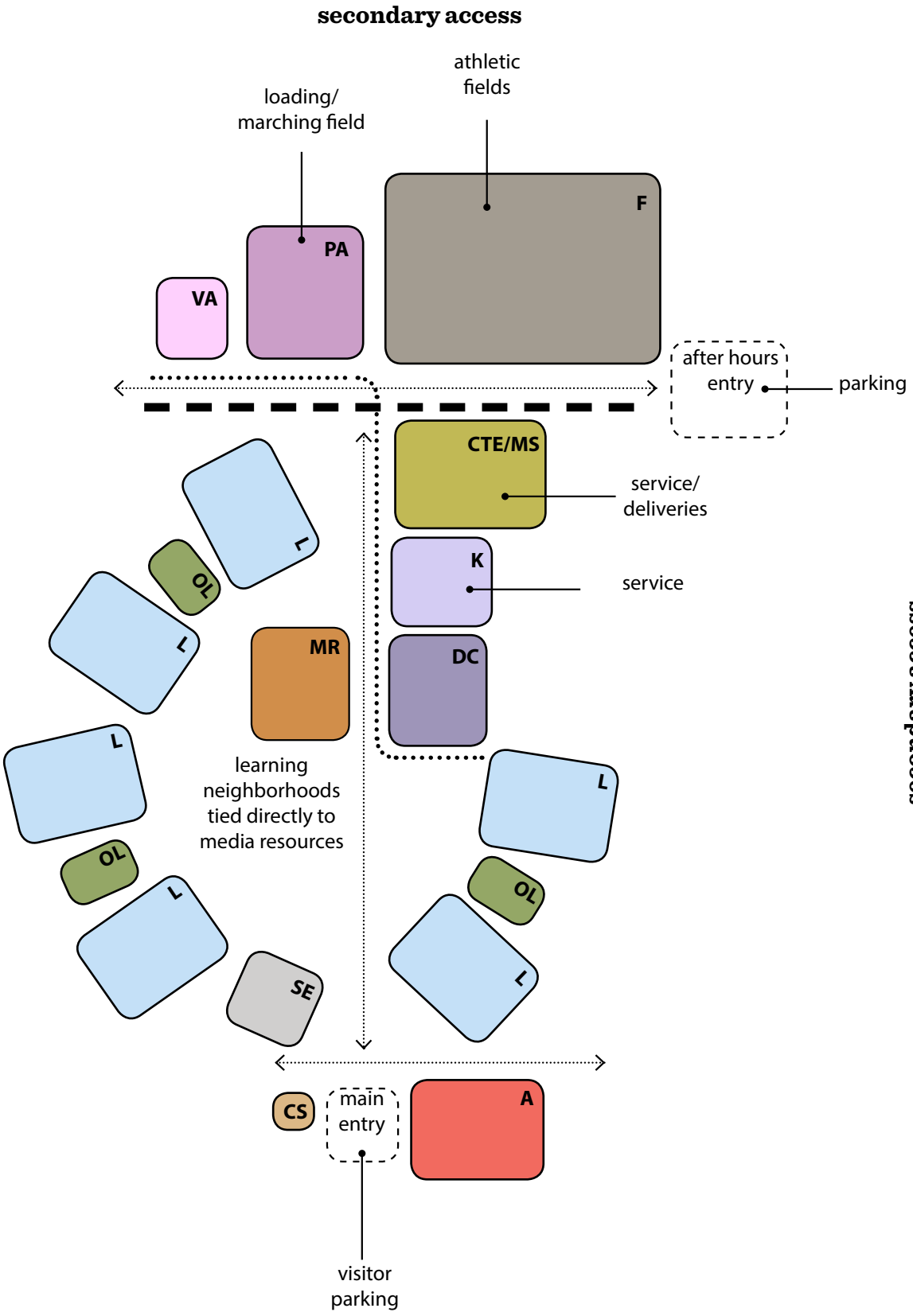
Middle School Centralized

Space Type Adjacency Diagram



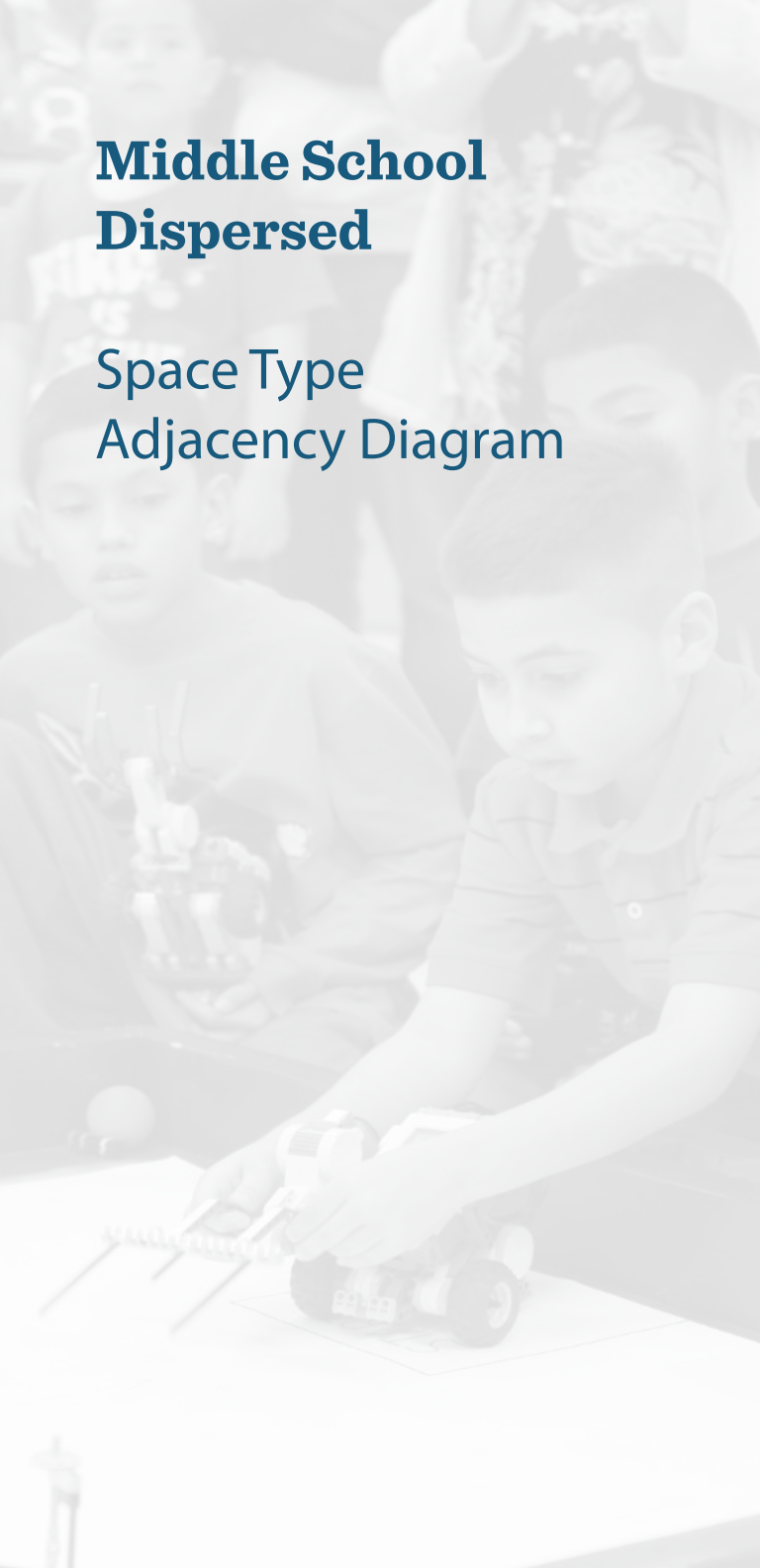
- CS — community space
- A — administration
- F — fitness space
- DC — commons
- K — kitchen
- MR — media resources
- L — learning neighborhood
- CTE/MS — cte/maker space
- PA — performing arts
- VA — visual arts
- SE — special education
- OL — outdoor learning

- PRIMARY CIRCULATION
- EXTERIOR ACCESS
- AFTER HOURS ACCESS ZONING
- INCREASED ACOUSTIC SEPARATION


secondary access
athletic fields
loading/ marching field
F
PA
VA
after hours entry
parking
CTE/MS
service/ deliveries
K
service
L
OL
MR
DC
learning neighborhoods tied directly to media resources
SE
CS
main entry
A
visitor parking
primary access
secondary access

Middle School Dispersed

Space Type Adjacency Diagram



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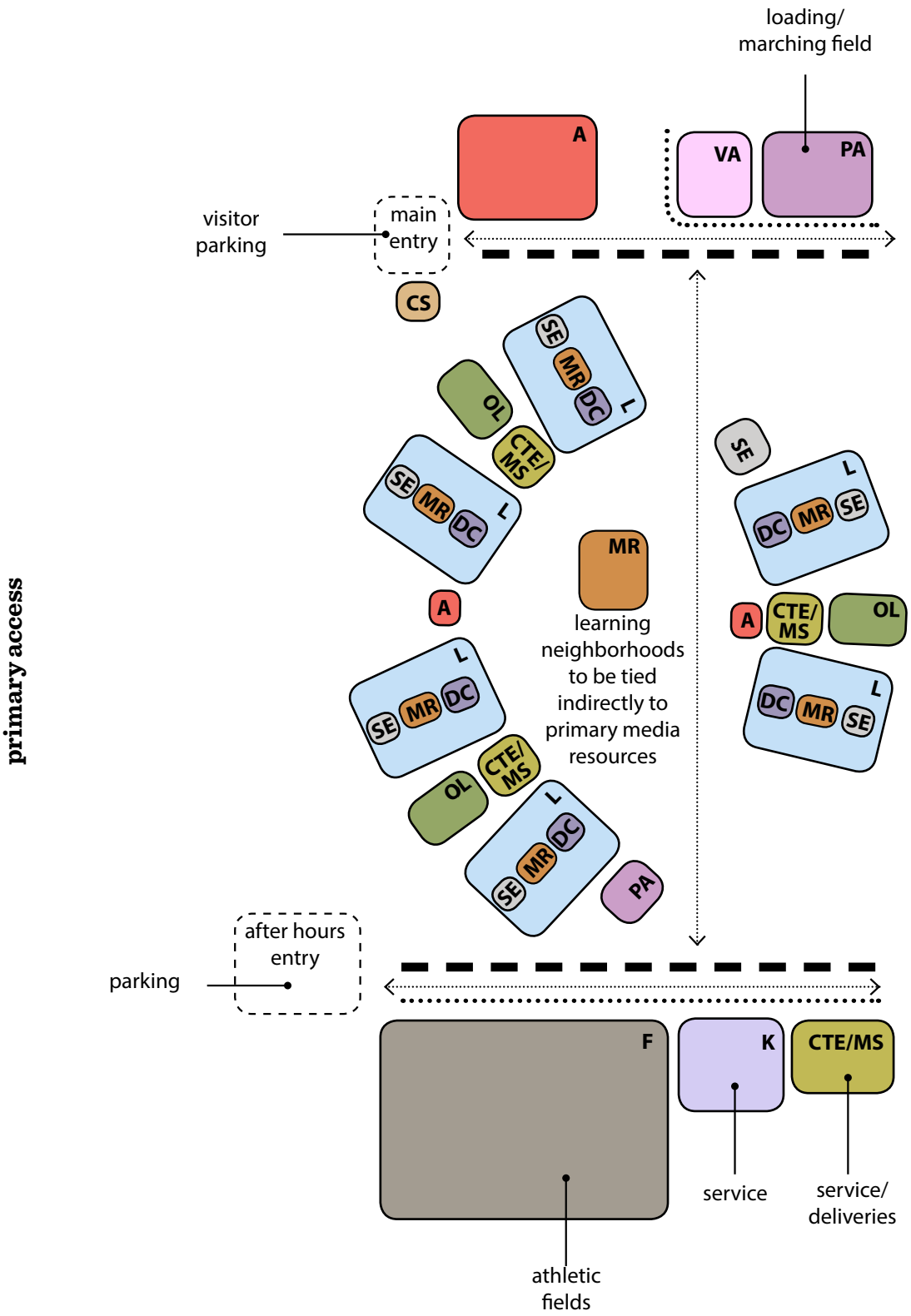
- PRIMARY CIRCULATION
- EXTERIOR ACCESS
- AFTER HOURS ACCESS ZONING
- INCREASED ACOUSTIC SEPARATION

secondary access



primary access

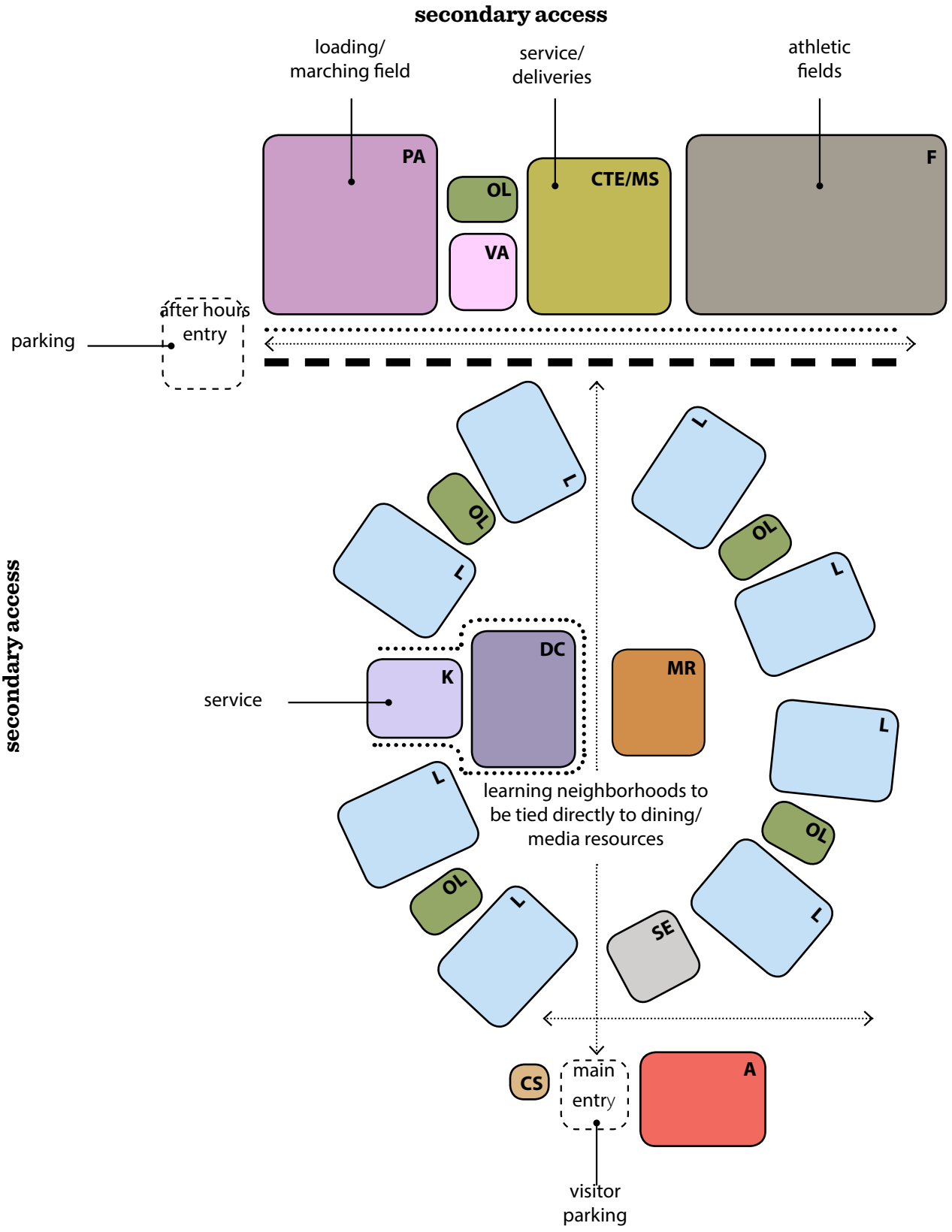
secondary access

High School Centralized

Space Type Adjacency Diagram

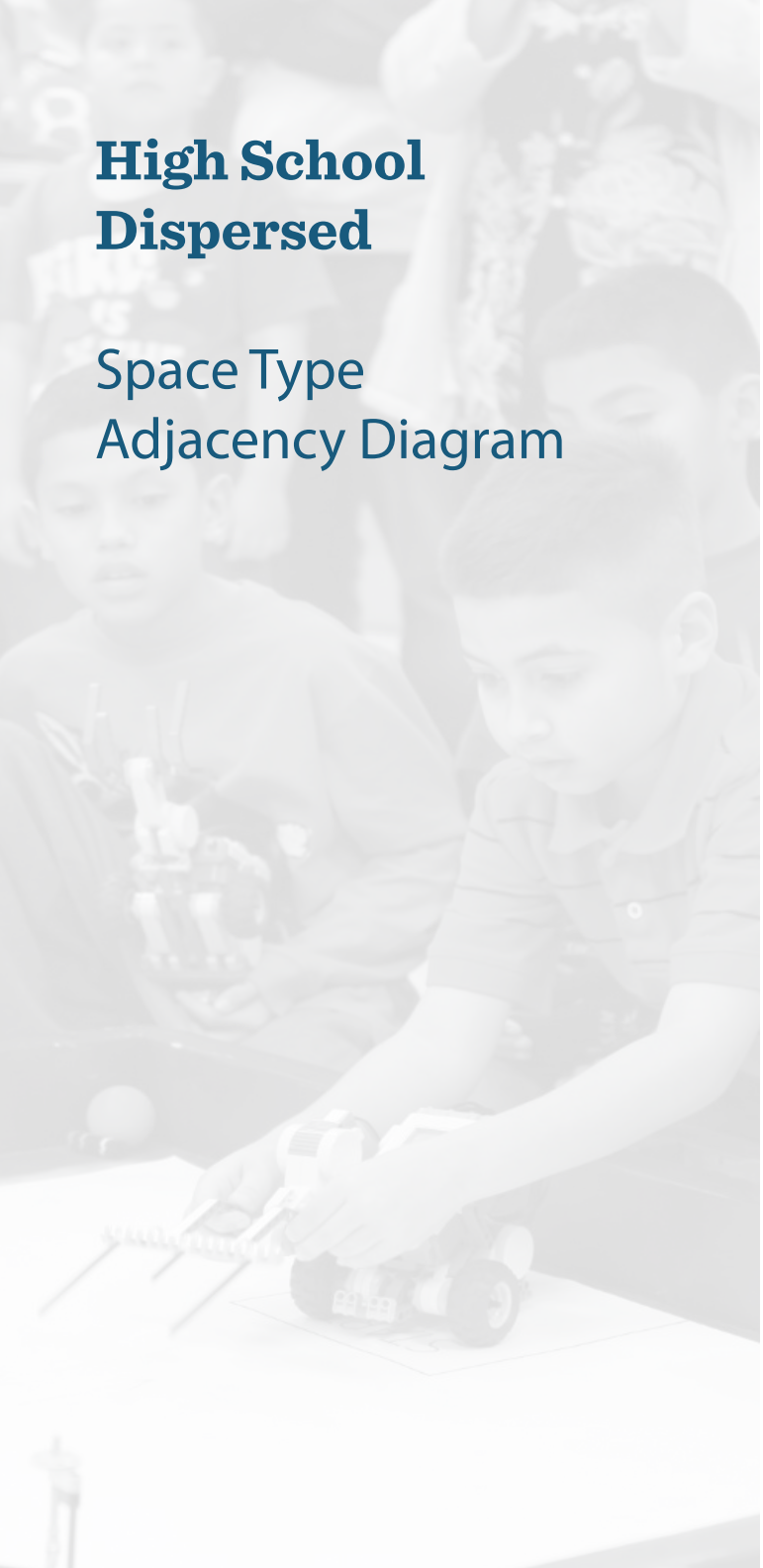
- CS — community space
- A — administration
- F — fitness space
- DC — commons
- K — kitchen
- MR — media resources
- L — learning neighborhood
- CTE/MS — cte/maker space
- PA — performing arts
- VA — visual arts
- SE — special education
- OL — outdoor learning

- PRIMARY CIRCULATION
- EXTERIOR ACCESS
- AFTER HOURS ACCESS ZONING
- INCREASED ACOUSTIC SEPARATION


secondary access
loading/
marching field
service/
deliveries
athletic
fields
PA
OL
VA
CTE/MS
F
parking
after hours
entry
secondary access
L
OL
DC
K
service
MR
learning neighborhoods to
be tied directly to dining/
media resources
SE
CS
main
entry
A
visitor
parking
primary access

High School Dispersed

Space Type Adjacency Diagram



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- PRIMARY CIRCULATION
- EXTERIOR ACCESS
- AFTER HOURS ACCESS ZONING
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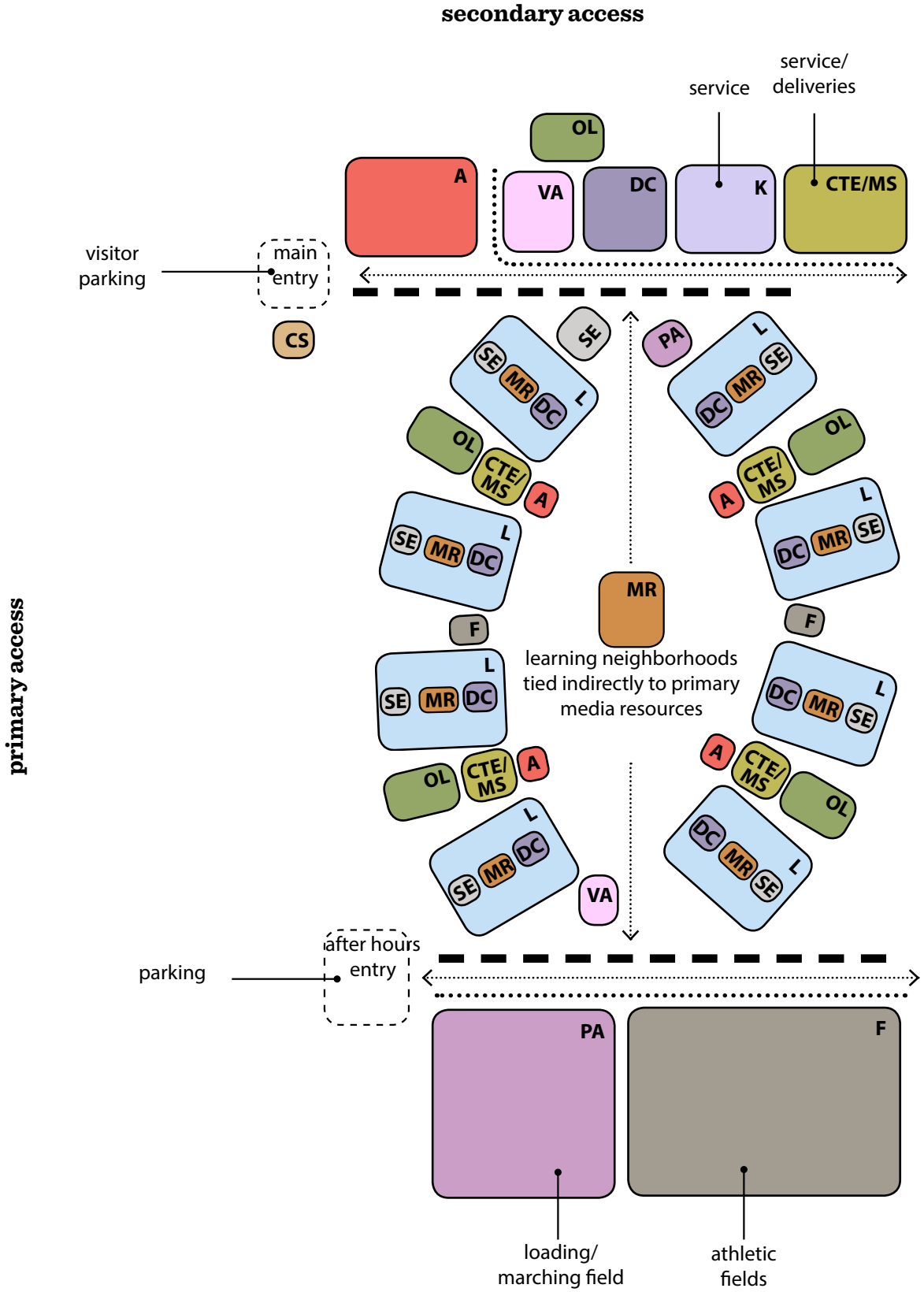
secondary access
service/
deliveries
service
OL
A
VA
DC
K
CTE/MS
visitor
parking
main
entry
CS
SE
MR
DC
L
PA
OL
CTE/
MS
A
F
learning neighborhoods
tied indirectly to primary
media resources
primary access
after hours
entry
parking
PA
F
loading/
marching field
athletic
fields
secondary access

SPACE PROGRAMS

SPACE TYPE ALLOCATIONS PER COHORT

The following space budget programs have been developed as the typical starting point for three size models at each cohort level; elementary, middle and high. A space program is simply a quantitative list of each space with the size in net square feet of the space. It is also noted if the space is capacity generating. This list does not describe qualitative components or detailed information about the activities that will occur within. This information can be found in space type descriptions on pages 80-102 and the Project Development Manual.

These programs reflect the space types and Learning Neighborhoods described within the Educational Specifications and are meant to be used in concert with the adjacency diagrams provided. Design teams will collaborate with campus teams to confirm space needs and preferred relationships. Net or usable spaces have been identified. The grossing factor will vary depending on systems selected and overall design layout. Specialty schools may deviate from the standard proposed enrollments.

CAPACITY

The school capacity determines the number and size of the spaces in the new or modernized building. School capacity is configured by counting number of studios (800 NSF or more) that are assigned regularly to educators and learners to determine full time capacity. It is important to note that AISD does not have an ideal school size. For the purposes of planning, these educational specifications assume that school capacities will fall within a range at each cohort level. The space budgets are based upon a mid-range capacity prototype. **Should a smaller or larger size capacity be required, the capacity should either increase or decrease by the number of students in one learning neighborhood.** The project design team must determine if future expansion is a potential for future growth. If so, the core sizes should be scaled to accommodate the growth. For example, a 32 studio Elementary School may need to grow to 40 studios in the future.

Elementary School

522—870 Learners (Each Learning Neighborhood supports capacity of 174)

Middle School

800—1,700 Learners (Each Learning Neighborhood supports capacity of 183)

High School

1,100—2,900 Learners (Each Learning Neighborhood supports capacity of 287)

Elementary School

696 Learner Example

	Class Size	Area (Net Sq. Ft.)	Quantity	Learner Capacity	Total (Net Sq. Ft.)
Learning Neighborhood (1 Neighborhood Per 2 Grade Levels = 4 Neighborhoods Total)					
Pre-School PPCD Studios	18	850	4	72	3400
Pre-Kindergarten Studios	18	850	4	72	3400
Kindergarten Studios	22	850	4	88	3400
1st Grade Studios	22	850	4	88	3400
2nd Grade Studios	22	850	4	88	3400
3rd Grade Studios	22	850	4	88	3400
4th Grade Studios	22	850	4	88	3400
5th Grade Studios	28	850	4	112	3400
Open Collaboration Areas		1200	4		4800
Small Group Rooms		125	16		2000
Professional Learning Centers		360	4		1440
Learner Restroom w/ changing area		60	4		240
Learner Restrooms		45	28		1260
(850 NSF Studio includes 25 NSF of storage-closet)					
Special Education					
Self-Contained Studios		850	4		3400
Evaluation Office		300	1		300
Speech/OT/PT		300	1		300
Self-Contained Studio Toilets		60	4		240
SPED Conference Room		400	1		400
Multi-Purpose Studios					
Multi-Purpose Maker Spaces		925	2		1850
Storage Rooms		50	2		100
Restrooms		45	2		90
Media Resources (Library/Media Center)					
Reading Room		2770	1		2770
AV Equipment Storage		400	1		400
Office/Workroom		250	1		250
Restroom		45	1		45
Literacy Library		400	1		400
Literacy Office		100	1		100

	Class Size	Area (Net Sq. Ft.)	Quantity	Learner Capacity	Total (Net Sq. Ft.)
Visual Art					
Laboratory		950	1		950
Kiln / Storage		90	1		90
Materials and Project Storage		90	1		90
Learner Restroom		45	1		45
Music					
Laboratory		950	1		950
Small Group		144	1		144
Restroom		45	1		45
Small Storage		20	1		20
Storage		90	1		90
Fitness Space (Physical Education)					
Instructional Area (Modified Gymnasium)		3000	1		3000
PE Storage		160	1		160
PE Office/Shower/Locker/Toilet		140	1		140
Gymnasium Restrooms		160	2		320
PE Storage (Outdoor)		100	1		100
Food Services					
Dining Commons		3944	1		3944
Kitchen / Serving		2800	1		2800
Stage		500	1		500
Stage Storage		150	1		150
Chair Storage		265	1		265
(Dining is to accommodate 1/3 learner population at 17 NSF/learner)					
Administration					
Principal		150	1		150
Asst. Principal		150	1		150
Admin Storage		20	1		20
Reception/Secretary		475	1		475
Bookeeper		100	1		100
Production workroom		600	1		600
Restrooms		45	2		90
Conference room		200	1		200

Elementary School: 696 Learner Example continued

	Class Size	Area (Net Sq. Ft.)	Quantity	Learner Capacity	Total (Net Sq. Ft.)
Fireproof Storage		80	1		80
Copier Room		100	1		100
Community Service Office		100	1		100
Supply Storage		80	1		80
Guidance & Counseling / Health Services					
Guidance Center		350	1		350
Health Services area		400	1		400
Health Toilet		45	1		45
Health Storage		20	1		20
Community					
Community Room		900	1		900
Family Restrooms		70	2		140
Building Support					
Main Storage		300	1		300
Bookroom		400	1		400
Electrical & Mechanical Closets		50	6		300
Central HVAC / Main Electrical		600	1		600
Housekeeping Closets		100	5		500
Safety Patrol Closet		30	1		30
Telecomm (IDF)		80	1		80
Main Telecomm (MDF)		120	1		120
				Net SF Total:	**67,718**

Middle School

1,100 Learner Example

	Class Size	Area (Net Sq. Ft.)	Quantity	Learner Capacity	Total (Net Sq. Ft.)
Learning Neighborhood (2 Neighborhoods Per Grade Level = 6 Neighborhoods Total)					
Studios	26	800	24	624	19200
Science Lab/lecture Studios	26	1300	6	156	7800
Science Prep Areas		300	6		1800
Maker Spaces	26	1300	6	156	7800
Small Group Rooms		125	12		1500
Open Collaboration Areas	26	1200	6	156	7200
SPED Studios	10	800	6	60	4800
Offices (AP's + Counselors)		150	4		600
Learner Restrooms		150	6		900
Professional Learning Centers		400	6		2400
Academic Area Faculty Restrooms		45	6		270
Learner Commons					
Commons		1000	1		1000
School Store		200	1		200
Restrooms		200	2		400
Book Rooms		600	2		1200
Special Education					
SPED Studio	10	925	1	10	925
SPED Living Area		560	1		560
Sp/TST/OT/PT		300	1		300
Media Resource Center (Library/Media Center)					
Reading Area / Teaching Area		3470	1		3470
Circulation		300	1		300
Office		120	1		120
Workroom		620	1		620
Materials & Equipment Storage / Production		300	1		300
Conference Room		200	1		200
Restroom		60	1		60

Middle School: 1,100 Learner Example continued

	Class Size	Area (Net Sq. Ft.)	Quantity	Learner Capacity	Total (Net Sq. Ft.)
Career & Technical Education					
Business Education	26	1200	1	26	1200
Business Education Office/Storage		300	1		300
Family & Consumer Science Studio	26	1200	1	26	1200
Family & Consumer Science Lab	26	1600	1	26	1600
F&CS Office/Storage		600	1		600
Technology Studio	26	1000	1	26	1000
Technology Computer Modular Lab	26	1600	1	26	1600
Technology Production Lab	52	2000	1	52	2000
Technology Video Studio		500	1	0	500
Technology Office/Storage		433	3		1300
Visual Arts					
General / 3D Labs	26	1100	2	52	2200
Kiln / Work Room		100	1		100
Storage Rooms		100	2		200
Graphics Lab	26	1100	1	26	1100
Choral Music					
Rehearsal Hall	26	1250	1	26	1250
Office		200	1		200
Library		200	1		200
Storage (uniform)		200	1		200
Storage (equipment)		200	1		200
Practice Room	26	56	2		112
Fine Arts MIDI Lab	26	500	1	26	500
Large ensemble room		200	1		200
Instrumental Music - Orchestra & Band					
Orchestra Rehearsal hall	26	1200	1	26	1200
Instrumental Music Office		200	1		200
Instrumental Music Library / Storage		300	1		300
Instrumental Music Practice Rooms - a		56	2		112
Instrumental Music Practice Rooms - b		90	2		180

	Class Size	Area (Net Sq. Ft.)	Quantity	Learner Capacity	Total (Net Sq. Ft.)
Instrument Storage		328	1		328
Band Rehearsal hall	26	2000	1	26	2000
Band Auxillary Rehearsal hall	26	1000	1	26	1000
Band Office / Workrooms		160	2		320
Band Library / Kitchen		300	1		300
Instrument Storage		500	1		500
Uniform Storage		350	1		350
Band Practice Rooms - a		56	4		224
Band Practice Rooms - b		70	4		280
Band Booster Storage		100	1		100
Learner Restrooms		200	2		400
Faculty Restrooms		100	2		200
Theatre Arts					
Theatre Arts Studio	26	1200	1	26	1200
Prop Storage		300	1		300
Stage		1500	1		1500
Stage Storage		150	2		300
Dance					
Rehearsal Hall / Studio	26	1800	1	26	1800
Office		200	1		200
Costume Storage		400	1		400
Equipment / Prop Storage		400	1		400
Locker Rooms		350	2		700
Restroom		70	1		70
Fitness Spaces (Athletics and Physical Education)					
Gym Lobby		800	1		800
Gym w/seats	26	8800	1	26	8800
Gym	26	6600	1	26	6600
Athletics - Boys Lockers/Tlts/Shwrs		2000	1		2000
PE - Boys Lockers/Tlts/Shwrs		1525	1		1525
Athetics - Girls Lockers/Tlts/Shwrs		2000	1		2000

Middle School: 1,100 Learner Example continued

	Class Size	Area (Net Sq. Ft.)	Quantity	Learner Capacity	Total (Net Sq. Ft.)
PE - Girs Lockers/Tlts/Shrs		1525	1		1525
Educator Offices		200	2		400
Educator Showers		50	2		100
Educator Closets		50	2		100
Storage Rooms		600	2		1200
Football Storage		300	2		600
Weight Room	26	1625	1	26	1625
Health	26	800	1	26	800
Food Services					
Dining Commons		6233	1		6233
Kitchen / Serving		3650	1		3650
Chair Storage		420	1		420
(Dining is to accommodate 1/3 learner population at 17 NSF/learner)					
Administration Space					
Main Office		900	1		900
Principal's Office		180	1		180
Asst. Principal's Offices		150	2		300
Admin Conference Room		180	1		180
MDF		125	1		125
Work Area/Vault		180	1		180
Textbook Storage		600	1		600
ISSSC		480	1		480
Faculty Center		300	1		300
Faculty Workroom		450	1		450
Faculty Restrooms		120	2		240
SRO Office		120	1		120
Guidance & Counseling					
Lead Counselors Office		150	1		150
Counselors Reception		200	1		200
Counselors Conference Room		240	1		240
Counselors Storage		50	1		50

	Class Size	Area (Net Sq. Ft.)	Quantity	Learner Capacity	Total (Net Sq. Ft.)
Health Services					
Health Services		450	1		450
Health restroom		60	1		60
Health Storage		20	1		20
Community					
Community Room		900	1		900
Family Restroom		70	2		140
Building Support					
Housekeeping Closets		80	6		480
Central Housekeeping Closets		250	1		250
Adult restrooms		400	2		800
Learner restrooms		200	2		400
Main Storage		400	1		400
Electrical / Mechanical Rooms		50	8		400
Central Plant		5000	1		5000
Wiring / IDF		80	9		720
				Net SF Total:	**149,644**

High School

2,300 Learner Example

	Class Size	Area (Net Sq. Ft.)	Quantity	Learner Capacity	Total (Net Sq. Ft.)
Learning Neighborhood (2 Neighborhoods Per Grade Level = 8 Neighborhoods Total)					
Professional Learning Center		450	8	0	3600
Maker Space	56	1600	8	448	12800
Science Lab	28	1632	16	448	26112
Shared Storage / Prep		300	8	0	2400
Learning Studio	28	800	32	896	25600
SPED Learning Studio	10	800	6	60	4800
Open Collaboration Space	56	1600	8	448	12800
Small Group Rooms		125	16	0	2000
Medium Group Rooms		400	6	0	2400
Dedicated Instructional					
Journalism Studio	28	1400	1	28	1400
Journalism Storage		350	1		350
Journalism Video Production Lab	28	900	1	28	900
World Language Lab/Computer	28	1008	1	28	1008
Science Technology/Computer Lab	28	1008	1	28	1008
Math Resource Storage		600	1		600
Special Education					
ED Studio	12	800	1	12	800
SPH Studio	12	1000	1	12	1000
MR Studio	12	1000	1	12	1000
Restrooms		60	4		240
Content Mastery Studio	12	1200	1	12	1200
Functional Living Area	12	300	1	12	300
Testing/Therapy		300	1		300
Office/Storage/Conference		1000	1		1000
Media Resource Center (Library/Media Center)					
Reading Room/Teaching Area	10	3690	1	10	3690
Circulation Area		300	1		300
Workroom/Supply Storage		650	1		650
A/V Storage/Equipment/Prof Library		900	1		900

	Class Size	Area (Net Sq. Ft.)	Quantity	Learner Capacity	Total (Net Sq. Ft.)
Presentation Room	28	1600	1	28	1600
Offices		120	2		240
Conference Rooms	14	200	2	28	400
Enclosed Computer Labs		800	2		1600
Restrooms		60	2		120
Career and Technical Education Programs					
Agri/Food/NaturalResources/ Horticulture/Floriculture & Wildlife		32325	1		32325
Architecture & Construction		19540	1		19540
Arts/AV Tech & Communication		17550	1		17550
Business Management & Admin		8800	1		8800
Education & Training		4100	1		4100
Finance		3200	1		3200
Gov't & Public Administration		1600	1		1600
Health Science		27750	1		27750
Hospitality & Tourism		7101	1		7101
Human Services		15550	1		15550
Information Technology		9670	1		9670
Law/Public Safety/Corrections & Security		8300	1		8300
Manufacturing		11140	1		11140
Marketing		1850	1		1850
STEM		14840	1		14840
Transportation/Distribution/Logistics		20880	1		20880
30% total CTE SF is calculated in the NSF Total				**30%**	**61259**
(This percentage will vary based upon CTE programs selected for each campus.)					
Visual Arts					
General Lab	28	1600	1	28	1600
3D Lab	28	1600	1	28	1600
Kiln/Workroom		100	1		100
Storage Rooms		100	3		300
Computer Graphics Lab	28	1600	1	28	1600

High School: 2,300 Learner Example continued

	Class Size	Area (Net Sq. Ft.)	Quantity	Learner Capacity	Total (Net Sq. Ft.)
Choral Music / Piano Lab					
Rehearsal Hall	35	1600	1	35	1600
Office		150	1		150
Practice Rooms		56	4		224
Music Library		100	1		100
Uniform Storage		200	1		200
Equipment Storage		200	1		200
Auxiliary Rehearsal Hall/MIDI	28	900	1	28	900
Large Ensemble Room		200	1		200
Music/Instrumental - Band					
Rehearsal Hall	110	3600	1	110	3600
Auxiliary Rehearsal Hall	20	1200	1	20	1200
Office		480	1		480
Library/Workroom		336	1		336
Faculty Restroom		111	1		111
Uniform Storage		686	1		686
Instrument Storage		700	1		700
Percussion Ensemble		800	1		800
Percussion Storage		519	1		519
Ensemble Room		132	1		132
Practice Rooms		56	5		280
Booster Storage		250	1		250
Dressing Rooms/Restrooms		426	2		852
Low Brass Storage		221	1		221
Guard Storage		200	1		200
Music/Instrumental - Orchestra					
Rehearsal Hall	48	1500	1	48	1500
Office		160	1		160
Uniform/Library Storage		350	1		350
Practice Rooms		56	4		224
Ensemble Room		132	1		132
Instrument Storage		480	1		480

	Class Size	Area (Net Sq. Ft.)	Quantity	Learner Capacity	Total (Net Sq. Ft.)
Theatre Arts					
Black Box Studio	30	1500	1	30	1500
Studio	30	1000	1	30	1000
Office		300	1		300
Storage Room		230	1		230
Prep Storage Room		400	1		400
Script Library		250	1		250
A/V Storage		200	1		200
Theatre/Auditorium					
Gallery/Lobby/Ticket Booth		1000	1		1000
Proscenium and Stage		2000	1		2000
Wing Space		1350	1		1350
Projection Control Room - Lights		200	1		200
Projection Control Room - Sound		200	1		200
Scenery Storage		500	1		500
Prop Storage		300	1		300
Costume Storage		400	1		400
Scenery Construction Area		600	1		600
Loading Dock		200	1		200
General Seating		4200	1		4200
Dressing Rooms/Restrooms		300	2		600
Dance					
Rehearsal Room	30	4000	1	30	4000
Office		150	1		150
Office Storage		120	1		120
Costume Storage		600	1		600
Prop Storage		600	1		600
Auxiliary Storage		600	1		600
Dressing Rooms/Restrooms		300	2		600
Team Locker Room		500	1		500
Class Locker Room		600	1		600

High School: 2,300 Learner Example continued

	Class Size	Area (Net Sq. Ft.)	Quantity	Learner Capacity	Total (Net Sq. Ft.)
Fitness Space (Athletics/Physical Education)					
Gym Lobby		1000	1		1000
Large Gym (2 Courts) with seating	35	16420	1	35	16420
Large Gym Storage		150	3		450
Multipurpose Gym	35	7500	1	35	7500
Multipurpose Gym Storage		200	1		200
Weight Room	35	3200	1	35	3200
Athletics Girls Locker Room		3476	2		6952
Athletics Boys Locker Room		3476	2		6952
PE Boys Locker Room		1545	1		1545
PE Girls Locker Room		1545	1		1545
Coaches Offices		300	4		1200
Coaches Showers		50	4		200
Coaches Closets		50	4		200
Athletic Coordinator's Office		120	1		120
Athletic Trainer's Office		100	1		100
Athletic Training Room		900	1		900
Concession/Storage		150	2		300
Wrestling Room	35	3000	1	35	3000
Laundry Rooms		300	2		600
Health Studio	30	800	1	30	800
Food Services					
Dining Commons		14663	1		14663
Kitchen/Serving		7590	1		7590
Chair/Table/Portable Stage Storage		875	1		875
(Dining is to accommodate 1/3 learner population at 17 NSF/learner)					
Administration Space					
Principal's Office		210	1		210
Associate Principal's Office		190	1		190
Assistant Principal's Offices		175	4		700
Secretaries/Clerks		300	4		1200
Reception		800	1		800
Attendance		120	1		120

	Class Size	Area (Net Sq. Ft.)	Quantity	Learner Capacity	Total (Net Sq. Ft.)
Conference Room		150	1		150
Bookkeeper		160	1		160
Data Clerk		160	1		160
Workroom		160	1		160
Vault		140	1		140
Textbook Storage		800	1		800
Parent/Auxiliary Offices		200	1		200
Mechanical/PA		500	1		500
Admin Restrooms		200	2		400
Principal's Restroom		45	1		45
In-School Student Support Svcs (ISSSC)		900	1		900
School Resource Officer		120	1		120
Guidance & Counseling					
Counselors' Offices		120	5		600
Reception		180	1		180
Sup/Records		200	1		200
Testing		140	1		140
Conference Room/Group Room		300	1		300
College/Career Center		300	1		300
Registrar Office		180	1		180
Health Services					
Care Office		120	1		120
Care Restroom		70	1		70
Care Center		300	1		300
Isolation Rooms		50	2		100
Faculty Center					
Workroom		1000	1		1000
Breakroom		600	1		600
Restrooms		150	2		300
Academic House Staff Restrooms		120	8		960
Wiring Closets (IDF)		40	12		480
Wiring Closets (MDF)		200	1		200

High School: 2,300 Learner Example continued

	Class Size	Area (Net Sq. Ft.)	Quantity	Learner Capacity	Total (Net Sq. Ft.)
Community					
Community Room		900	1		900
Family Restroom		70	2		140
Building Support					
Central Plant		5000	1		5000
Electrical/Telecomm Closet		50	10		500
Restrooms		350	16		5600
Restrooms - Gym & Café		400	2		800
Main Storage		600	1		600
Housekeeping Office		100	1		100
Housekeeping Closet		100	10		1000
				Net SF Total:	**323,500**

General Space Program Notes

Area totals provided in the space programs are listed in net square feet. The design team is responsible for proposing an appropriate factor to achieve gross area totals.

Fitness Spaces:

(i) Texas Education Agency — Primary gymnasiums or physical education space, if required by the district's educational program, shall have a minimum of 3,000 square feet at the elementary school level; 4,800 square feet at the middle school level; and 7,500 square feet at the high school level.

All elementary xchools were designed at the minimum size. middle schools and high schools were sized in comparison to schools across the country.

Media Center:

ES 696- TEA Administrative Code states, "Libraries for campuses with a planned student capacity of 501 to 2,000 shall be a minimum of 3,000 square feet plus an additional 3 square feet for each student in excess of 500. A school district that plans to locate more than 12 student computers in the library shall add 25 square feet of space for each additional computer anticipated." Based on TEA requirements the Primary Media Resources is sized initially at 3000 square feet with an additional 3 square feet per additional 196 students. An additional 25 square feet per 16 computers was provided to support a total of twenty eight computers to be located in the space.

MS 1100- Based on TEA requirements the Primary Media Resources is sized initially at 3,000 square feet with an additional 3 square feet per additional 600 students. An additional 25 square feet per 16 computers was provided to support a total of twenty eight computers to be located in the space.

HS 2300- TEA Administrative Code states, "Libraries for campuses with a planned student capacity of 2,001 or more shall be a minimum of 7,500 square feet plus an additional 2.0 square feet for each student in excess of 2,000." Based on TEA requirements the Primary Media Resources is sized initially at 7500

Appendix A

LEARNING PRINCIPLES

Learning Principle 1: Continuum of Learning

Learning can take place anywhere, anytime and with a variety of educators, business people and community members. Learners build their power skills or "the Six C's"– critical thinking, collaboration, creativity, cultural proficiency, communication and connection–through projects and solving real problems, collaborating with a team of community, business and higher education partners.

Continuum of learning with academics means the traditional stand-alone classrooms and subjects are replaced with inter-disciplinary experiences that emulate real-life work scenarios. For example, Science, Technology, Engineering & Math (STEM) or Science, Technology, Engineering, Arts & Math (STEAM), is a continuum of learning across disciplines. As this becomes a new standard in all subjects, educators are required to work together, learners are grouped to encourage collaboration and changes are made to traditional class schedules to provide time for these robust experiences.

Continuum of learning within facilities requires more access. An increase in project-based learning often coincides with a rise in interdisciplinary focus. Facilities include space in which to complete problems, ranging from flexible project spaces with work surfaces to more intensive workshops with building equipment and infrastructure. Also critical is organization for ongoing learner work and materials. It is important that these spaces mirror what the learners would see in the workforce, from workshops to professional spaces.

For these spaces to merely exist is not enough. For the continuum of learning to be successful, ease of access should be considered and discussed in terms of what space types and resources should be centralized versus dispersed throughout the school, what spaces need to be near to each other and what are the desired levels of transparency or visibility between spaces. Educators and learners must be able to quickly access the space or tools needed to facilitate their various activities. Strategically designed outdoor areas can also support the continuum of learning and become living environmental laboratories.

> *"Children have opportunity for choice in the classroom and no two learning plans are the exact same."*
>
> –Educational Specifications Workgroup

Continuum of learning within the community involves bringing the community in and engaging the learners outside of the school. Learners have robust learning experiences within the school grounds but they have opportunities to learn while embedded within the Austin community through internships, class projects and service opportunities. AISD takes advantage of the city's rich music culture by building robust fine-arts programs throughout the district. Schools can be utilized beyond the seven-hour school day for adult education and community gatherings, within spaces such as media resources or dining commons.

Learning Principle 2: Health and Well-being

Each learner has strong mentors and support to build a sense of belonging and address educational development, conflict resolution and collaboration, emotions and changes at school or in their personal life. These positive relationships with adults and others paired with a learning place full of natural light, connections to the out-of-doors and space for movement creates a learning experience focused on whole health and well-being.

Health and well-being within academics is linked to the scale of the learning environment and relationships with educators and administrators. Regardless of how large the school may be, if it is broken into smaller learning communities with dispersed administration and a collaborative group of educators, learners can have a more personalized experience. When it comes to the dispersion of administration, this can vary depending on campus size, curriculum and learner need. Common administrative dispersal involves assistant principals, counselors and special education. This is evaluated on a campus by campus basis at the time of planning. Learners today are often overworked and overstressed. Future schools incorporate more time for mindfulness and movement ensuring learners have breaks and time for restoration throughout the day. All learners, no matter their physical or emotional differences, have equal opportunities for learning and achieving a custom, personalized experience.

Health and well-being within the facility means the incorporation of wellness and fitness rooms into schools. This allows educators and older learners to incorporate physical activity into their schedules and workout during breaks. In a similar vein with the needs of access in a continuum of learning, the spaces and furniture must be easy to access and visible so that wellness can be seamlessly incorporated. Wellness and productivity are maximized in all schools by outdoor views and daylight. Similarly, the outdoors itself is utilized for walking trails and outdoor learning areas are paired with their indoor counterparts. The incorporation of these spaces can come in the form of alternative space sharing concepts based on furniture and programmatic needs. This should be assessed during the time of campus planning.

Health and well-being within the community are defined differently for each campus based on individual community needs within AISD. The goal is to partner with community organizations to provide wrap-around services at campuses, each geared to the specific population and its needs. These services are not just for learners, but are also accessible to their families and to the broader community.

Learning Principle 3: Empowerment

Flexible instruction time allows learners to control where and how they learn best, while being encouraged to move through the curriculum at their own pace, instead of grade levels or standard schedules. Learner success is measured not by tests but through assessment of competency and earning mastery credentials.

Empowerment within academics means trust, choice and autonomy and requires creating a multi-modal educational experience. Commonly accepted in the workforce today is the shift from work-life balance to work-life integration. This concept means that instead of separating the two, what is recognized is that the flexibility that today's technology affords in relation to when and where work traditionally gets completed. You can live where you work and work where you live. Schools must adapt in a similar fashion, providing learners opportunity to make decisions on when and where to work, resulting in shifts in traditional class schedules, room scheduling, course progressions and cohort organization.

Empowerment within the facility requires a variety of space types and agile furniture. Agile furniture means the furniture chosen for a space must be appropriate for the activities within that space but flexible enough to allow individualized and collaborative learning experiences to develop. Ease of movement is key and learners should be able to shift easily between various activities, have spaces to collaborate with peers, space to focus independently, spaces to create and areas to get messy and build. To make this work and to provide a bit of ease for educators with this increased learner autonomy, visual transparency between learning spaces is key, creating constant passive supervision. Passive supervision means educators are present to support and facilitate learners and their activities. Learners and their work should be on display. To make this multi-modal future possible, few spaces should be limited to single uses. Cafeterias are furnished so that they can be utilized throughout the day as learning spaces. Media Resource Centers (libraries) throughout the district are redefined to support technology-based learning and are sometimes dispersed to allow access to resources throughout the school. This allows for learners to access alternative resources in real-time within learning neighborhood settings.

Empowerment within the community closely aligns with the concept of continuum of learning. Learning is not limited to occurring within normal school hours or in traditional school spaces or with a traditional educator. Learners can become apprentices with a local potter, learn software coding while interning with a start- up technology firm, or gain credits through service learning.

Appendix B

MASTER PLAN GUIDING PRINCIPLES

The following information provides an overview of facility implementation strategies for each of the Guiding Principles identified during the FMP process. These should be applied to each space within an AISD facility unless otherwise noted. Additional requirements are outlined in Part 3 of the Ed Specs. A complete list and definitions of Measures of Success can be referenced in Appendix B.

Health, Safety, & Security

Guiding Principle: First and foremost, the health, safety and security of our students and staff is the number one priority. The FMP supports safety and security measures at all district facilities through compliance with safety codes and regulations. The district incorporates safety and security best practices in the design, construction, maintenance and operation of the district's facilities.

Facility Implementation Strategy: The organization of a building and its relationship to the site has a major effect on behavior and safety. School locations are accessed through a secure vestibule controlled by the main campus administration receptionist. The dedicated community space is publicly accessed from this vestibule and establishes a visual connection from the main office.

Transparency of walls and movable wall systems offer increased visual connectivity allowing educators to maintain a high level of supervision and to assist in the development of collaborative relationships amongst all building users. Mutually beneficial relationships between learners and staff, learners and learners and staff and staff are key to building safe and secure environments. Quality, activity-adapted acoustics are essential for learners to hear, understand and engage in educational activities. Acoustic zones are tailored to the space's designated use to ensure that the built environment supports the activity at hand. All spaces should have access to either direct or indirect natural daylight with preferably direct exterior views. Research has also shown that access to natural light and views improves employee productivity and learner test scores. [1]

Measure of Success: Facilities – Quality Space, Health & Well-Being; Community - Robust Learning Experience

[1]Heschong, L., & Mahone, D. (1999). Daylighting in Schools: An Investigation into the Relationship Between Daylighting and Human Performance. PG&E.

Academics and Co-curricular Supports

Guiding Principle: The FMP is academically-driven, recognizes that physical environment and facilities affect learning and student achievement, and supports the achievement of the academic and co-curricular (e.g., physical education, athletics, fine arts and career and technical education) goals and strategies articulated in the district's Strategic Plan and Board Priorities.

Facility Implementation Strategy: In order to best support learners and educators as they keep pace with new demands, flexible spaces with state-of-the-art technology and a variety of furniture selections are provided.

Research shows that the use of multiple methods of presenting, analyzing and processing information increases learner engagement across different learning needs. Facilities can then provide different environments for this type of learning. Movable wall systems provide for variable usage timelines and allow physical space sizes and uses to vary. Furniture and storage units should be mobile and accommodate individual, small group and large group activities. Display systems, including writable surfaces and digital technologies should be mobile where possible to support learning anytime and anywhere. Additionally, spaces should be scaled appropriately for a variety of learner group sizes facilitating the development of AISD's power skills, the Six C's.

Technology is continuously upgraded to the current systems available to develop a seamless, accessible tool available for use by both learners and educators. For example, learning studios should not isolate technology to a single teaching wall, but have devices and displays available at multiple points to support multi-modal learning. Technology infrastructure should be planned to support wireless connectivity for both data and video with an ultimate goal of a 1:1 learner to device ratio. Hard line drops should be considered for wall-mounted devices, voice and teaching stations.

Measure of Success: Academics – Learner Choice and Voice, Flexible Time, Groups, Robust Learning Experience; Facilities – Space Variety, Technologically Connected

Equity in Facilities

Guiding Principle: The FMP addresses equity in facilities by providing each school and site facilities based on current Ed Specs, through community input based on needs and Board-approved programs at the campus. These facilities provide students access to quality academic and specialized programming and technology through the construction and/or renovation of facilities through a strategic, phased modernization strategy.

Facility Implementation Strategy: Replaced, modernized, or renovated modernized facilities provide all students access to quality academic and specialized programming and technology over time. This most basic form of equity provides access to all learners, including those with physical or learning disabilities. All Austin ISD facilities must comply with the Americans with Disabilities Act and are required to meet the Texas Accessibility Standards. Also, the district, by recommendation from the FABPAC, has committed to go beyond standard accessibility compliance and address items brought about by Archer's Challenge. Facilities strive to align with the following goals:

- Family restroom(s) centrally located for easy access by learners, educators and the community
- Multiple keyed elevators to facilitate circulation in dispersed facilities
- Automatically functioning doors and canopies at primary entries

Measure of Success: Academics – Learner Choice & Voice; Facilities – Quality Space, Technologically Connected

Environmental Stewardship & Sustainability

Guiding Principle: The FMP has been developed to support and protect the environment and strengthen academics through the use of sustainable and conservation-focused practices for its buildings, grounds and equipment. The plan is informed by best practices in daily operations of facilities and equipment using green energy, energy efficiency, resource recovery, water conservation, waste minimization and sustainable building practices.

Facility Implementation Strategy: The district's Sustainability Plan provides a roadmap to achieve an environmentally, socially and economically sustainable school district in the following core areas: air quality, energy, food, nature, procurement, transportation, waste and water. The Ed Specs integrate sustainable design so that the district's facilities not only conserve resources through a reduced reliance on water, electrical and gas utilities, but also enhance learning outcomes. New and major building additions are built to achieve a LEED Silver certification under the U.S. Green Building Council's LEED (USGBC) program and meet equivalent sustainability ratings of the Austin Energy Green Building program.

Key green building considerations include:

Location & Transportation: Buildings are sited to take advantage of and enhance existing infrastructure, including public transit, street networks, pedestrian paths, bicycle networks, services and amenities, existing utilities and support walkable city initiatives.

Sustainable Sites: The environment and ecosystems around the buildings are considered as "natural capital" with a low-impact development approach to minimize construction pollution, decrease heat island effects, reduce light pollution and mimic natural water flow patterns to manage rainwater runoff.

Water Efficiency: Building designs integrate strategies to reduce water consumption, promote alternative water sources and consider non-potable water uses. Native and adapted plants are also considered for landscaping to reduce demand for irrigation.

Energy Efficiency: Energy use reduction is approached through energy-efficient design strategies, such as efficient lighting, high-efficiency HVAC systems, smart controls and selection of climate-appropriate building materials. Renewable energy sources are also considered, and building commissioning verifies that all building systems function as intended, reducing long-term maintenance issues and wasted energy.

Materials and Resources: Waste generated though the construction process are assessed and sorted for recycling and reuse. A life-cycle approach to sourcing building materials considers environmental, economic and social attributes of products. Spaces are designed with flexibility to ease adaptive use over the lifespan of the building, thus minimizing the need for additional construction modifications.

Indoor Environmental Quality: Thermal, visual and acoustical comfort protects the health of building occupants, decreases absenteeism and improves student performance.[2] Strategies to select low-emitting materials, provide ventilation and thermal control and integrate daylighting is included in the building designs.

Outdoor Learning Environments: The district recognizes that the integration of nature into the school and learning environment promotes academic achievement through hands-on, experiential learning and enhances the cognitive and emotional processes that are important for learning. Outdoor spaces are designed to support learning activities and be easily accessed from core learning areas.

Measure of Success: Facilities – Quality Space, Health & Well-being; Community – Outdoor Spaces

[2]Plympton, P., Conway, S., & Epstein, K. (2000). Daylighting in Schools: Improving Student Performance and Health at a Price Schools Can Afford.

Protection of Financial Investment

Guiding Principle: The Facility Master Plan includes the protection of the taxpayers' investment in the district's facilities through a long-term plan with a two-year review cycle for maintenance, repairs and renovations to extend the useful life of existing facilities coupled with the development of parameters for building replacement.

Facility Implementation Strategy: Flexible, multi-use space is key to protecting taxpayers' financial investment. The learning neighborhood is a group of core learner/educator spaces that serves as a new approach to increase space utilization and better serve learners. Instead of a single educator using a single room, teams of educators and learners collaborate in order to best utilize the whole learning neighborhood, meet the needs of varied learning styles plus social and emotional needs. Learning studios provide acoustic separation for traditional lecture-style instruction; however, flexible and mobile furniture systems and easily modified walls allow for continued adaptation.

AISD believes high-quality architectural materials and finishes create an atmosphere that supports and inspires learning. All materials must be highly durable and resilient yet support a creative learning environment. Material and life cycle costs are considered and balanced with facility standards to maintain budgets.

Measure of Success: Academics – Learner Choice & Voice, Groups, Robust Learning Experience; Facilities – Space Variety, Health & Well-Being

Optimal Utilization

Guiding Principle: The FMP identifies specific plans and/or remedies to achieve a target range of 75 – 115 percent of permanent capacity when compared with projected student enrollment, beginning with the opening of the 2016-17 school year and every school year thereafter, and contain a two-year cycle of review for enrollment projections for subsequent years.

Facility Implementation Strategy: The learning neighborhood concept provides ultimate flexibility and space optimization to learners and educators alike with access and ownership of the whole learning neighborhood instead of a single classroom space. Shared professional learning center is provided to educators for preparation, peer collaboration and communication. Workstations for educators, a shared meeting space, and access to resources are provided. Learning spaces are shared by both educators and learners, akin to higher-education models. This shift simultaneously facilitates a more efficient use of space, while providing educators space that fosters the development and implementation of AISD's power skills, the Six C's.

The smaller scale of each learning neighborhood, supporting between 174 to 280 learners, enables relationship development and connection in addition to building the following skills: collaboration, cultural proficiency and communication. Many of the goals of the Social Emotional Learning program are strongly supported within a smaller learning group, such as recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions and handling challenging situations constructively and ethically.

The implementation of concepts contained in the FMP results in the creation of new school facilities and the renovation of existing school facilities to offer a wider variety of learning and support spaces and more flexibility in their use. The nature of these physical improvements encourage and support the greater and more diverse utilization of these contemporary spaces, including the addition of new educational programming not previously possible and use of community based programs and social services.

Measure of Success: Academics – Learner Choice & Voice, Groups; Facilities – Space Variety, Health & Well-being

Communication & Community Engagement

Guiding Principle: The FMP development process must provide multiple opportunities for meaningful input and varied means of engagement tailored to community needs.

Facility Implementation Strategy: Community and parent involvement in schools are proven to increase learner outcomes. All stakeholders benefit by creating facilities that efficiently and effectively build community and parent involvement.

Every school has a dedicated community meeting space in addition to other areas within the facility that can be utilized for community use (i.e. fitness and athletic spaces, media resource center, commons and flexible use spaces within learning neighborhoods) Some schools have additional space to house wrap-around services, such as health clinics and unique spaces for after school programs to support their region of the district.

Community access areas are clearly defined and can be easily separated or connected as needed. Decreasing or increasing future enrollment can be supported by high school learner groups delving in to community businesses, government and non-profit organizations for on-site internships. Likewise, a sense of community, community related services and activities can grow within schools.

Measure of Success: Community – Learner-driven Projects, Partnership Mindset, Robust Learning Experiences, Wrap-around Services; Facilities – Quality Space

MEASURES OF SUCCESS FOR THE BUILT ENVIRONMENT

The Ed Specs workgroup collaborated to develop the following measures of success for the built learning environments. The concepts contained in the measures have been incorporated throughout the entire Ed Spec document.

Academics

Learner Choice and Voice – provide multiple models of learning and facilitate learner-identified learning goals to provide variety and choice

Flexible Time – support learner-driven schedules to allow for exploration and mastery both inside and outside the classroom

Groups – facilitate groups to support different and dynamic learner interactions

Robust Learning Experience – provide robust, cross-curricular learning experiences that allow learners to demonstrate multiple measures of mastery in both the state's standards and the district's Six C's (critical thinking, collaboration, creativity, cultural proficiency, communication and connection)

Facilities

Quality Space – ensure the construction of safe, accessible and quality indoor spaces that are connected to outdoors to access views, natural light and outdoor learning environments

Space Variety – build a variety of space types to support different group sizes; provide furniture that supports multi-modal learning; build flexible wall types to allow for different room layouts and sizes

Health and Well-Being – support health and well-being and social emotional learning by providing acoustically appropriate spaces; provide both informal spaces with comfortable seating and large, active spaces to facilitate movement

Technologically Connected – provide support for technology with features such as charging stations, additional electrical capacity and expand Wi-Fi coverage to the outside areas of campuses and on school buses

Community

Learner-driven Projects — promote learner-driven projects both on campuses and through community opportunities such as internships

Partnership Mindset — foster partnerships when designing new facilities, developing curriculums, training staff and supporting internships

Robust Learning Experience — provide neighborhoods and communities safe and secure access to schools to support student and community enrichment

Wrap-around services — provide hubs of support for wrap-around services in academic locations

Outdoor Spaces — design outdoor spaces to accommodate student and community learning

AUSTIN
Independent School District

DLR Group

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